ECPC IHE: Tools for YOU
OSEP Grantees
October 21, 2019
Deborah Rooks-Ellis, PhD
ECPC IHE: Tools for YOU

Objectives

• Integrate DEC recommended practices throughout ECI training activities,

• Apply evidenced based adult learning practices in IHE programs of study and PD training activities, and

• Identify tools, materials and resources to support higher education faculty.
Preservice Personnel Development

• Quality Indicator 1: Institutions of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.

• Quality Indicator 2: IHE programs and curricula address early childhood development and discipline specific pedagogy.
Andragogy: Adult Learning
(M. Knowles)

Knowles’ 5 Assumptions Of Adult Learners

Self-Concept
- As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

Adult Learner Experience
- As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning

Readiness to Learn
- As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles

Orientation to Learning
- As a personal matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness

Motivation to Learn
- As a person mature the motivation to learn is internal
Effective Training

• The explicit explanations and illustrations of content or practice to be learned
• Active and authentic job-embedded opportunities to learn the new practice
• Performance feedback on the implementation of the practice
• Opportunities for reflective understanding and self-monitoring of the practice implementation
• Ongoing follow-up supports
• Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice  
### Evidence-based Education and Training Practices for Adult Learners

#### Evidenced Based Education and Training Practices for Adult Learners

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Explanation or illustration of practice</th>
<th>Job embedded opportunities to learn practice</th>
<th>Performance feedback on the practice</th>
<th>Reflective understanding and self-monitoring of the practice implementation</th>
<th>Follow up activities and support</th>
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Integrating Adult Learning Strategies

• Think of an effective learning activity you have used to teach a standard. What made it effective?
• Did the learning activity meet the adult learning principles? How?
• Share the activity with your group.
• Report out to the larger group one or more of the examples.
ECPC IHE Tools
ECPC Tools to Support IHEs

- Pre-service briefs – for review and evaluation
- Crosswalks of competencies and standards – for use**
- Curriculum planning matrix for syllabi and programs – for use**
- Example syllabi – for use**
- Grant writing checklist – for use**
- Grant writing guidance – for use**

**ECPC Website
Pre-Service Brief – What Programs Need

7 evidence-based core practices

• Student field experiences
• Teaching methods of instruction
  • Clinical supervision
• Faculty coaching and instructional practice
  • Course-based learning practices
• Web-based and E-learning practices
  • Cooperative learning practices

**ECPC Website
Crosswalks: How to Access
cpcpta.org

ECPC
Early Childhood Personnel Center

Crosswalks of the Division for Early Childhood (DEC) Recommended Practices (2014) with the DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention (2017), Council for Exceptional Children (CEC) Professional Preparation Standards and Elements (2013), and National Association for the Education of Young Children (NAEYC) Standards for Initial Early Childhood Professional Preparation Programs (2013) were completed with support of the Office of Special Education Programs funded Early Childhood Personnel Center (ECPC) and the Early Childhood Recommended Practices (ECRP) project. A crosswalk for each Recommended Practice within seven of the eight recommended practices topical areas was developed. These leadership practices have not yet been included in the crosswalk. For the DEC Initial Specialty Set knowledge and skill statements that are crosswalked with the DEC Recommended Practices, the previously developed alignment of Initial CEC and NAEYC Standards with the DEC Initial Specialty Set was maintained.

The crosswalks are designed to assist faculty and professional development practitioners in identifying the intersection of the DEC Recommended Practices with the CEC and NAEYC Standards as well as the DEC knowledge and skill statements. The crosswalks provide a method to facilitate alignment of the DEC Recommended Practices by higher education faculty and professional development practitioners into course/program activities, assignments, and fieldwork. Exemplars within each possible category are provided, as appropriate, for each Recommended Practice. Exemplars that are more observational in nature and intended to support knowledge and skill identification are identified for course/program activities and fieldwork, as appropriate. 

The complete set of professional standards, specialty set statements, and recommended practices represented in the crosswalks can be found at the following links:

- CEC Initial Specialty Set (2017)
- DEC Initial Specialty Set: Early Childhood Special Education (2014)
- NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2013)

For additional resources, links to the Division of Early Childhood (DEC) Personnel Preparation Committee webpage.

