



EC Faculty SIG Spotlight: What's Happening in Personnel Preparation?: Exciting New Resources to Support Your Work

TEACHER EDUCATION DIVISION CONFERENCE
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Session Agenda

- DEC Personnel Preparation Committee (PPC) Overview
 - Members & Purpose Statement
 - New Structure
 - Collaborative Reach (*other groups we work with*)
- Initiatives & Related Resources
 - Position Statement
 - Standards Alignment
 - Validation Study
 - Literature Review
 - Recommended Practices Crosswalk
 - Power to the Profession
 - Cross-Disciplinary Standards Alignment
 - Standards Development Task Force
- Discussion & Feedback



PPC Overview

The DEC Personnel Preparation Committee

Members:

Linda Flynn-Wilson | Natalie Danner | Eva Horn | Jennifer Kilgo | Hailey Love |
Laura McCorkle | Ann Mickelson | Sarah Nichols | Sandra Hess Robbins |
Cynthia Vail | Harriet Able | Cori Hill, DEC Executive Board Liaison

Past Members and Contributors:

Chris Marvin
Pamela Winton

The Personnel Preparation Committee

Purpose:

- to work in collaboration with and under the direction of the DEC Executive Office to complete projects and initiatives associated with preservice and in-service personnel preparation
- facilitates discussions and interactions with other related stakeholders (such as CEC and NAEYC) in the training of individuals who work with young children with disabilities and their families
- creates policy documents and disseminates relevant information to support the preparation of a well-informed and well-developed EI/ECSE workforce.

PPC Structure

The work of the PPC is completed by the committee as a whole or distributed across two personnel preparation strands, whichever is most relevant for the task:

- (1) The PD strand:** issues related to practitioners in the workforce, birth-to third grade, to ensure high quality, ongoing professional learning opportunities
- (2) The IHE strand:** issues related to promoting consistency and quality of preservice personnel preparation including initial and advanced preparation standards, degree programs, state certification/licensure, and accreditation

