



Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators: The Development Process (2018-2020)



Data Report 7

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Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators: The Development Process (2018-2020)

The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) was granted approval by the CEC Board of Directors (BODs) in spring 2018 to develop Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards), birth through 8 years (B-8). The EI/ECSE Standards define what EI/ECSE candidates need to know and be able to do at the completion of their initial educator preparation programs. They represent the first Standards to focus specifically on the preparation of early interventionists/early childhood special educators who work with young children ages birth through eight who have or are at-risk for developmental delays and disabilities and their families, across home, classroom, and community settings. These Standards build on the history of EI/ECSE as an integrative but unique field of study, policy, research, and practice and emphasize the unique skills and knowledge required for specialization in working with young children and their families. Several core themes are emphasized throughout all of the proposed Standards, including:

- an emphasis on families, including families as decision-makers and as partners in supporting and strengthening family capacity and promoting children's development and learning;
- recognition and respect for diversity as represented by the cultural, linguistic, and socioeconomic conditions of families, staff, and programs, and by the various developmental delays and disabilities represented in children;
- an expectation for equity for all children and families, with an emphasis on full access to, participation in, and support from programs and professionals, and for intervention and

instruction that are based in and seek to enhance children's natural environments through a range of approaches, including a multi-faceted use of technology;

- an expectation for individualized, developmentally, age, and functionally-appropriate intervention and instruction based on sound knowledge of each child's and each family's assets, needs, and preferences for services; and
- an emphasis on partnership, collaboration and team interaction that influences the availability and quality of services for children and families, as well as team structures and processes for collaboration within programs and service systems.

The Standards are organized into seven essential areas. Additionally, the Standards define field and clinical experiences that support candidates in applying knowledge and practicing skills. These essential areas are built upon the underlying foundational themes outlined above, which are elevated within and integrated across all Standards.

Standard 1, Child Development and Learning, emphasizes the importance of knowledge of relevant theoretical perspectives, developmental sequences, and individual differences in development and learning based on biological and environmental conditions, as well as the application and translation of that knowledge in developing assessment, curriculum, instruction, and intervention.

Standard 2, Partnering with Families, focuses on using knowledge of family systems theory and family-centered practices to build partnerships with families, apply family capacity building practices to support informed decision-making and advocacy, and engage families as active team members.

Standard 3, Collaboration and Teaming, centers on applying teaming and collaboration models, skills, processes, and strategies to engage in individualized intervention and transition

plan development. **Standard 4, Assessment Processes**, reflects the importance of understanding assessment purposes, choosing appropriate assessment tools and methods, as well as administering, interpreting, sharing, and utilizing assessment results.

Standard 5, Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience, focuses on understanding and applying curriculum frameworks that address developmental and content domains to create high quality, equitable, and meaningful learning opportunities across inclusive environments.

Standard 6, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, addresses planning and implementation of evidence-based practices, with fidelity and in partnership with families and other professionals. This standard integrates a range of evidence based practices including flexible and embedded instruction, practices to promote social and emotional competence, opportunities for young children to learn play skills and engage in meaningful play, as well as use of data-based decision making in planning, implementing, and adapting intervention and instruction.

Standard 7, Professionalism and Ethical Practice, captures the importance of engaging in professional activities and reflective practices; accessing evidence based information for professional growth; advocating for improved outcomes for children, families, and the profession; and understanding and adhering to ethical and legal policies and procedures.

Standard 8, EI/ECSE Field and Clinical Experience Standard, focuses on planned field experiences designed to link EI/ECSE research and theory to practice and provide rich, scaffolded, developmental, and graduated experiences with increasing responsibilities for prospective early interventionists and early childhood special educators.

These Standards were approved by the CEC BODs on June 18, 2020 and are currently under review by the Council for Accreditation of Educator Preparation (CAEP). When approved by CAEP, they will be used as part of its accreditation process for schools and colleges of education at Institutes of Higher Education (IHEs), to guide development of IHE and professional development curricula, and to inform states' certification policies.

Purpose of the Report

The primary purpose of this report is to describe the process employed for development of the Standards, including discussion of external review of drafts by the field and how that feedback was incorporated into different drafts. The report concludes with a brief discussion of next steps in the implementation of the Standards.

