

**National Association
for the Education of
Young Children –
Professional
Learning Institute
Austin, TX
June 10, 2018**

What's New in Faculty Resources from NAEYC, DEC, CEC, and Other Professional Associations

Presenters

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Session Objectives

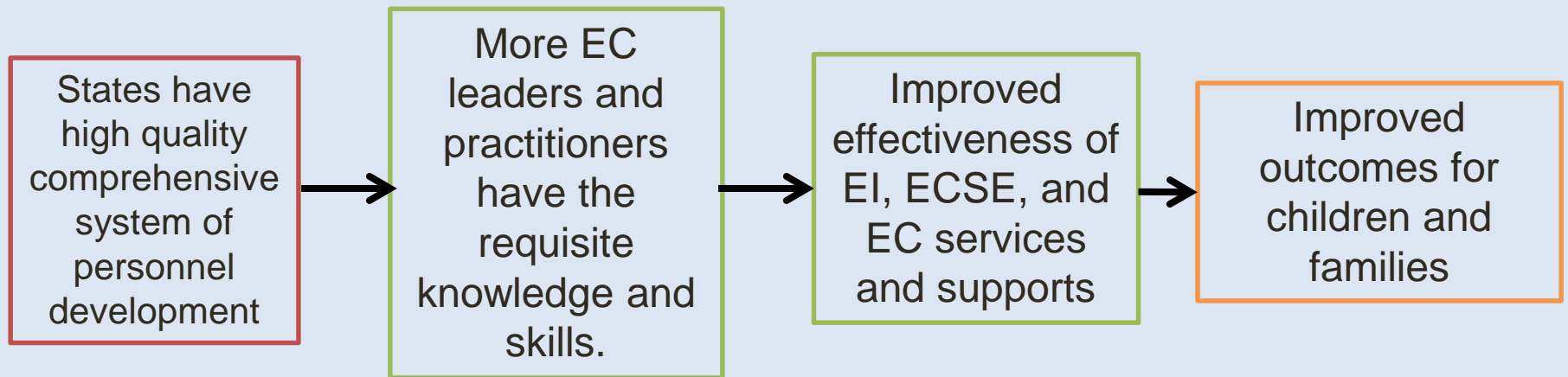
1. **Identify current collaborations of NAEYC, DEC, CEC, and Other Professional Associations.**
2. **Discuss resources resulting from these collaborations.**
3. **Obtain input on future resource needs.**

Collaborators



ECPC's Leadership and Commitment

Theory of Action:



Comprehensive System of Personnel Development



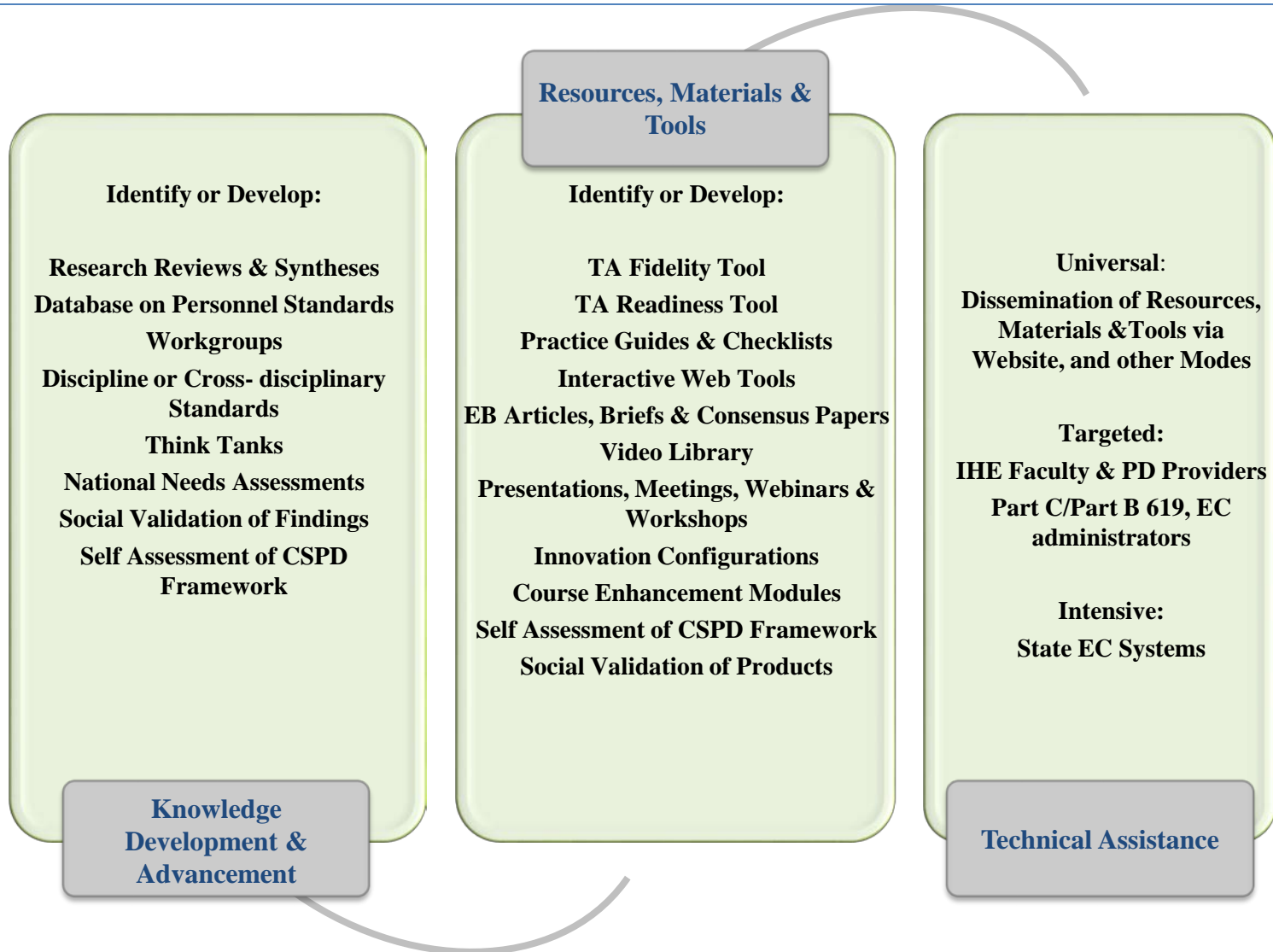
Targeted TA: IHE Faculty and PD Staff

Increase knowledge, skills, and competencies of early childhood faculty, doctoral students and state PD staff to:

- align programs of study to State and national professional personnel standards
- integrate recommended practices throughout early childhood curricula
- design programs of study utilizing adult learning principles

**to support a competent early childhood workforce
that will improve outcomes
for young children with disabilities and their families**

ECPC Components of TA



Power to the Profession 101

1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of the Council for Exceptional Children
7. Early Care and Education Consortium
8. National Association for Family Child Care
9. National Association for the Education of Young Children
10. National Association of Early Childhood Teacher Educators
11. National Association of Elementary School Principals
12. National Education Association
13. National Head Start Association
14. Service Employees International Union
15. ZERO TO THREE

Power to the Profession 101

Shared Vision for the ECE Profession

- ✓ Prepared
- ✓ Effective
- ✓ Diverse
- ✓ Compensated
- ✓ Supported
- ✓ Professional
- Autonomy
-and more

What This Requires

Increased &
Sustainable
Public
Funding

But...The Public Will Want to Know

- Who are early childhood educators?
- What do they do?
- Do they need specialized knowledge and skills? Why?
- What does compensation parity look like? Why?

The Current Reality

Who are we?

- providers
- teachers
- child-care providers
- home providers
- assistant teachers
- child-care workers
- daycare workers
- early-childhood workforce
- preschool teachers
- child care teachers
- early intervention
- informal (friend, family, neighbor care/ kith and kin)

What do we do?

- early learning
- child care
- day-care
- care and education

What ages do we serve?

- 0-5
- 0-8
- PreK

Where do we work?

- Home-based programs
- Center-based programs
- Elementary schools

The Public Is Asking for Clarity

The Washington Post

Letters to the Editor • Opinion

Requiring D.C. child-care workers to have degrees is a mistake

April 5

It doesn't take four years of higher education to see the unintended consequences of requiring D.C.'s child-care workers to have college degrees ["A higher degree of child care," Metro, April 1].

The New York Times | <https://nyti.ms/2p8R9wN>

The Upshot

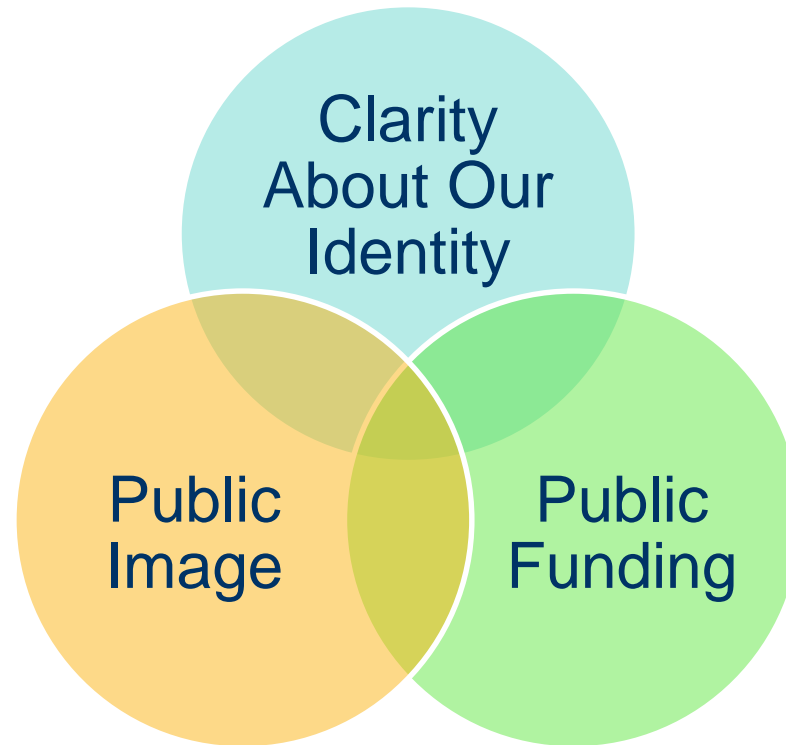
A MATTER OF DEGREE

Do Preschool Teachers Really Need to Be College Graduates?

