DEConference

What's Happening in Personnel Preparation?

Division for Early Childhood 34th International Conference on Young Children with Disabilities and Their Families, October 2018

Session Facilitators

Sandy Robbins srobbins@westga.edu
Ann Mickelson mickelsa@uwosh.edu
Hailey Love hailey.love@unlv.edu
Natalie Danner dannern@wou.edu
Vicki Stayton vicki.stayton@wku.edu

Division for
Early
Childhood
of the Council for Exceptional Children

Session Agenda

- Personnel Preparation Committee (PPC) Overview
  - Members & Purpose Statement
  - New Structure
  - Collaborative Reach *(other groups we work with)*
- Initiatives & Related Resources
  - Position Statement
  - Standards Alignment
  - Validation Study
  - Literature Review
  - Recommended Practices Crosswalk
  - Power to the Profession
  - Cross-Disciplinary Standards Alignment
  - Standards Development Task Force
- Discussion & Feedback

PPC Overview

The Personnel Preparation Committee

Members:
Linda Flynn–Wilson | Natalie Danner | Eva Horn | Jennifer Kilgo | Hailey Love | Ann Mickelson | Sandra Hess Robbins | Cynthia Vail | Harriet Able | Cori Hill, DEC Executive Board Liaison

Past Members and Contributors:
Chris Marvin
Pamela Winton

The Personnel Preparation Committee

Purpose:

- 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

- facilitates 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

- creates policy documents and disseminates relevant information to support the preparation of a well-informed and well-developed EI/ECSE workforce.

PPC Structure

The work of the PPC is completed by the committee as a whole or distributed across two personnel preparation strands, whichever is most relevant for the task:

(1) The PD strand: issues related to practitioners in the workforce, birth-to third grade, to ensure high quality, ongoing professional learning opportunities

(2) The IHE strand: issues related to promoting consistency and quality of preservice personnel preparation including initial and advanced preparation standards, degree programs, state certification/licensure, and accreditation
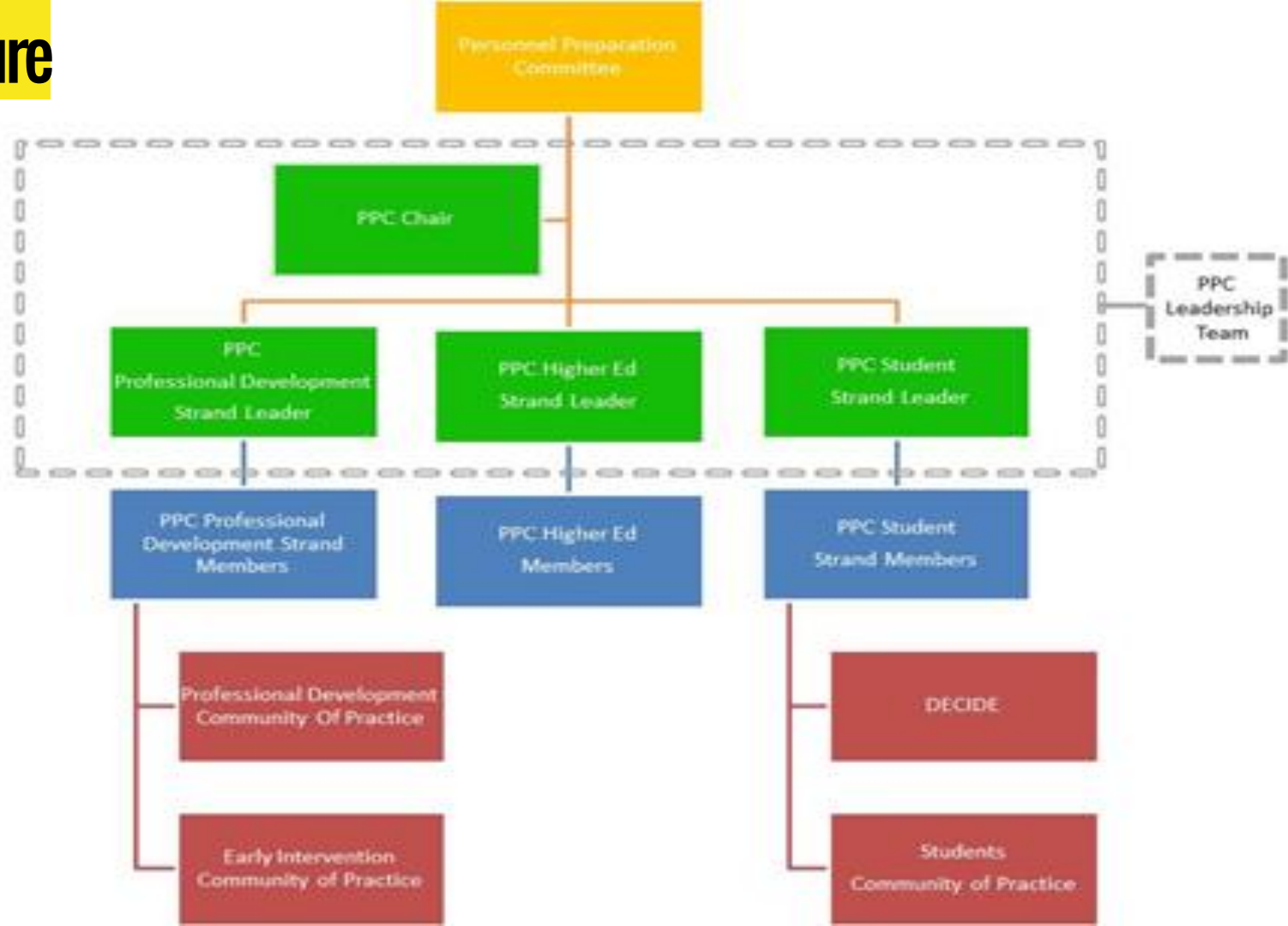
PPC Structure

