

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

**November 4, 2019**

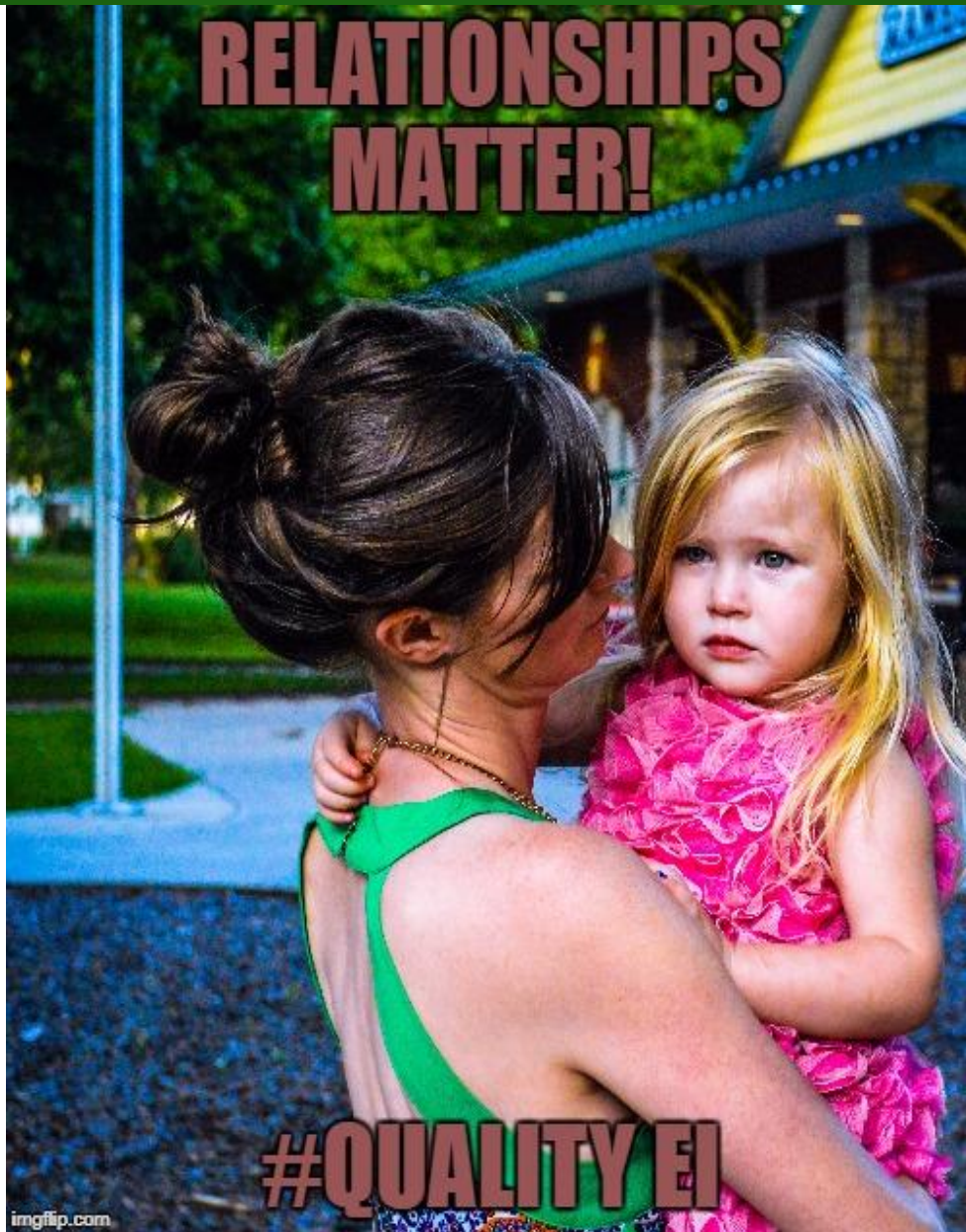
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**Division for Early Childhood**

**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



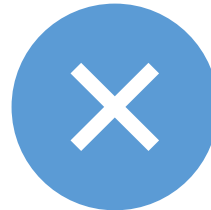
NAEYC Power to the  
Profession



DEC Personnel  
Standards



DAP



DEC Recommended  
Practices



What Does  
Power To  
The  
Profession  
Mean To  
You?

