

ECPC IHE: Tools for YOU

OSEP Grantees

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Early Childhood Personnel Center

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ECPC IHE: Tools for YOU

Objectives

- Integrate DEC recommended practices throughout ECI training activities,
- Apply evidenced based adult learning practices in IHE programs of study and PD training activities, and
- Identify tools, materials and resources to support higher education faculty.





Preservice Personnel Development

- Quality Indicator 1: Institutions of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.
- Quality Indicator 2: IHE programs and curricula address early childhood development and discipline specific pedagogy.

Andragogy: Adult Learning (M. Knowles)

Knowles' 5 Assumptions Of Adult Learners

Self-Concept	Adult Learner Experience	Readiness to Learn	Orientation to Learning	Motivation to Learn
<ul style="list-style-type: none">As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being	<ul style="list-style-type: none">As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning	<ul style="list-style-type: none">As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles	<ul style="list-style-type: none">As a person matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness	<ul style="list-style-type: none">As a person matures the motivation to learn is internal



Effective Training

- The explicit explanations and illustrations of content or practice to be learned
 - Active and authentic job-embedded opportunities to learn the new practice
 - Performance feedback on the implementation of the practice
 - Opportunities for reflective understanding and self-monitoring of the practice implementation
 - Ongoing follow-up supports
 - Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice
- (Dunst, C.J., Bruder, M.B., & Hamby, D.W. 2015)



Evidence-based Education and Training Practices for Adult Learners

Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support

Integrating Adult Learning Strategies

- Think of an effective learning activity you have used to teach a standard. What made it effective?
- Did the learning activity meet the adult learning principles? How?
- Share the activity with your group.
- Report out to the larger group one or more of the examples.



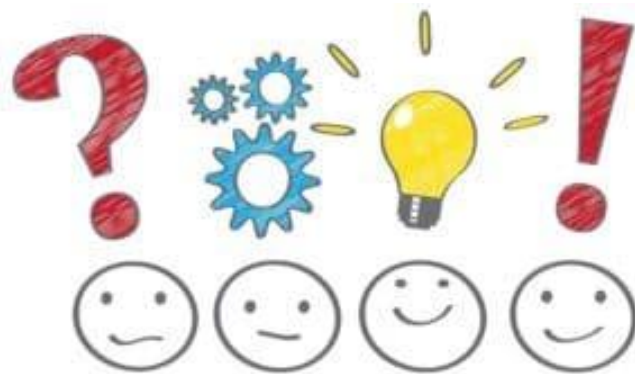
ECPC IHE Tools



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ECPC Tools to Support IHEs



- Pre-service briefs – for review and evaluation
- Crosswalks of competencies and standards – for use**
- Curriculum planning matrix for syllabi and programs – for use**
- Example syllabi – for use**
- Grant writing checklist – for use**
- Grant writing guidance – for use**

**ECPC Website

Pre-Service Brief – What Programs Need

7 evidence-based core practices

- Student field experiences
- Teaching methods of instruction
 - Clinical supervision
- Faculty coaching and instructional practice
 - Course-based learning practices
- Web-based and E-learning practices
 - Cooperative learning practices

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Crosswalks: How to Access

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CEC, DEC & NAEYC Personnel Standards Alignment

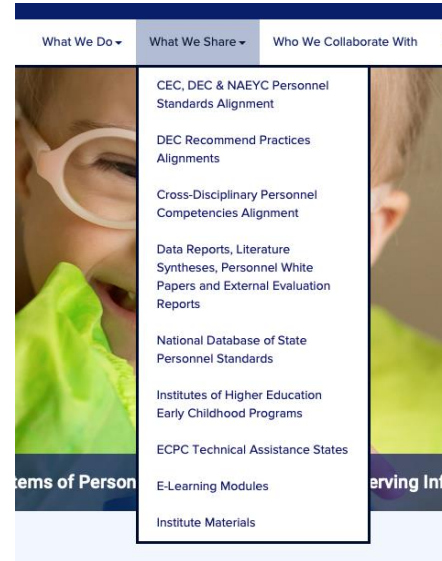
The ECPCTA assisted the DEC to develop literature reports for the 2017 revision of the DEC Initial and Advanced Specialty Sets for early intervention/early childhood special education:

- [DEC Initial Specialty Set: Early Childhood Special Education/ Early Intervention Literature Report](#) (PDF)
- [DEC Advanced Specialty Set: Early Childhood Special Education/Early Intervention Literature Report](#) (PDF)

ECPCTA also conducted an alignment of the Personnel Standards of the Council of Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) specialty sets in collaboration with a DEC workgroup.

This alignment was done to assist higher education faculty and professional development staff to align their curricula with knowledge and skills and standards for early childhood special educators who serve infants and young children and their families.

[Download: Final Official Initial Standards Alignment](#)



DEC Recommend Practices Alignments

Crosswalks of the Division for Early Childhood (DEC) Recommended Practices (2014) with the DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention (2017), Council for Exceptional Children (CEC) Professional Preparation Standards and Elements (2012), and National Association for the Education of Young Children (NAEYC) Standards for Initial Early Childhood Professional Preparation Programs (2010) were completed with support of the Office of Special Education Programs funded Early Childhood Personnel Center 1 (ECPCTA) and the Early Childhood Recommended Practices Modules (RPMs) project. A crosswalk for each Recommended Practice within seven of the eight Recommended Practices topical areas was developed. The Leadership practices have not yet been included in the crosswalk. For the DEC Initial Specialty Set knowledge and skill statements that are cross walked with the DEC Recommended Practices, the previously developed alignment of Initial CEC and NAEYC Standards with the DEC Initial Specialty Set was used.