The Development Team

This approximate 2 ½ year process was facilitated by a Standards Leadership Team that included representation from DEC and the Office of Special Education Programs funded Early Childhood Personnel Center (ECPC) with additional support from CEC and DEC. Table 1 identifies the Standards Leadership Team members and other support personnel. A 15-member Standards Development Task Force (SDTF) chaired by Dr. Eva Horn drafted standards and related products required for the CAEP application. The SDTF members and their affiliations are in Table 2.

Table 1

EI/ECSE Standards Leadership Team, Support Personnel, and Their Affiliations

Name	Title	Affiliation
Jennifer Bullock	Director, Professional Development	CEC
*Margaret Crutchfield	Consultant	ECPC and DEC
Bradley Duncan	Director, Professional Standards	CEC

Name	Title	Affiliation
*Eva Horn	Chair Standards Development Task Force (SDTF) and Professor	DEC, University of Kansas
*Peggy Kemp	Executive Director	DEC
Megan Shea	Manager, Professional Development	CEC
Diana Stanfill	Associate Director	DEC
*Vicki Stayton	Assistant Director	ECPC

*Members of the Standards Leadership Team

Table 2

EI/ECSE SDTF Members and Affiliations

Name	Title	Affiliation
Erin Barton	Assistant Professor	Vanderbilt University
Susan Connor	Director	Early Intervention Training Program at the University of Illinois
Natalie Danner	Assistant Professor	Western Oregon University
Lorraine DeJong	Professor	Furman University (representing NAEYC)
Christy Hooser	Professor	Eastern Illinois University (representing CEC)
Eva Horn, Chair	Professor	University of Kansas
Jennifer Kilgo	Professor	University of Alabama, Birmingham
Hailey Love	Assistant Professor	University of Nevada, Las Vegas
Jeanette McCollum	Professor Emerita	University of Illinois, Urbana-Champaign
Ann Mickelson	Assistant Professor	University of Wisconsin, Oshkosh
Megan Purcell	Clinical Assistant Professor	Purdue University
Sandra Robbins	Associate Professor	University of West Georgia
Cynthia Vail	Professor and Department Head	University of Georgia
Serena Wheeler	Early Intervention Specialist Coach	University of Louisville for Kentucky Early Intervention System
Hasan Zaghawan	Associate Professor	University of Northern Colorado

The Development Process

Before each major task, the Standards Leadership Team met one or more times to plan the agenda, develop needed materials, and determine facilitation roles. Much of the product development was completed by small groups of the SDTF members with input from the full group. The small groups had work assignments to be completed between each virtual and/or face-to-face meeting. All products were developed in adherence to CAEP guidelines and timelines and completed parallel to CEC's Standards Development Work Group (SDWG). The following summary highlights the process employed by the SDTF.

Based on a review of research, related standards (e.g., NAEYC, CEC, InTASC, CAEP Elementary Education), and other relevant documents (e.g., DEC Initial Specialty Set of Knowledge and Skill Statements, DEC Recommended Practices, CEC High Leverage Practices), the SDTF brainstormed essential knowledge and skills needed by beginning Early Interventionists and Early Childhood Special Educators in six topical areas. Through a series of SDTF virtual and face-to-face meetings and small group assignments, the original list was edited and then refined into Standard and Component statements. Each revision per Standard and related Components were completed by small groups with feedback from the whole group.

Input from the Field Fall 2018 and Winter 2019

External review of the initial topical areas occurred through Listening Sessions at the DEC and CEC Teacher Education Division (TED) 2018 Annual Conferences. Seventy-two individuals participated in the DEC and TED listening sessions and provided input on the following questions: (a) what have been your challenges in using the CEC Standards for EI/ECSE programs? (b) what critical competencies of beginning early interventionists/early childhood special educators would not fit into one of these topical areas? (c) what are critical

competencies that should be reflected in each of these topical areas? Table 3 summarizes the feedback provided at these sessions and how that input was used in continued development of the Standards, Components, and Supporting Explanations.