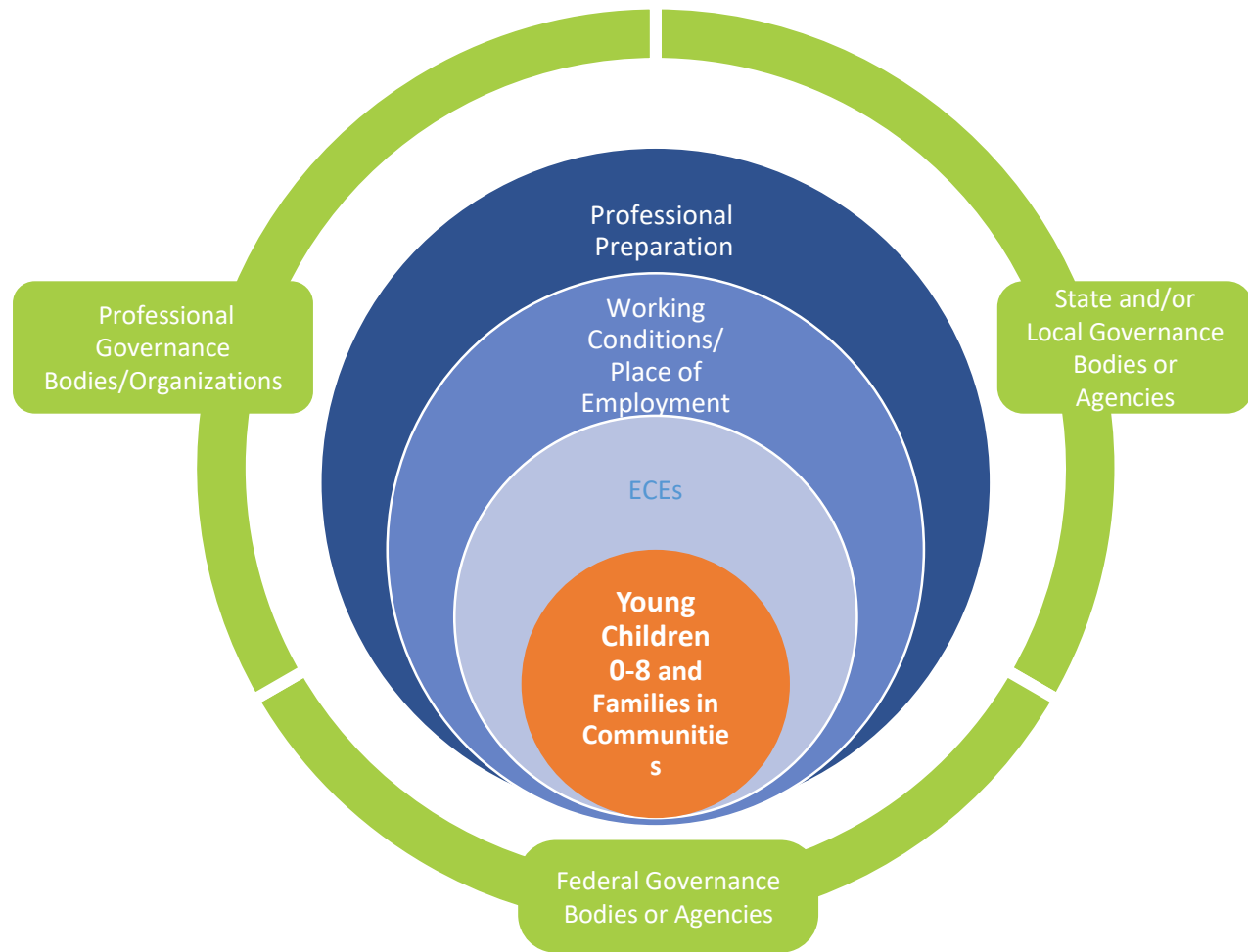


## **POWER TO THE PROFESSION (P2P)**

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

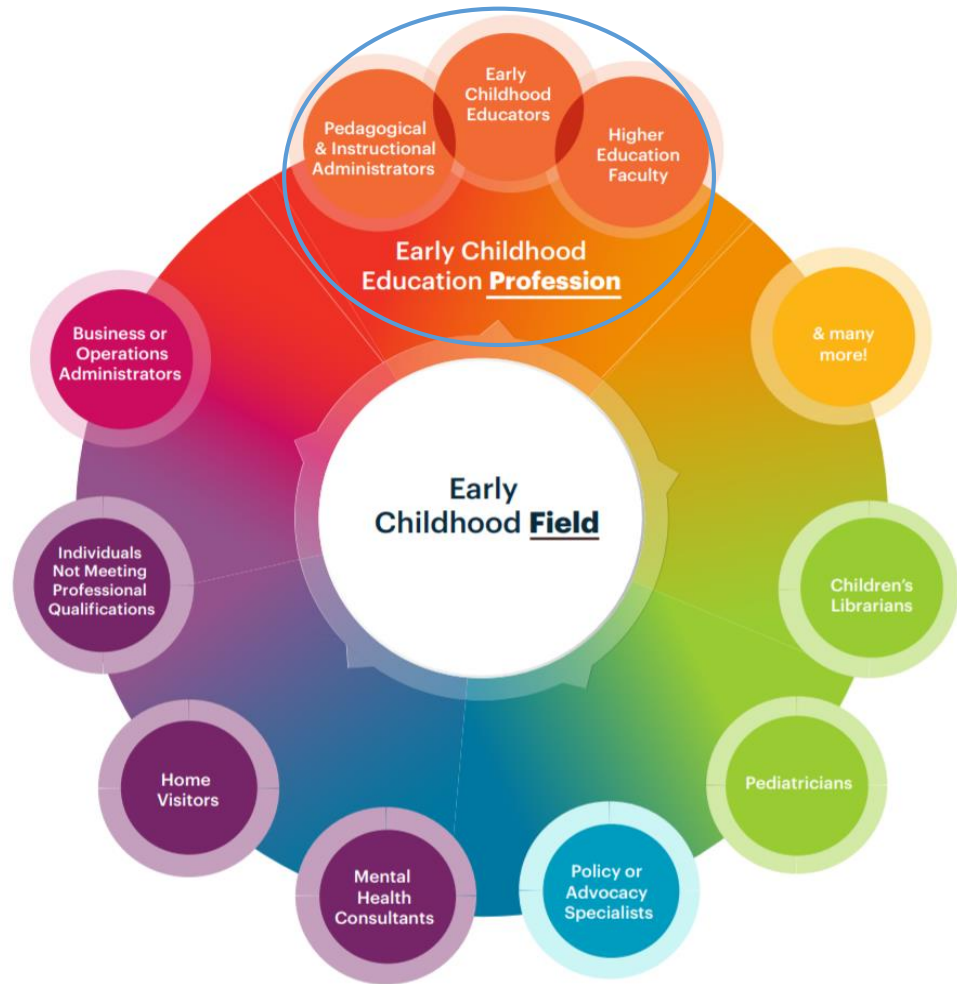
Multiple Systems  
at Work



