

Personnel Standards and Competencies: The Process for Alignment

ECPC Cross-Cohort Leadership Institute

Avon, CT

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Presenters

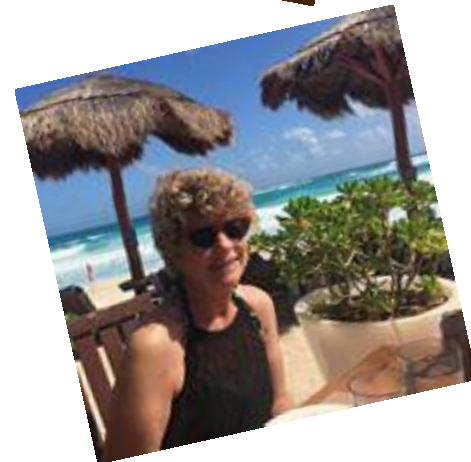
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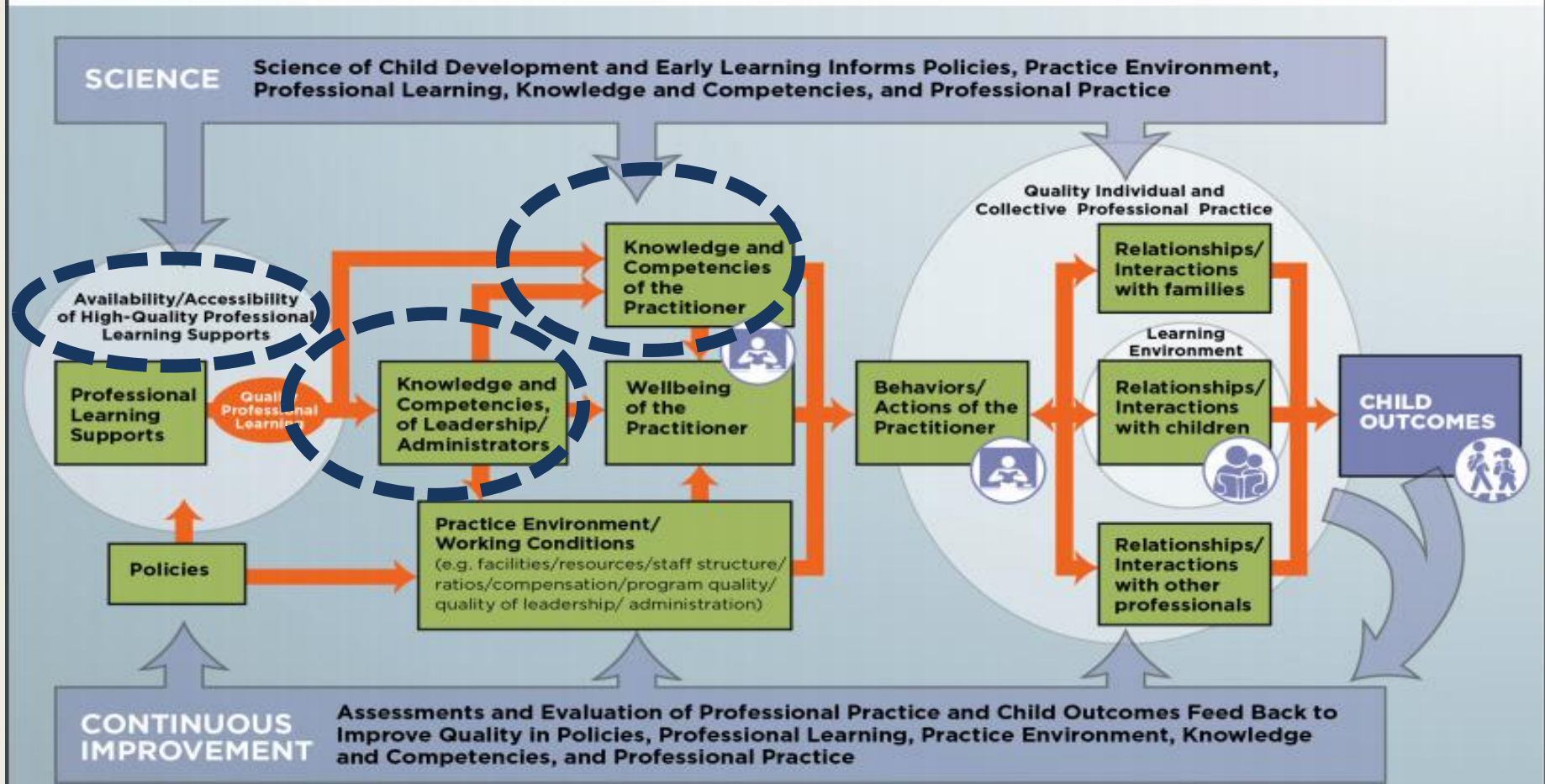
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Research Affirms the Importance of Professional Competencies

