

# FOUNDATIONS

**EI/ECSE (DEC) Personnel Standards**

**EI/ECSE (DEC) & ECE (NAEYC)  
Standards**

**DEC Recommended Practices**

**Cross Disciplinary Competency Areas**



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# Untangling the Terminology Web



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**Preservice**

**Personnel  
Preparation**

**Inservice**

**Personnel  
Standards**

**Practices  
(DEC & CEC)**

**Initial  
Standards,  
Program**

**Advanced  
Standards,  
Programs**

**Alignments  
Crosswalks**



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# Definitions for 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.
- **National Down Syndrome Society** - Define what students should know and be able to do at each level (of education).



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# Who Should use the EI/ECSE Standards?

- EI professionals - preservice
- ECSE professionals - preservice
- ECE professionals - inservice
- Families - know
- You!



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# Standards and Policy Impact

- Potential for Standards to influence curriculum at preservice and in-service
- A more integrated conception of professional knowledge
- Raise quality of professionals



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# Draft Standard 1: Child Development and Early Learning



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## Draft Standard 2: Partnering with Families



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## Draft Standard 3: Collaboration and Teaming



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## Draft Standard 4: Assessment Processes



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## Draft Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences



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## Draft Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction



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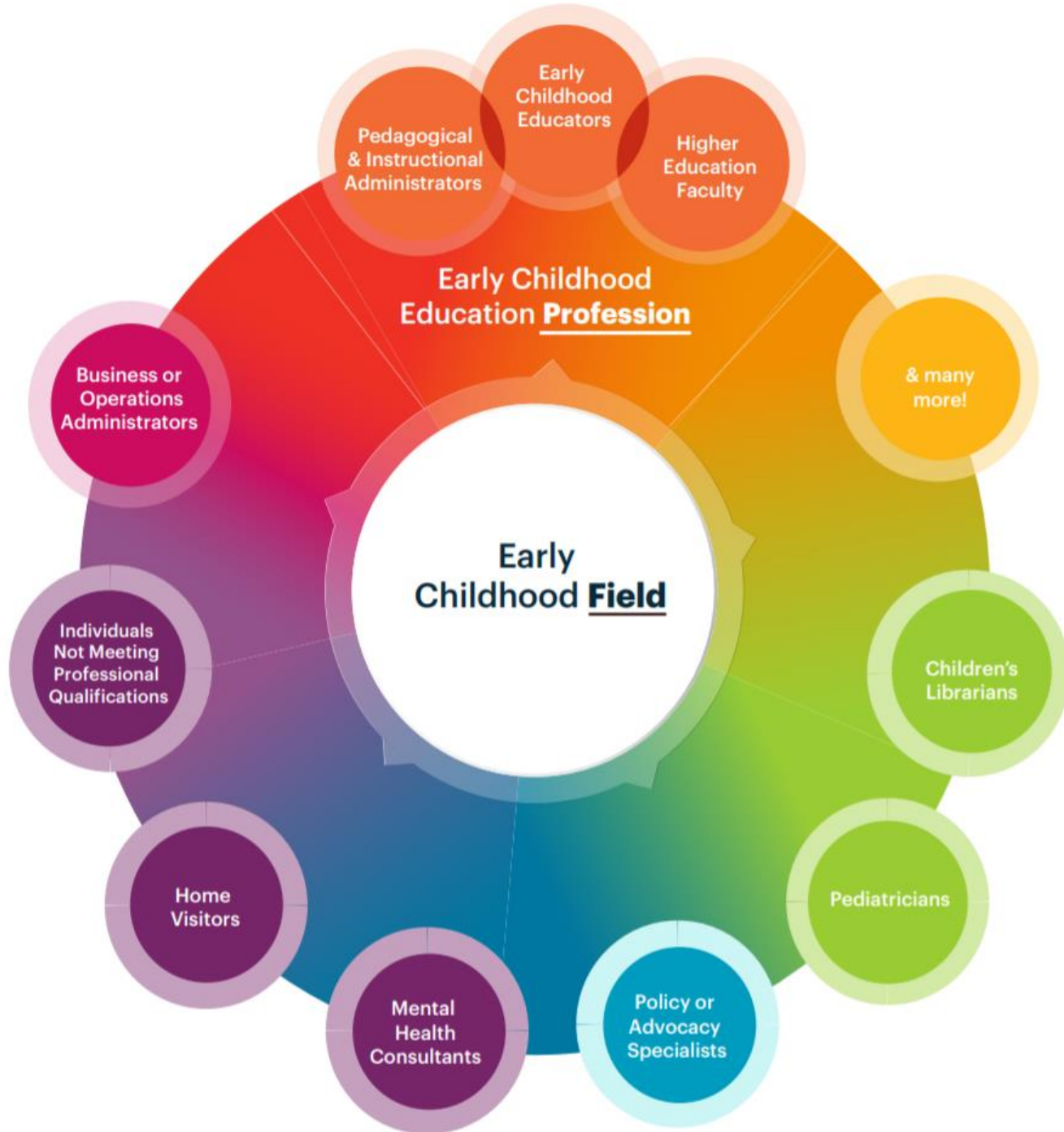
## Draft Standard 7: Professionalism and Ethical Practices




