Using Cross Disciplinary and Disciplinary Personnel Standards in IHE and PD Planning

ECPC Cross-Cohort Leadership Institute

Avon, CT

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Early Childhood Personnel Center

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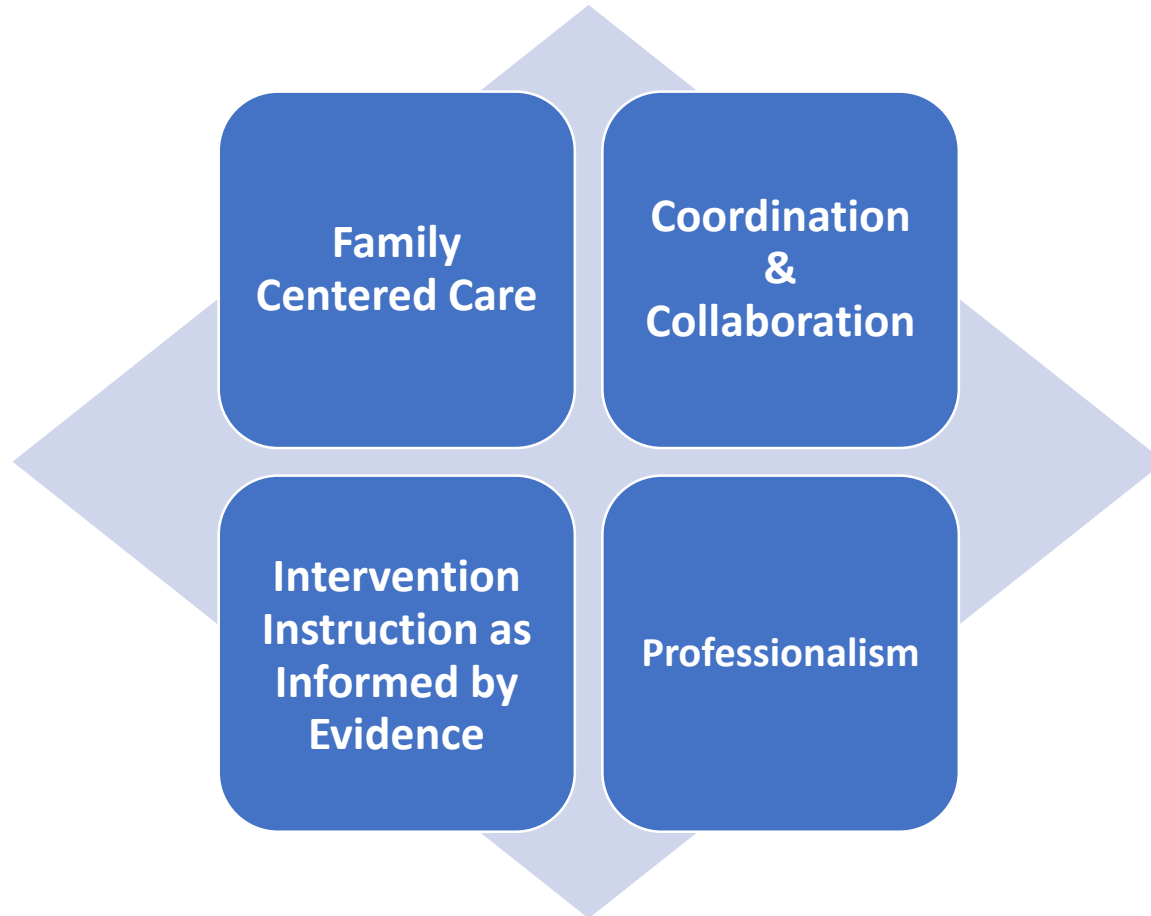vicki.Stayton@wku.edu