Communities of Practice: Three Communities of Practice are "housed within" the Personnel Preparation Committee

1. Professional Development https://www.decpd.org/
2. Early Intervention http://www.decei.org/
3. DECIDE https://www.decdecide.org/

Each Community of Practice has a liaison from the PPC membership.

PPC Structure

Collaborative Reach

PPC Initiatives & Resources for YOU

Position Statement - Purpose

"… this position statement provides guidance specifically for the personnel preparation of educators who work with children birth-through-two years in EI and children from three-through-five and six-through-eight years in ECSE. … the term ECSE will refer to both EI and ECSE educators who possess a state license/certification in one or more of the above age categories or state equivalent." (p.2)

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

Position Statement - Content

- Requirements and options for ECSE personnel preparation
- Theory of Change guiding ECSE personnel preparation
- Key concepts that guide ECSE personnel preparation standards
- Relevance of CEC Professional Standards, DEC Specialty Sets, and DEC Recommended Practices
- Recommendations
  - Content of personnel preparation and certification/licensure programs
  - Structure of personnel preparation and certification/licensure programs
- Conclusion

Position Statement - Process

Personnel Standards Position Statement: Process for Development

Work group appointed – DEC PPC members and NAEYC representation

Reviewed previous position statement and identified key content to guide revision

Conducted listening session at 2016 DEC Conference to obtain member input on content

Obtained member input via on-line survey prior to and after 2016 DEC Conference

Reviewed all DEC Position Statement to ensure lack of duplication in content

Drafted, reviewed, revised several iterations of the "new" Position Statement

Obtained input on draft via on-line survey from various stakeholder groups

Reviewed survey results and edited Position Statement

Submitted Position Statement to DEC Executive Board for approval – September 2017

Position Statement - Product

Executive Summary

Position Statement

Personnel Standards in Early Childhood Special Education (September 2017)