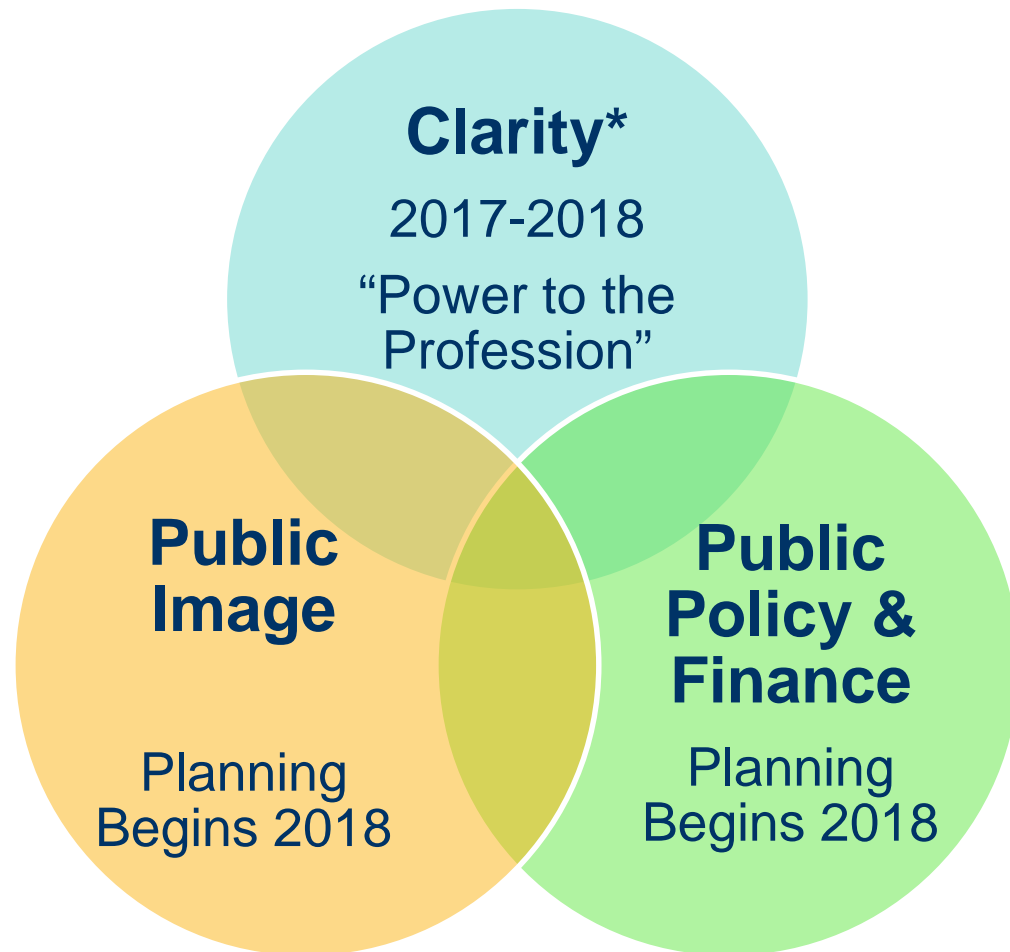
Claire Cain Miller @clairecm APRIL 7, 2017

In Washington, D.C., teachers at child care centers will soon join preschool teachers in needing college degrees — one of a series of policies nationwide requiring higher education for the people who take care of young children.