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Collaborators
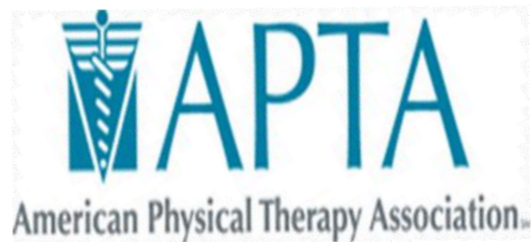
Using Cross Disciplinary Personnel Standards in:

IHE and PD Planning

Core Competencies across Disciplines

Family Centered Care

Coordination & Collaboration

Intervention Instruction as Informed by Evidence

Professionalism

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Subcomponents

Family Centered Care	Coordination, Collaboration

Family Centered Care

- 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

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

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Instruction & Intervention

- 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

Professionalism

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

- Ethics
- Administrative Leadership
- Supervision
- Communication
- Wellness

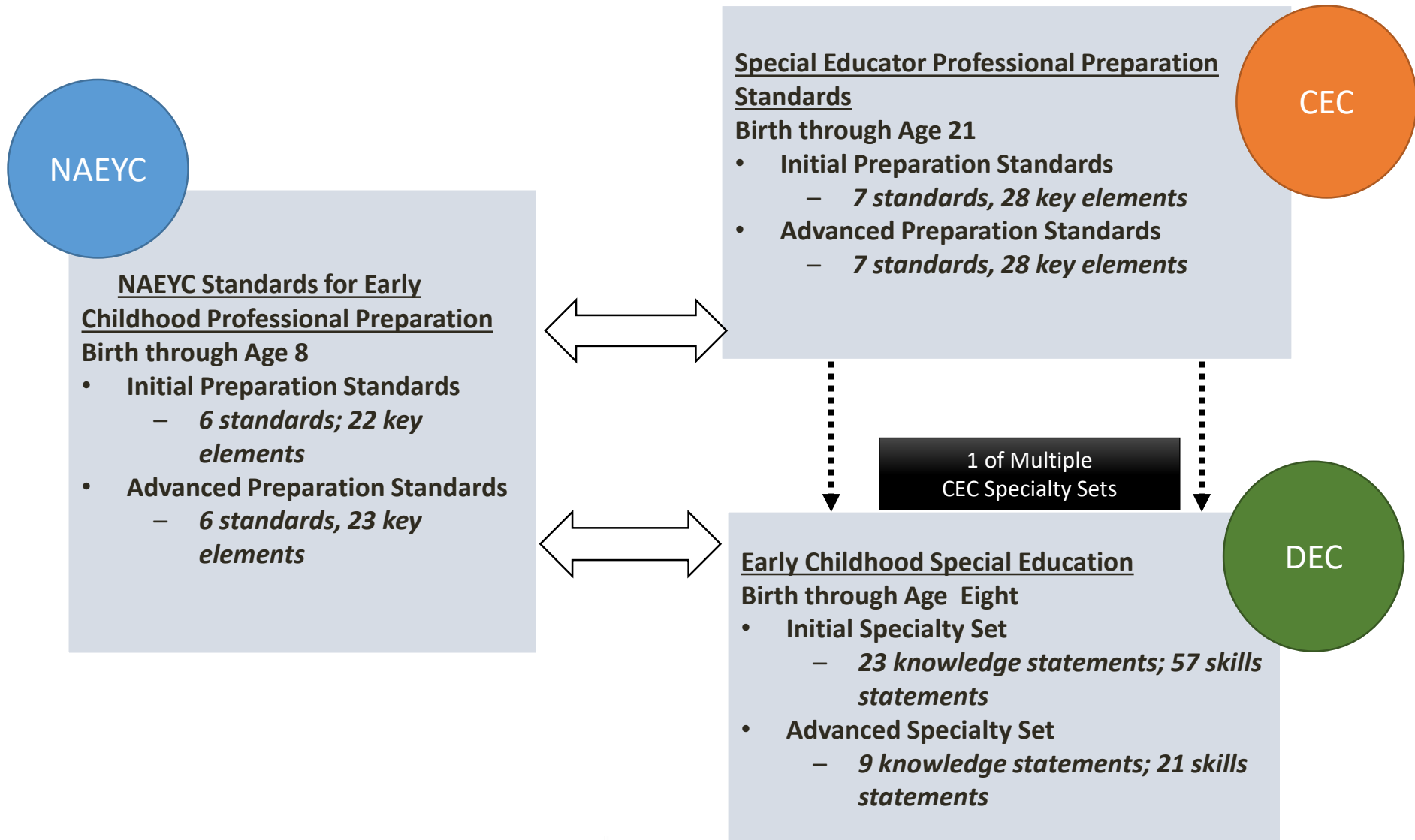# Using Cross Disciplinary Personnel Standards in:

IHE and PD Planning

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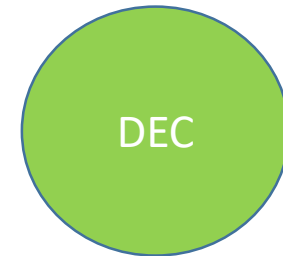
NAEYC CEC DEC

A Little Deeper

Alignment across DEC, CEC, NAEYC

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NAEYC, CEC, DEC Standards: What Was Aligned?

NAEYC

CEC

DEC

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

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

1 of Multiple CEC Specialty Sets

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

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Alignments Provide Guidance For:

- **Development of CAEP/state accreditation documents**
- **Review of CAEP/state program documents**
- **Development, modification, implementation and evaluation of IHE programs and PD systems**
- **Development, implementation, and evaluation of inclusive clinical experiences**
- **Articulation across 2 and 4-year programs**
- **Development of state certification policies**

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Which Standards for Which Degree? PD?

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 _and_ 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 _and_ NAEYC Advanced Standards & Elements supplemented by the Advanced DEC Specialty Set

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**

14

Now That We've Done This....

- **Is it useful?**

- **How have we used the alignment?**

- **How can we use the alignment?**

Case Example: IA ECPC Work

- **Used the NAEYC and/or CEC/DEC standards to reexamine and retool a variety of state personnel standards for ECE/ECSE, ECSE, and ECE Iowa Essential Teaching Competencies (Early Care System)**

- **IA 100 – Blended/Unified 0-8**

- **IA 262 – ECSE**

- **ECE Iowa Teacher Essential Competencies**

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CEC Initial & Advanced Preparation Standards, Key Elements, Knowledge & Skills		NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	IA Endorsement 100 EC/ECSE (Competency Based)	IA Endorsement 262 ECSE (Content Based)
Initial Standard 1: **Learner Development and Individual Learning Differences** 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.		See bottom of this document for a listing of the six broad NAEYC personnel standards.		2. **Characteristics of learners.** Preparation which includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning. Identification of specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children. Application of the knowledge of cultural and linguistic diversity and the significant sociocultural context for the development of and learning in young children.
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	1b. Knowing and understanding the multiple influences on development and learning 2a: Knowing about and understanding diverse family and community characteristics	1.3 Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.	X Application of the knowledge of cultural and linguistic diversity and the significant sociocultural context for the development of and learning in young children.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	1a. Knowing and understanding young children's characteristics and needs 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning	1.2 Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.	X Preparation which includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning.
K1.1	Theories of typical and atypical early childhood development		1.1 Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.	X Preparation which includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning.

CEC = Council for Exceptional Children; DEC = Division for Early Childhood of the Council for Exceptional Children; NAEYC = National Association for the Education of Young Children; ECI = Early Childhood Iowa.

