

Leadership in the
Field/Nation in Early
Childhood for Infants
and Young Children
with Disabilities:
Updates
P2P, DEC, NAEYC

October, 2019

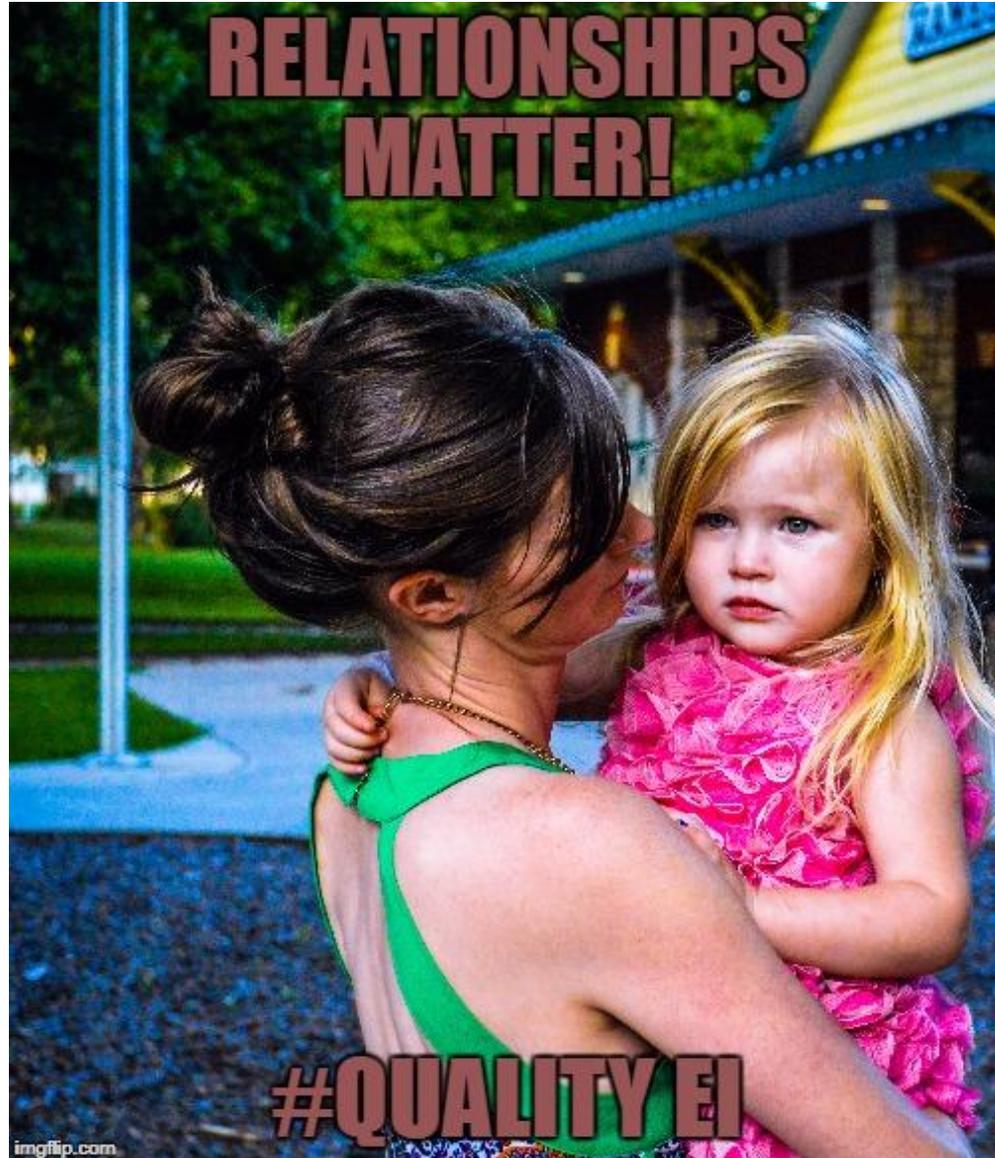
Peggy Kemp, Ph.D.