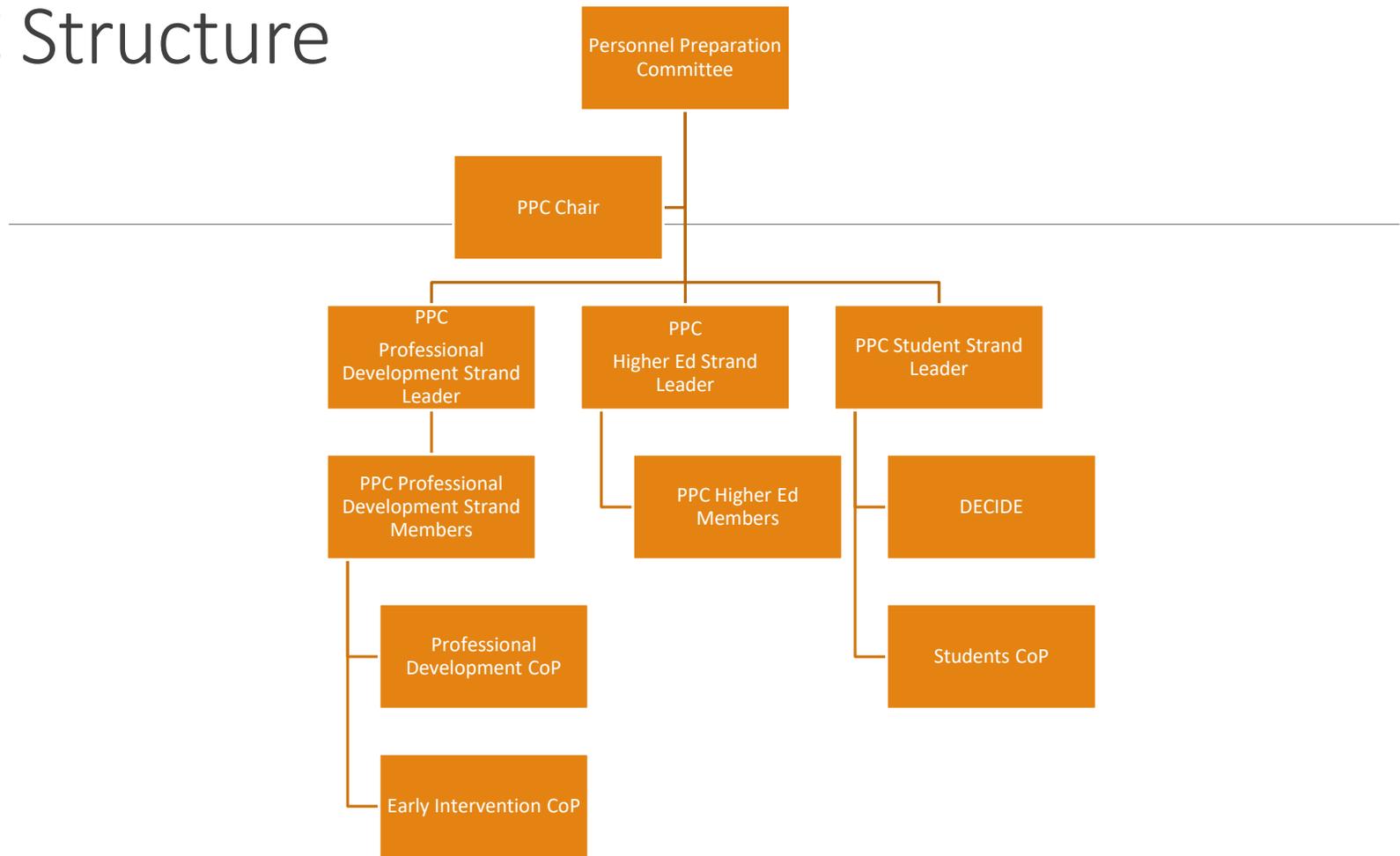
PPC Structure

Communities of Practice: Three Communities of Practice are “housed within” the Personnel Preparation Committee

1. Professional Development <https://www.decpd.org/>
2. Early Intervention <http://www.decei.org/>
3. DECIDE <https://www.decdecide.org/>

Each Community of Practice has a liaison from the PPC membership.

PPC Structure



Collaborative Reach



National Association for the
Education of Young Children



Council for
Exceptional
Children

The voice and vision of special education



TEACHER
EDUCATION DIVISION
OF THE COUNCIL FOR EXCEPTIONAL CHILDREN



Early Childhood Personnel Center



IDEA
INFANT & TODDLER
COORDINATORS ASSOCIATION

ecta Early Childhood
Technical Assistance Center

PPC Initiatives & Resources for YOU

Position Statement - Purpose

“... this position statement provides guidance specifically for the personnel preparation of educators who work with children birth-through-two years in EI and children from three-through-five and six-through-eight years in ECSE. ... the term ECSE will refer to both EI and ECSE educators who possess a state license/certification in one or more of the above age categories or state equivalent.” (p.2)

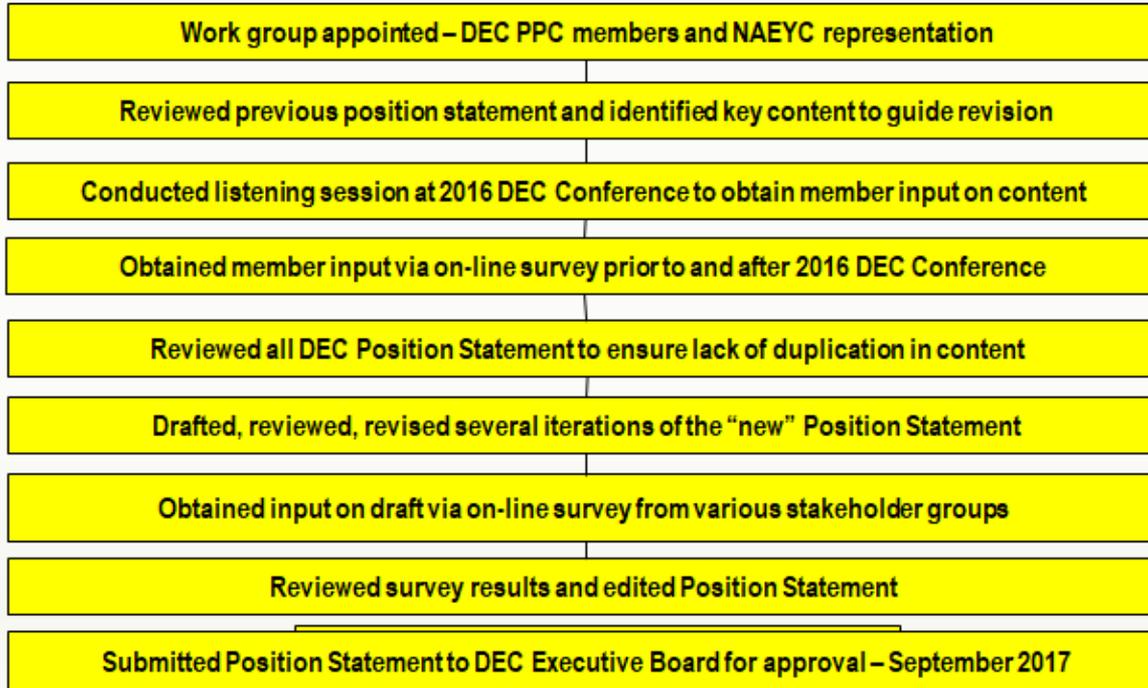
<http://www.dec-sped.org/position-statements>