~~Either-Or~~ “Both-And” Approach

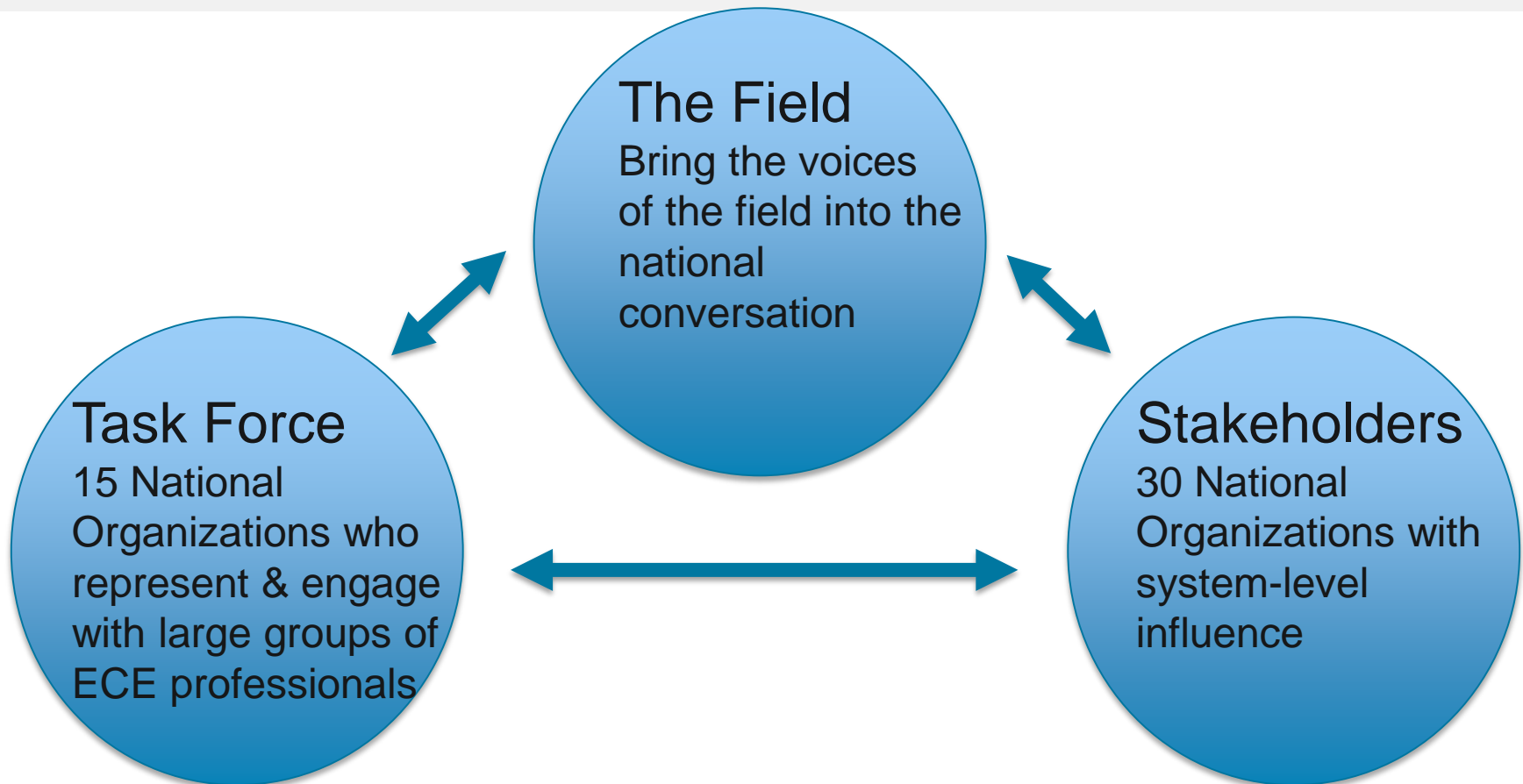


Power to the Profession



*Initial iteration; professions continuously evolve

Collaboration and Leadership



Unpacking the Decision Cycles

The 8 Decision Cycles

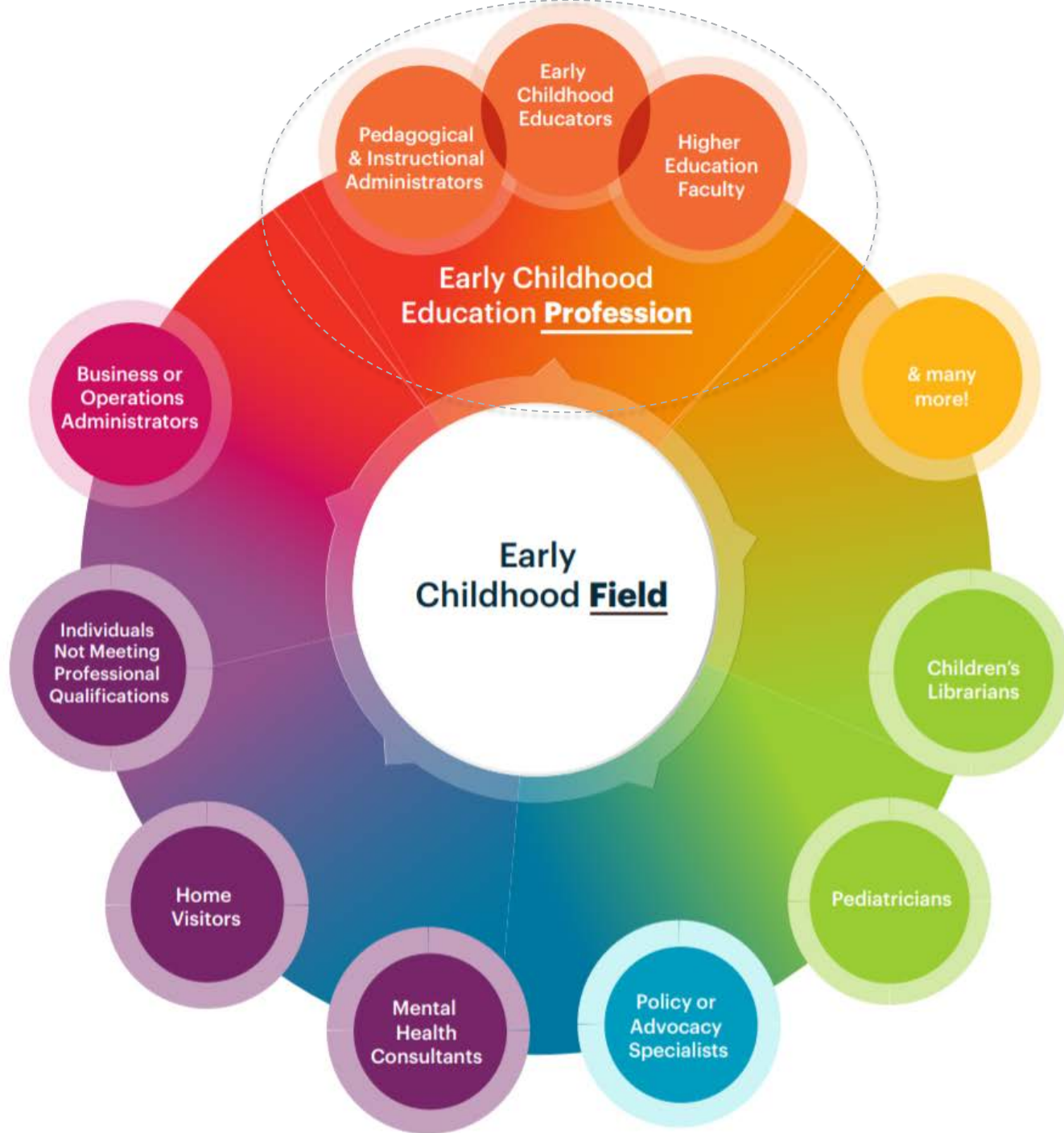
- Who are early childhood educators? What do they do?
- What should they know and be able to do?
- ★ How many levels are within this profession? How do they vary?
- ★ What preparation is required for each level?
- ★ How should specializations be structured?
- What does comparable compensation and support look like for each level?
- What supports and infrastructure are needed to be successful?
- How is accountability structured?

