DEC, CEC, NAEYC Standards Alignment: A Tool for Higher Education Curriculum Development

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Session Objectives

1. Discuss the history and rationale for standards alignment.
2. Discuss the process for standards alignment.
3. Review the results of the standards alignment.
4. Discuss case examples of possible uses for the alignment.
5. Identify other resources needed to apply the alignments to higher education curriculum development.
Collaborators
Alignments Provide Guidance For:

• Development of IHE CAEP and state accreditation Program Review Documents
• Review of Program Documents by CAEP/state reviewers
• Development, modification, implementation and evaluation of IHE programs
• Development, implementation, and evaluation of inclusive clinical experiences
• Articulation of courses across two-year and four-year programs
• Development, modification, implementation and evaluation of professional development systems
• Development of state certification policies
NAEYC, CEC, DEC Standards: What Was Aligned?

**Early Childhood**
Birth through Age 8
- Initial Preparation Standards
  - 6 standards; 22 key elements
- Advanced Preparation Standards
  - 6 standards, 23 key elements

**Special Education**
Birth through Age 21
- Initial Preparation Standards
  - 7 standards, 28 key elements
- Advanced Preparation Standards
  - 7 standards, 28 key elements

**Special Education Early Childhood Specialist**
Birth through Age Eight
- Initial Specialty Set
  - 23 knowledge statements; 57 skills statements
- Advanced Specialty Set
  - 9 knowledge statements; 21 skills statements

1 out of 12 CEC Specialty Sets
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 Which Degree Programs??

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
<th>Early Intervention/Early Childhood Special Ed.</th>
<th>Blended Early Childhood &amp; Early Childhood Special Ed.</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial – NAEYC Initial Standards &amp; Elements</strong></td>
<td><strong>Initial – CEC Initial Standards &amp; Elements Informed by the Initial DEC Specialty Set</strong></td>
<td><strong>Initial – CEC and NAEYC Initial Standards &amp; Elements Informed by the Initial DEC Specialty Set</strong></td>
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<tr>
<td><strong>Advanced – NAEYC Advanced Standards &amp; Elements</strong></td>
<td><strong>Advanced – CEC Advanced Standards &amp; Elements Informed by the Advanced DEC Specialty Set</strong></td>
<td><strong>Advanced – CEC and NAEYC Advanced Standards &amp; Elements Informed by the Advanced DEC Specialty Set</strong></td>
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Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

• DEC Alignment Workgroup (n=11) appointed 2014
• Development of alignment rules/guidelines
• Individual alignment of Initial and Advanced NAEYC and CEC Standards and Elements
• Conference calls to discuss alignments and determine consensus rule (73% or higher)
• Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets
## DEC, CEC, NAEYC Alignment Results

<table>
<thead>
<tr>
<th>Standards/Elements, Specialty Set K &amp; S Aligned</th>
<th>Number of Elements or K &amp; S Statements Aligned ≥ 73%</th>
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</thead>
<tbody>
<tr>
<td>Initial CEC, NAEYC Elements</td>
<td>22 (79%)</td>
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<tr>
<td>Advanced CEC, NAEYC Elements</td>
<td>15 (54%)</td>
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<tr>
<td>Initial DEC Specialty Set K &amp; S, NAEYC Elements</td>
<td>44 (54%)</td>
</tr>
<tr>
<td>Advanced DEC Specialty Set K &amp; S, NAEYC Elements</td>
<td>13 (39%)</td>
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<tr>
<td>CEC Initial Preparation Key Elements</td>
<td>CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
<td></td>
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<tr>
<td>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</td>
<td>1b: Knowing and understanding the multiple influences on development and learning</td>
</tr>
<tr>
<td>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8</td>
</tr>
<tr>
<td>K1.1 Theories of typical and atypical early childhood development</td>
<td>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8</td>
</tr>
<tr>
<td>K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning</td>
<td>1b: Knowing and understanding the multiple influences on development and learning</td>
</tr>
<tr>
<td>K1.4 Impact of medical conditions and related care on development and learning</td>
<td></td>
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<tr>
<td>K1.6 Factors that affect the mental health and social-emotional development of infants and young children</td>
<td></td>
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<td>CEC Initial Preparation Key Elements</td>
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<tr>
<td><strong>Standard 2. Learning Environments</strong></td>
<td><strong>Standard 1. Promoting Child Development and Learning</strong>&lt;br&gt;<strong>Standard 4. Using Developmentally Effective Approaches</strong>&lt;br&gt;<strong>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</strong></td>
</tr>
<tr>
<td><strong>2.1</strong> 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.</td>
<td><strong>1c:</strong> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</td>
</tr>
<tr>
<td><strong>K2.1</strong> Theories of typical and atypical early childhood development</td>
<td><strong>1b:</strong> Knowing and understanding the multiple influences on development and learning</td>
</tr>
<tr>
<td><strong>S2.2</strong> Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</td>
<td><strong>1c:</strong> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</td>
</tr>
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Now That We’ve Done This....

• Is it useful?

• How have we used the alignment?

• How can we use the alignment?
Website Dissemination

http://www.dec-sped.org/

http://www.cec-sped.org

http://www.naeyc.org
Case Example: BS ECSE Dual Certification Program

- Used at the University of West Georgia (UWG) to support the development of a new dual certification program.
- UWG early childhood program began an undergraduate early childhood special education program in spring 2017.
- The design committee aligned the new ECSE course objectives with CEC standards.
- The alignment document was then used to show evidence of both DEC and NAEYC representation across the program.
Case Example: MAT Program Development

- Used at Western Kentucky University to revise a blended ECE/ECSE MAT program
- Alignment document used to determine presence of, duplication, and gaps in representation of CEC/DEC/NAEYC standards
- Course components reviewed – objectives, assignments, readings, topics
Case Example: CAEP Accreditation

• Small VA university’s blended ECE/ECSE BS program
• Reviewed degree to which assignments represented CEC/DEC/NAEYC standards
• Identified assignments that provided best fit with CAEP standards across all standards
Case Example: State Certification Standards

- Used in Georgia to develop Early Childhood (Birth to Five) standards
- Reviewed draft standards for representation of:
  - DEC Recommended Practices
  - Aligned CEC/DEC/NAEYC standards
- Provided a set of recommendations to the Department of Early Care and Learning
- The alignment document allowed us to focus on shared standards for all early childhood professionals
What Additional Resources Are Needed?

1. To integrate the standards and specialty sets alignments into a “new” IHE curriculum – initial and advanced?

2. To facilitate development of program documents for accrediting bodies?

3. To use the standards and specialty sets for ongoing curriculum development and revision?
Next Steps

• Develop additional resources for faculty
• Provide guidance for policy development, including Power to the Profession
• Align the Initial DEC Specialty Set with the Recommended Practices and the CEC and NAEYC Standards