

# **Standards, Alignments, and Crosswalks**

**OSEP Personnel Preparation  
Grantees Institute  
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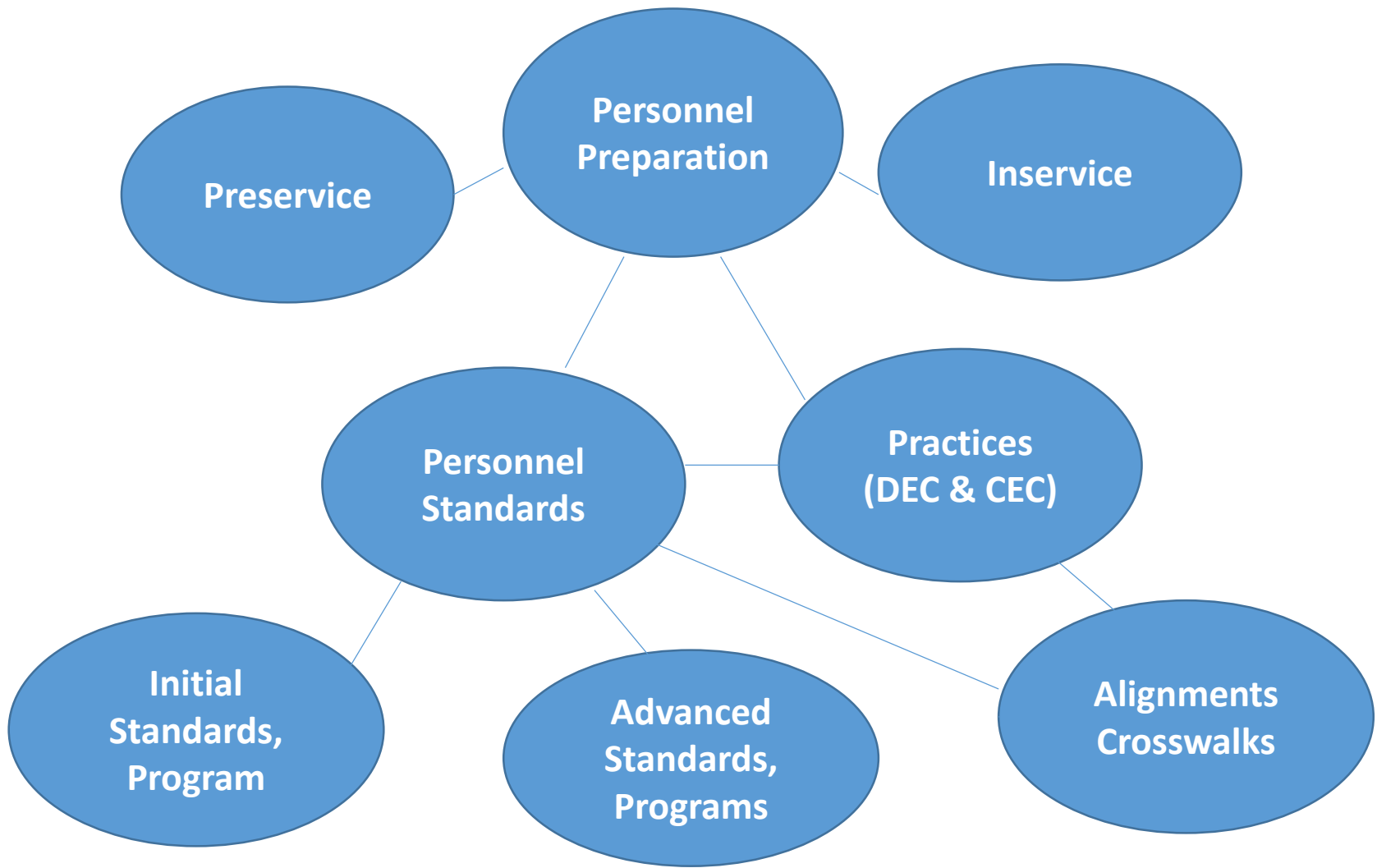
# Objectives

- 1. Align programs of study to State and National professional organization personnel standards and cross disciplinary competency areas.**
- 2. Identify standards alignments and recommended practices cross walks and their potential uses.**
- 3. Integrate DEC recommended practices throughout ECI training activities.**



# Untangling the Terminology Web





# Definitions for Standards

- **Council for Accreditation of Educator Preparation (CAEP)** – The reflection of the voice of the education field on what makes a quality educator.
- **Great Schools Partnership** – Concise written descriptions of what students are expected to know and be able to do at a specific stage of their education.
- **National Down Syndrome Society** - Define what students should know and be able to do at each level (of education).