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

Standards Alignment - Process

- DEC Alignment Workgroup (n=11) appointed 2014
- Development of alignment rules/guidelines
- Individual alignment of Initial and Advanced NAEYC and CEC Standards and Elements
- Conference calls to discuss alignments and determine consensus rule (73% or higher)
- Same process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets
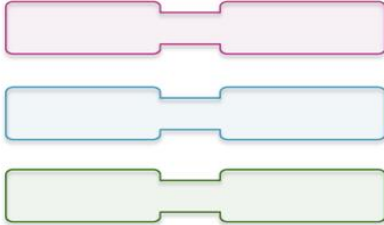
Standards Alignment - Product
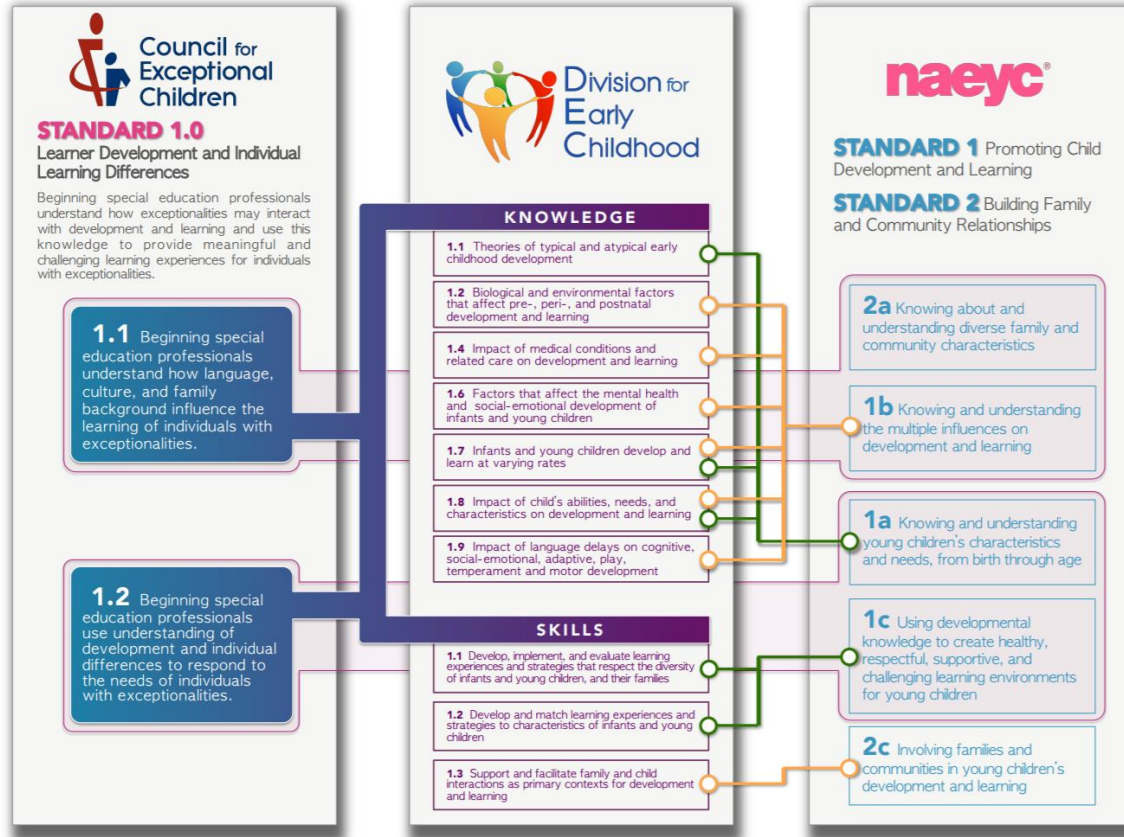
Standards Alignment Key

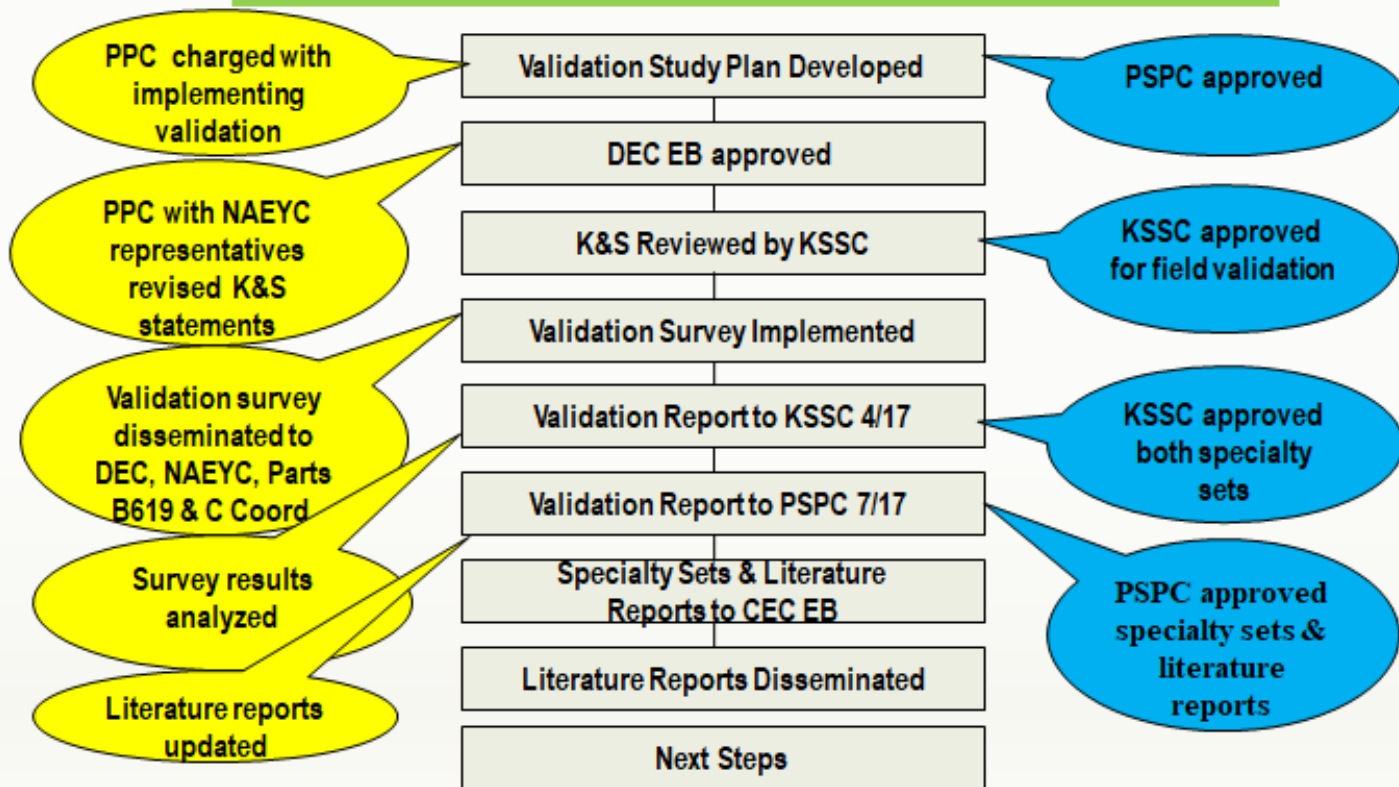= Relationship between CEC Sub-Standards and ECSE Knowledge & Skills Specialty Sets