Position Statement - Content

- Requirements and options for ECSE personnel preparation
- Theory of Change guiding ECSE personnel preparation
- Key concepts that guide ECSE personnel preparation standards
- Relevance of CEC Professional Standards, DEC Specialty Sets, and DEC Recommended Practices
- Recommendations
 - Content of personnel preparation and certification/licensure programs
 - Structure of personnel preparation and certification/licensure programs
- Conclusion

Position Statement - Process

Personnel Standards Position Statement: Process for Development



Position Statement - Product



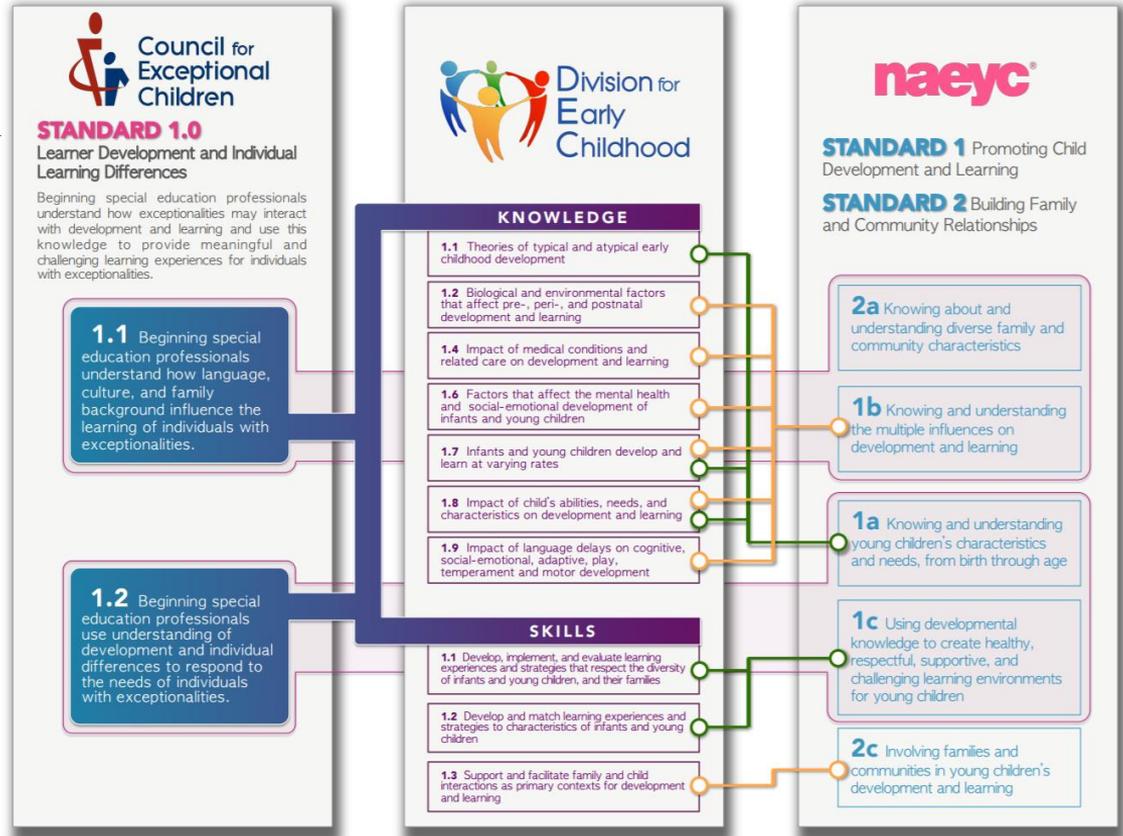
<http://www.dec-sped.org/position-statements>

