

Curriculum Planning Matrix

Doctoral Institute

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Early Childhood Personnel Center

www.ecpca.org

Welcome to the World of Higher Education

Objectives

- Describe CSPD pre-service component
- Identify core practices of pre-service programs
- Use curriculum planning matrix tool to identify program strengths and needs
- Align personnel preparation program to national standards
- Embed recommended practices into personnel preparation program



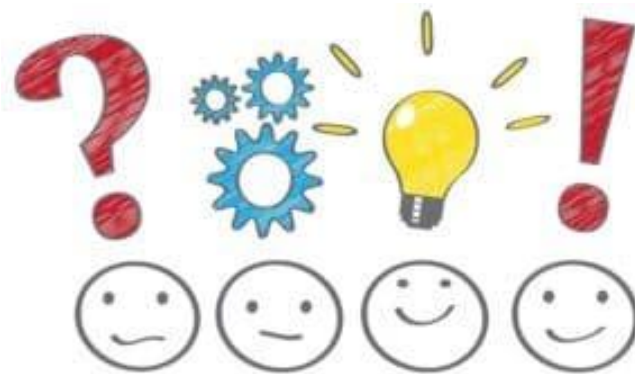


Preservice Personnel Development

- 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.



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 today's pilot activity
- Example syllabi – future tools

**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

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Crosswalks: How to Access

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CEC, DEC & NAEYC Personnel Standards Alignment

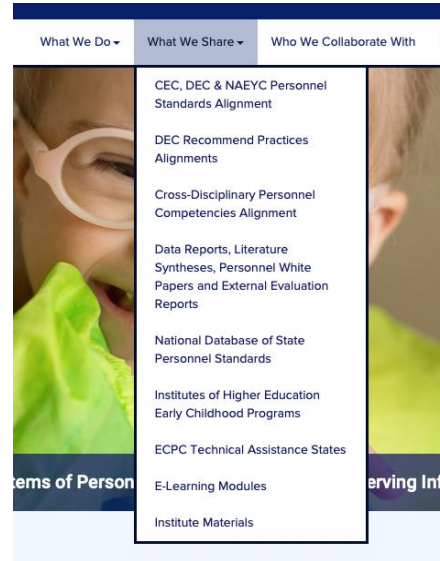
The ECPC assisted the DEC to develop literature reports for the 2017 revision of the DEC Initial and Advanced Specialty Sets for early intervention/early childhood special education:

- [DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention Literature Report](#) (PDF)
- [DEC Advanced Specialty Set: Early Childhood Special Education/Early Intervention Literature Report](#) (PDF)

ECPC also conducted an alignment of the Personnel Standards of the Council of Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) specialty sets in collaboration with a DEC workgroup.

This alignment was done to assist higher education faculty and professional development staff to align their curricula with knowledge and skills and standards for early childhood special educators who serve infants and young children and their families.

[Download: Final Official Initial Standards Alignment](#)



DEC Recommend Practices Alignments

Crosswalks of the Division of 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 (2012), and National Association for the Education of Young Children (NAEYC) Standards for Initial Early Childhood Professional Preparation Programs (2010) were completed with support of the Office of Special Education Programs funded Early Childhood Personnel Center 1 (ECPC 1) and the Early Childhood Recommended Practices Modules (RPMs) project. A crosswalk for each Recommended Practice within seven of the eight Recommended Practices topical areas was developed. The Leadership practices have not yet been included in the crosswalk. For the DEC Initial Specialty Set knowledge and skill statements that are cross walked with the DEC Recommended Practices, the previously developed alignment of Initial CEC and NAEYC Standards with the DEC Initial Specialty Set was used.

The crosswalks are designed to assist faculty and professional development providers 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 resource to facilitate integration of the DEC Recommended Practices by higher education faculty and professional development providers into course/workshop activities, assignments, and fieldwork. Exemplars within four possible categories are provided, as appropriate, for each Recommended Practice. Exemplars that are more observational in nature and intended to support knowledge introduction are identified for course/workshop activities and field work, as appropriate per practice. Exemplars that are participatory or interactional are also identified for course/workshop activities and assignments/field work, 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 Profession Preparation Standards and Elements \(2012\)](#) (PDF)
- [DEC Initial Specialty Set: ECSE/Early Intervention \(2017\)](#) (PDF)
- [DEC Recommended Practices in Early Intervention/Early Childhood Special Education \(2014\)](#) (PDF)
- [2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs](#) (PDF)

(Note: The DEC Specialty Sets are organized by knowledge and skill statements.)

For additional resources: link to the [Division of Early Childhood \(DEC\) Personnel Preparation Committee webpage](#).

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

- [Environment Crosswalk](#) (PDF)
- [Interaction Crosswalk](#) (PDF)
- [Teaming and Collaboration Crosswalk](#) (PDF)
- [Transition Crosswalk](#) (PDF)



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Crosswalks: Teaming & Collaboration



Teaming and Collaboration



**Used to develop
Curriculum
Planning Matrix
Tool**

**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)**



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Curriculum Planning Matrix

Overview

IHE Curriculum Planning Matrix .XLSX ☆

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Integrating Standards and RPs into the Curriculum: Matrix Planning Form								
Early Intervention/Early Childhood Special Education (EI/ECSE) Topic: Teaming and Collaboration								
CEC Standard(s)	DEC K&S Statement(s)	NAEYC Standard(s)	DEC RP(s)	Course Number and Title	Student Learning Objective (SLO)	Course Lecture/Activities	Readings	Assignments
		Standard 1: Promoting child development and learning Standard 5: Using content knowledge to build meaningful curriculum						
Standard 2: Learning Environments			Teaming and Collaboration 4					
Standard 2.1		Standard 1c	TC4					
	Skill 2.7	Standard 5c	TC4					
			TC4					
Standard 3: Curricular Content Knowledge		Standard 5: Using content knowledge to build meaningful curriculum	Teaming and Collaboration 2					
Standard 3.1		g	TC2					

Pilot Activity

- Use the curriculum planning tool with an EIECSE syllabus.
- Questions to consider.
 - What works? What do you like?
 - What doesn't work?
 - How can the tool be improved?
 - How will you use this tool to support your program?
- Complete the evaluation form.



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?



Next Steps: Tools/Products/Resources

- Example syllabi
- What additional tools/products/resources would be helpful to you as you think about your IHE career?
- How can we support you?
- What do you need to be successful in teaching?

Questions



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