The crosswalks are designed to assist faculty and professional development providers in identifying the intersection of the DEC Recommended Practices with the CEC and NAEYC Standards as well as the DEC knowledge and skill statements. The crosswalks provide a resource to facilitate integration of the DEC Recommended Practices by higher education faculty and professional development providers into course/workshop activities, assignments, and fieldwork. Exemplars within four possible categories are provided, as appropriate, for each Recommended Practice. Exemplars that are more observational in nature and intended to support knowledge introduction are identified for course/workshop activities and field work, as appropriate per practice. Exemplars that are participatory or interactional are also identified for course/workshop activities and assignments/field work, as appropriate.

The complete set of professional standards, specialty set statements, and recommended practices represented in the crosswalks can be found at the following links:

- [CEC Initial Profession Preparation Standards and Elements \(2012\)](#) (PDF)
- [DEC Initial Specialty Set: ECSE/Early Intervention \(2017\)](#) (PDF)
- [DEC Recommended Practices in Early Intervention/Early Childhood Special Education \(2014\)](#) (PDF)
- [2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs](#) (PDF)

(Note: The DEC Specialty Sets are organized by knowledge and skill statements.)

For additional resources: link to the [Division of Early Childhood \(DEC\) Personnel Preparation Committee webpage](#).

The following documents represent these crosswalks for the selected recommended practices:

- [Environment Crosswalk](#) (PDF)
- [Interaction Crosswalk](#) (PDF)
- [Teaming and Collaboration Crosswalk](#) (PDF)
- [Transition Crosswalk](#) (PDF)



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Crosswalks: Teaming & Collaboration



Teaming and Collaboration



**Used to develop
Curriculum
Planning Matrix
Tool**

**Crosswalk of 2012 CEC and 2010 NAEYC Initial
Professional Standards and 2017 DEC Initial Specialty Set
Knowledge and Skill Statements with the DEC
Recommended Practices (2014)**



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IHE Tools: How to Access

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The Early Childhood Personnel Center

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We Provide TA To

- Part C and Part B (619) Coordinators
- IHE Faculty**
- Doctoral Students
- State PD Staff
- Families
- Develop a State CSPD

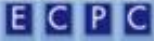
IHE Faculty



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Curriculum Planning Matrix

 ECPC Matrix Planning Form for Curriculum Development: Integrating Standards and RPs into the ECI Curriculum <small>Early Childhood Personnel Center www.ecpta.org</small>								
TOPIC: Environment								
CEC Initial Preparation Standard(s)	DEC Knowledge & Skills Statement(s)	DEC Recommended Practices	NAEYC Preparation Standard	Course Number & Title: <i>What courses across your curriculum program support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?</i>	Student Learning Objective (SLO): <i>What SLOs align with the identified standards, knowledge & skills, and recommended practices?</i>	Course Lectures/Activities: <i>What lecture topics and course activities will you design to support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?</i>	Readings: <i>What course readings will you assign to support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?</i>	Assignments: <i>What assignments will help your students apply the standards, knowledge & skills, and recommended practices?</i>
Standard 1: Learner Development & Individual Learning Differences Element 1.0: Understand how exceptionalities may interact with development and learning & use this knowledge to provide meaningful & challenging learning experiences Element 1.1: Understand how language, culture, & family background influence learning Element 1.2: Use understanding of development & individual differences	Skill 1.2: Develop & match learning experiences & strategies to characteristics of infants & young children	E1: Provide services & supports in natural & inclusive environments during daily routines & activities to promote child's access to & participation in learning experiences E3: Work with the family & other adults to modify & adapt the physical, social, & temporal environments to promote access to & participation in learning experiences E4: Work with families & other adults to identify needs for AT to promote access to & participation in learning experiences E5: Create appropriate AT to promote access to & participation in learning environments	Standard 1: Promoting child development & learning Element 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children					
Standard 2: Learning Environments Element 2.0: Create safe, inclusive, culturally responsive learning environments for active and effective learners & develop emotional well-being, positive social interactions, & self-determination		E1: Provide services & supports in natural & inclusive environments during daily routines & activities to promote child's access to & participation in learning experiences	Standard 1: Promoting child development & learning					



Multiple Ways to Use the CPM

- Program review and alignment of standards/RPs
- Program planning
- New course development
- Individual topic/syllabus review and development
- Cross-disciplinary collaboration
- Accreditation review
- Other uses?



Example Syllabus

1



Sample Syllabus

SED XXX Planning Inclusive Early Childhood Programs & Environments Semester Year

Instructor: Office: Email: Phone:	Primary Delivery Format: Class Location: Online (Blackboard) Office hours: By appointment, schedule via email
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***Indicate preferred method of communication and response time to be expected.*

Course Information

Course Description

Sample description: Design and evaluation of environments, curriculum development, activity planning, individualized instruction, and adaptations to meet the needs of infants and young children with unique needs within inclusive early care and education settings. Also focuses on supporting social and emotional development and play. 3 Credits

Activity

- How can you use the templates in your program?
- How might using these resources impact your program?
- What feedback do you have for edits to these templates?



Questions



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