Standards Alignment -Process

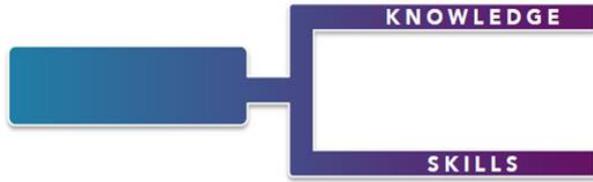
- DEC Alignment Workgroup (n=11) appointed 2014
- Development of alignment rules/guidelines
- Individual alignment of Initial and Advanced NAEYC and CEC Standards and Elements
- Conference calls to discuss alignments and determine consensus rule (73% or higher)
- Same process for alignment of Initial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

Standards Alignment - Product

<https://ecpcta.org/wp-content/uploads/sites/1337/2018/08/Final-Official-Initial-Standards-Alignment.pdf>



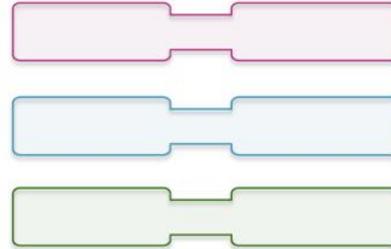
Standards Alignment Key



= Relationship between CEC Sub-Standards and
= ECSE Knowledge & Skills Specialty Sets

