

Standards, Recommended Practices, High Leverage Practices, And Resources to Support: What's This All About?

ECPC Doctoral Student Leadership Institute

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Objectives

- 1. Define “some” of the key personnel preparation terms**
- 2. Identify our current personnel “standards”**
- 3. Identify our current recommended and high leverage practices**
- 4. Identify resources to facilitate integration of standards and practices into your curriculum**
- 5. Discuss the future of personnel standards**





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Untangling the Terminology Web



Preservice

**Personnel
Preparation**

Inservice

**Personnel
Standards**

**Practices
(DEC & CEC)**

**Initial
Standards,
Program**

**Advanced
Standards,
Programs**

**Alignments
Crosswalks**



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Comprehensive System of Personnel Development



Professional Association Standards



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Definitions for Standards

- **Council for Accreditation of Educator Preparation (CAEP)** – The reflection of the voice of the education field on what makes a quality educator.
- **Great Schools Partnership** – Concise written descriptions of what students are expected to know and be able to do at a specific stage of their education.
- **National Down Syndrome Society** - Define what students should know and be able to do at each level (of education).



CEC's Professional Preparation Standards (2012)

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

<https://www.deccecpersonnelstandards.org/>



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Initial Professional 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**



CEC Advanced Professional 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**



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DEC's Initial and Advanced Specialty Sets (2017)

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

<https://www.deccecpersonnelstandards.org/>



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NAEYC'S Professional Preparation Standards (2010)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf



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NAEYC Professional Preparation Standards



- 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**

**DEC's Recommended
Practices (B-5 years)
CEC's High Leverage Practices
(K-12)**



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DEC's Definition of Recommended Practices

A practice is an approach used to promote (children's or adults') development and learning that adults implement when interacting with other adults, children, or materials within or across contexts. To be considered a practice, the approach must be clearly described and commonly understood in the field and literature. Several terms may be used in the literature to refer to the same practice. It is also possible for a named practice to refer to an array of specific procedures or for several practices to be combined as part of a comprehensive approach to promote development and learning.

WWC evidence review protocol for early childhood education interventions for children with disabilities, version 2.0(n.d.). Retrieved from Institute of Education Sciences, What Works Clearinghouse website:

<http://ies.ed.gov/ncee/wwc/document.aspx?sid=30>



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DEC Recommended Practices

67 Practices in Eight Topical Areas

-Leadership

-Environment

-Instruction

-Teaming &
Collaboration

-Assessment

-Family

-Interaction

-Transition

<https://www.dec-sped.org/dec-recommended-practices>



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Criteria for Identifying CEC's High-Leverage Practices

Applicable and important to the everyday work of teachers:

- **Focus directly on instructional practice**
- **Occur with high frequency in teaching**
- **Research-based and known to foster important kinds of student engagement and learning**
- **Broadly applicable and usable in any content area or approach to teaching**
- **So important that skillfully executing them is fundamental to effective teaching**



Criteria for Identifying CEC's High Leverage Practices

Applicable and important to teacher education (TED):

- **Limited in number (about 20) for a TED program**
- **Can be articulated and taught**
- **Novices can begin to master**
- **Can be practiced across university and field-based settings**
- **Grain size (i.e., detail of practice) small enough to be clearly visible in practice, large enough to preserve the integrity and complexity of teaching**
- **System (or group of HLP) considerations embody a broader theory regarding the relationship between teaching and learning than would individual practices support more comprehensive student learning goals (the whole is more than the sum of its parts)**





Council for
Exceptional
Children

CEC's HLPs

Twenty-two practices, 4 categories

- **Collaboration**
- **Assessment**
- **Social/emotional/behavioral**
- **Instruction**

<https://highleveragepractices.org/about-hlps/>



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Resources to Support Integration of Standards and Practices into Your Curriculum



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Standards Alignments

<https://ecpcta.org/cec-dec-naeyc-personnel-standards-alignment/>

DEC Recommended Practices Crosswalks

<https://ecpcta.org/dec-recommend-practices-alignments/>

DEC Initial and Advanced Literature Reports

<https://ecpcta.org/cec-dec-naeyc-personnel-standards-alignment/>



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Professional Association Standards: What Is In the Future?



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CEC Draft Standards



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CEC Draft Standards



- 1. Engaging in Professional Learning & Practice Within Ethical Guidelines**
- 2. Understanding & Addressing Each Individual's Developmental & Learning Needs**
- 3. Demonstrating Subject Matter Content & Specialized Curricular Knowledge**
- 4. Using Assessment to Understand the Learner & the Learning Environment for Data-Based Decision Making**
- 5. Supporting Learning Using Effective Instruction**
- 6. Supporting Social, Emotional, & Behavioral Growth**
- 7. Collaborating with Team Members**



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NAEYC Draft Standards and Competencies for EC Educators



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National Association for the
Education of Young Children

Draft Standards

- 1. Child Development & Learning in Context**
- 2. Family Partnerships**
- 3. Child Observation, Documentation, & Assessment**
- 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**
- 5. Knowledge, Application, and Integration of Academic Discipline Content in the Early Childhood Curriculum**
- 6. Professionalism as an Early Childhood Educator**



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EI/ECSE Standards (Birth through 8 Years)



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“What if we don’t change at all ...
and something magical just happens?”



