

## **The Role of Personnel Standards: Creating Leaders in Early Childhood Intervention**

### **Early Intervention/Early Childhood Special Education Standards (Birth through 8 Years)**

November 16, 2019

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# How are Standards linked to Leadership?

- Profession defines level of quality
- Reflect Professional Ethics
- Clear expectations of the profession
- National reference point
- Guarantee accountability
- One Voice, Trust of Society
- Guide for continuum from preservice to in-service

# What Difference Do Standards Make?

- Alignment leads to quality professional practice
- Outcome is not for absolute alignment
- Alignment cannot be interpreted in a narrow sense – explicit , direct and consistent correspondence
- Alignment is broad conceptualization, non-linear processes and feedback loops

# Standards in the Field

- Standards , Curriculum Courses = in context = unique
- Systems shape within context
- Objective is to engage with documents, facilitate a constructive dialogue
- Tensions between Standards, Curriculum Course Descriptions, , etc. are not eliminated but manage with constructive dialogue

# Personnel Standards

Discipline specific knowledge, skills  
and competencies for the workforce

# What do we do with Standards as a Cross Disciplinary Field?

- Create mutual dialogue
- Use Standards to shape programs and practices
- Allow programs to shape standards
- Programs bring broader, more innovative view of professional knowledge to influence standards
- Dynamic communication and reflection among all of us
- Constant dialogue, reflection by all

# Standards and Policy Impact

- Potential for Standards to influence curriculum at preservice and in-service
- A more integrated conception of professional knowledge
- Raise quality of professionals

# 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
- **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**

## Standards Development Timeline (cont'd.)

- October, November 2019 – Sessions at DEC, AUCD, 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**

# How is this work getting done?



## EI/ECSE Draft Standards

- ❖ Standard 1 – Child Development & Learning
- ❖ Standard 2 – Partnering with Families
- ❖ Standard 3 – Collaboration and Teaming
- ❖ Standard 4 - Assessment Practices
- ❖ Standard 5 – Applications of Curriculum Frameworks
- ❖ Standard 6 – Response and Reciprocal Interactions, Interventions and Instruction
- ❖ Standard 7 – Professionalism and Ethical Practice

**Guiding Questions:** After reviewing the standards, components, and supporting explanations for this content/domain, please tell us :

1. Something(s) that you were pleased to see
2. Something(s) that you would have liked to see with a greater emphasis
3. Something(s) that you would have liked to see included that wasn't