# DEC's Definition of Recommended Practices

**A practice is an approach used to promote (children's or adults') development and learning that adults implement when interacting with other adults, children, or materials within or across contexts. To be considered a practice, the approach must be clearly described and commonly understood in the field and literature. Several terms may be used in the literature to refer to the same practice. It is also possible for a named practice to refer to an array of specific procedures or for several practices to be combined as part of a comprehensive approach to promote development and learning.**

*WWC evidence review protocol for early childhood education interventions for children with disabilities, version 2.0(n.d.). Retrieved from Institute of Education Sciences, What Works Clearinghouse website:*

<http://ies.ed.gov/ncee/wwc/document.aspx?sid=30>

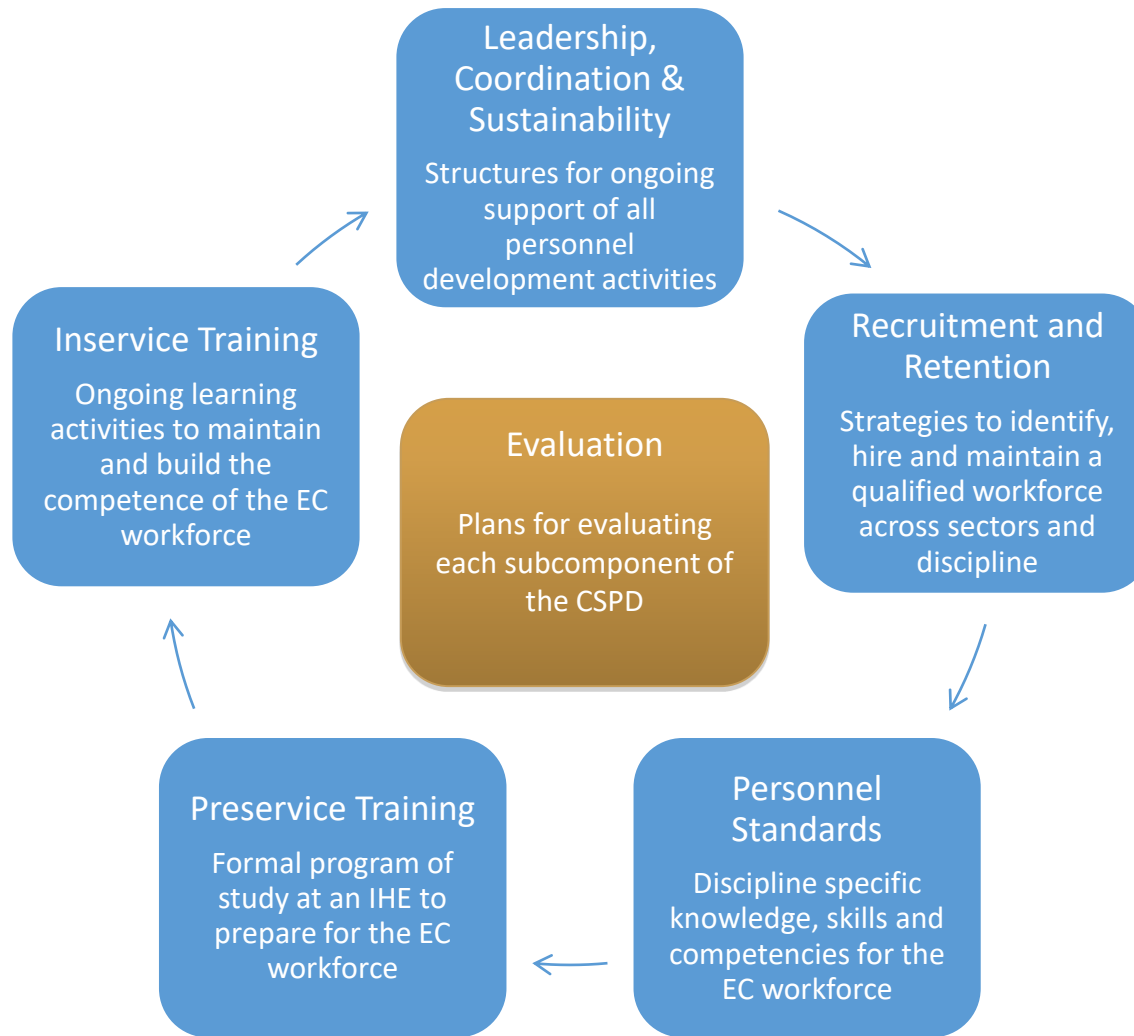


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# Comprehensive System of Personnel Development





# Resources to Support Integration of Standards and Recommended Practices into Your Curriculum



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# Alignment of CEC and NAEYC Standards and DEC Specialty Sets

[https://ecpcta.org/cec-dec-naeyc-personnel-standards-  
alignment/](https://ecpcta.org/cec-dec-naeyc-personnel-standards-alignment/)