= Alignment between ECSE Knowledge and Skills Specialty Sets and NAEYC Sub-Standards

= Alignment between CEC Sub-Standards NAEYC Sub-Standards

Validation Study - Process

DEC Initial & Advanced Specialty Sets: ECSE/EI Validation 2016-2017

PPC charged with implementing validation

PPC with NAEYC representatives revised K&S statements

Validation survey disseminated to DEC, NAEYC, Parts B619 & C Coord

Survey results analyzed

Literature reports updated

Validation Study Plan Developed

DEC EB approved

K&S Reviewed by KSSC

Validation Survey Implemented

Validation Report to KSSC 4/17

Validation Report to PSPC 7/17

Specialty Sets & Literature Reports to CEC EB

Literature Reports Disseminated

Next Steps

PSPC approved

KSSC approved for field validation

KSSC approved both specialty sets

PSPC approved specialty sets & literature reports

Validation Study - Product

Literature Review - Process

DEC Initial & Advanced Literature Reports: Development Process

PPC Members Independently Updated References

ECPC Supported Extensive Literature Search

PPC Members Reviewed & Added References from Literature Search - 2007 to 2017

Literature Reports "Smoothed" & Dated References Unless Seminal Deleted

Specialty Sets & Literature Reports to KSSC

Specialty Sets & Literature Reports to PSPC

Specialty Sets & Literature Reports to CEC EB

Literature Reports Disseminated

http://ecpcta.org/papers-publications-and-data/

DEC Initial and Advanced Literature Reports include 3 Types of References

- Research-based: Peer reviewed studies using appropriate research methodologies
- Literature/theory-based: Writings focused on theories or philosophical reasoning (e.g., position papers, policy analyses, descriptive reviews of literature)
- Practice-based: Small number of studies suggesting promising practices, model programs, professional wisdom, emerging practice from action research

Literature Review - Product

https://ecpcta.org/papers-publications-and-data/

The literature reports are at this URL. I don't know how you prefer to add them here.

Recommended Practices Crosswalk

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.

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
Standard 2: Learning Environments 2.0 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. 2.1: 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. 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		