Executive Director

Division for Early Childhood

ECPC Consultant

**RELATIONSHIPS
MATTER!**



#QUALITY EI



Relevance to You

- **Critical Component of CSPD**
- **Cross Disciplinary Competencies**
- **Linkage Between Preservice and Inservice PD**

- **Ensures a Competent Staff = Retention**

- **Quality Personnel = Better Child and Family Outcomes**



Power to the Profession and EI/ECSE

- **Cross Disciplinary Team**
- **Generalize before Specialize**
- **Specialization**
 - **Specialization at ECE I,II,III**
 - **EI/ECSE**
- **Partnership with NAEYC**
- **Blended Programs**



Think about
DEC.....
Future
Plans

Can some of the work in P2P help with some of the issues we discussed this morning:

- States that don't recognize 0-3 as part of cont
- Uneven expectations in licensure across nation
- Many programs not using national guidance/resources
- What might specializations solve?
 - At ECE I, II, III

Cross-Disciplinary Organizations

Council for Exceptional Children

Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)

National Association for the Education of Young Children (NAEYC)

American Occupational Therapy Association (AOTA)

American Physical Therapy Association (APTA)

American Speech-Language-Hearing Association (ASHA)

Zero to Three

National Initiatives in EC Personnel Standards - Updates



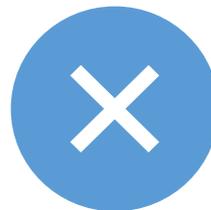
NAEYC Power to the
Profession



DEC Personnel
Standards



DAP



DEC Recommended
Practices



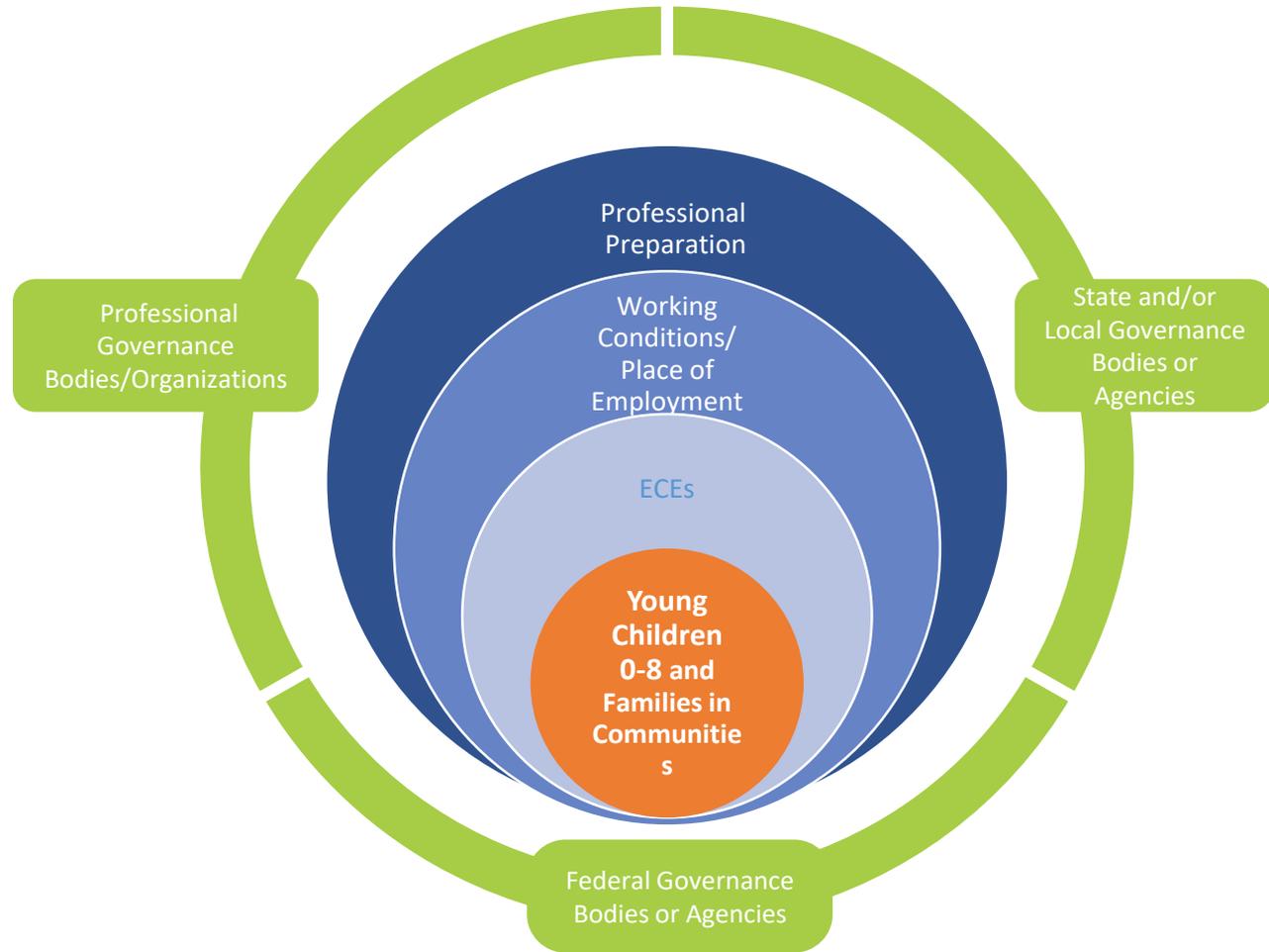
What Does
Power To
The
Profession
Mean To
You?

