DEC, CEC, NAEYC Standards Alignment: A Tool for Higher Education Curriculum Development

Council for Exceptional Children

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Session Objectives

1. Discuss the history and rationale for standards alignment.

2. Discuss the process for standards alignment.

3. Review the results of the standards alignment.

4. Discuss case examples of possible uses for the alignment.

5. Identify other resources needed to apply the alignments to higher education curriculum development.

Collaborators

Alignments Provide Guidance For:

- **Development of IHE CAEP and state accreditation Program Review Documents**
- **Review of Program Documents by CAEP/state reviewers**
- **Development, modification, implementation and evaluation of IHE programs**
- **Development, implementation, and evaluation of inclusive clinical experiences**
- **Articulation of courses across two-year and four-year programs**
- **Development, modification, implementation and evaluation of professional development systems**
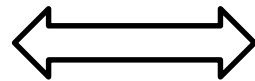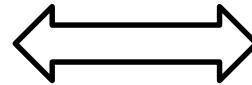- **Development of state certification policies**

NAEYC, CEC, DEC Standards: What Was Aligned?

CEC

DEC

NAEYC

Special Education
Birth through Age 21
- Initial Preparation Standards
  - *7 standards, 28 key elements*
- Advanced Preparation Standards
  - *7 standards, 28 key elements*

Early Childhood
Birth through Age 8
- Initial Preparation Standards
  - *6 standards; 22 key elements*
- Advanced Preparation Standards
  - *6 standards, 23 key elements*

1 out of 12
CEC Specialty Sets

Special Education Early Childhood Specialist
Birth through Age Eight
- Initial Specialty Set
  - *23 knowledge statements; 57 skills statements*
- Advanced Specialty Set
  - *9 knowledge statements; 21 skills statements*

NAEYC Standards for EC Professional Preparation

1. **Promoting Child Development & Learning**
2. **Building Family & Community Relationships**
3. **Observing, Documenting, & Assessing to Support Young Children & Families**
4. **Using Developmentally Effective Approaches to Connect with Children & Families**
5. **Using Content Knowledge to Build Meaningful Curriculum**
6. **Becoming a Professional**

Which Standards for Which Degree Programs??

Early Childhood Education	Early Intervention/Early Childhood Special Ed.	Blended Early Childhood & Early Childhood Special Ed.
Initial – NAEYC Initial Standards & Elements	Initial – CEC Initial Standards & Elements Informed by the Initial DEC Specialty Set	Initial – CEC *and* NAEYC Initial Standards & Elements Informed by the Initial DEC Specialty Set
Advanced – NAEYC Advanced Standards & Elements	Advanced – CEC Advanced Standards & Elements Informed by the Advanced DEC Specialty Set	Advanced – CEC *and* NAEYC Advanced Standards & Elements Informed by the Advanced DEC Specialty Set

Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

- **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)**
- **Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets**

DEC, CEC, NAEYC ALIGNMENT RESULTS

Standards/Elements, Specialty Set K & S Aligned	Number of Elements or K & S Statements Aligned ≥ 73%
Initial CEC, NAEYC Elements	22 (79%)
Advanced CEC, NAEYC Elements	15 (54%)
Initial DEC Specialty Set K & S, NAEYC Elements	44 (54%)
Advanced DEC Specialty Set K & S, NAEYC Elements	13 (39%)

CEC Initial Preparation Key Elements	CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs
Standard 1. Learner Development and Individual Learning Differences 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.		**Standard 1. Promoting Child Development and Learning** **Standard 2. Building Family and Community Relationships**
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.		1b: Knowing and understanding the multiple influences on development and learning
		2a: Knowing about and understanding diverse family and community characteristics
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
	K1.1 Theories of typical and atypical early childhood development	1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
	K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning	1b: Knowing and understanding the multiple influences on development and learning
	K1.4 Impact of medical conditions and related care on development and learning	
	K1.6 Factors that affect the mental health and social-emotional development of infants and young children	

11

CEC Initial Preparation Key Elements	CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs
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.		**Standard 1. Promoting Child Development and Learning** **Standard 4. Using Developmentally Effective Approaches** **Standard 5. Using Content Knowledge to Build Meaningful Curriculum**
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.		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
		5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.		4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
	K2.1 Theories of typical and atypical early childhood development	1b: Knowing and understanding the multiple influences on development and learning
	S2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
	S 2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments	4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

12

Now That We've Done This….

- **Is it useful?**

- **How have we used the alignment?**

- **How can we use the alignment?**

Website Dissemination

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

http://www.cec-sped.org

http://www.naeyc.org

Case Example: BS ECSE Dual Certification Program

- **Used at the University of West Georgia (UWG) to support the development of a new dual certification program**

- **UWG early childhood program began an undergraduate early childhood special education program in spring 2017**

- **The design committee aligned the new ECSE course objectives with CEC standards**

- **The alignment document was then used to show evidence of both DEC and NAEYC representation across the program.**

Case Example: MAT Program Development

- **Used at Western Kentucky University to revise a blended ECE/ECSE MAT program**

- **Alignment document used to determine presence of, duplication, and gaps in representation of CEC/DEC/NAEYC standards**

- **Course components reviewed – objectives, assignments, readings, topics**

Case Example: CAEP Accreditation

- **Small VA university's blended ECE/ECSE BS program**

- **Reviewed degree to which assignments represented CEC/DEC/NAEYC standards**

- **Identified assignments that provided best fit with CAEP standards across all standards**

Case Example: State Certification Standards

- **Used in Georgia to develop Early Childhood (Birth to Five) standards**

- **Reviewed draft standards for representation of:**

  - **DEC Recommended Practices**

  - **Aligned CEC/DEC/NAEYC standards**

- **Provided a set of recommendations to the Department of Early Care and Learning**

- **The alignment document allowed us to focus on shared standards for all early childhood professionals**

What Additional Resources Are Needed?

Frequently asked Questions

1. To integrate the standards and specialty sets alignments into a "new" IHE curriculum – initial and advanced?

2. To facilitate development of program documents for accrediting bodies?

3. To use the standards and specialty sets for ongoing curriculum development and revision?

Next Steps

- **Develop additional resources for faculty**

- **Provide guidance for policy development, including Power to the Profession**

- **Align the Initial DEC Specialty Set with the Recommended Practices and the CEC and NAEYC Standards**