# 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**

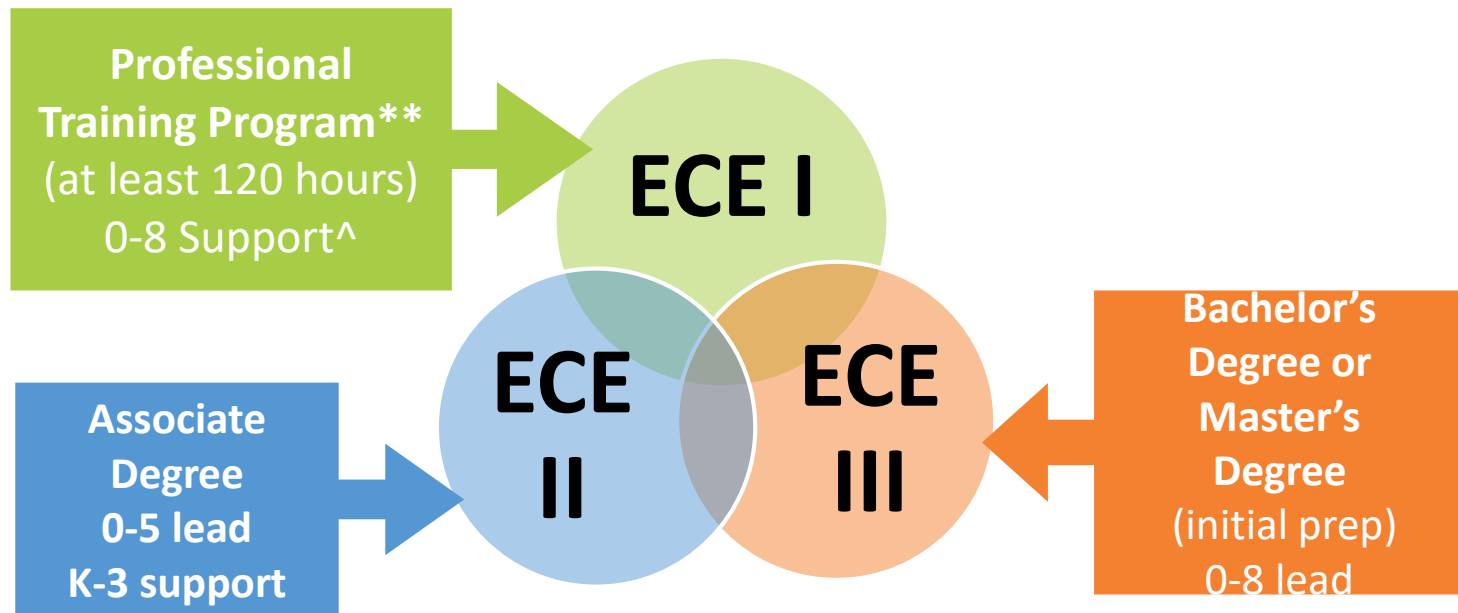
**Capture the Essential Knowledge and Skills; thus they are not meant to be the “kitchen sink”**