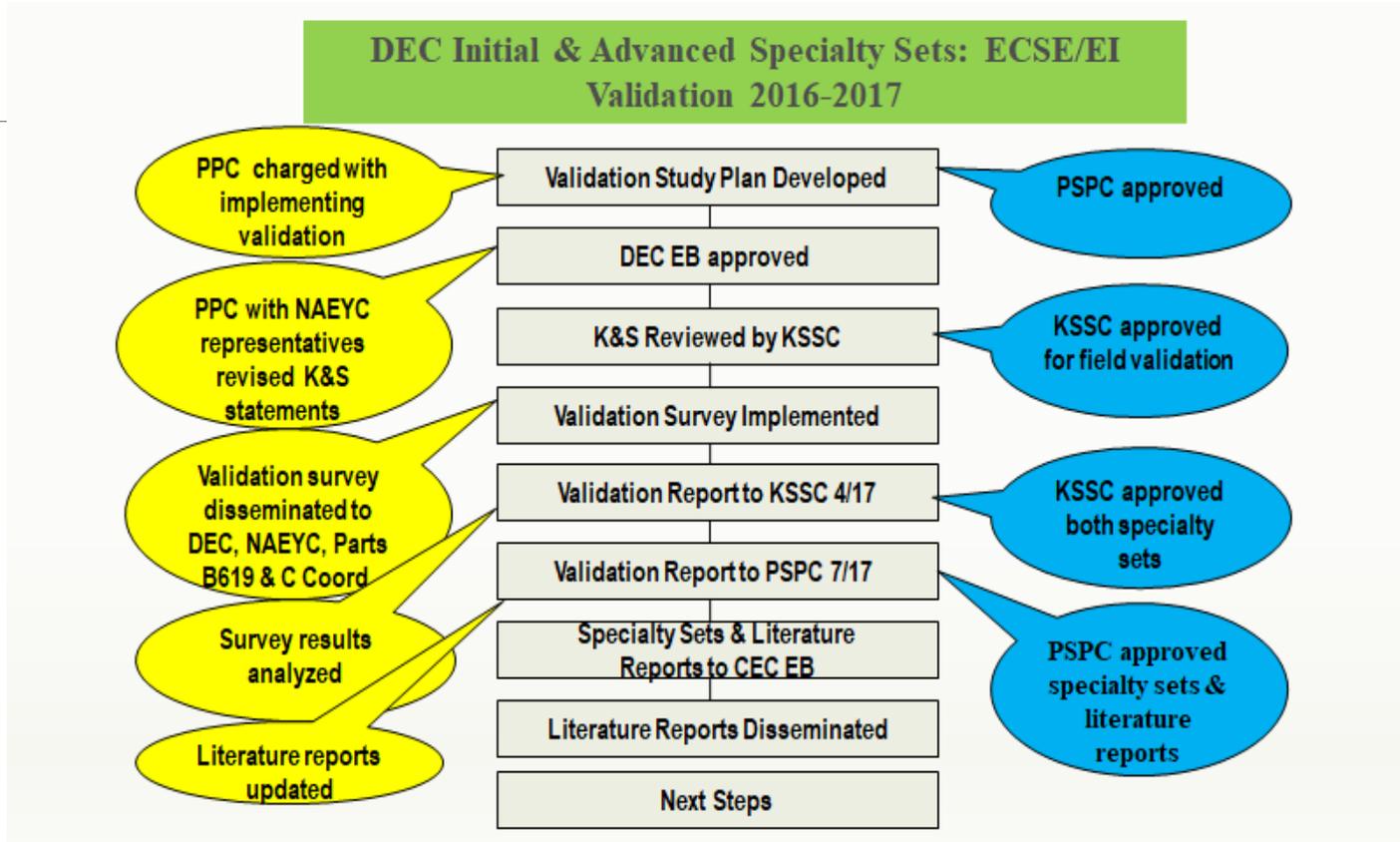


= Alignment between ECSE
Knowledge and Skills
Specialty Sets and NAEYC
Sub-Standards



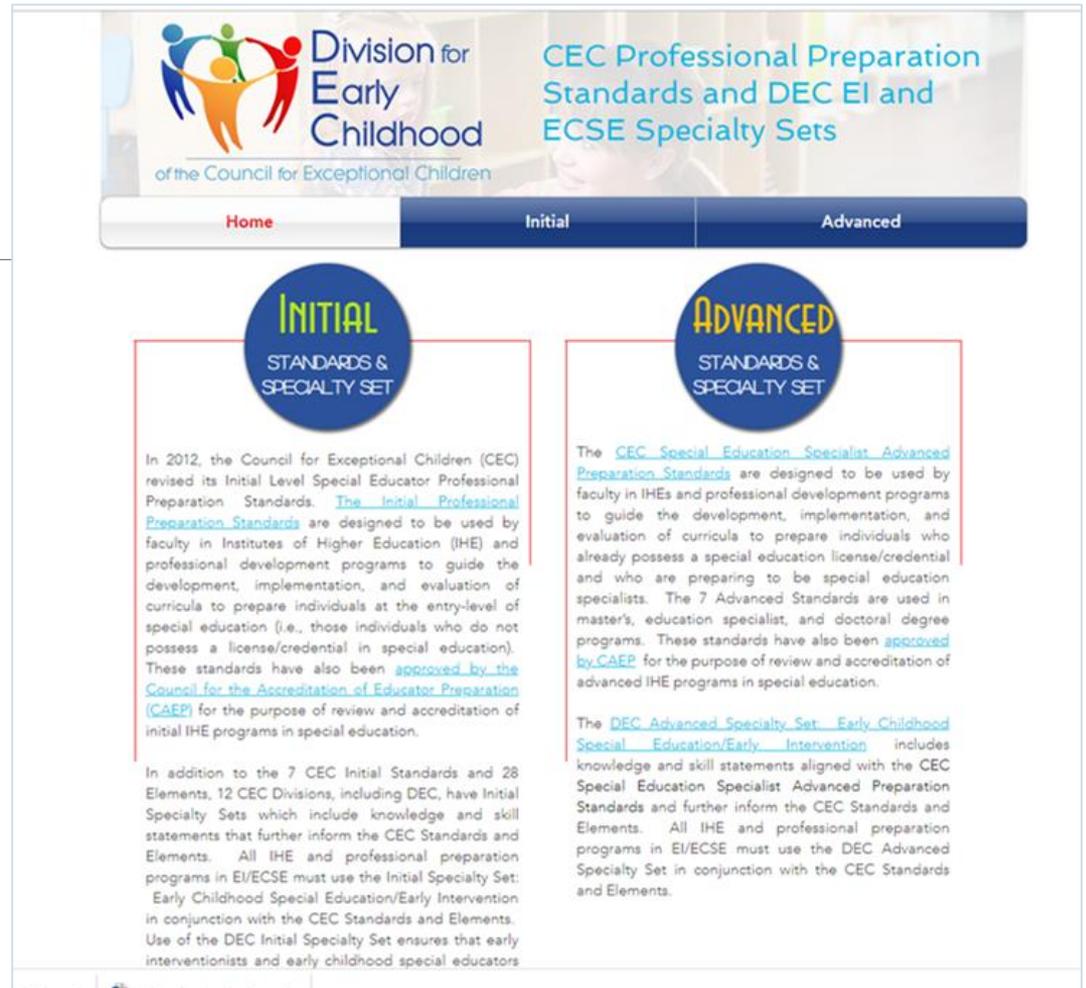
= Alignment between
CEC Sub-Standards
NAEYC Sub-Standards