The first two columns note where the DEC national workgroup has identified areas where CEC and NAEYC are in alignment (double dip). NAEYC is now confirming. For Endorsement 100, DEC and NAEYC are indicating that all CEC Initial Preparation Standards and ALL NAEYC Initial EC Standards should be addressed. DEC Specialty Set statements and DEC R_____ed P_____d b__ __ h_d __ b_____ "WE_b_t___b_i_f_sed into program/syllabi. Endorsement 262 is NOT a competency based endorsement; the X's are where there appears to be a match up with standards for CEC only. Endorsement 262 ___ ___ ___ ___ _ _____ ____ Statements in light Gray (initial) are what needs to be taught at the initial license levels (undergraduates); Advanced preparation standards is geared for the post back level (ECSE ___ S. Maude WORKING DRAFT 2-15715

Page 1 of 41

Case Example: Georgia State Workforce Competencies

- **Alignment document used in GA to support the development of Early Childhood (Birth to Five) workforce competencies**

- **Allowed to focus on shared high quality expectations for ALL early childhood professionals**

- **Process:**

  - **Reviewed draft competencies for representation of:**

    - **DEC Recommended Practices**

    - **CEC/DEC/NAEYC standards (the alignment document)**

  - **Provided recommendations to Department of Early Care and Learning to ensure DEC practices and standards were evident across the workforce competencies**

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Case Example: ECSE Dual Certification Program

- **Used at the University of West Georgia (UWG) to support development of a new dual certification program (ECE and ECSE) in spring 2017**

- **Design committee aligned each of the ECSE course objectives with CEC's initial preparation standards**

- **Alignment document was used to show evidence that both the DEC specialty set and NAEYC standards were also integrated throughout the program**

- **This evidence was used and accepted for program approval at the state level**

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**

WKU MAT Program Planning Matrix

Course Objectives	CEC Standards	DEC K & S Statements	NAEYC Standards	DEC RPs	Readings	Assignments

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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**

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Case Example: Align EI Certification Program with Cross Disciplinary Competencies

Competencies Mapped to External Sources								
Competency Area **Scholar Competencies**	ECPC Interdisciplinary Competencies	Disciplinary Competencies			DEC Recommended Practices	Key principles: EI in the NE	Focused Instruction Individualized Intervention	Result in Improved Outcomes	Support Inclusion
Evaluation & Assessment in EI		OT	PT	SLP					
Scholars will: **a) Gather developmental, family, and other information from various sources to identify strengths and needs of children and families** **b) Demonstrate knowledge of basic test psychometric properties** **c) Administer and interpret standardized and non-standardized tests and measures used in ECI** **d) Interpret and synthesize all evaluation and assessment findings identifying strengths and needs** **e) Gather information to monitor and determine change over time**	**Family Centered Practice** **Data-based Intervention**	X X X X X	X X X X X	X X X X X	A1, A2, A5, A6, A7, A10	2. All families, with the necessary supports and resources, can enhance their children's learning and development	X X X X X	X X X X X	X X X

Family									
Scholars will: **a) Demonstrate knowledge of family centered care and its value**	**Family Centered Practice**	X	X	X	F1, F2, F3, F4, F5, F6, F7	3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives. 6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.			X
b) Demonstrate knowledge of cultural and linguistic competence and its application to early childhood intervention		X	X	X					X
c) Conduct and interpret a routines based interview and Eco map to gather family concerns, resources and priorities		X	X	X					X
d) Communicate effectively with families for planning and intervention		X	X	X			X		X
e) Actively support families to participate in the IFSP/IEP process by sharing information			X	X			X	X	X
Context and Environment									
Scholars will: **a) Demonstrate knowledge of disability frameworks, characteristics and trajectory of disability**	**Professional-ism**	X	X	X	E1, E3	1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts. 2. All families, with the necessary supports and resources, can enhance their children's learning and development			X
b) Demonstrate knowledge of local, state and federal applications and function of IDEA Part C and Part B		X	X	X					X
c) Demonstrate knowledge of and identify the benefits of providing services in the natural environment within naturally occurring learning opportunities		X	X	X			X		X
d) Demonstrate knowledge about how young children learn							X		X

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Now It's Your Turn....

- **Is it useful?**

- **How can you use
  the alignment?**