POWER TO THE PROFESSION (P2P)

1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of the Council for Exceptional Children
7. Early Care and Education Consortium
8. National Association for Family Child Care
9. National Association for the Education of Young Children
10. National Association of Early Childhood Teacher Educators
11. National Association of Elementary School Principals
12. National Education Association
13. National Head Start Association
14. Service Employees International Union
15. ZERO TO THREE

Many Factors
Influence Young
Children

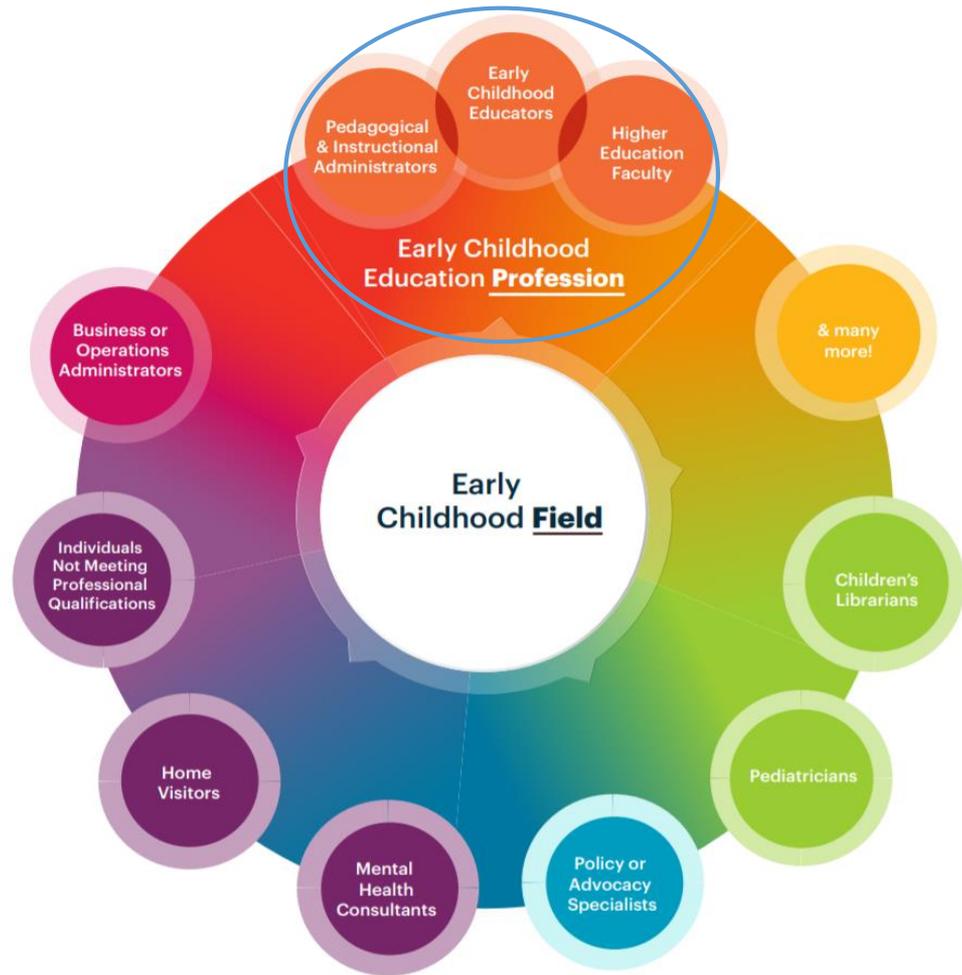
Multiple Systems
at Work



P2P Has 8 Decision Cycles

1. Distinct Profession, Name, and Role in Society
2. Knowledge and Skills
3. Required Preparation and Qualifications
4. Professional Specializations
