



<a href="#"><u>Initial Practice-Based Professional Preparation Standards for Early Interventionists/ Early Childhood Special Educators (2020)</u></a>	<a href="#"><u>DEC Recommended Practices (2014)</u></a>	<a href="#"><u>Professional Standards and Competencies for Early Childhood Educators (2020)</u></a>	<a href="#"><u>ECPC Cross-Disciplinary Competencies and Indicators</u></a>	<b>Personalize</b> <i>Insert your state early learning standards or discipline-specific professional standards.</i>	<b>Course Title</b> <i>Align program/courses to EI/ECSE Standards and Recommended Practices.</i>	<b>Learning Objectives</b> <i>Create learning objectives that include the knowledge and skills of the EI/ECSE Standards' Components and Supporting Explanations.</i>	<b>Course Topics/Activities</b> <i>Align topics and activities to EI/ECSE Standards and Recommended Practices. Embed evidence-based adult learning practices within course activities to support student learning.</i>	<b>Readings</b> <i>Use readings that support the course topics.</i>	<b>Field Experiences and Practicum Activities</b> <i>Use evidence-based adult learning practices to create meaningful field experiences and course activities for students.</i>	<b>Assignments</b> <i>Embed evidence-based adult learning practices within course assignments to support student learning.</i>
<b>Standard 2: Partnering with Families</b>										
<b>Standard 2: Family-Teacher Partnerships and Community Connections</b>										
<b>Family-Centered Practice (FCP)</b>										
<b>2.1:</b> Apply knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.	<b>F1:</b> Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. <b>F3:</b> Responsive to the family's concerns, priorities, and changing life circumstances. <b>F5:</b> Support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	<b>2a:</b> Know about, understand, and value the diversity of families.	<b>FCP:</b> Builds a relationship and a partnership with each child's caregiving family to support their participation in their child's intervention and learning.  <b>FCP:</b> Supports families in their caregiving role of their child.							
<b>2.2:</b> Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.	<b>F2:</b> Provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions. <b>F7:</b> Work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes for goals. <b>F8:</b> Provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development. <b>F9:</b> Help families know	<b>2e:</b> Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	<b>FCP:</b> Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds. <b>FCP:</b> Provides information, guidance and education to families about child development and their child's health and safety needs. <b>FCP:</b> Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transition under IDEA and other early childhood programs. <b>FCP:</b> Provides information, guidance and education to families about early childhood							
<b>2.3:</b> Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.	<b>F3, F5</b> <b>A1:</b> Practitioners work with the family to identify family preferences for assessment processes. <b>F4:</b> Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. <b>F6:</b> Engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. <b>TR2:</b> Use a variety of planned and timely strategies with the child		<b>FCP:</b> Includes the family in all components of the early childhood intervention service delivery process. <b>FCP:</b> Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.							



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<p><b>Standard 4: Assessment Processes</b></p>		<p><b>Standard 3: Child Observation, Documentation, and Assessment</b></p>	<p><b>Evidence-Based Intervention (EBI)</b></p>							
<p><b>4.1:</b> Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.</p>	<p><b>A3:</b> Practitioners use assessment materials and strategies that are appropriate to the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics. <b>A4:</b> Conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests. <b>A5:</b> Conduct assessments in child's dominant language and in additional languages if the child is learning more than one language. <b>A6:</b> Practitioners use a variety of methods, including observation and</p>	<p><b>3a:</b> Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>								
<p><b>4.2:</b> Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.</p>	<p><b>A6</b> <b>A2:</b> Work as a team with the family and other professionals to gather assessment information. <b>A10:</b> Use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p>	<p><b>3c:</b> Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</p>	<p><b>EBI:</b> Use valid, reliable, nondiscriminatory child focused assessment procedures and instruments to document a) eligibility for IDEA services, b) child and family strengths and needs, and c) child and family progress as a result of interventions.</p>							
<p><b>4.3</b> Candidates analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals.</p>	<p><b>A10</b> Work with the family to identify family preferences for assessment processes. <b>A11:</b> Report assessment results so they are understandable and useful to families.</p>	<p><b>A1:</b></p>								
<p><b>4.4:</b> In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.</p>	<p><b>A3, A4, A5, A6, A7, A8, A10</b> Implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.</p>	<p><b>A9:</b></p>	<p><b>EBI: Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress.</b></p>							