Table 3

DEC and TED Fall 2018 Listening Session Results and Application to EI/ECSE Standard and Component Development (n=72)

Challenges with the Current CEC Initial Standards	Application to EI/ECSE Standard and Component Development
Do not address families sufficiently	Families Standard and Components Developed
Do not adequately address the EI/ECSE age range, especially birth to 3 years	Draft Standards and Components worded to reflect the birth through eight year age range
For blended ECE and EI/ECSE programs, difficult to integrate both CEC and NAEYC Standards and the DEC Specialty Sets into curricula	Draft EI/ECSE Standards and Components to be more parallel to Early Childhood Education (ECE) Standards
Critical Competencies to Include in EI/ECSE Standards	Application to EI/ECSE Standard and Component Development
Transition	Included in Teaming and Collaboration Standard and Component
Emergent literacy	Addressed in Intervention, Instruction, and Interactions Supporting Explanation
Stem	Addressed in Intervention, Instruction, and Interactions Supporting Explanation
Health and safety	
Caring professional	Reflected throughout
Play	Included in Intervention, Instruction, and Interactions Standard and Component
Cultural responsiveness and equity	Reflected throughout
Differences across the age range (e.g., intervention strategies, service delivery models)	Intentional wording of Standard and Components to address full age range and examples for different age ranges in Supporting Explanations
Other Related Recommendations	Application to EI/ECSE Standard and Component Development
Maintain families as a separate standard	Drafted Partnering with Families Standard

Other Related Recommendations	Application to EI/ECSE Standard and Component Development
Separate Professionalism and Ethical Practice and Teaming and Collaboration into two Standards	Separated as two different Standards
Separate or combine Instruction and curriculum?	Drafted separate Standards with intentional wording to reflect full age range
Relationship of DEC Recommended Practices and CEC High Leverage Practices (HLPs) to EI/ECSE Standards?	Recommended Practices and HLPs primary resources in developing Standards

External review of the draft Standards and Components also occurred through a public survey in January-February 2019 which was preceded by a webinar. Of the 131 respondents, the majority provided some type of personnel preparation {i.e., higher education faculty (n=43, 33.59%), professional development providers (n=8, 6.25%)}. The other respondents included: school/program administrators (n=13, 10.16%), early interventionists (n=13, 10.16%), state agency personnel (n=10, 7.81%), early childhood special educators (n=10, 7.81%), consultants (n=6, 4.69%), related service providers (n=2, 1.56%), and early childhood educators (n=2, 1.56%). The majority of respondents were DEC members (n=69, 54.33%) and had been involved in the early childhood field for 15 or more years (n=85, 65.89%). Quantitative responses were received for each of the seven standards using a Likert-scale with 1 being strongly disagree and 5 being strongly agree. Total responses per item ranged from 88 to 99. Results are reported in Table 4. Table 5 identifies recommendations for future work gleaned from responses to an open-ended request: Tell us why you selected the ratings that you recorded for this standard.

Table 4

January-February 2019 Public Survey Weighted Average Per Standard and Question

EI/ECSE Standard	Weighted Mean Standard describes critical aspects of beginning EI/ECSE educator's practice	Weighted Mean Standard clearly describes what beginning EI/ECSE educators should know and be able to do	Weighted Mean Components, as written, feasible for Educator Preparation Programs to assess candidates' attainment
Child Development and Early Learning	4.41 (n=99)	4.22 (n=99)	4.14 (n=99)
Partnering with Families	4.34 (n=93)	4.22 (n=93)	4.21 (n=92)
Collaboration and Teaming	4.41 (n=91)	4.27 (n=91)	4.22 (n=90)
Assessment	4.44 (n=89)	4.31 (n=89)	4.28 (n=88)
Curriculum	4.28 (n=89)	4.16 (n=89)	4.17 (n=89)
Interaction, Intervention, and Instruction	4.18 (n=90)	4.06 (n=90)	4.12 (n=90)
Professionalism and Ethical Practice	4.43 (n=90)	4.30 (n=90)	4.27 (n=90)

Table 5

Survey Respondents Recommendations for Continued Standards Work and How Addressed by SDTF