5. Professional Responsibilities
6. Compensation
7. Accountability
8. Infrastructure and Resources

DC1: Distinct Profession in the Early Childhood Field



Purpose of the Professional Standards and Competencies for Early Childhood Educators

Competencies for all beginning early childhood educators; those serving young children birth-8, across all settings

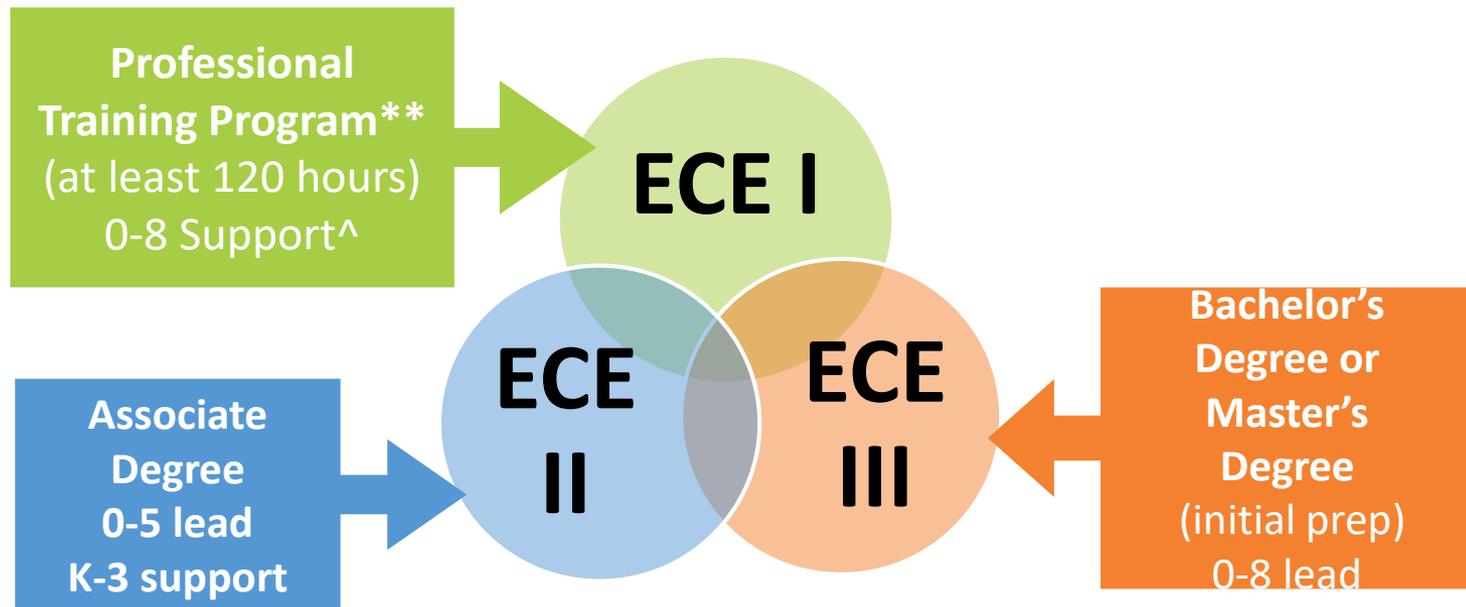
Capture the Essential Knowledge and Skills; thus they are not meant to be the “kitchen sink”

Competencies must be measurable

Must be conducive to policy adoption

Serve as a foundation upon which states/programs/etc. might build

DC 345+6: Aligned Designations, Preparation and Responsibilities*



*Prepared to work together in various configurations as part of a teaching team hence some overlap.