Decision Cycle 1: Identity and Boundary

- Who are we?
- Who are we in relation to others?
- Why are we distinct?
- What is our value to society?

Detangling the Profession and Field





☑ Who are Early Childhood Educators?

- Care for and promote the learning, development and wellbeing of children birth through age eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of knowledge, skills and competencies defined by the profession

Decision Cycle 2: Competencies

What should early childhood educators know and be able to do?

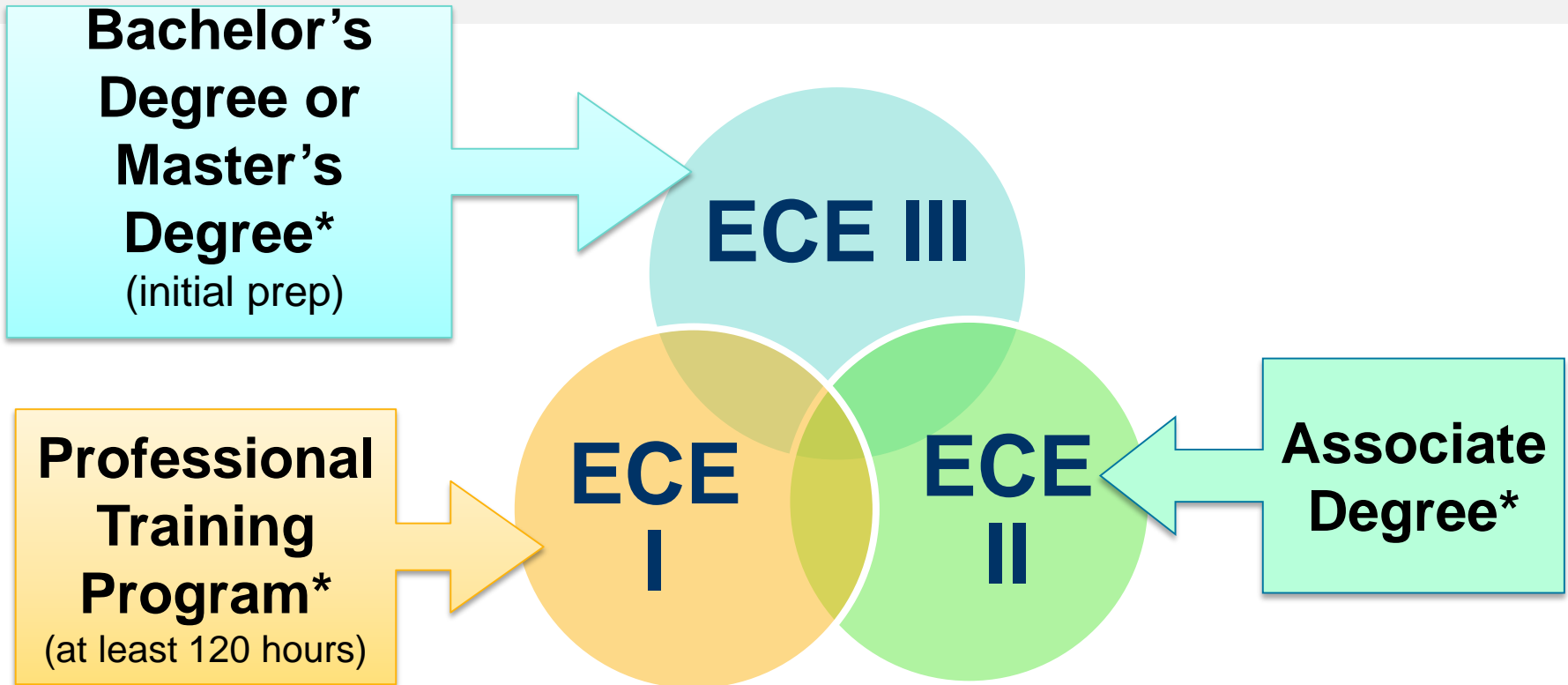
Build from NAEYC Standards

- Do not start with a blank slate
- Start with the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs*
- Leverage standards from other national organizations
- Make some important revisions to address gaps - spring 2018 draft 1
- Rebrand and elevate

