EI/ECSE PERSONNEL PREPARATION STANDARDS:

GUIDED BY THE PAST, THE FUTURE IS BRIGHT!
DEC PERSONNEL PREPARATION COMMITTEE
PAST AND PRESENT MEMBERS

• Natalie Danner
• Darla Gundler
• Johanna Higgins
• Cori Hill
• Eva Horn
• Jennifer Kilgo
• Hailey Love
• Laura McCorkle
• Ann Mickelson
• Sarah Nichols
• Sarah Megan Purcell
• Christine Spence

• Vicki Stayton
• Cindy Vail
• Sarah Sexton
• Sarah Wiegand
• Harriet Able
• Linda Flynn-Wilson
• Chris Marvin
• Pam Winton

• And always with us…
  • Sandra Amante (Hess-Robbins)
PRESENTING TODAY

- Ann Mickelson
- Vicki Stayton
- Jennifer Kilgo
- Cynthia Vail
- Eva Horn
- Margie Crutchfield
The purpose of the Personnel Preparation Committee (PPC) is to:

- Work in collaboration with and under the direction of the DEC Executive Office to complete projects and initiatives associated with preservice and in-service personnel preparation.

- Facilitate discussions and interactions with other related stakeholders (such as CEC and NAEYC) in the training of individuals who work with young children with disabilities and their families.

- Create policy documents and disseminate relevant information to support the preparation of a well-informed and well-developed Early EI/ECSE workforce.
A HISTORY OF STANDARDS

OBJECTIVES

Participants will discuss:

• The evolution of EI/ECSE standards culminating in the current development of stand-alone EI/ECSE standards;

• The application of standards by IHE faculty, professional development providers, and state certification agencies;

• Suggestions for the PPC for the development and dissemination of additional resources.
• **L9.** Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

• **L10.** Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.

• **L11.** Leaders collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to develop or revise state competencies that align with DEC, CEC, and other national professional standards.
Standards is a broad term referring to structural guidelines and requirements that form the basis of an early education statewide system, all of which are important and inter-related.

The levels of quality that contribute to that outcome can only be met through standards for several aspects of early education programs:

- **Program Standards** regulate program attributes, inputs, and processes that influence how an early education program is delivered.
- **Professional Standards** regulate teacher qualifications, defining competencies and credentials for early education classroom staff.
- **Learning Standards** describe what children should know and be able to do as a result of their experiences in early education.

All of these standards are related to overall program success and should be considered when a state develops an early learning system for children.
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.

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.

• The approach must be clearly described and commonly understood in the field and literature.

• It is also possible for a named practice to refer to an array of specific procedures, referred to by more than one term, or for several practices to be combined as part of a comprehensive approach.
HOW DO STANDARDS AND PRACTICES RELATE TO EACH OTHER?

- Standards should:
  - Reflect current research/trends in the field and align with DEC Recommended Practices and CEC High Leverage Practices.
  - Be global - NOT include specific strategies or practices.
CEC’S STANDARDS ACROSS THE YEARS

...to establish professional standards for teachers in the field of special education.

First CEC Convocation, 1923
Columbia University
New York City
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1922</td>
<td>First CEC meeting - Establishment of Professional Standards as one of its primary purposes</td>
</tr>
<tr>
<td>1965</td>
<td>Held National Conference on Standards</td>
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<tr>
<td>1966</td>
<td>First set of CEC “Knowledge &amp; Skills” standards were published in the first “Red Book”</td>
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<td>1981</td>
<td>Delegate Assembly issued a charge to develop a set of standards aligned with a professional code of ethics</td>
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| 2003   | First common set of standards
|        | Knowledge and Skills Statements became specialty sets                                           |
| 1998, 2005, 2012 | Standards revised and approved by CAEP (formally NCATE)                                      |
DEC’S STANDARDS ACROSS THE YEARS
1989
- First set of EI/ECSE Standards (birth through 8 years) published

1993
- Standards approved and endorsed by ATE & NAEYC
- Approved by CEC for program use

- Initial Specialty Set revised and validated (Language changed from Standards to Speciality Set in 2003)

2001 & 2004
- NAEYC and CEC developed agreement to jointly review blended programs with NAEYC taking the lead (2001)
- First Blended Program Reviews Approved by NCATE (2004)

2008
- First Advanced Specialty Set developed and validated

2017
- Advanced Specialty Set revised and validated

2018
- CEC BODs approved development of EI/ECSE Standards
NAEYC’s Standards Across the Years
1982
- First set of professional standards for general early childhood educators (birth through 8 years)

- Early Childhood Teacher Education Guidelines for 4 and 5 year programs revised

2004
- First Blended Program Reviews

2018 - 2019
- Early Childhood Education professional Standards being revised
LOOKING TO THE FUTURE
EI/ECSE STANDARDS DEVELOPMENT
<table>
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<tr>
<th>Year</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2018</td>
<td>CEC BODs and CAEP approve development of EI/ECSE (Birth through 8 years) standards</td>
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<tr>
<td>2018 - 2020</td>
<td>Standards being developed and informed by HLPs and RPs. To be submitted to CAEP</td>
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<tr>
<td>2021</td>
<td>Voluntary Program Use pending CAEP approval</td>
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<tr>
<td>2023</td>
<td>Required Program Use pending CAEP approval</td>
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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 Preparation Programs as Part of the CAEP/CEC National Recognition Process
HOW WILL THIS WORK GET DONE?
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<tr>
<td>Child Development &amp; Early Learning</td>
<td>Partnering with Families</td>
<td>Collaboration &amp; Teaming</td>
<td>Assessment Processes</td>
<td>Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences</td>
<td>Using Responsive &amp; Reciprocal Interactions, Interventions, &amp; Instruction</td>
<td>Professionalism &amp; Ethical Practice</td>
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NEXT STEPS AND MORE INFORMATION
EI/ECSE STANDARDS DEVELOPMENT

Public survey: Open through October 09, 2019

See https://www.dec-spied.org/

Additional in-person feedback opportunities:

• DEC Annual Conference, Dallas, TX, October 2019
  • Oct 3, 5:15-6:15 in Manchester
• TED Annual Conference, New Orleans, LA, November 2019
  • Nov 6, 1:00 - 2:30 pm EST in Astor
• NAEYC Annual Conference, Nashville, TN, November 2019
  • Nov 20, TBD
FOR MORE INFORMATION:

https://cec.sped.org/EIECSEStandards
HOW CAN THE PPC HELP YOU?

WHAT RESOURCES ARE NEEDED?
HOW CAN WE GET INFORMATION AND RESOURCES TO YOU?