EI/ECSE Standard	Recommendations from Survey	How Addressed by SDTF
Child Development and Early Learning	<ul style="list-style-type: none"> • Cultural/linguistic diversity as separate component • Better representation of EI • Include functional development specific to Parts C & B child outcomes • Developmental theories 	<ul style="list-style-type: none"> • Cultural/linguistic diversity theme across Standards and not separate Standard • Specific EI examples included in Supporting Explanations, as appropriate, or wording modified to reflect all age ranges • Functional assessment and intervention included in Standard 6; Parts B and C child outcomes seems too specific to U.S. and can change over time

EI/ECSE Standard	Recommendations from Survey	How Addressed by SDTF
	<ul style="list-style-type: none"> ➤ Reflect theory to practice ➤ Identify developmental theories in component ➤ Access new research • Include knowledge of medical/genetic diagnoses • Emphasis on infant mental health and trauma informed care needed • Address differences between the three sub-age ranges 	<ul style="list-style-type: none"> • Discussion of each included in Supporting Explanations • Included in 1.3 and 1.4 Supporting Explanations • Included in Supporting Explanation for 6.4 • Supporting Explanations worded in way to reflect understanding development and learning across the age range
Partnering with Families	<ul style="list-style-type: none"> • Add coaching/teaching parents • Add language – family centered practices, family engagement, natural environments • Address reciprocity in partnerships • More focus on strength based • Add language to stress information sharing as comprehensive, accurate, current, non-biased • Address adult learning 	<ul style="list-style-type: none"> • Coaching identified as an intervention/instructional strategy in 2.3 and expanded on in Supporting Explanations for 3.2, 6.6 • Added to Standard, Components, and/or Supporting Explanations • Concept of reciprocity reflected in Standard (i.e., reciprocal) and examples in all 3 Supporting Explanations • Wording of Standard, Component, and Supporting Explanations reflect strength-based • Component 2.2 modified and content added to Supporting Explanation • Included in Supporting Explanation 2.3
Collaboration and Teaming	<ul style="list-style-type: none"> • Add concept of valuing family’s role as expert on their child • Address supporting family to be part of team 	<ul style="list-style-type: none"> • Addressed in 2.2 Supporting Explanation • Included in Standard, Components, and Supporting Explanations

EI/ECSE Standard	Recommendations from Survey	How Addressed by SDTF
	<ul style="list-style-type: none"> • Clarify collaboration as part of assessment/instruction process and transition • Examples of what mean by culturally and linguistically responsive practices, teaming models, collaboration strategies, use of technology, transition strategies • Address adult learning • Add wording to include professionals with expertise in sensory impairments 	<ul style="list-style-type: none"> • Reflected in Standard, Components, and Supporting Explanations • Included in Supporting Explanations • Included in Component 2.2 and Supporting Explanation • Wording added to 2.1 to reflect professionals with specialized skills and expertise
Assessment	<ul style="list-style-type: none"> • Add information on the “family assessment” process • Address authentic assessment • Modify component 4 to include fidelity and progress monitoring 	<ul style="list-style-type: none"> • Focus of 2.3 and discussed somewhat in 4.3 Supporting Explanation • Addressed in Standard and 4.1 • Progress monitoring included in 4.4 and Supporting Explanation; fidelity addressed in Standard 6
Curriculum	<ul style="list-style-type: none"> • Written to reflect “school” settings and not inclusive of natural environments • Include play • Include EC content standards and developmental domains 	<ul style="list-style-type: none"> • Included age specific and varied setting examples in 5.2 Supporting Explanation • Included in Standard 6 and 6.5 • Modified Standard wording and added content to 5.2 Supporting Explanation to reflect
Interaction, Intervention, and Instruction	<ul style="list-style-type: none"> • Components 2 and 4 seem vague as worded • Include more on coaching 	<ul style="list-style-type: none"> • Component 6.2 now 6.3 with added wording and examples provided in Supporting Explanation; 6.4 now 6.6 with examples in Supporting Explanation to further define

EI/ECSE Standard	Recommendations from Survey	How Addressed by SDTF
	<ul style="list-style-type: none"> • Concern with wording “aim to make challenging behaviors irrelevant, ineffective, inefficient” • Include terms “routines-based”, “embedded learning opportunities” or “everyday learning opportunities” • More emphasis on responsive caregiver interactions • Address the intentional use of the environment in instruction 	<ul style="list-style-type: none"> • Included in 6.6 Supporting Explanation • Wording not included in Standard or 6.4 • Focus of 6.3 and 6.7 and addressed in 6.6 Supporting Explanation • Component 6.2 added to address this • Included in 6.3 and Supporting Explanation
Professionalism and Ethical Practice	<ul style="list-style-type: none"> • Eliminate component 1 – already stated 	<ul style="list-style-type: none"> • Component not addressed by other Standards, Components; maintained and expanded upon

