CEC EI/ECSE Preparation Standards and Sources of Evidence for Candidate Performance

The CEC EI/ECSE Preparation Standards were developed so that they could be assessed using six to eight assessments consistent with requirements for SPA Program Review Option A with National Recognition. As can be seen in the Standards/Assessment Crosswalk, of the six to eight assessment categories, five are defined: (1) a licensure assessment, or other content-based assessment; (2) content-based assessment; (3) assessment of candidate ability to plan instruction; (4) assessment of student teaching; and (5) assessment of candidate effect on student learning. While a sixth assessment is a required, the specific focus of this assessment is determined by the program's assessment system and the extent to which stronger evidence that a standard is met is needed. EI/ECSE preparation programs are strongly encouraged to submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that all standards are met.

• CEC EI/ECSE Standard Components	•Sources of Assessment Evidence for Candidate Performance
STANDARD 1: Child Development and Early Learning	
1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.	• Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. • Assessments of content knowledge such as course grades in content or pedagogical courses related to early learning and development • Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to early learning and development.
1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural and linguistic diversity to support each child's development and learning across contexts.	• Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. • Assessments of content knowledge such as course grades in content or pedagogical courses related to early learning and development • Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to early learning and development.

1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction	• Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. • Assessments of content knowledge such as course grades in content or pedagogical courses related to early learning and development • Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to early learning and development.
1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.	• Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. • Assessments of content knowledge such as course grades in content or pedagogical courses related to early learning and development • Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to early learning and development.
STANDARD 2: Partnering with Families	
2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.	• Assessments and tools used by programs to assess student teaching or internship. • Other assessments such as classroom/family communication plans, child and family case studies, role plays, and portfolio projects.
2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.	• Assessments and tools used by programs to assess student teaching or internship. • Other assessment such as child and family case studies, portfolio projects, family communication plans
2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.	• Assessments and tools used by programs to assess student teaching or internship. • Other assessments such as a family assessment, development of individualized plans with a family member, case studies, and classroom-based action research studies.
STANDARD 3: Collaboration and Teaming	

3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.	• Assessments and tools used by programs to assess student teaching or internship. • Other assessment such as role plays, collaborative planning and implementation of team meeting
3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive and take into consideration the environment and service delivery approach	• Assessments and tools used by programs to assess student teaching or internship. • Other assessments such as case studies, collaborative development of an IEP/IFSP, planning a team meeting, collaborative development and implementation of an intervention project
3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.	• Assessments and tools used by programs to assess student teaching or internship. • Other assessments such as case studies, collaborative development of an IEP/IFSP or transition plan
STANDARD 4: Assessment Processes	
4.1 Candidates understand the purposes of formal and informal assessment including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families, and other professionals.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.

4.3 Candidates analyze, interpret, document and share assessment information using a strengths-based approach with families and other professionals.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
STANDARD 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience	
5.1 Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research

	studies.
STANDARD 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction	
6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. •
6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship.
6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
6.4 Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • Other assessments such as case studies, functional behavior assessment, action research projects
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship.
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship.

development and facilitate access, participation, and engagement in natural environments and inclusive settings.	• An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	• Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. • Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.
STANDARD 7: Standard 7: Professionalism and Ethical Practice	
7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.	• Other assessments such as portfolio entries that demonstrate candidate's engagement with local, state or national professional and advocacy groups
7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices	• An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies. • Other assessments such as portfolio projects entries that demonstrate candidates reflective practice
7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession including the promotion of and use of evidenced-based practices and decision-making	• Other assessments such a portfolio projects that require evidence of candidate's plans for and/or participation in advocacy
7.4 Candidates practice within ethical and legal policies and procedures.	• Assessments and tools used by programs to assess student teaching or internship. • An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (TWS), case studies of elementary classrooms, and classroom action research studies.

	- Project that requires candidate to review, compare, and contrast multiple professional codes of ethics from professional membership organizations related to education, early childhood education, special education, early intervention/early childhood special education, and/or related services - Project that requires candidate to review the legal regulations that govern a current topic or issue in early intervention/early childhood special education issue