**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**



P2P

Power to the Profession Decision Cycles 7+8

**Where we are now: A fragmented, isolated, and under-resourced system that does not support the effectiveness of early childhood educators.**

**Where we are going: A unified, coherent, accountable, and well-resourced system that supports the effectiveness of early childhood educators.**

Join us! Three things you can do:

**Step 1** - Read the draft in [English](#) or en [Español](#)

**Step 2** - Share the draft with others.

We need as many voices as possible to inform the Task Force recommendations. If you are interested in the Power to the Profession Engagement Toolkit to help you host a conversation with your colleagues, please [click here](#) for more information.

**Step 3** - Tell us what you think. Send your thoughts directly to [p2p@naeyc.org](mailto:p2p@naeyc.org).

# 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**

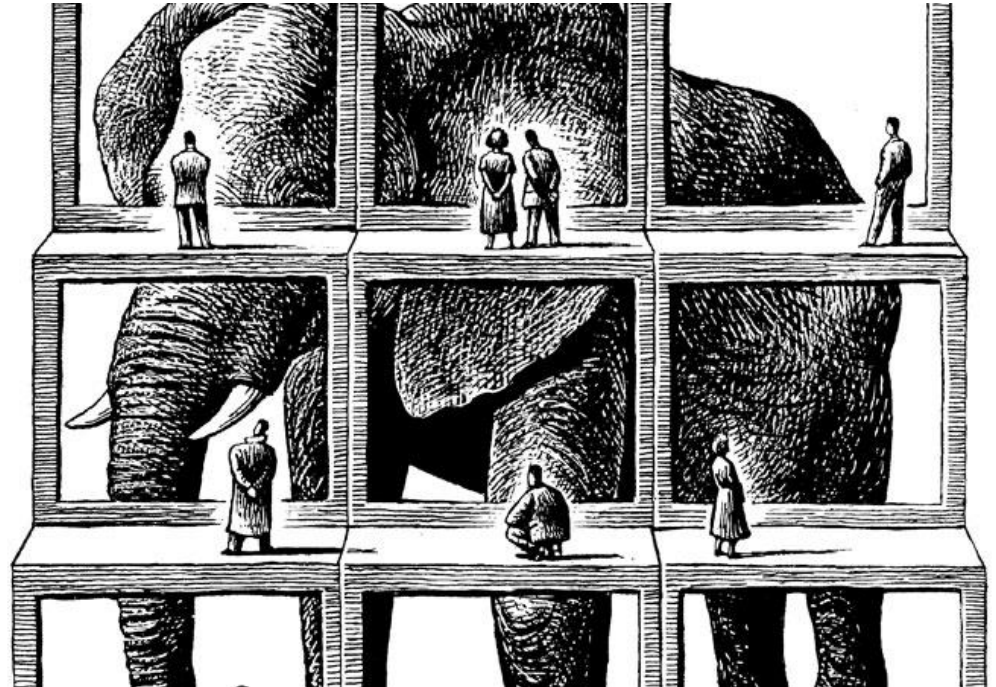
- Specialization at ECE I,II,III
- EI/ECSE

**Partnership with  
NAEYC**

**Blended  
Programs**

# All Sectors, All Settings

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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?

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**Power to the  
Profession - DEC Version**