# 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

# Cross Disciplinary Personnel Competencies

Family Centered Practice

Data-Based Intervention/Instruction

Coordination & Collaboration

Professionalism

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

## **POWER TO THE PROFESSION (P2P)**

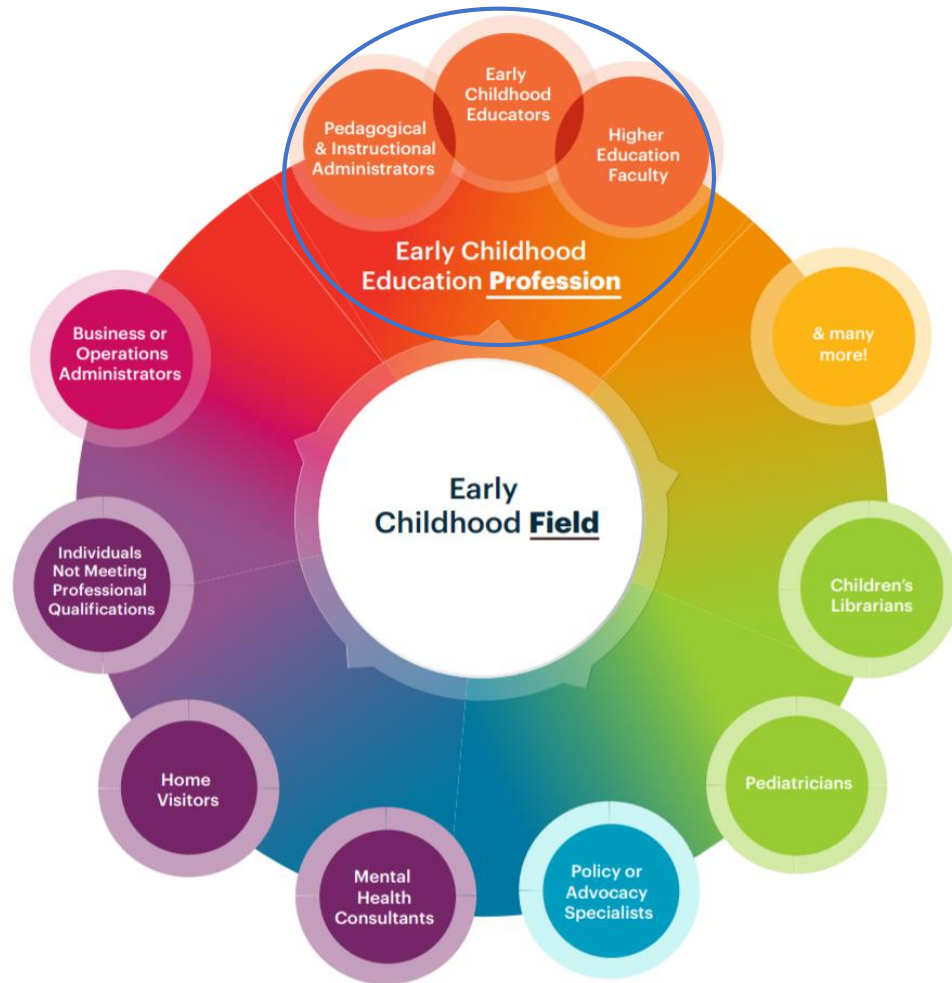
1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of the Council for Exceptional Children
7. Early 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



# P2P Has 8 Decision Cycles

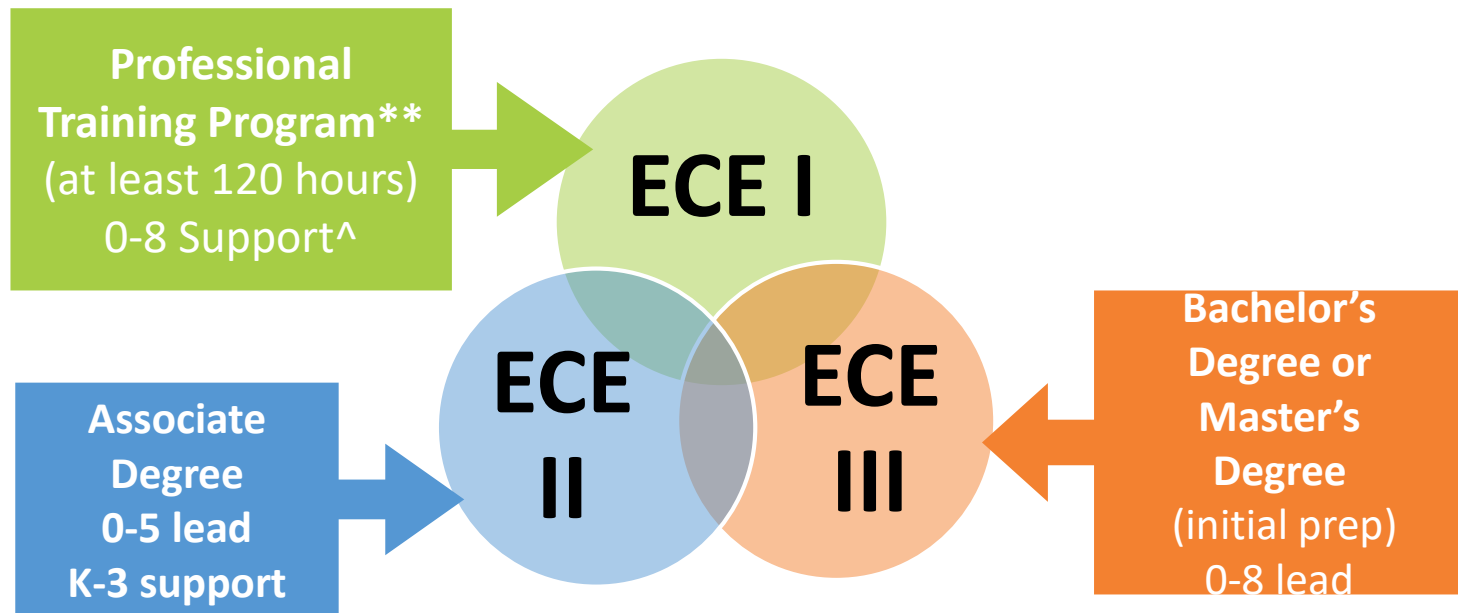
1. Distinct Profession, Name, and Role in Society
2. Knowledge and Skills
3. Required Preparation and Qualifications
4. Professional Specializations
5. Professional Responsibilities
6. Compensation
7. Accountability
8. Infrastructure and Resources