The following documents represent these crosswalks for the selected recommended practices:

- Environment Crosswalk
- Interaction Crosswalk
- Teaching and Collaboration Crosswalk
- Transition Crosswalk

Download: Final/Initial Standards Alignment.
Crosswalks: Teaming & Collaboration

Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014)

Used to develop Curriculum Planning Matrix Tool

IDEAs that Work

The contents of this report were developed under a cooperative agreement #H325B17008 from the Office of Special Education Programs, US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education. Project Officer, Tracie Dobson, PhD.
IHE Tools: How to Access
### Curriculum Planning Matrix

<table>
<thead>
<tr>
<th>Topic: Environment</th>
<th>Course Number &amp; Title: What course across your curriculum program support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</th>
<th>Student Learning Objective (SLO): What do align with the identified standards, knowledge &amp; skills, and recommended practices?</th>
<th>Course Lectures/Activities: What lecture topics and course activities will you design to support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</th>
<th>Readings: What course readings will you assign to support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</th>
<th>Assignments: What assignments will help your students apply the standards, knowledge &amp; skills, and recommended practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECPC Matrix Planning Form for Curriculum Development: Integrating Standards and RP into the ECI Curriculum</strong></td>
<td><strong>ECPC Initial Preparation Standard(s)</strong></td>
<td><strong>DEC Knowledge &amp; Skill Statement(s)</strong></td>
<td><strong>DEC Recommended Practices</strong></td>
<td><strong>NAEYC Preparation Standard</strong></td>
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<td><strong>Standard 1: Learner Development &amp; Individual Learning Differences</strong></td>
<td><strong>Element 1.0:</strong> Understand how exceptionalities may interact with development and learning &amp; use this knowledge to provide meaningful &amp; challenging learning experiences</td>
<td><strong>Element 1.1:</strong> Understand how language, culture, &amp; family background influence learning</td>
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<td><strong>Element 1.2:</strong> Use understanding of development &amp; individual differences</td>
<td><strong>Skill 1.1:</strong> Develop &amp; match learning experiences &amp; strategies to characteristics of infants &amp; young children</td>
<td><strong>Standard 1: Promoting child development &amp; learning</strong></td>
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<td><strong>Element 2.0:</strong> Create safe, inclusive, culturally responsive learning environments for active &amp; effective learners &amp; develop emotional well being, positive social interactions, &amp; self-determination</td>
<td><strong>E1:</strong> Provide services &amp; supports in natural &amp; inclusive environments during daily routines &amp; activities to promote children's access to &amp; participation in learning experiences</td>
<td><strong>Element 1:</strong> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</td>
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<td><strong>E2:</strong> Work with families &amp; other adults to identify needs for AT to promote access to &amp; participation in learning experiences</td>
<td><strong>E3:</strong> Work with the family &amp; other adults to modify &amp; adapt the physical, social, &amp; temporal environments to promote access to &amp; participation in learning experiences</td>
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<td><strong>E4:</strong> Work with families &amp; other adults to identify needs for AT to promote access to &amp; participation in learning experiences</td>
<td><strong>E5:</strong> Create appropriate AT to promote access to &amp; participation in learning environments</td>
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<tr>
<td><strong>Standard 2: Learning Environments</strong></td>
<td><strong>Element 2.1:</strong> Provide services &amp; supports in natural &amp; inclusive environments during daily routines &amp; activities to promote children's access to &amp; participation in learning experiences</td>
<td><strong>Standard 1: Promoting child development &amp; learning</strong></td>
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Early Childhood Personnel Center

www.ecpcta.org
Multiple Ways to Use the CPM

• Program review and alignment of standards/RPs
• Program planning
• New course development
• Individual topic/syllabus review and development
• Cross-disciplinary collaboration
• Accreditation review
• Other uses?
Example Syllabus

SED XXX Planning Inclusive Early Childhood Programs & Environments

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Primary Delivery Format:</th>
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</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Class Location: Online (Blackboard)</td>
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<tr>
<td>Email:</td>
<td>Office hours: By appointment, schedule via email</td>
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<td>Phone:</td>
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**Indicate preferred method of communication and response time to be expected.**

Course Information

Course Description

Sample description: Design and evaluation of environments, curriculum development, activity planning, individualized instruction, and adaptations to meet the needs of infants and young children with unique needs within inclusive early care and education settings. Also focuses on supporting social and emotional development and play. 3 Credits.
Activity

• How can you use the templates in your program?
• How might using these resources impact your program?
• What feedback do you have for edits to these templates?