Validation Study - Process



Validation Study - Product

<https://www.deccec-personnelstandards.org/>



Division for Early Childhood
of the Council for Exceptional Children

CEC Professional Preparation Standards and DEC EI and ECSE Specialty Sets

Home Initial Advanced

INITIAL STANDARDS & SPECIALTY SET

In 2012, the Council for Exceptional Children (CEC) revised its Initial Level Special Educator Professional Preparation Standards. [The Initial Professional Preparation Standards](#) are designed to be used by faculty in Institutes of Higher Education (IHE) and professional development programs to guide the development, implementation, and evaluation of curricula to prepare individuals at the entry-level of special education (i.e., those individuals who do not possess a license/credential in special education). These standards have also been [approved by the Council for the Accreditation of Educator Preparation \(CAEP\)](#) for the purpose of review and accreditation of initial IHE programs in special education.

In addition to the 7 CEC Initial Standards and 28 Elements, 12 CEC Divisions, including DEC, have Initial Specialty Sets which include knowledge and skill statements that further inform the CEC Standards and Elements. All IHE and professional preparation programs in EI/ECSE must use the Initial Specialty Set: Early Childhood Special Education/Early Intervention in conjunction with the CEC Standards and Elements. Use of the DEC Initial Specialty Set ensures that early interventionists and early childhood special educators

ADVANCED STANDARDS & SPECIALTY SET

The [CEC Special Education Specialist Advanced Preparation Standards](#) are designed to be used by faculty in IHEs and professional development programs to guide the development, implementation, and evaluation of curricula to prepare individuals who already possess a special education license/credential and who are preparing to be special education specialists. The 7 Advanced Standards are used in master's, education specialist, and doctoral degree programs. These standards have also been [approved by CAEP](#) for the purpose of review and accreditation of advanced IHE programs in special education.

The [DEC Advanced Specialty Set - Early Childhood Special Education/Early Intervention](#) includes knowledge and skill statements aligned with the CEC Special Education Specialist Advanced Preparation Standards and further inform the CEC Standards and Elements. All IHE and professional preparation programs in EI/ECSE must use the DEC Advanced Specialty Set in conjunction with the CEC Standards and Elements.

Literature Review - Process

DEC Initial & Advanced Literature Reports: Development Process

PPC Members Independently Updated References

ECPC Supported Extensive Literature Search

PPC Members Reviewed & Added References
from Literature Search - 2007 to 2017

Literature Reports "Smoothed" & Dated
References Unless Seminal Deleted

Specialty Sets & Literature Reports to KSSC

Specialty Sets & Literature Reports to PSPC

Specialty Sets & Literature Reports to CEC EB

Literature Reports Disseminated

<http://ecpcta.org/papers-publications-and-data/>

Literature Review Key

DEC Initial and Advanced Literature Reports include 3 Types of References

- Research-based: Peer reviewed studies using appropriate research methodologies
- Literature/theory-based: Writings focused on theories or philosophical reasoning (e.g., position papers, policy analyses, descriptive reviews of literature)
- Practice-based: Small number of studies suggesting promising practices, model programs, professional wisdom, emerging practice from action research

Literature Review - Product

<https://ecpcta.org/papers-publications-and-data/>

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
The Early Childhood Personnel Center

Home About Us Knowledge Generation Technical Assistance Leadership & Collaboration Resources

Search this site

Data Reports, Literature Syntheses and Reviews

Data Reports

- National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Education Act (IDEA)
Licensure/Certification [pdf]
- National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Act (IDEA) CSPD Sub-Components [pdf]