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The Current Status

- **No stand-alone EI/ECSE standards**
- **CEC Standards for Special Educators**
 - ❖ **DEC EI/ECSE Specialty Sets - Knowledge and Skill Statements (NOT standards) are used to inform the CEC Special Educator standards on “special or additional” knowledge and skills needed by EI/ECSE).**



So, Why EI/ECSE Standards?

- **Changing National Landscape Impact**
 - ❖ Need for increased “quantity and quality” of EI/ECSE
 - ❖ Changing role of EI/ECSE calling for “unique & additional skills” and thus, standards and licensure
- **Collaboration with other professional associations and initiatives**
 - ❖ Early Childhood Standards being revised by NAEYC and the Power to the Profession Initiative
 - ❖ Zero to Three’s personnel competencies work
- **Ongoing difficulty in reviewing EI/ECSE educator preparation programs as part of the CAEP/CEC national recognition process**



DEC Taking the Lead

- **March 2018 - DEC submitted a proposal to the CEC Professional Standards and Practice Committee (PSPC) to develop EI/ECSE Standards, following CEC criteria and CAEP Guidelines.**
- **April 2018 - PSPC approved the request and submitted it to the CEC Board of Directors.**
- **May 2018 - CEC Board of Directors approved DEC's proposal.**
- **July 2018 - CEC and DEC with a letter of support from NAEYC submitted a proposal to CAEP.**
- **September 2018 - CAEP approved the request.**



How will this work get done?



Standards Development Task Force

- Eva Horn, Chair, Lawrence, KS
 - Erin Barton, Nashville, TN
 - Susan Connor, Urbana-Champaign, IL
 - Natalie Danner, Monmouth, OR
 - Lorraine Dejong, Greenville, SC
 - Christy Hooser, Charleston, IL
 - Jennifer Kilgo, Birmingham, AL
 - Hailey Love, Las Vegas, NV
 - Ann Mickelson, Oshkosh, WI
 - Jeanette McCollum, Urbana-Champaign, IL
 - Megan Purcell, West Lafayette, IN
 - Sandra Hess Robbins, Carrollton, GA
 - Cynthia Vail, Athens, GA
 - Serena Wheeler, Louisville, KY
 - Hasan Zaghawan, Greeley, CO
- Support Staff:**
- Consultant: Margie Crutchfield
 - ECPC Liaison: Vicki Stayton
 - DEC Executive Office: Peggy Kemp, Diane Alexander & Jamie Swindell
 - CEC Staff Support: Megan Shea & Jennifer Bullock



Standards Development Timeline

- **May 2018 - Call for Task Force Applications**
- **June 2018 – EI/ECSE Standards Development Task Force (SDTF) appointed**
- **July 18, 2018 – First on-line meeting of SDTF**
- **September 29-30, 2018, face-to-face meeting in DC**
- **October and November, 2018 – Feedback sessions at DEC and TED**
- **November 16 – 17, 2018, second face-to-face meeting**
- **December 13, 2018 – on-line meeting**
- **January-February, 2019 – Public webinar & survey**
- **February 23-24, 2019 – Face-to-face meeting**
- **March 21, 2019 – On-line meeting**



Standards Development Timeline (cont'd.)

- April 5-6, 2019 – Face-to-face meeting
- June 2019 – Feedback sessions at NAEYC-PLI
- April & May, 2019 – Feedback from CEC BODs, PSPC
- July 1, 2019 – Submission to CAEP for review
- July 17-18, 2019 – Face-to-face meeting
- September 2019- Public webinar & survey
- October, November 2019 – Sessions at DEC, TED, NAEYC
- November 2019 – Face-to-face meeting
- CAEP application submission deadline for final standards: July 1, 2020

**Following CAEP approval, ECSE Initial Standards will be available for use in program review in 2021 and mandatory for program review/approval in 2023*

Standards Should:

- **Be developed from the foundational recommendations of the CEC 2017 Framing Paper**
- **Reflect current research/trends in the field**
- **Describe what proficient candidates know and are able to do upon program completion**
- **Avoid prescribing preparation practice or curriculum**
- **Be global; should not include specific strategies or practices**
- **Focus on children and families and creation of environments that will foster learning and development**



Standards Should Also Adhere to CAEP Guidelines

- **Include a maximum of 7 standards**
- **Include a maximum of 28 components (measurable/able to assess)**
- **Must be possible to assess through a limited number of assessments (6-8)**
- **Must be written around the following four principles aligned with InTASC categories:**
 - **Principal A: The Learner and Learning**
 - **Principal B: Content**
 - **Principal C: Instructional Practice**
 - **Principal D: Professional Responsibility**
- **Ensure attention to CAEP's cross-cutting theme on technology and digital learning**



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ECSE Draft Initial Standards

- Task Force focused on performance-based behaviors we want to see from *beginning early interventionists and early childhood special educators*.
- Worked within CEC and CAEP parameters to develop a concise, yet complete, document.
- Drafts are just that: drafts. As feedback is received, the Task Force will make revisions.
- Currently draft Standards, Components, and Supporting Explanations are available for review.
- Additional products to be drafted are: knowledge bases, performance indicators, assessments, rubrics.