As specified in Tables 3 and 5, results of the Listening Sessions and survey were used to make further revisions in the Standards and Components and inform drafts of Supporting Explanations. The Standards, Components, and Supporting Explanations were submitted in spring 2019 to the CEC Professional Standards and Practices Committee for their review and referral to the CEC BODs which reviewed the document in April 2019 and recommended submission to CAEP by July 1, 2019 for review by the CAEP Specialized Professional Associations’ (SPA) Standards Committee. The SPA Standards Committee is responsible for reviewing new or revised Standards, policies, and procedures developed by member professional associations that are to be used by the professional association to review programs which prepare candidates for licensure in the respective professional specialization area.

Input from the Field Summer and Fall 2019

After submission of the draft application to CAEP, the SDTF continued work on Supporting Explanations and additional products (i.e., knowledge bases grounded in research, recommended practices, legislation, and policy; and performance indicators) in a similar manner as the initial work with a series of face-to-face meetings, virtual meetings, and small group assignments with input from the full group. The Standards Leadership Team also reviewed and recommended edits on these products. Input from DEC members and the broader Early Childhood Education and EI/ECSE fields continued to be obtained through listening sessions and a second public survey with the focus being on the Standards, Components, and Supporting Explanations. Listening sessions were held at the June 2019 National Association for the Education of Young Children (NAEYC) Annual Professional Learning Institute, the DEC and TED Annual Fall 2019 Conferences, and a second public survey in September 2019. Table 6 reports the recommendations obtained via the listening sessions and how the SDTF integrated that feedback into revisions of the Standards, Components, and/or Supporting Explanations. The listening session recommendations were based on two questions: (a) what would you want to have greater emphasis? and (b) what do you want to have included that was not included?

Table 6

NAEYC, DEC, and TED Fall 2019 Listening Session Results and Application to EI/ECSE Standard and Component Development (n= 59)

Recommendations from Listening Sessions	How Addressed by SDTF
Some components in Standard 6 addressed by Standard 2	SDTF intentionally included partnerships with families throughout the Standards; different from Standard 2, partnerships with families in Standard 6

Recommendations from Listening Sessions	How Addressed by SDTF
	focus on specific practices related to interactions with children, instruction, and intervention
Emphasize in Standard 2 that family is “expert” regarding their child	Addressed in 2.2 Supporting Explanation
Standard 6 – add cognitive and motor domains	Word “all” added to “developmental domains” in Standard 6
6.1 Supporting Explanation – operationalize terms effective and efficient; add assistive technology	Expanded 6.1 wording to better describe what was meant by effective and efficient; assistive technology discussed in 6.4 Supporting Explanation
Use both evidence-based and research based practices – need to define	Decision made to use evidence-based and defined in glossary
Need to be more inclusive of low incidence disabilities	Added wording in Supporting Explanations across Standards, as appropriate
Include examples in supporting explanation for Standard 7 about ethics in the workplace	7.4 modified to include “practice within ethical and legal policies and procedures” with content added to Supporting Explanation on ethical practice
Consider 7.3 becoming first component as a consideration of order of components	Order of Components maintained as there was no intentional priority ordering and current Component order consistent with wording of Standard

External review of the draft Standards, Components, and supporting Explanations also occurred through a public survey in September 2019 and was preceded by a webinar. Although 27 individuals responded to the demographic items, there were only 15 responses to the questions for Standard 1 and 13 respondents for the remaining survey items. The majority of respondents provided some type of personnel preparation {i.e., higher education faculty (33.33%), professional development providers (7.41%)}. The other respondents included: school/program administrators (11.11%), early interventionists (18.52%), state agency personnel (7.41%), early childhood special educators (3.7%), and inclusive early childhood and early childhood special educators (3.7%). The majority of respondents were DEC members (59.26%) and had been involved in the early childhood field for 15 or more years (62.96%). Quantitative responses

were received for each of the seven standards using a Likert-scale with 1 being strongly disagree and 5 being strongly agree. Quantitative results are reported in Table 7. Table 8 identifies recommendations for future work based on responses to five open-ended questions:

1. Please tell us why you selected the answers you did in regard to Draft Standard #.
2. Please provide any additional examples for the supporting explanations, especially international examples and those that represent the different age ranges within EI/ECSE that might further clarify what candidates must know, understand, and do.
3. Please provide examples of performance indicators for any/each of the components for Standard #? (A sample performance indicator was provided for each standard)
4. Although the Standards cannot address specific exceptionalities, learning differences, or professional roles, do you think the draft Standards, Components, and Supporting Explanations meet the need of your area of initial preparation? Please be specific.
5. What would you like the EI/ECSE SDTF to consider as they complete the development of the EI/ECSE Initial Standards?

Table 7

September 2019 Public Survey Weighted Average Per Standard and Question

EI/ECSE Standard	Weighted Mean Standard describes critical aspects of beginning EI/ECSE educator's practice	Weighted Mean Standard clearly describes what beginning EI/ECSE educators should know and be able to do	Weighted Mean Components, as written, feasible for Educator Preparation Programs to assess candidates' attainment	Supporting Explanation provides guidance for scope and focus of Component
Child Development	4.40 (n=15)	4.40 (n=15)	4.00 (n=14)	4.20 (n=15)

EI/ECSE Standard	Weighted Mean Standard describes critical aspects of beginning EI/ECSE educator's practice	Weighted Mean Standard clearly describes what beginning EI/ECSE educators should know and be able to do	Weighted Mean Components, as written, feasible for Educator Preparation Programs to assess candidates' attainment	Supporting Explanation provides guidance for scope and focus of Component
and Early Learning				
Partnering with Families	4.54 (n=13)	4.23 (n=13)	4.15 (n=13)	4.46 (n=13)
Collaboration and Teaming	4.31 (n=13)	4.31 (n=13)	4.23 (n=13)	4.31 (n=13)
Assessment	4.31 (n=13)	4.23 (n=13)	4.00 (n=13)	4.00 (N=13)
Application of Curriculum Frameworks in the Planning and Facilitation of Learning Experiences	4.62 (n=13)	4.46 (n=13)	4.31 (n=13)	4.46 (n=13)
Using Responsive and Reciprocal Interactions, Interventions, and Instructions	4.38 (n=13)	4.08 (n=13)	4.08 (n=13)	4.08 (n=13)
Professionalism and Ethical Practice	4.62 (n=13)	4.62 (n=13)	4.15 (n=13)	4.38 (n=13)

Table 8

Survey Respondents Recommendations for Continued Standards Work and How Addressed by

SDTF

Recommendations Per EI/ECSE Standard and General Recommendations	Recommendations from Survey	How Addressed by SDTF
Child Development and Early Learning	<ul style="list-style-type: none"> • Identify specific theories of learning • Provide a metric for programs to evaluate this standard • Two sample performance indicators provided 	<ul style="list-style-type: none"> • Reviewed, did not identify specific theories since current evidence-based practices inform programs as to which ones to address • Rubric drafted • Reviewed as resource in drafting performance indicators
Partnering with Families	<ul style="list-style-type: none"> • Consider providing culturally related examples to emphasize how partnerships may vary • Include communication in family’s preferred mode and “check for understanding” in Standard 	<ul style="list-style-type: none"> • Expanded discussion of things to consider in working with families from different cultures, including self-reflection on candidates’ own cultural background • Wording in Supporting Explanation
Collaboration and Teaming	<ul style="list-style-type: none"> • 3.2 Add wording such as “effective” or “evidence based” strategies • Stress engaging families in transitions that match their priorities 	<ul style="list-style-type: none"> • Added “evidence-based” to Component statement • Modified Supporting Explanation phrase to read, “according to their (family) needs, priorities, and values”
Assessment	<ul style="list-style-type: none"> • 4.3 Add “collect”assessment • Add more content in Supporting Explanation about sharing assessment results with families including in culturally and linguistically appropriate ways; 	<ul style="list-style-type: none"> • Wording maintained. Component 4.2 focuses on “collecting” assessment information by administering and using assessment measures • 4.3 Supporting Explanation seemed to include sufficient examples to address this concern; 4.1 Supporting Explanation includes “naturalistic