Literature Syntheses

- Systematic Review of Models of State Agency and Institutions of Higher Education Practices Leading to Alignment of State Personnel Standards and Competencies with Curricula at Institutions of Higher Education [pdf]
- Systematic Review of Models of State Agency and Institutions of Higher Education Practices Leading to Alignment of Preservice and Inservice Training for Early Childhood Interventionists [pdf]
- Models of Coordination at a Systems Level to Promote Integrated Early Childhood Professional Development for Personnel Working with Infants, Toddlers, and Preschoolers with Disabilities [pdf]
- Metasynthesis of Inservice Professional Development Research: Features Associated with Positive Educator and Student Outcomes [pdf]

Literature Reviews

- Literature Report DEC Initial Specialty Set: Early Childhood Special Education [pdf]
- Literature Report DEC Advanced Specialty Set: Early Childhood Special Education [pdf]

Stay In Touch

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Quick Links

- About Us
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- Data Reports & Literature Syntheses
- PowerPoint & Poster Presentations
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- Comprehensive System of Personnel Development
- Intensive Technical Assistance
- Leadership Institutes
- State Standards
- Resources for Everyone
- Faculty & Professional Development Providers
- Resources For Families
- Early Childhood Administrators & Interventionists
- Faculty & Staff Directory

Recommended Practices Crosswalk

Recommended
Practices Crosswalk
with:

- DEC Recommended Practices
- NAEYC Standards
- CEC Standards
- DEC Specialty Set

Environment 2: Practitioners consider Universal Design for Learning principles to create accessible environments.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 2: Learning Environments</p> <p>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.</p> <p>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.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	S2 <u>Organize</u> space, time, materials, peers, and adults to maximize progress in natural and structured environments	Standard 4: Using Developmentally Effective Approaches 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.2 Beginning special education professionals understand and use general and specialized content</p>		

Early Childhood Recommended Practices Modules, <http://rpm.fpg.unc.edu/>

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2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		
	K3.1 <u>Concept</u> of universal design for learning	

Examples for in-class activities or field work focused on observation:

The university/college student observes and discusses/reflects on:

1. During opening large group (circle time) in an inclusive preschool field placement, the student observes for strategies used by the preschool teacher specific to the three UDL principles.
2. While in an inclusive preschool placement, the student observes how multiple means of representation are incorporated into each of the daily activities/routines.

Example for an in-class activity focused on participation/interaction:

The university/college student:

When given a 1-2 paragraph vignette that briefly describes the special learning needs of a kindergarten age child, the students in small groups identify possible ways to apply the UDL principles in an inclusive kindergarten classroom for that child. Or, assign each small group one of the UDL principles. Share in large group.

Example for fieldwork focused on participation/interaction:

The university/college student:

When developing activity plans for implementation in a preschool practicum, the student is required to include a section in the plans that identifies specific strategies that address the needs of targeted students and represent UDL principles.