**Organized programs of study in ECE; aligned with professional standards and competencies; others can be added if they meet same standards and accountability
At this point, the Task Force is not defining preparation expectations for more advanced practice roles.

^ Additional and innovative guidance, support, and supervisory models will need to be explored, developed, and evaluated, particularly in support of early childhood educators working in family child care settings.

» Progression, not regression - in state-funded preschool programs (as defined by NIEER), provided in mixed-delivery settings and explicitly aligned with the K-12 public school system, *ECE III graduates must be the lead*.

Generalize first, then specialize. Accelerated pathways will be encouraged, such as blended programs

NAEYC/P2P

[Advancing Equity in Early Childhood Education](#) (draft)

[Developmentally Appropriate Practices, 2019](#) (draft)

[Professional Standards and Competencies for Early Childhood Educators](#) (draft)

Power to the Profession and EI/ECSE

**Cross Disciplinary
Team**

**Generalize before
Specialize**

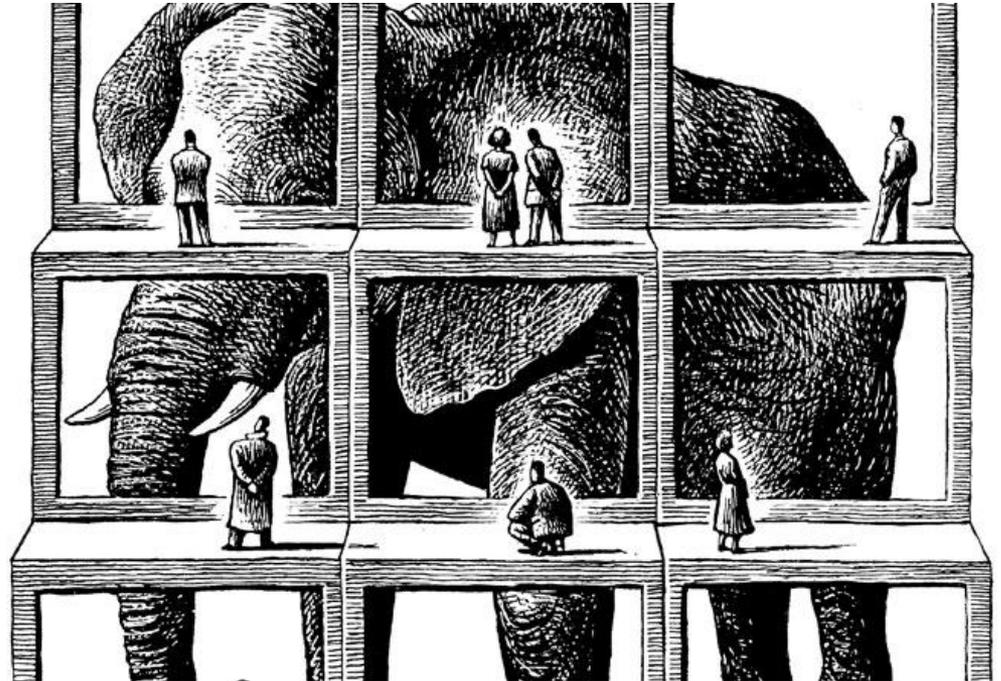
Specialization

- Specialization at ECE I,II,III
- EI/ECSE

**Partnership with
NAEYC**

**Blended
Programs**

All Sectors, All Settings





Questions?
Comments?
Reactions?



NAEYC / DEC Partnerships

P2P

Equity Statement

Standards (ECE & EI/ECSE)

Joint Statement on Standards

Blended



Questions?
Comments?
Reactions?

What Are Your Dreams
for The Future of the
Field? DEC?

**Power to the
Profession - DEC Version**