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# Collaborators



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# Rationale for:

- **Develop and/or revise blended IHE and PD curricula**
- **Facilitate development of blended program documents for accreditation review**
- **Integrate “general” ECE content/skills into ECSE curricula**
- **Inform state certification requirements**



# NAEYC, CEC, DEC Standards: What Was Aligned?

NAEYC

## NAEYC Standards for Early Childhood Professional Preparation Birth through Age 8

- Initial Preparation Standards
  - 6 standards; 22 key elements
- Advanced Preparation Standards
  - 6 standards, 23 key elements

## Special Educator Professional Preparation Standards

### Birth through Age 21

- Initial Preparation Standards
  - 7 standards, 28 key elements
- Advanced Preparation Standards
  - 7 standards, 28 key elements

CEC

1 of Multiple  
CEC Specialty Sets

## Early Childhood Special Education

### Birth through Age Eight

- Initial Specialty Set
  - 23 knowledge statements; 57 skills statements
- Advanced Specialty Set
  - 9 knowledge statements; 21 skills statements

DEC



# Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

- DEC Alignment Workgroup (n=10) appointed 2014
- Development of alignment rules/guidelines
- Consensus rule determined ( $\geq 80\%$ , n=8-10)
- Two individual alignments of both Initial and Advanced NAEYC and CEC Standards and Elements
  - 2<sup>nd</sup> review of elements with 40% - 70% (n=4-7)
- Conference calls to discuss alignments
- Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets



**STANDARD 1.0**

**Learner Development and Individual Learning Differences**

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**1.1** Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

**1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**KNOWLEDGE**

- 1.1 Theories of typical and atypical early childhood development
- 1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
- 1.4 Impact of medical conditions and related care on development and learning
- 1.6 Factors that affect the mental health and social-emotional development of infants and young children
- 1.7 Infants and young children develop and learn at varying rates
- 1.8 Impact of child's abilities, needs, and characteristics on development and learning
- 1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

**SKILLS**

- 1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
- 1.2 Develop and match learning experiences and strategies to characteristics of infants and young children
- 1.3 Support and facilitate family and child interactions as primary contexts for development and learning

**STANDARD 1** Promoting Child Development and Learning

**STANDARD 2** Building Family and Community Relationships

**2a** Knowing about and understanding diverse family and community characteristics

**1b** Knowing and understanding the multiple influences on development and learning

**1a** Knowing and understanding young children's characteristics and needs, from birth through age

**1c** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**2c** Involving families and communities in young children's development and learning

# Standards Alignments Cross Walked with DEC Recommended Practices

<https://ecpcta.org/dec-recommend-practices-alignments/>



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# Rationale for:

- To facilitate integration of DEC Recommended Practices into IHE curricula
- To facilitate integration of DEC Recommended Practices into PD curricula
- To align program documents (e.g., syllabi) with Personnel Standards and DEC Recommended Practices



# DEC Recommended Practices (2014)

- **Leadership - 14**
- **Assessment - 11**
- **Environment - 6**
- **Family - 10**
- **Instruction - 13**
- **Interaction - 5**
- **Teaming/Collab - 5**
- **Transition - 2**



# Methodology for Development

- **Key phrases in DEC specialty Set K & S statements and Recommended Practices (RPs) identified**
- **Phrases used to determine similar content in K& S and RPs**
- **Ratings assigned (1=highly, 2=somewhat, 3=minimally equivalent)**
- **Two ECPC 1 research assistants independently rated**
- **ECPC 1 Director and Consultant reviewed statements rated as 1 by one RA and 3 by the other RA to determine final inter-rater reliability**

# Methodology for Development (cont'd.)

- **K&S statements and RPs rated as 1 included in crosswalk**
- **Previously aligned CEC and NAEYC Standards and DEC Specialty Set items included in crosswalk**
- **Cross walk developer reviewed CEC Standards and Elements to determine which ones to be included**
- **Cross walk developer drafted exemplars for each practice**
- **DEC Personnel Preparation Committee and RPs Commission members reviewed**
- **Edits made based on review**

## Environment 2: Practitioners consider Universal Design for Learning principles to create accessible environments.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 2: Learning Environments</p> <p><u>2.0 Beginning</u> special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	<p><u>S2.2 Organize</u> space, time, materials, peers, and adults to maximize progress in natural and structured environments</p>	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.2 Beginning special education professionals understand and use general and specialized content</p>		

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> <p>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>		
	<p><u>K3.1 Concept</u> of universal design for learning</p>	

**Examples for in-class activities or field work focused on observation:**

The university/college student observes and discusses/reflects on:

1. During opening large group (circle time) in an inclusive preschool field placement, the student observes for strategies used by the preschool teacher specific to the three UDL principles.
2. While in an inclusive preschool placement, the student observes how multiple means of representation are incorporated into each of the daily activities/routines.