Figure 8-1.
Factors that contribute to quality professional practice and ultimately to improving child outcomes.



Cross Disciplinary Competencies Alignment

The Process

The Disciplines



Multi-Step Iterative Process

National meetings of organizations: Share information and priorities

Joint presentations at discipline specific conferences

Completed crosswalks of personnel standards across: CEC/DEC, NAEYC, AOTA, APTA, ASHA

Workgroup validated a refined item by item analysis of DEC/NAEYC personnel standards

Articles published by disciplines organizations (IYC)

ECPC Cross Disciplinary Personnel Competencies

– AOTA, APTA, ASHA, CEC, DEC, NAEYC & ZTT

Family Centered Practice

**Intervention/Instruction
as Informed by Evidence**

**Coordination &
Collaboration**

Professionalism

Methodology: Identification of Personnel Competency Areas & Sub-Areas (April-May 2016)

Step	Description/Results
Document Identification	<ul style="list-style-type: none"> • ECPC requested the document(s) of current personnel standards <ul style="list-style-type: none"> • AOTA, APTA, AHSA, CEC, DEC, NAEYC and ZTT • Organizations provided 1-10 documents • Upon review, one document was identified as the organization's personnel standards (i.e., knowledge and skill statements) <ul style="list-style-type: none"> • Two organizations had secondary document with personnel standards • Remaining documents identified as supportive documents <ul style="list-style-type: none"> • Position statements, technical reports, systematic reviews, etc.
Categorization of Standards by Competency Area	<ul style="list-style-type: none"> • Two ECPC staff members (1 post doc, 1 RA) individually grouped each standard (n=752) into 1 of 4 cross disciplinary personnel competency areas <ul style="list-style-type: none"> • 96% of the items were coded the same between the two staff • 4% of the items (n=27) were categorized by the ECPC Director • Two independent reviewers (EC professionals, graduate students in ECI) reviewed items to ensure they were properly assigned <ul style="list-style-type: none"> • Identified 37 items (5%) of disagreement with original coders • ECPC Director identified 20 items (3%) to be re-categorized

Methodology

Categorization of Standards by Cross-Disciplinary Competency Areas

Organization	Number of Items	Competency Areas			
		Family Centered Practice	Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	752	149	406	98	99
Percent		20%	54%	13%	13%
AOTA	40	1	20	6	13
APTA	40	8	17	11	4
ASHA	263	42	163	36	22
CEC	35	4	21	4	6
DEC	80	12	50	10	8
NAEYC	24	4	12	0	8
ZTT	270	78	123	31	38

Methodology

Step	Description/Results
Identification of Personnel Competency Sub-Areas	<ul style="list-style-type: none">• Two ECPC staff members grouped individual personnel standard items into each of four multi-disciplinary competency areas through thematic analysis<ul style="list-style-type: none">• Subcomponent titles developed solely on the basis of the information in the personnel standard items• Categorizing process was iterative<ul style="list-style-type: none">• Two staff reviewed, re-reviewed the groupings and re-grouped items based on discussion• ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas

Competencies and Subcomponents

Family Centered Practice

- Parent Partnership, Advocacy & Help-Giving
- Parent Education in Child Development & Interventions
- Family Involvement in Assessment
- Cultural, Linguistic and Socioeconomic Competency
- Family Systems Theory
- Laws & Policies
- Supporting Home Language Development
- Stress, Trauma, & Safety
- Parent/Caregiver Social Emotional/Attachment
Communicating with Families
- Nutrition

Example

Family Centered Practice: *Family Involvement in Assessment*

Organization	Personnel Standard
APTA	Evaluate family strengths, resources, concerns, priorities: a) conduct family interview; b) select, administer supplemental family surveys
ASHA	Skills (ability): Interview families in family friendly, culturally competent manner to obtain background history
CEC	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
DEC	Integrate family priorities and concerns in the assessment process
NAEYC	Knowing about assessment partnerships with families and with professional colleagues
ZTT	Assesses family strengths and risk factors and connects the family to appropriate resources to both enhance the family's ability to build on their strengths and protect children and family members from risks

Intervention/Instruction: Informed by Evidence

- Intervention
- Assessment
- Knowledge of Typical Child Development & Behavior
- Communicating & Interpreting Assessment Results
- Progress Monitoring

- Evidence Based Practice
- Health & Safety
- IEP/IFSP
- Knowledge of Risk Factors & Atypical Child Development
- Accommodations & Adaptations
- Service Delivery Models

Example

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
AOTA	An OT is responsible for all aspects of the screening, evaluation, and re-evaluation process
APTA	Use valid, reliable, nondiscriminatory examination instruments and procedures: a) identification and eligibility, b) diagnostic, c) individual program planning, d) documentation of child progress, family outcomes, program impact
ASHA	Knowledge of methods of evaluation, assessment appropriate for birth-3: includes interview, parent report, observation, criterion-referenced tools

Example

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
CEC	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
DEC	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
NAEYC	Understanding the goals, benefits, and uses of assessment
ZTT	When available, uses evidenced-based screening, observation, and assessment tools and strategies to inform planning and provision of appropriate services for the unique needs of each individual child, including children with special needs and dual language learners

COORDINATION & COLLABORATION

- General Teaming
- Resource & Referrals
- Effective Communication
- Transitions
- Teaming with Families
- Role as a Consultant
- Problem Solving
- Leader of a Team
- Medical Home
- Positive & Respectful Relationships

Example

Coordination & Collaboration: *General Teaming*

Organization	Personnel Standard
AOTA	An occupational therapy practitioner is an integral member of the interdisciplinary collaborative health care team. He or she consults with team and family members to ensure the client-centeredness of evaluation and intervention practices
APTA	Supervise personnel and professional students: a) monitor the implementation of therapy recommendations by other team members; b) establish a student clinical affiliation; c) formally and informally teach/train therapy staff
ASHA	Skills in implementing strategies to function as an effective member of an interdisciplinary programming team

EXAMPLE (CONTINUED)

Coordination & Collaboration: *General Teaming*

Organization	Personnel Standard
CEC	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
DEC	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ZTT	Collaborates with other service providers and provides information, guidance, and support to assist families who are caring for a child with special needs

Professionalism

- Advocacy/Public Awareness
- Laws, Policies & Practice Standards
- Professional Development & Self-Reflection
- Knowledge of the Field

- Ethics
- Administrative Leadership
- Supervision
- Communication
- Wellness

Example

Professionalism : *Advocacy/Public Awareness*


Organization	Personnel Standard
AOTA	An occupational therapy practitioner is an effective advocate for the client's intervention and/or accommodation needs
APTA	Promote public awareness of early-intervention services: a) disseminate information about the availability, criteria for eligibility, and methods of referral; b) collect and use data from multiple sources for child-find systems
ASHA	Skills in disseminating information related to early intervention services through a variety of print, media, technology, and professional organization networks

