

Personnel Standards: Update on Draft Standards and Resources

ECPC CSPD Institute

Avon, CT

December 4, 2018

Session Objectives

- 1. To provide an overview of the rationale for and development process for DEC EI/ECSE Practice-Based Standards.**
- 2. To provide a brief overview of the revision of CEC and NAEYC Personnel Standards.**
- 3. To identify standards–related resources.**

DEC EI/ECSE Practice- Based Standards Development



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 but are used to inform the Special Educator standards on “special or additional” knowledge and skills needed by EI/ECSE)
- *So why are EI/ECSE Standards needed now?*

Rationale for Standards Development

- **Changing national landscape**
 - ❖ Need for increased “quantity & quality” of EI/ECSE
 - ❖ Changing role of EI/ECSE calling for “unique & additional skills” and thus, standards
- **Collaboration with other professional associations**
 - ❖ Early Childhood Standards being revised by NAEYC and the Power to the Profession Initiative
 - ❖ Zero to Three’s personnel competencies work
- **Difficulty in reviewing EI/ECSE IHE programs as part of the CAEP/CEC national recognition process**

The Approval Process

- **March 2018 - DEC submitted a proposal to CEC's Professional Standards and Practices Committee (PSPC) to develop EI/ECSE Practice-Based Standards following CEC criteria and CAEP Guidelines.**
- **April 2018 - PSPC approved the request and submitted it to the CEC Board of Directors.**
- **May 2018 - CEC Board of Directors approved DEC's proposal.**
- **July 2018 - CEC and DEC with a letter of support from NAEYC submitted a proposal to CAEP.**
- **September 2018 - CAEP approved the request.**

How will this work get done?



Launching the Work

- **May 2018 - Call for Task Force Applications**
- **June 2018 – EI/ECSE Standards Development Task Force appointed**

Standards Development Task Force

- Eva Horn, Chair, Lawrence, KS
- Erin Barton, Nashville, TN
- Susan Connor, Urbana-Champaign, IL
- Natalie Danner, Monmouth, OR
- Lorraine Dejong, Greenville, SC
- Christy Hooser, Charleston, IL
- Jennifer Kilgo, Birmingham, AL
- Hailey Love, Las Vegas, NV
- Ann Mickelson, Oshkosh, WI
- Jeanette McCollum, Urbana-Champaign, IL
- Megan Purcell, West Lafayette, IN
- Sandra Hess Robbins, Carrollton, GA
- Cynthia Vail, Athens, GA
- Serena Wheeler, Louisville, KY
- Hasan Zaghawan, Greeley, CO

Support

- Consultant: Margie Crutchfield
- ECPC Liason: Vicki Stayton
- DEC Executive Office: Peggy Kemp, Diane Alexander & Jamie Swindell
- CEC Staff Support: Megan Shea & Jennifer Bullock

What has been drafted?

- **July 2018, Washington, DC**
 - Brainstormed essential competencies
 - Sorted into topical areas
 - Formed writing groups to delineate the topical areas
- **September 2018, Washington, DC**
 - Refined topical areas and essential concepts
 - Expanded topical areas into standard statements
 - Drafted component statements
- **November 2018, Washington, DC**
 - Reviewed for inclusion of essential concepts/skills
 - Edited component statements
 - Initiated development of supporting explanations

❖ *Note all work currently is very much in draft form*

EI/ECSE Draft Standard Areas

- Professionalism
- Curriculum
- Child Development
- Families
- Assessment
- Instruction/Interaction
- Teaming and Collaboration



Anticipated Timeline

- **January 2019** - Feedback session at 2019 CEC Convention
- **January 14, 2019** - Webinar to Introduce draft standards and components
- **January/February 2019** - On-line survey seeking public comment on draft standards
- **Spring 2019** - Draft standards to CEC Professional Standards & Practices Committee (PSPC)
- **Summer 2019** - Seek formative feedback from CAEP
- **Late Spring 2020** - Standards to CEC PSPC and Board of Directors
- **July 1, 2020** - Standards submitted for approval to CAE
- Upon approval, IHEs can use in **Spring 2021; will be required beginning in Spring 2023**

How will the standards be used?

- **CAEP Accreditation**
- **IHE and PD Curriculum Development**
- **IHE and PD Curriculum Revision**
- **Certification Guidelines**

CEC Practice-Based Standards Revision



Draft CEC Initial Practice Based Standards

1. Engaging in professional learning and practice within ethical guidelines
2. Understanding and addressing each individual's developmental and learning needs
3. Demonstrating curricular and content knowledge
4. Assessing and planning for individuals and instruction
5. Supporting learning using effective instruction
6. Supporting social, emotional, behavioral growth
7. Collaborating with families, paras, & other prof.

NAEYC Standards Revision



Draft NAEYC Initial Standards

1. **Child development and learning in context**
2. **Family and community partnerships**
3. **Child observation, documentation and assessment**
4. **Developmentally, culturally, and linguistically appropriate teaching strategies**
5. **Content knowledge in early childhood curriculum**
6. **Professionalism as an Early Childhood Educator**

Resources to Support Your Work with Standards



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.



STANDARD 1 Promoting Child Development and Learning

STANDARD 2 Building Family and Community Relationships



<https://ecpcta.org/wp-content/uploads/sites/1337/2018/08/Final-Official-Initial-Standards-Alignment.pdf>

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</u> <u>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>S2.2 <u>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 Competency Areas

Family Centered
Practice

Intervention/Instruction
as Informed by Evidence

Coordination &
Collaboration

Professionalism



- Councils
- Family
- Membership
- VOICES
- Policy and Advocacy
- Personnel Preparation
- Research Review

Personnel Preparation



Division for Early Childhood

- DEC Position Statement on Personnel Preparation Standards
- Personnel Preparation Standards
- Literature, Research, & Evidence Related to Personnel Preparation Standards
- Alignment of Standards for DEC and Other Professional Associations and Responsibilities
- Resources & Supports in Personnel Preparation
- Recent Conference Presentations of the Personnel Preparation Council