Decision Cycles 3, 4, and 5

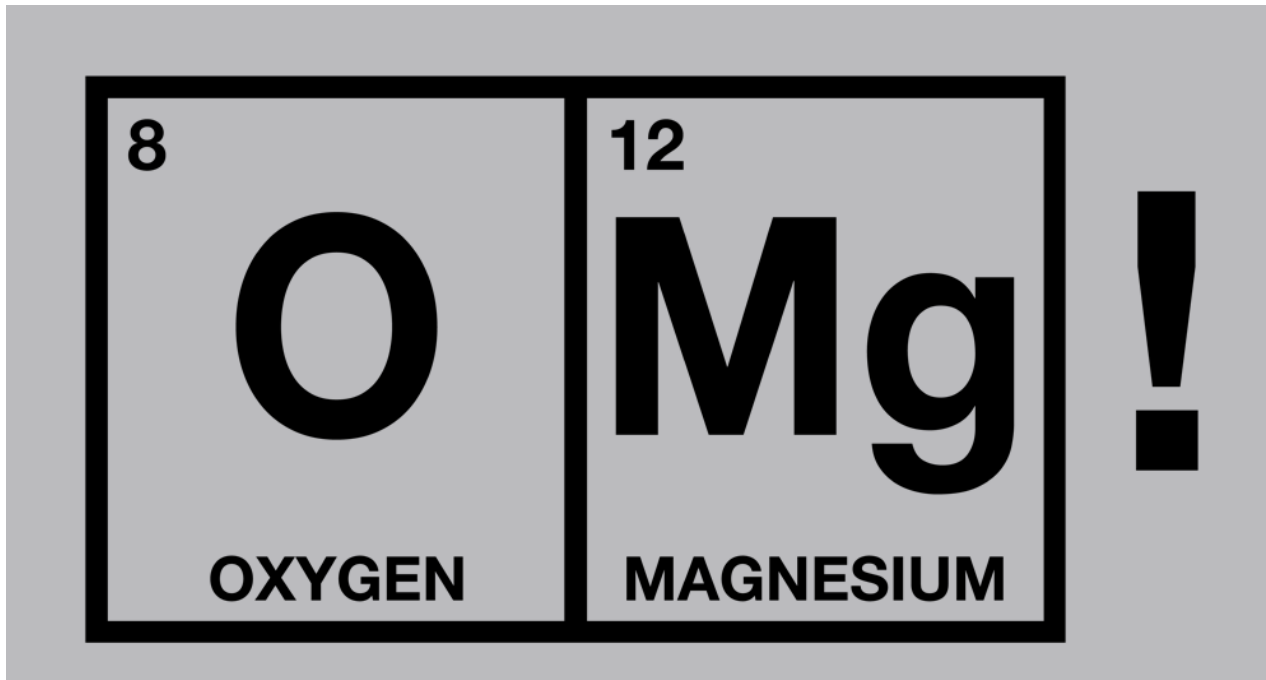
- Preparation
- Responsibilities
- Uniformed Designations
- Specializations

★ Draft: Preparation? Levels? Responsibilities?

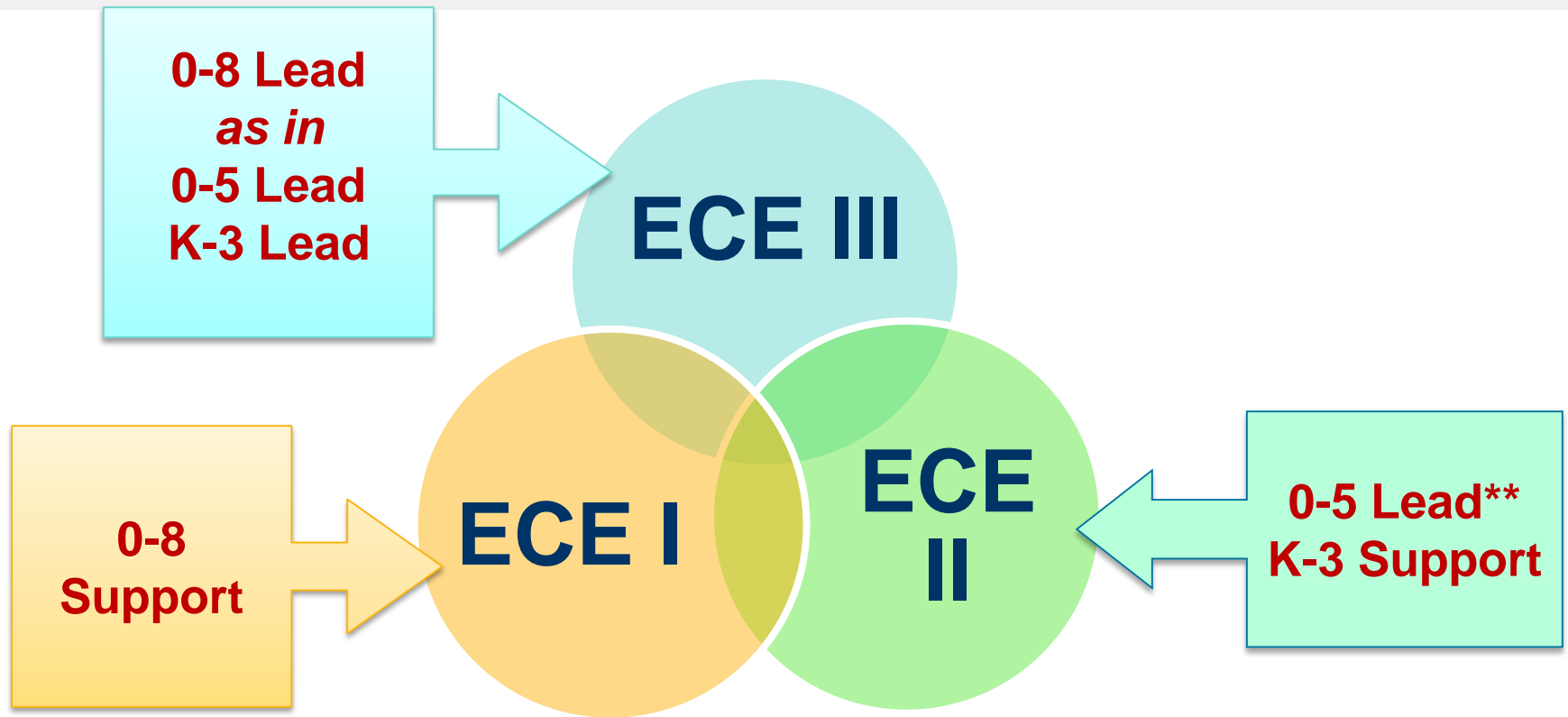


*Organized programs of study in ECE; aligned with professional standards and competencies; does not include advanced practice roles

Great! So Who Does What?