Example

Professionalism: *Advocacy/Public Awareness*

Organization	Personnel Standard
CEC	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
DEC	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
NAEYC	Engaging in informed advocacy for children and the profession
ZTT	Understands and takes a leadership role in advocating for families and young children with special needs at the programmatic, local, state, and federal levels

Current Status of Competencies



All discipline associations have or are reviewing cross disciplinary core competencies



All participating professional associations except one have endorsed the core competencies



Anticipation that all associations will endorse by years end

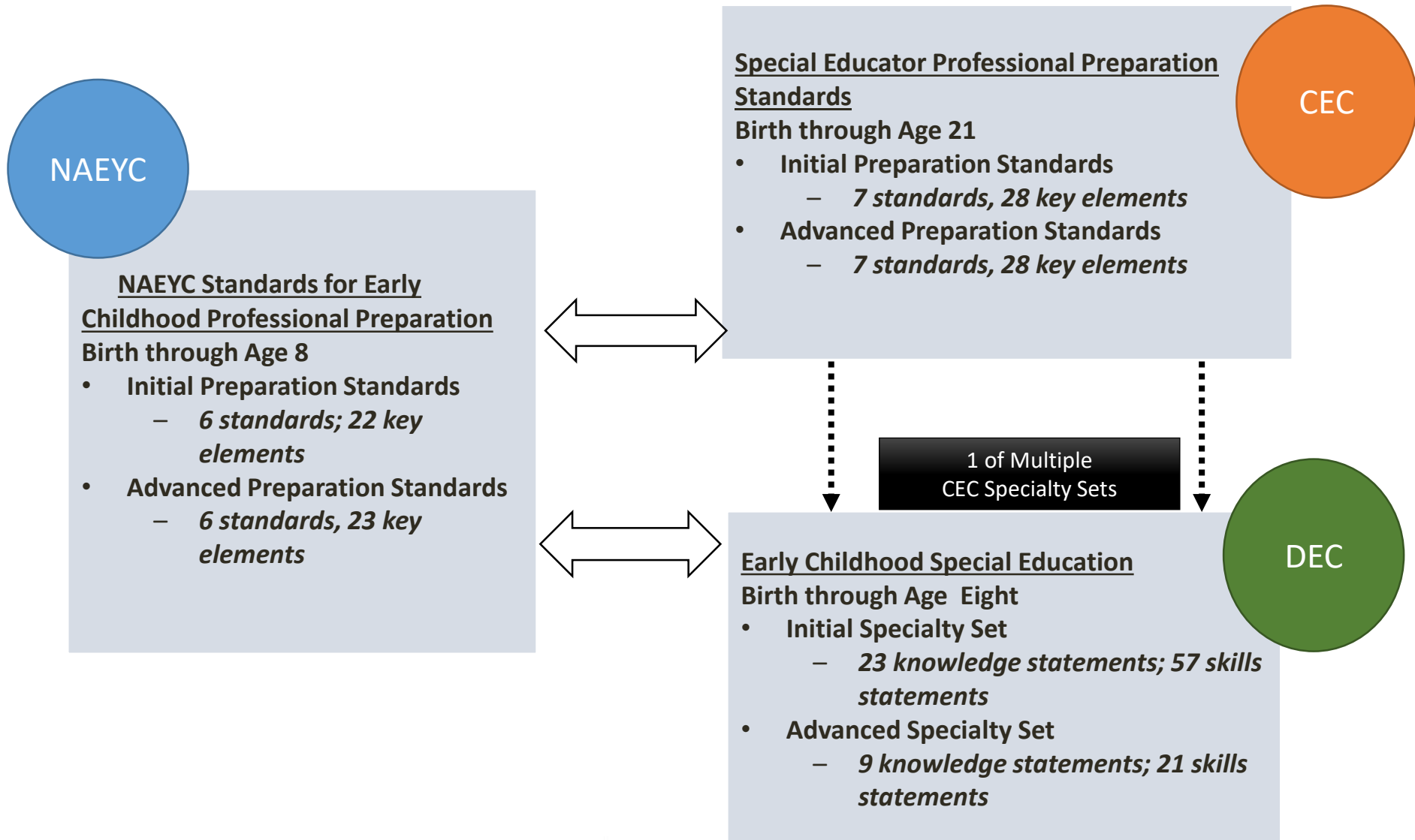
CEC, DEC, and NAEYC Standards Alignments:

The Process

Collaborators



NAEYC, CEC, DEC Standards: What Was Aligned?



Initial Preparation Standards

CEC Initial Preparation Standards

1. Learner Development & Individual Learning Differences

2. Learning Environments

3. Curricular Content Knowledge

4. Assessment

5. Instructional Planning & Strategies

6. Professional Learning & Ethical Practice

7. Collaboration

Advanced Preparation Standards

CEC Advanced Preparation Standards

1. Assessment

2. Curricular Content Knowledge

3. Programs, Services, and Outcomes

4. Research and Inquiry

5. Leadership and Policy

6. Professional and Ethical Practice

7. Collaboration

NAEYC Standards for Early Childhood Professional Preparation

- 1. Promoting Child Development & Learning**
- 2. Building Family & Community Relationships**
- 3. Observing, Documenting, & Assessing to Support Young Children & Families**
- 4. Using Developmentally Effective Approaches to Connect with Children & Families**
- 5. Using Content Knowledge to Build Meaningful Curriculum**
- 6. Becoming a Professional**

Which Standards for Degree Programs? Inservice?

Early Childhood Education	Early Intervention/Early Childhood Special Ed.	Blended Early Childhood & Early Childhood Special Ed.
Initial – NAEYC Initial Standards & Elements	Initial – CEC Initial Standards & Elements supplemented by the Initial DEC Specialty Set	Initial – CEC <u>and</u> NAEYC Initial Standards & Elements supplemented by the Initial DEC Specialty Set
Advanced – NAEYC Advanced Standards & Elements	Advanced – CEC Advanced Standards & Elements supplemented by the Advanced DEC Specialty Set	Advanced – CEC <u>and</u> NAEYC Advanced Standards & Elements supplemented by the Advanced DEC Specialty Set

Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

- DEC Alignment Workgroup (n=11) appointed 2014
- Development of alignment rules/guidelines
- Consensus rule determined ($\geq 73\%$, n=8-11)
- Two individual alignments of both Initial and Advanced NAEYC and CEC Standards and Elements
 - 2nd review of elements with 36% - 64% (n=4-7)
- Conference calls to discuss alignments
- Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets

DEC, CEC, NAEYC Alignment Results

Standards/Elements, Specialty Set K & S Aligned	Number of Elements or K & S Statements Aligned \geq 73%
Initial CEC, NAEYC Elements	22 (79%)
Advanced CEC, NAEYC Elements	15 (54%)
Initial DEC Specialty Set K & S, NAEYC Elements	44 (54%)
Advanced DEC Specialty Set K & S, NAEYC Elements	13 (39%)

CEC Initial Preparation Key Elements	CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs
Standard 2. Learning Environments 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.		Standard 1. Promoting Child Development and Learning Standard 4. Using Developmentally Effective Approaches Standard 5. Using Content Knowledge to Build Meaningful Curriculum
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
	K2.1 Theories of typical and atypical early childhood development	1b: Knowing and understanding the multiple influences on development and learning
	S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
	S 2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments	4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

Current Status/Next Steps with the Alignments



Joint alignment product to be developed this fall



Co-sponsored introductory webinar to be developed and implemented



Used in developing other products (e.g., crosswalk with DEC Recommended Practices)