Recommendations Per EI/ECSE Standard and General Recommendations	Recommendations from Survey	How Addressed by SDTF
	<p>observation of child/family routines</p> <ul style="list-style-type: none"> • Sample performance indicators for 4.1 and 4.2 provided 	<p>observations...in daily routines...in the home”</p> <ul style="list-style-type: none"> • Reviewed as resource in drafting performance indicators
Application of Curriculum Frameworks in the Planning and Facilitation of Learning Experiences	<ul style="list-style-type: none"> • No recommendations for edits or sample performance indicators 	
Using Responsive and Reciprocal Interactions, Interventions, and Instructions	<ul style="list-style-type: none"> • 6.1 Modify Supporting Explanation wording about naturalistic interventions to emphasize use across the age range • 6.1 and 6.6 Modify Supporting Explanation wording to emphasize “access to the learning environment”, and 6.7 “accessible assessments” • 6.4 Add wording to Supporting Explanation about using mental health consultants • Divide into 2 Standards – Interactions and Intervention/Instruction 	<ul style="list-style-type: none"> • Wording added to better reflect all age ranges (e.g., “age appropriate”, “developmentally appropriate”) • Determined that wording of Components and Supporting Explanation addressed access across natural and inclusive environments • Already included in last paragraph of Supporting Explanation • Already have 7 Standards and content suggested seemed to be reflected in current Standard and Components
Professionalism and Ethical Practices	<ul style="list-style-type: none"> • 7.4 Include greater emphasis in Supporting Explanation as to barriers for families specific to policies related to racial equity 	<ul style="list-style-type: none"> • Does not seem to be directly related to this Component and Supporting Explanation
Responses Related to All Standards, Components, and/or	<ol style="list-style-type: none"> 1. Provide examples for vision and hearing impairments 2. Provide examples for the 3 age ranges (i.e., birth-3, 3-5, K-3) 	<ul style="list-style-type: none"> • Additional examples, as appropriate per Component, included in

Recommendations Per EI/ECSE Standard and General Recommendations	Recommendations from Survey	How Addressed by SDTF
Supporting Explanations	3. Increase emphasis on EI/ECSE as a separate discipline 4. Include additional EI examples 5. Wording to emphasize that these standards are for all EI/ECSE professionals Birth through 8 years 6. Address need for student teaching and field work across age range	Supporting Explanations for recommendations 1-4 <ul style="list-style-type: none"> • Wording in introduction to Standards, performance indicators, and rubrics reflect full age range • Field experience Standard and Supporting Explanation addresses

As stated above, the EI/ECSE draft Standards, Components, and Supporting Explanations along with other supporting documents were submitted to the CAEP SPA Committee July 1, 2019 for their review and feedback which was received by the SDTF in October 2019. Table 9 identifies the Committee’s feedback specific to the Standards, Components, and Supporting Explanations and how the SDTF addressed those recommendations in revisions to the three products. Feedback from the listening sessions, the September public survey, and the CAEP SPA Standards Committee was summarized and reviewed by the SDTF in an October 24-25, 2019 face-to-face meeting. In addition, the SDTF was provided with the complete notes from the listening sessions, CAEP feedback, and survey results for use by small groups in integrating that feedback, as appropriate, into revisions of the Standards, Components, and Supporting Explanations. Based on those edits, the Standards, Components, and Supporting Explanations were submitted to CEC for copyediting in January 2020.

