What’s New in Faculty Resources from NAEYC, DEC, CEC, and Other Professional Associations
Presenters

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1. Identify current collaborations of NAEYC, DEC, CEC, and Other Professional Associations.

2. Discuss resources resulting from these collaborations.

3. Obtain input on future resource needs.
Collaborators
ECPC’s Leadership and Commitment

Theory of Action:

States have high quality comprehensive system of personnel development → More EC leaders and practitioners have the requisite knowledge and skills. → Improved effectiveness of EI, ECSE, and EC services and supports → Improved outcomes for children and families

www.ecpctca.org
Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Evaluation
Plans for evaluating each subcomponent of the CSPD

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce
Targeted TA: IHE Faculty and PD Staff

Increase knowledge, skills, and competencies of early childhood faculty, doctoral students and state PD staff to:

- align programs of study to State and national professional personnel standards
- integrate recommended practices throughout early childhood curricula
- design programs of study utilizing adult learning principles

To support a competent early childhood workforce that will improve outcomes for young children with disabilities and their families
ECPC Components of TA

Knowledge Development & Advancement
- Identify or Develop:
  - Research Reviews & Syntheses
  - Database on Personnel Standards
  - Workgroups
  - Discipline or Cross-disciplinary Standards
  - Think Tanks
  - National Needs Assessments
  - Social Validation of Findings
  - Self Assessment of CSPD Framework

Resources, Materials & Tools
- Identify or Develop:
  - TA Fidelity Tool
  - TA Readiness Tool
  - Practice Guides & Checklists
  - Interactive Web Tools
  - EB Articles, Briefs & Consensus Papers
  - Video Library
  - Presentations, Meetings, Webinars & Workshops
  - Innovation Configurations
  - Course Enhancement Modules
  - Self Assessment of CSPD Framework
  - Social Validation of Products

Technical Assistance
- Universal:
  - Dissemination of Resources, Materials & Tools via Website, and other Modes
- Targeted:
  - IHE Faculty & PD Providers Part C/Part B 619, EC administrators
- Intensive:
  - State EC Systems

Self Assessment of CSPD Framework
Social Validation of Products
Power to the Profession 101
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
Shared Vision for the ECE Profession

- Prepared
- Effective
- Diverse
- Compensated

- Supported
- Professional Autonomy

……and more
What This Requires

Increased & Sustainable Public Funding
But…The Public Will Want to Know

• Who are early childhood educators?
• What do they do?
• Do they need specialized knowledge and skills? Why?
• What does compensation parity look like? Why?
Who are we?
- providers
- teachers
- child-care providers
- home providers
- assistant teachers
- child-care workers
- daycare workers
- early-childhood workforce
- preschool teachers
- child care teachers
- early intervention
- informal (friend, family, neighbor care/ kith and kin)

What do we do?
- early learning
- child care
- day-care
- care and education

What ages do we serve?
- 0-5
- 0-8
- PreK

Where do we work?
- Home-based programs
- Center-based programs
- Elementary schools
The Public Is Asking for Clarity

The Upshot

Do Preschool Teachers Really Need to Be College Graduates?
Claire Cain Miller @clairecm  APRIL 7, 2017

In Washington, D.C., teachers at child care centers will soon join preschool teachers in needing college degrees — one of a series of policies nationwide requiring higher education for the people who take care of young children.

The Washington Post

Letters to the Editor • Opinion

Requiring D.C. child-care workers to have degrees is a mistake

April 5

It doesn’t take four years of higher education to see the unintended consequences of requiring D.C.’s child-care workers to have college degrees [“A higher degree of child care,” Metro, April 1].
Either-Or “Both-And” Approach

Clarity About Our Identity

Public Image
Public Funding
Power to the Profession

Clarity*
2017-2018
“Power to the Profession”

Public Image
Planning Begins 2018

Public Policy & Finance
Planning Begins 2018

*Initial iteration; professions continuously evolve
Collaboration and Leadership

The Field
Bring the voices of the field into the national conversation

Task Force
15 National Organizations who represent & engage with large groups of ECE professionals

Stakeholders
30 National Organizations with system-level influence
Unpacking the Decision Cycles
The 8 Decision Cycles

- Who are early childhood educators? What do they do?
- What should they know and be able to do?
- How many levels are within this profession? How do they vary?
- What preparation is required for each level?
- How should specializations be structured?
- What does comparable compensation and support look like for each level?
- What supports and infrastructure are needed to be successful?
- How is accountability structured?
Decision Cycle 1:
Identity and Boundary

• Who are we?
• Who are we in relation to others?
• Why are we distinct?
• What is our value to society?
Detangling the Profession and Field
Early Childhood Education Profession

- Pedagogical & Instructional Administrators
- Higher Education Faculty
- Business or Operations Administrators
- Individuals Not Meeting Professional Qualifications
- Home Visitors
- Mental Health Consultants
- Policy or Advocacy Specialists
- Children's Librarians
- Pediatricians
- & many more!

Early Childhood Field
Who are Early Childhood Educators?