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EI/ECSE Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

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<b>Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction</b>		<b>Standard 2: Family-Teacher Partnerships and Community Connections</b>	<b>Evidence-Based Intervention (EBI)</b>							
		<b>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>								
<b>6.1:</b> In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.	<b>F4:</b> Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. <b>INS6:</b> Use systematic instructional strategies with fidelity to teach skills and promote child engagement and learning. <b>INS10:</b> Implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of development.		<b>EBI:</b> Identifies and includes evidence-based practices on the intervention plan (IEP/IFSP). <b>EBI:</b> Uses evidence-based practices during interventions with a child, family and/or other caregivers and teachers.							
<b>6.2:</b> Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.	<b>F4</b> <b>INS1:</b> With the family, identify each child's strengths, preferences, and interests to engage the child in active learning. <b>INS2:</b> With the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments. <b>TC1:</b> Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to	<b>2b:</b> Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.								
<b>6.3:</b> Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	<b>E1:</b> Provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences. <b>E3:</b> Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences. <b>INS2:</b> Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	<b>4b:</b> Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. <b>4c:</b> Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	<b>EBI:</b> Uses evidence-based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments.							
<b>6.4:</b> Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.	<b>E3, INS2, INS6</b> <b>A4:</b> Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests. <b>INS9:</b> Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior. <b>INT1:</b> Promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions. <b>INT2:</b> Promote the child's social development by									
<b>6.5:</b> Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	<b>INS7:</b> Practitioners use explicit feedback and consequences to increase child engagement, play, and skills. <b>INT4:</b> Promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	<b>4b:</b> Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.								
<b>6.6:</b> Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.	<b>INS1, INS10</b> <b>INS3:</b> Gather and use data to inform decisions about individualized instruction. <b>INS4:</b> Plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. <b>INSS:</b> Embed instruction within and across routines, activities, and environments to provide contextually relevant		<b>EBI:</b> Incorporates evidence-based practices across learning opportunities (activities and routines) within the child's home, community and classroom.							
<b>6.7:</b> Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	<b>INS3, TC1</b> <b>A2:</b> Work as a team with the family and other professionals to gather assessment information. <b>E4:</b> Practitioners work with the families and other adults to identify each child's needs for assistive technology to promote each child's access to and participation in learning environments. <b>E5:</b> Practitioners work with the family and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning environments.		<b>EBI:</b> Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress.  <b>EBI:</b> Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness.							



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EI/ECSE Standard 7: Professionalism and Ethical Practice

Table with 10 columns: Initial Practice-Based Professional Preparation Standards for Early Interventionists/ Early Childhood Special Educators (2020), DEC Recommended Practices (2014), Professional Standards and Competencies for Early Childhood Educators (2020), ECPC Cross-Disciplinary Competencies and Indicators, Personalize (Insert your state early learning standards or discipline-specific professional standards.), Course Title (Align program/courses to EI/ECSE Standards and Recommended Practices.), Learning Objectives (Create learning objectives that include the knowledge and skills of the EI/ECSE Standards' Components and Supporting Explanations.), Course Topics/Activities (Align topics and activities to EI/ECSE Standards and Recommended Practices. Embed evidence-based adult learning practices within course activities to support student learning.), Readings (Use readings that support the course topics.), Field Experiences and Practicum Activities (Use evidence-based adult learning practices to create meaningful field experiences and course activities for students.), Assignments (Embed evidence-based adult learning practices within course assignments to support student learning.)