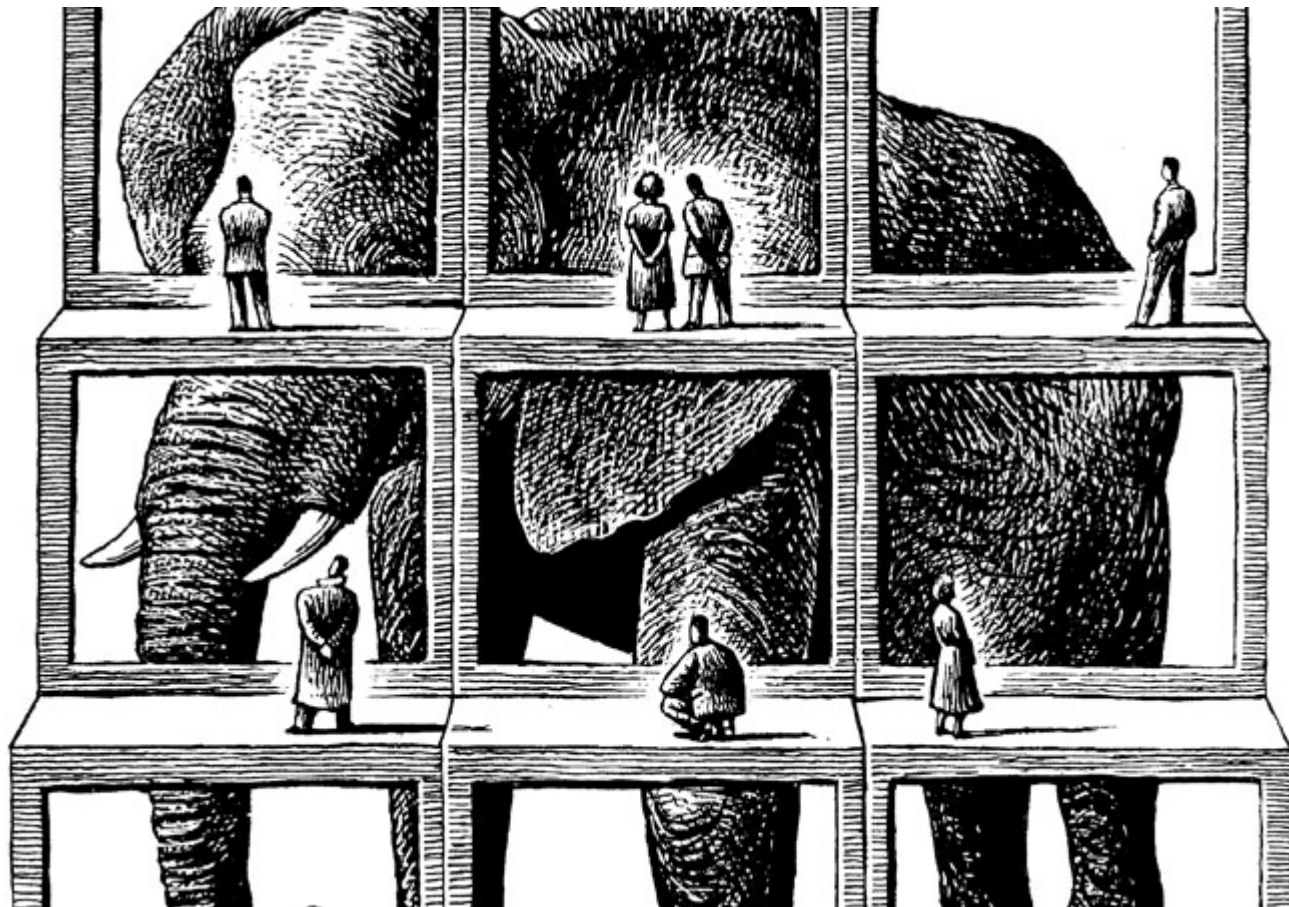


★ Draft: Preparation? Levels? Responsibilities?