**Example for an in-class activity focused on participation/interaction:**

The university/college student:

When given a 1-2 paragraph vignette that briefly describes the special learning needs of a kindergarten age child, the students in small groups identify possible ways to apply the UDL principles in an inclusive kindergarten classroom for that child. Or, assign each small group one of the UDL principles. Share in large group.

**Example for fieldwork focused on participation/interaction:**

The university/college student:

When developing activity plans for implementation in a preschool practicum, the student is required to include a section in the plans that identifies specific strategies that address the needs of targeted students and represent UDL principles.

# Cross Disciplinary Competencies Alignment

<https://ecpcta.org/cross-disciplinary-alignment-2/>



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# Rationale for:

- **Develop new and/or revise cross disciplinary IHE and PD curricula**
- **Inform discipline specific curricula to ensure ECI content/skills included**
- **Inform discipline specific curricula to move toward cross disciplinary**



# Process of Cross-Discipline Competency Areas and Sub Areas

Organizations provided 1-10 documents

- Knowledge and skill statements, position statements, technical reports, systematic reviews, etc.

Two ECPC staff members grouped individual items into similar groupings of practices and reduced practices into four areas of competency

Categorizing process was iterative and thematic

- Two staff reviewed, re-reviewed the areas and re-grouped items based on discussion
- ECPC Director reviewed practice areas and sub-areas for each of the four competency areas



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# Methodology

Categorization of Standards by Cross-Disciplinary Competency Areas					
Organization	Number of Items	Competency Areas			
		Family-Centered Practice	Evidence-Based Intervention	Coordination & Collaboration	Professionalism
Total	752	149	406	98	99
Percent		20%	54%	13%	13%
AOTA	40	1	20	6	13
APTA	40	8	17	11	4
ASHA	263	42	163	36	22
CEC	35	4	21	4	6
DEC	80	12	50	10	8
NAEYC	24	4	12	0	8
ZTT	270	78	123	31	38



# Cross-Disciplinary Competency Areas

Family-  
Centered  
Practice

Evidence-Based  
Intervention

Coordination &  
Collaboration

Professionalism



# Family-Centered Practice

**The delivery of culturally competent and family responsive early childhood intervention that respects and facilitates a family's active partnership and participation in the assessment, planning, implementation, and monitoring of the interventions delivered to their child and themselves.**



# Evidenced-Based Intervention

- **The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation practices implemented with a child and family,**
- **And the collection of reliable data to document, monitor, and make decisions about the effectiveness of the intervention practices with each individual child and family.**



# Coordination and Collaboration

**The alignment of early childhood services, interventions, and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families.**



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# Professionalism

- **The application of ECI and discipline specific laws, policies, ethical standards, and practice guidelines by service providers;**
- **Who take responsibility for continued learning through self-reflection and professional development which they share with others through teaching, mentoring, and coaching;**
- **And the demonstration of advocacy and leadership skills at the local, state, and national level.**



## **Family Centered Practice (Examples)**

## **Evidenced Based Intervention (Examples)**

Builds a relationship and a partnership with each child's caregiving family to support their participation in their child's intervention and learning

Supports families in their caregiving role of their child

Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds

Includes the family in all components of the early childhood intervention service delivery process

Provides information, guidance and education to families about child development and their child's health and safety needs

Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress

Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process

Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to document

a) eligibility for IDEA services; b) child and family strengths and needs; and c) child and family progress as a result of interventions

Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP)





# EI/ECSE Standards (Birth through 8 Years)



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# 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 and licensure
- **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**

# How will this work get done?



# Standards Development Process

- September 25-October 9, 2019- Public survey
  - October 24-25, 2019 – Face-to-face meeting
  - October, November 2019 – Sessions at DEC, TED, NAEYC
  - November 2019-February 2020 – Finalize knowledge bases; draft performance indicators, sample assessments and rubrics
  - Submit to PSPC and CEC Board of Directors for approval
  - CAEP application submission deadline for final standards: July 1, 2020
- \* Pending CAEP approval, ECSE Initial Standards will be available for use in program review in 2021 and mandatory for program review/approval in 2023*

# Draft EI/ECSE Standards (Birth through 8 Years)

- 1. Child Development and Learning**
- 2. Partnering with Families**
- 3. Collaboration and Teaming**
- 4. Assessment Processes**
- 5. Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences**
- 6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction**
- 7. Professionalism and Ethical Practices**





# Next Steps and More Information

## Additional in-person feedback opportunities:

- TED Annual Conference, New Orleans, LA,  
November 6, 2019, 1 PM, Astor 2
- NAEYC Annual Conference, Nashville, TN,  
November 20, 2019, AM NAECTE  
Roundtable

## For more information:

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



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