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- recognition and respect for diversity
- expectation for equity and inclusion for all children and their families
- individualized, developmental, age, and functionally appropriate instruction and intervention
- partnership, collaboration, team interaction
- families as decision makers and partners in decision making







Coordination &  
Collaboration

Family Centered  
Practice

Evidence Based  
Intervention

Professionalism

# Cross Disciplinary Competencies

<https://ecpcta.org/cross-disciplinary-alignment-2/>



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A bit about fit with Power to the  
Profession:  
Commitment to Children and Families

Power to the Profession is focused on advancing  
the early childhood education profession  
because it is the best and most effective way to  
***improve outcomes for children and families.***



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- Understanding child development occurs within a cultural context
- Valuing the diversity of families and engaging in reciprocal, responsive relationships with families
- Using assessments to inform educators' own practice; and stronger focus on using culturally and linguistically appropriate assessments
- Understanding and using teaching practices that are specific to working with young children and that are culturally, linguistically, ability appropriate
- Describing expectations related to content knowledge and pedagogical content knowledge
- Professionalism as it relates to advocacy, reflection and professional communication
- Addressing the standards and competencies across the age bands within birth to 8

- Understanding some children will need individualized supports for identified developmental delays or disabilities (1b)
- Screening and assessment tools need to be appropriate for young children with developmental delays or disabilities (3c)
- ECEs role is to identify, but not diagnose, children who have the potential for a developmental delay or disability (3d)
- ECEs are professional partners in IFSP and IEP teams (3d)
- Differentiating instruction to support young children with delays or disabilities (4b)
- Designing teaching and learning environments that adhere to the principles of universal design for learning (4c)
- Knowing and understanding federal/state laws protecting the rights of young children with developmental delays or disabilities (6b)
- Using assistive technology with children (6c)



- for ensuring positive outcomes for young children 0-8 with developmental delays and disabilities and their families
- for an integrated but unique field required for specialization
- to identify EI/ECSE as a unique field on the continuum of special education 0-21
- for effective and meaningful teaming and collaboration with ECE partners



# Time for Break!

15 minutes



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# 2014 DEC Recommended Practices

<http://www.dec-sped.org/recommendedpractices>

Slide provided by the DEC Recommended Practices Commission.

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For more information: <http://www.dec-sped.org/dec-recommended-practices>

# Process for Identifying DEC Recommended Practices

**Research-  
Based  
Practices**

**Experience &  
Professional  
Wisdom**

**Field  
Validation**

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# 8 Topic Areas

- Assessment
- Environment
- Instruction
- Interaction
- Leadership
- Family
- Teaming
- Transition



## DEC Recommended Practices

Release Date  
04/14/2014

The DEC Recommended Practices provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. Developed by the DEC Recommended Practices Commission.

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For more information: <http://www.dec-sped.org/dec-recommended-practices>



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Who is already familiar with the DEC Recommended Practices (2014)?

Chat Poll:

Heard of them

Glanced through them

Implement them in my practice

Not familiar with them



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Who Should  
use the DEC  
Rp's?

- EI professionals
- ECSE professionals
- ECE professionals
- Families
- You!



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- Leadership
- Assessment
- Environment
- Family

## Topic Areas

- Instruction
- Interaction
- Teaming and Collaboration
- Transition



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*Leadership*





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# Family





Environment



Instruction



Interaction



Teaming and  
Collaboration

# Transition



# DEC RPs and Standards

- New DEC EI/ECSE Standards
- DEC RPs inform EI/ECSE Standards
- EI/ECSE Standards inform the RP revisions
- DEC EI/ECSE Standards & IHE
- DEC EI/ECSE Standards and PD



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# DEC Recommended Practice Parameters

- Represent breadth of topic
- Observable
- Represent “high-leverage” practices
- Not disability specific or limited to those with disabilities
- Delivered in all settings (natural/inclusive environments)
- Build on and are not duplicative of other standards (such as NAEYC DAP)

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For more information: <http://www.dec-sped.org/dec-recommended-practices>

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# Check out the website:

<http://www.dec-sped.org/recommendedpractices>



## Recommended Practices

For access, click on a resource below

**DEC Recommended Practices**

**DEC RP Glossary**

**DEC RPs with Embedded Examples**

**DEC RPs with Interactive Glossary**

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For more information: <http://www.dec-sped.org/dec-recommended-practices>

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- CEC Initial Preparation Standards, Components and Supporting Explanations (as of May 9, 2019) – EI/ECSE Standards (DEC)

<https://www.cec.sped.org/Standards/Standards-Development/DRAFT-Standards-and-Support-2019>

### NAEYC

- [\*Professional Standards and Competencies\*](#)  
(available in English and Spanish)
  
- [\*Executive Summary of the Professional Standard and Competencies\*](#)