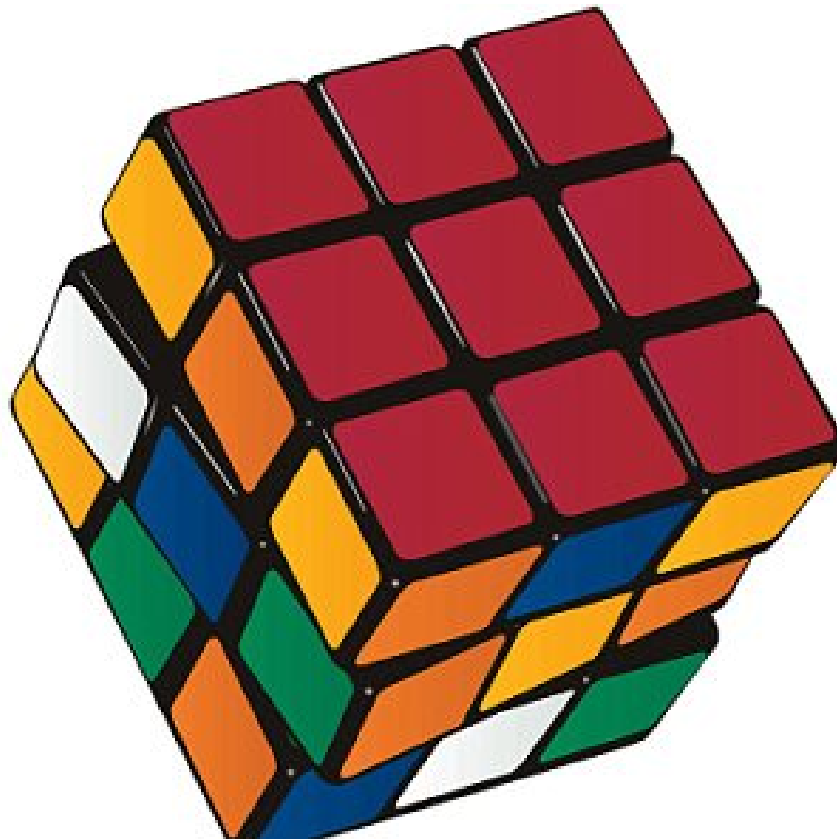


**With innovative staffing and supervision models

All Sectors, All Settings



All Sectors, All Settings



All Sectors, All Settings



★ Draft: Specializations

- Generalize before specialize
- Specializations help ECEs deepen their knowledge and practice and create a professional niche
- Professional organizations, not state or federal agencies, should be responsible for developing, administering, and issuing specializations

DEC's Role in Power to the Profession



Division for
Early
Childhood

of the Council for Exceptional Children

Resources for Curriculum Development

- **NAEYC, CEC, DEC Standards Alignments**
- **Cross disciplinary Standards Crosswalks**
- **DEC Recommended Practices Crosswalk with NAEYC, CEC, DEC Standards**

Standards Alignment

- **NAEYC**
- **CEC**
- **DEC**

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
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		2a: Knowing about and understanding diverse family and community characteristics
	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	

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

**Cross
disciplinary
Competency
Areas**

Facilitated by ECPC

THE DISCIPLINES:



of the Council for Exceptional Children



ECPC Cross Disciplinary Personnel Competencies

Family Centered Practice

**Intervention/Instruction
Informed by Evidence**

**Coordination and
Collaboration**

Professionalism

**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
<p>Standard 2: Learning Environments</p> <p><u>2.0 Beginning</u> 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.</p> <p>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.</p> <p>2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>		
	<p>S2.2 <u>Organize</u> space, time, materials, peers, and adults to maximize progress in natural and structured environments</p>	<p>Standard 4: Using Developmentally Effective Approaches</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p>
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>3.2 Beginning special education professionals understand and use general and specialized content</p>		

Early Childhood Recommended Practices Modules, <http://rpm.fpg.unc.edu/>

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 <u>Concept</u> 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.

- Councils
- Family
- Membership
- VOICES
- Policy and Advocacy
- Personnel Preparation**
- Research Review

Personnel Preparation

Division for Early Childhood

- 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



PROMOTING POLICIES, ADVANCING PRACTICES

Because It Matters Business Opportunities with DEC News Store Contact

- Councils
- Family
- Membership
- VOICES
- Policy and Advocacy
- Personnel Preparation
- Research Review

+ Resources & Supports


Professional Development

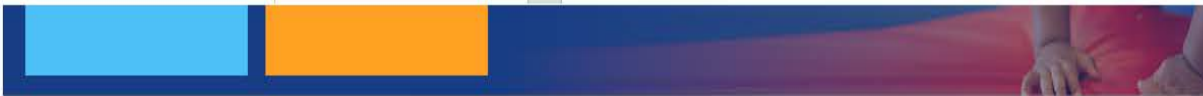
Personnel Preparation

DECIDE

Student

DEC Networks with Personnel Preparation Focus





Resources for Pre- and In-service Curriculum Development

<i>CONNECT Modules</i>	<i>IRIS Center</i>	<i>ECTAC Modules</i>
	<i>DEC Publications</i>	<i>Learning Decks</i>

Early Childhood Technical Assistance & Other OSEP Centers

<i>Early Childhood Personnel Center</i>	<i>Early Childhood Technical Assistance Center</i>
<i>DaSy - Center for IDEA Early Childhood Data Systems</i>	<i>National Center for Pyramid Model Innovations</i>




Early Childhood Technical Assistance Center

Early Childhood Technical Assistance Center

Early Childhood Technical Assistance & Other OSEP Centers

Center for Early Childhood Data Systems

National Center for Pyramid Model Innovations



Related Professional Organizations

National Association for Education of Young Children

Teacher Education Division

Zero to Three



BRAIN HIVE

Blended learning resources for K-12 schools — in one sweet place.

[REQUEST INFO >](#)

What Additional Resources Are Needed?

1. To support your use of the alignments and crosswalks in developing “new” IHE curriculum?
2. To use the alignments and crosswalks to facilitate development of program documents for accrediting bodies?
3. To use the alignments and crosswalks for ongoing curriculum development and revision?



Continuing the Work

- **Power to the Profession**
- **Standards – ECE**
- **Standards – ECSE**
- **ECPC IHE/PD TA**
- **Additional Product Development**

Website Dissemination



<http://www.naeyc.org>

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

<http://www.cec-sped.org>

<http://www.ecpcta.org>