Draft Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of typical development sequences and variations, individual differences, exceptionalities, and other direct and indirect contextual features that support or constrain children's development and learning. These factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.

1. Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, instructional, and intervention decisions.
2. Candidates apply knowledge of normative sequences of early development, individual differences, and families' cultural and linguistic diversity to support each child's development and learning within natural and inclusive environments.
3. Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.
4. Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across exceptionalities and developmental delays, and their potential impact on children's early development and learning.



Draft Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They employ adult learning strategies and engage families in opportunities that build on existing strengths and foster family competence and confidence and support children's development and learning.

1. Candidates apply their knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.
2. Candidates communicate clear, comprehensive, objective information in order to prepare families to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.
3. Candidates employ adult learning strategies to engage families in identifying their strengths, priorities, and concerns; to foster opportunities to achieve the goals they have for their family and their child's development and learning; and to support their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.



Draft Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally-and linguistically-responsive practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

1. Candidates apply teaming models, skills, and processes including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines and roles; and community partners and agencies.
2. Candidates use a variety of collaborative strategies when working with other adults that are appropriate to the task and take into considerations the environment and service delivery approach.
3. Candidates partner with family members and other professionals to facilitate individualized plans and the multiple transitions that occur across the age span (birth through age 8).



Draft Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment, in relation to ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family, and program. Using evidence-based processes and approaches, candidates develop or select informal measures, select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share strength-based assessment information with families and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting.

1. Candidates know and understand the purposes of formal and informal assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate, valid, reliable tools, and methods responsive to the characteristics of the child, family and program.
2. Candidates develop or select and use valid, reliable tools using evidence-based processes/approaches, including technology, in partnership with families and other professionals.
3. Candidates analyze, interpret, document and share strength-based assessment information with families and other professionals.
4. Candidates in collaboration with families and other team members, use assessment data to develop child and/or family-based goals, plan for individualized instruction, and monitor progress to determine efficacy of programming.



Draft Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences

Candidates collaborate with families and professionals to use developmentally appropriate, culturally responsive and affirming early childhood curriculum frameworks across developmental and content domains. Candidates create and support universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. Candidates plan strategies, modifications, and accommodations to provide each child with learning opportunities that meet rigorous learning standards.

1. Candidates collaborate with families and other professionals to identify, adapt, and individualize early childhood frameworks to plan and facilitate meaningful, culturally-responsive and affirming learning opportunities that support the unique abilities and needs of all children and families.
2. Candidates use their knowledge of early childhood curriculum frameworks, academic content knowledge and related pedagogy to plan and implement universally-designed, developmentally appropriate, and challenging learning experiences. In so doing, they individualize programming that promote children's learning within and across developmental and content domains and ensure equitable access to appropriate and challenging learning standards for all children.



Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based responsive interactions, interventions, and instruction to support all children’s learning and development across developmental and content domains in partnership with families and other professionals. They intentionally promote children’s social-emotional competence, communication, and play. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for and continually adapt and improve interactions, interventions, and instruction to ensure fidelity of implementation.

1. Candidates identify systematic, responsive, and intentional evidence-based practices with fidelity when interacting with children and families.
2. Candidates employ adult-learning strategies as they engage in reciprocal partnerships with families, caregivers, and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
3. Candidates plan and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction that is adapted to meet the needs of all children and families.
4. Candidates promote children’s social emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
5. Candidates identify and create multiple opportunities for children to develop play skills and engage in meaningful play experiences independently and with others across contexts.
6. Candidates use responsive interactions, interventions, and instruction with sufficient intensity and support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.
7. Candidates plan for and continually modify and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural and inclusive settings.



Draft Standard 7: Professionalism and Ethical Practices

Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by candidates.

1. Candidates engage with the field of early intervention and early childhood special education by participating in local, regional, national, or international activities and professional organizations.
2. Candidates engage in ongoing reflective practice and access professional development to improve their own practices.
3. Candidates exhibit professional dispositions and leadership skills by using ethical and culturally/linguistically responsive practices and applying legal policies and procedures in relationships and interactions with children, families, and other professionals.
4. Candidates advocate for children, families, and the profession including the promotion and use of research and evidence-based practices and decision making.



Next Steps and More Information

Webinar: September 25, 2019; survey open after

Additional in-person feedback opportunities:

- DEC Annual Conference, Dallas, TX,
October 3, 2019, 4 PM
- TED Annual Conference, New Orleans, LA,
November 6, 2019, 1 PM
- NAEYC Annual Conference, Nashville, TN,
November 20, 2019, 1 PM

For more information:

<https://cec.sped.org/EIECSEStandards>