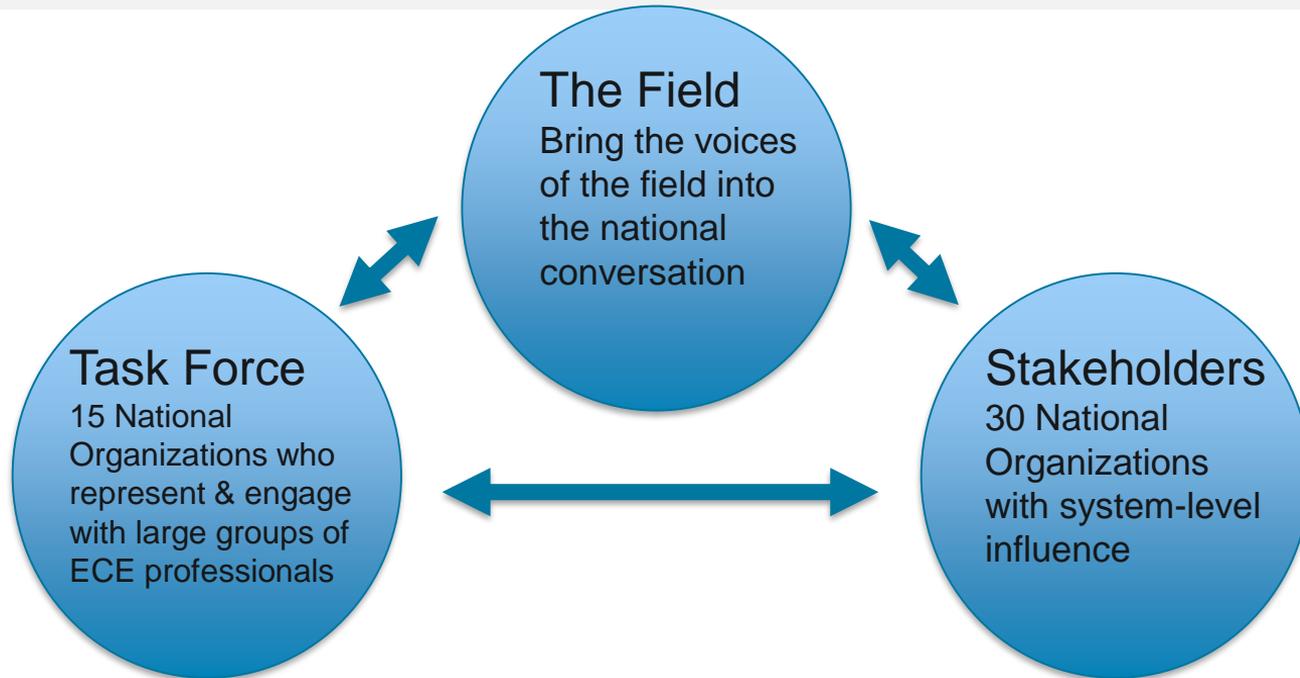
Power to the Profession

What is Power to the Profession?

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation.

<https://www.naeyc.org/our-work/initiatives/profession>

Collaboration and Leadership



Power to the Profession



*Initial iteration; professions continuously evolve

The 8 Decision Cycles

- Who are early childhood educators? What do they do?
- What should they know and be able to do?
- ★ How many levels are within this profession? How do they vary?
- ★ What preparation is required for each level?
- ★ How should specializations be structured?
- What does comparable compensation and support look like for each level?
- What supports and infrastructure are needed to be successful?
- How is accountability structured?

PPC's Role in Power to the Profession

- Review and provide input to DEC Executive Office – each Cycle draft recommendations
- Complete surveys for each Cycle draft recommendations

Cross-Disciplinary Competency Area Endorsements:

The Disciplines



Cross Disciplinary Competency Areas

Family Centered Practice

**Intervention/Instruction
Informed by Evidence**

**Coordination and
Collaboration**

Professionalism

DEC Standards Development: ECSE



The CEC Board of Directors has charged DEC with exploring the value and necessity of developing Professional Early Childhood Special Education (ECSE) Standards, Birth through 8 years, in accordance with CAEP standards development guidelines.

Standards Development Task Force



- 15 Member Task Force
- Support and resources from DEC, CEC, ECPC
- Approximate two year timeframe to develop standards, components, supporting explanations, rubrics, and assessments
- Target approval date for standards – Summer 2020
- Next steps include the development of a Standards Advisory Group. We will have listening sessions at DEC, CEC, TED, and other national conferences. We will keep the DEC Community informed with regular virtual updates.

Standards Development: Member Input

- Listening sessions at DEC, TED, CEC, and other conferences
- Development of a Standards Advisory Group
- Webinar to introduce draft standards
- Survey for member/field input on draft standards



**Look for these resources on
the new [PPC Website](#)**

- Councils
- Family
- Membership
- VOICES
- Policy and Advocacy
- Personnel Preparation**
- Research Review



Personnel Preparation



Division for
Early
Childhood

- DEC Position Statement**
on Personnel PrepStandards
- Personnel Preparation Standards**
- Literature, Research, & Evidence**
Related to Personnel Preparation Standards
- Alignment of Standards**
for DEC and Other Professional Associations and Recommended Practices
- Resources & Supports**
in Personnel Preparation
- Recent Conference Presentations**
of the Personnel Preparation Council

Discussion & Feedback

Discussion

- Any thoughts you'd like to share with the committee?
- From your perspective, where should we be headed next? What additional work/initiatives should the committee explore?
- How can we continue to support YOU in your work related to personnel preparation (including professional development, higher education, and support for students)

Thank You!

ENJOY THE REST OF THE CONFERENCE!