Table 9

CAEP SPA Standards Committee Feedback on Standards, Components, and Supporting Explanations and How Addressed by SDTF

CAEP SPA Standards Committee Feedback	How Addressed by SDTF
<p>Additional layers of specificity seem to be included in some components: 3.1 lists specific disciplines without explaining whether they are examples or a precise listing of groups. The following paragraph has a parenthetical statement that says it specifically relates to the United States, but nowhere else does the document refer to anywhere other than the U.S. 6.7 includes "...educational team (i.e., including the family)..." Does this mean the family must be included or that the family is the educational team? 1.3 and 2.1 – similar issues</p>	<p>Component language revised for clarity and to eliminate additional layers of specificity</p>
<p>7.2 Professional development included in Component and not Standard</p>	<p>Professional development removed from 7.2 with focus in Standard 7 and 7.2 being reflective practice using evidence-based practices</p>
<p>Components 3.3, 6.6, 7.2 refer to the candidate doing something, would candidates do this independently or assist with or collaborate in doing?</p>	<p>Language revised in 3.3 and 6.6 to state "partner with families and other adults" or "partner with other adults" Language in 7.2 Component and Supporting Explanation maintained – candidates in current EI/ECSE programs have these opportunities</p>
<p>Dispositions included in Standard 7 and 7.3 – Are they unique to EI/ECSE?</p>	<p>Standard and Component modified to remove professional dispositions</p>
<p>Fieldwork Standard - Need for phrase "supervised by qualified professionals"?</p>	<p>Supporting Explanation developed with discussion of what is meant by supervision by qualified professionals in EI/ECSE –an ongoing issue in the field</p>
<p>Include comparison of differences in these Standards and current CEC Standards</p>	<p>Comparison of EI/ECSE Standards with 2012 CEC Standards provided in 7-1-20 CAEP application</p>
<p>Clear statement of how Standard might appear in practice.</p>	<p>Supporting Explanations revised to include additional examples for the sub age ranges, as appropriate, low incidence disabilities, etc.</p>

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Clearer description needed of how reviewers represent diversity	Addressed in discussion of recruitment/selection of reviewers

Final Steps in the Process

After submission of the final draft of the Standards, Components, and Supporting Explanations for copyediting, the SDTF small groups continued drafting knowledge bases for each Standard and Component and drafting performance indicators. These were reviewed by the entire SDTF with final review and editing by the Standards Leadership Team and submission to CEC for copyediting. A final face-to-face meeting of the SDTF was held on March 4-5, 2020 with an overview of the expectations for developing an introduction to the Standards, rubrics, and a glossary. SDTF members volunteered to work in small groups on these three products with initial drafts completed during the meeting. Work continued with drafts reviewed by the full SDTF. The Standards Leadership Team conducted a final review and edited as needed. The SDTF Leadership Team completed the crosswalk between the CEC EI/ECSE Preparation Standards and the CAEP national SPA program review structure of 6 – 8 key assessments (e.g., content tests, observations, projects or assignments, and surveys), the discussion of the process for standards development, and statements as to how technology and cultural and linguistic diversity are represented in the Standards. Each of these additional products was submitted to CEC in May 2020 for copyediting. The copyedited version of the Standards, Components, and Supporting Explanations were reviewed by the PSPC in May 2020, and the CEC BODs approved the Standards on June 18, 2020.

Next Steps in Using the EI/ECSE Standards

IHE and professional development (PD) programs may now use the EI/ECSE Standards for curriculum development and modification. States and territories are encouraged to revisit the standards required for EI/ECSE certification/licensure and based on the new Standards make any needed changes (e.g., age range, standards). As part of this review process, states and territories are encouraged to adopt the new EI/ECSE Standards as their certification/licensure standards versus revising or developing new state/territory standards.

A complete Standards application was submitted to the CAEP SPA Standards Committee on July 1, 2020. Feedback from their review should be received in fall 2020. After CAEP feedback is received, higher education programs may begin using the EI/ECSE Standards for CAEP accreditation purposes in spring 2021. All IHE programs who use the CAEP accreditation process must begin using the EI/ECSE Standards in spring 2023.

EI/ECSE IHE faculty will soon have the opportunity to participate in trainings designed to assist them in preparing program documents for accreditation. And they, along with other EI/ECSE professionals will have the opportunity to participate in trainings to prepare them to serve as reviewers of higher education program applications who are seeking CAEP accreditation.

In addition, ECPC and DEC are collaborating to develop resources for higher education faculty and PD providers to facilitate integration of the EI/ECSE Standards into curricula and professional development content. Examples of such products are a curriculum planning tool, sample syllabi, and practice checklists which can be used for program planning and for self-assessment by students and PD participants for both formative and summative evaluation.