FOUNDATIONS

EI/ECSE (DEC) Personnel Standards

EI/ECSE (DEC) & ECE (NAEYC) Standards

DEC Recommended Practices

Cross Disciplinary Competency Areas
Untangling the Terminology Web
Purpose with Passion

Personnel Standards

Initial Standards, Program

Advanced Standards, Programs

Practices (DEC & CEC)

Alignments Crosswalks

Preservice

Personnel Preparation

Inservice

Preservice

Inservice
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).
Who Should use the EI/ECSE Standards?

- EI professionals - preservice
- ECSE professionals - preservice
- ECE professionals - inservice
- Families - know
- You!
Standards and Policy Impact

• Potential for Standards to influence curriculum at preservice and in-service
• A more integrated conception of professional knowledge
• Raise quality of professionals
Draft Standard 1: Child Development and Early Learning
Draft Standard 2: Partnering with Families
Draft Standard 3: Collaboration and Teaming
Draft Standard 4: Assessment Processes
Draft Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences
Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction
Draft Standard 7: Professionalism and Ethical Practices
• recognition and respect for diversity
• expectation for equity and inclusion for all children and their families
• individualized, developmental, age, and functionally appropriate instruction and intervention
• partnership, collaboration, team interaction
• families as decision makers and partners in decision making
Cross Disciplinary Competencies

https://ecpcta.org/cross-disciplinary-alignment-2/
A bit about fit with Power to the Profession: Commitment to Children and Families

Power to the Profession is focused on advancing the early childhood education profession because it is the best and most effective way to improve outcomes for children and families.
• Understanding child development occurs within a cultural context

• Valuing the diversity of families and engaging in reciprocal, responsive relationships with families

• Using assessments to inform educators’ own practice; and stronger focus on using culturally and linguistically appropriate assessments

• Understanding and using teaching practices that are specific to working with young children and that are culturally, linguistically, ability appropriate

• Describing expectations related to content knowledge and pedagogical content knowledge

• Professionalism as it relates to advocacy, reflection and professional communication

• Addressing the standards and competencies across the age bands within birth to 8
• Understanding some children will need individualized supports for identified developmental delays or disabilities (1b)

• Screening and assessment tools need to appropriate for young children with developmental delays or disabilities (3c)

• ECEs role is to identify, but not diagnose, children who have the potential for a developmental delay or disability (3d)

• ECEs are professional partners in IFSP and IEP teams (3d)

• Differentiating instruction to support young children with delays or disabilities (4b)

• Designing teaching and learning environments that adhere to the principles of universal design for learning (4c)

• Knowing and understanding federal/state laws protecting the rights of young children with developmental delays or disabilities (6b)

• Using assistive technology with children (6c)
• for ensuring positive outcomes for young children 0-8 with developmental delays and disabilities and their families
• for an integrated but unique field required for specialization
• to identify EI/ECSE as a unique field on the continuum of special education 0-21
• for effective and meaningful teaming and collaboration with ECE partners
Time for Break!

15 minutes
2014 DEC Recommended Practices

http://www.dec-sped.org/recommendedpractices
Process for Identifying DEC Recommended Practices

- Research-Based Practices
- Experience & Professional Wisdom
- Field Validation

Slide provided by the DEC Recommended Practices Commission.

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For more information: http://www.dec-sped.org/dec-recommended-practices
8 Topic Areas

- Assessment
- Environment
- Instruction
- Interaction
- Leadership
- Family
- Teaming
- Transition

The DEC Recommended Practices provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. Developed by the DEC Recommended Practices Commission.

For more information: http://www.dec-sped.org/dec-recommended-practices
Who is already familiar with the DEC Recommended Practices (2014)?

Chat Poll:

Heard of them
Glanced through them
Implement them in my practice
Not familiar with them
Who Should use the DEC Rp’s?

- EI professionals
- ECSE professionals
- ECE professionals
- Families
- You!
Purpose with Passion

Topic Areas

• Leadership
• Assessment
• Environment
• Family

• Instruction
• Interaction
• Teaming and Collaboration
• Transition
Leadership
Purpose with Passion

ASSESSMENT
Instruction
Interaction
Teaming and Collaboration
DEC RPs and Standards

- New DEC EI/ECSE Standards
- DEC RPs inform EI/ECSE Standards
- EI/ECSE Standards inform the RP revisions
- DEC EI/ECSE Standards & IHE
- DEC EI/ECSE Standards and PD
DEC Recommended Practice Parameters

• Represent breadth of topic
• Observable
• Represent “high-leverage” practices
• Not disability specific or limited to those with disabilities
• Delivered in all settings (natural/inclusive environments)
• Build on and are not duplicative of other standards (such as NAEYC DAP)
Check out the website:
http://www.dec-sp ed.org/recommendedpractices
• CEC Initial Preparation Standards, Components and
  Supporting Explanations (as of May 9, 2019) –
  EI/ECSE Standards (DEC)

  https://www.cec.sped.org/Standards/Standards-
  Development/DRAFT-Standards-and-Support-2019

NAEYC

• Professional Standards and Competencies
  (available in English and Spanish)

• Executive Summary of the Professional Standard
  and Competencies