- Care for and promote the learning, development and wellbeing of children birth through age eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of knowledge, skills and competencies defined by the profession
What should early childhood educators know and be able to do?
Build from NAEYC Standards

• Do not start with a blank slate
• Start with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs
• Leverage standards from other national organizations
• Make some important revisions to address gaps - spring 2018 draft 1
• Rebrand and elevate
Decision Cycles 3, 4, and 5

- Preparation
- Responsibilities
- Uniformed Designations
- Specializations
*Organized programs of study in ECE; aligned with professional standards and competencies; does not include advanced practice roles
Great! So Who Does What?
**Draft: Preparation? Levels? Responsibilities?**

- **ECE I**
  - 0-8 Support
  - 0-8 Lead
  - as in
  - 0-5 Lead
  - K-3 Lead

- **ECE II**
  - 0-5 Lead
  - K-3 Support

- **ECE III**

**With innovative staffing and supervision models**
All Sectors, All Settings
All Sectors, All Settings
All Sectors, All Settings
• Generalize before specialize
• Specializations help ECEs deepen their knowledge and practice and create a professional niche
• Professional organizations, not state or federal agencies, should be responsible for developing, administering, and issuing specializations
DEC’s Role in Power to the Profession
Resources for Curriculum Development

- NAEYC, CEC, DEC Standards Alignments
- Cross disciplinary Standards Crosswalks
- DEC Recommended Practices Crosswalk with NAEYC, CEC, DEC Standards
Standards Alignment

• NAEYC
• CEC
• DEC
<table>
<thead>
<tr>
<th>CEC Initial Preparation Key Elements</th>
<th>CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)</th>
<th>2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs</th>
</tr>
</thead>
</table>
| **Standard 1. Learner Development and Individual Learning Differences** | 1.0 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. | **Standard 1. Promoting Child Development and Learning**
Standard 2. Building Family and Community Relationships |
<p>| 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. | | 1b: Knowing and understanding the multiple influences on development and learning |
| 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | | 2a: Knowing about and understanding diverse family and community characteristics |
| <strong>K1.1 Theories of typical and atypical early childhood development</strong> | | |
| <strong>K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning</strong> | | 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8 |
| <strong>K1.4 Impact of medical conditions and related care on development and learning</strong> | | 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children |
| <strong>K1.6 Factors that affect the mental health and social-emotional development of infants and young children</strong> | | 1b: Knowing and understanding the multiple influences on development and learning |</p>
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<tr>
<td><strong>Standard 2. Learning Environments</strong></td>
<td><strong>2.0</strong> Beginning 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.</td>
<td><strong>Standard 1. Promoting Child Development and Learning</strong> <strong>Standard 4. Using Developmentally Effective Approaches</strong> <strong>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</strong></td>
</tr>
<tr>
<td><strong>2.1</strong> 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.</td>
<td></td>
<td><strong>1c</strong>: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children <strong>5c</strong>: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child</td>
</tr>
<tr>
<td><strong>2.2</strong> Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</td>
<td></td>
<td><strong>4c</strong>: Using a broad repertoire of developmentally appropriate teaching/learning approaches</td>
</tr>
<tr>
<td><strong>K2.1</strong> Theories of typical and atypical early childhood development</td>
<td></td>
<td><strong>1b</strong>: Knowing and understanding the multiple influences on development and learning</td>
</tr>
<tr>
<td><strong>S2.1</strong> Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments</td>
<td></td>
<td><strong>1c</strong>: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</td>
</tr>
<tr>
<td><strong>S 2.2</strong> Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments</td>
<td></td>
<td><strong>4c</strong>: Using a broad repertoire of developmentally appropriate teaching/learning approaches</td>
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Cross disciplinary Competency Areas

Facilitated by ECPC
ECPC Cross Disciplinary Personnel Competencies

- Family Centered Practice
- Intervention/Instruction Informed by Evidence
- Coordination and Collaboration
- Professionalism
Recommended Practices Crosswalk with:

- DEC Recommended Practices
- NAEYC Standards
- CEC Standards
- DEC Specialty Set
Environment 2: Practitioners consider Universal Design for Learning principles to create accessible environments.

<table>
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<th>2012 CEC Initial Professional Preparation Standards and Key Elements</th>
<th>2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)</th>
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2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. | **S2.2 Organize** space, time, materials, peers, and adults to maximize progress in natural and structured environments | **Standard 4: Using Developmentally Effective Approaches**  
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches. |
| **Standard 3: Curricular Content Knowledge**  
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.  
3.2 Beginning special education professionals understand and use general and specialized content. |  |  |

Early Childhood Recommended Practices Modules, [http://rpm.fpg.unc.edu/](http://rpm.fpg.unc.edu/)
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

knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities

| K3.1 Concept of universal design for learning |

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.
What Additional Resources Are Needed?

1. To support your use of the alignments and crosswalks in developing “new” IHE curriculum?
2. To use the alignments and crosswalks to facilitate development of program documents for accrediting bodies?
3. To use the alignments and crosswalks for ongoing curriculum development and revision?
Continuing the Work

- Power to the Profession
- Standards – ECE
- Standards – ECSE
- ECPC IHE/PD TA
- Additional Product Development
Website Dissemination

http://www.naeyc.org

http://www.dec-sped.org/

http://www.cec-sped.org

http://www.ecpcta.org