# DC1: Distinct Profession in the Early Childhood Field



Decision Cycle 1

# 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**

# FRAMEWORK

## for a Unified Early Childhood Education Profession

Power to the Profession is a national collaboration to define the early childhood profession, birth through 8, across states and settings, by establishing a Unifying Framework for career pathways, preparation, competencies, responsibilities, and compensation. The Unifying Framework – this document – is the result of this multi-year, profession-led effort. It is based on the recommendations from the series of eight Power to the Profession Decision Cycles; references the full Decision Cycle documents as sources; and demonstrates how they all come together to advance a unified, diverse, equitable, and effective early childhood education profession.

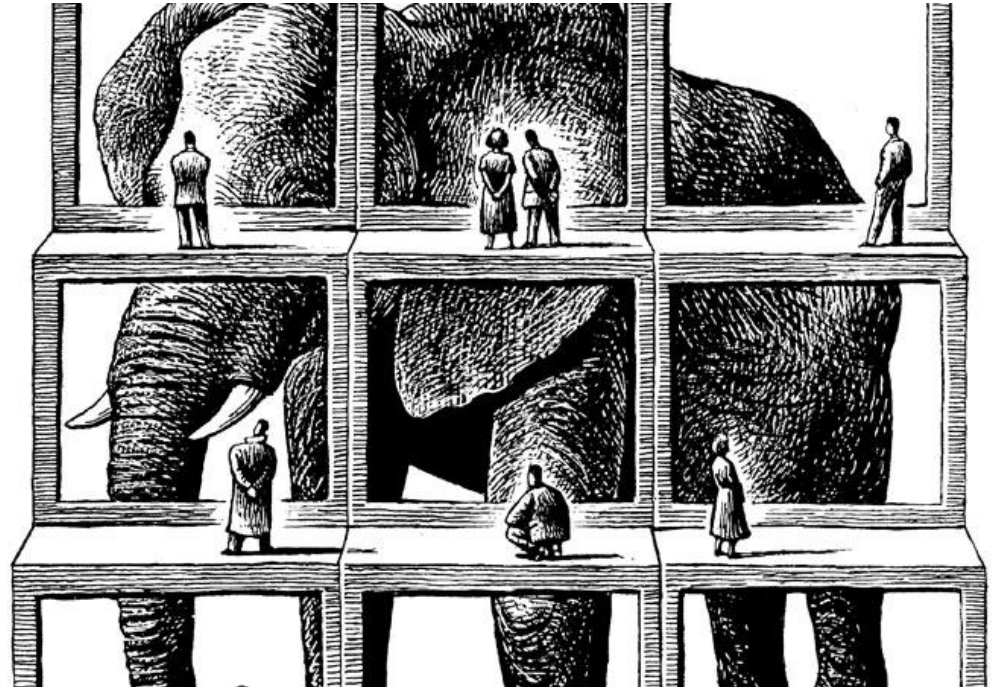
■ JANUARY 2020 ■



Early Childhood Personnel Center

# All Sectors, All Settings

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

**Power to the  
Profession - EC Version**



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- ❖ Standard7 – Professionalism and Ethical Practice

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# Next Steps and More Information

**For more information:**

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



# Thank You But Please



**With Us**

# Reference

- What Difference Do Standards Make to Educating Teachers: A review with Case Studies in Australia, Estonia and Singapore

OECD Education Working Paper NO. 174

Nora Revai, OECD

25 May 2018

Slides 3-6