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.
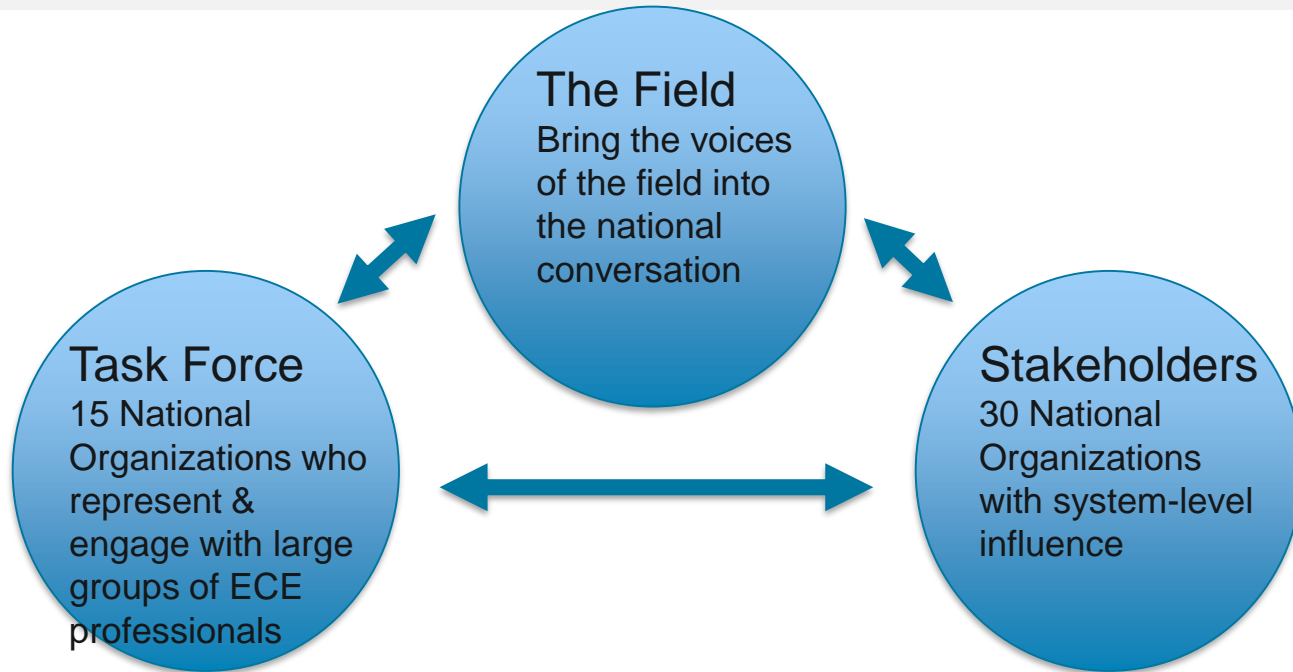
Power to the Profession

What is Power to the Profession?

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation.

https://www.naeyc.org/our-work/initiatives/profession

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

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

29

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

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?

PPC's Role in Power to the Profession

- Review and provide input to DEC Executive Office – each Cycle draft recommendations

- Complete surveys for each Cycle draft recommendations

Cross-Disciplinary Competency Area Endorsements:

Cross Disciplinary Competency Areas

Family Centered Practice

Intervention/Instruction Informed by Evidence

Coordination and Collaboration

Professionalism

DEC Standards Development: ECSE

The CEC Board of Directors has charged DEC with exploring the value and necessity of developing Professional Early Childhood Special Education (ECSE) Standards, Birth through 8 years, in accordance with CAEP standards development guidelines.

Standards Development Task Force

- 15 Member Task Force

- Support and resources from DEC, CEC, ECPC

- Approximate two year timeframe to develop standards, components, supporting explanations, rubrics, and asssessments

- Target approval date for standards – Summer 2020

-
  Next steps include the development of a Standards Advisory Group. We will have listening sessions at DEC, CEC, TED, and other national conferences. We will keep the DEC Community informed with regular virtual updates.

Standards Development: Member Input

- Listening sessions at DEC, TED, CEC, and other conferences

- Development of a Standards Advisory Group

- Webinar to introduce draft standards

- Survey for member/field input on draft standards

NEW or COMING SOON!

Find all these resources in one place on the PPC website

http://

Early Childhood
of the Council for Exceptional Children

Because It Matters **Business Opportunities with DEC** **News** **Store** **Contact**

Councils

Family | Membership | VOICES | Policy and Advocacy | Personnel Preparation | Research Review

Personnel Preparation

DEC Position Statement
on Personnel Prep/Standards

Personnel Preparation Standards

Literature, Research, & Evidence
Related to Personnel Preparation Standards

Alignment of Standards
for DEC and Other Professional Associations and Recommended Practices

Resources & Supports
in Personnel Preparation

Recent Conference Presentations
of the Personnel Preparation Council

Division for Early Childhood

Discussion & Feedback

Discussion

- Any thoughts you'd like to share with the committee?

- From your perspective, where should we be headed next? What additional work/initiatives should the committee explore?

- How can we continue to support YOU in your work related to personnel preparation (including professional development, higher education, and support for students)

Thank You!

Enjoy the rest of the conference!