Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)
Objectives

- Define EI/ECSE Standards,
- Discuss the rationale for and development of the EI/ECSE Standards,
- Identify themes associated with the EI/ECSE Standards,
- Provide an overview of the knowledge and skills included in the EI/ECSE Standards,
- Identify uses for the EI/ECSE Standards, and
- Share resources for understanding and using the EI/ECSE Standards.
What are the EI/ECSE Standards?

The knowledge, skills, and dispositions professionals need to practice competently.
Why EI/ECSE Standards?

• Prepare the EI/ECSE workforce to support positive outcomes for children and families, and
• Specify the knowledge and skills IHE programs must include in programs of study.
How Were the Standards Developed?

CEC/DEC task force which used:

- Iterative Process
- Established Resources
- Public Input & Feedback
Six Themes within the Standards

- Families as partners in decision making,
- Respect for diversity,
- Equity for all children and families,
- Individually, developmentally, age, and functionally appropriate intervention, and instruction,
- Partnerships, collaboration and team interaction, and
- Multi-faceted use of technology and interactive media.
Examples of Themes
Families as Partners in Decision-Making

- Standard 2: Partnering with Families
- Families are essential sources of knowledge about their children during assessment processes (Standard 4.4)
- Families should contribute to decisions about curriculum & individualized supports (Standard 5.1; Standard 6.1)
Respect for Diversity

• Understand development occurs within a social, cultural, & linguistic context; refrain from deficit perspectives (Standard 1.2)
• Select assessment tools that are culturally- and linguistically-appropriate (Standard 4.1)
• Partner with families in ways that are culturally- and linguistically-responsive (Standard 2.1)

language  ethnicity  religion  age  experiences  race  culture  skills  gender  abilities  sexual orientation  perspectives  education  job level
INITIAL PRACTICE-BASED PROFESSIONAL STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD SPECIAL EDUCATORS
Standard 1: Child Development and Learning

Emphasizes knowledge of:

- relevant theoretical perspectives,
- developmental sequences, and individual differences in development and learning based on biological and environmental conditions,
- etiologies, characteristics, and individual differences across a range of abilities, and
- application and translation of that knowledge in developing assessment, curriculum, instruction, and intervention.
Standard 2: Partnering with Families

Focuses on using knowledge of:

- family systems theory and family-centered practices,
- family capacity building practices to support informed decision-making and advocacy, and
- professionals engage families as active team members.
Standard 3: Collaboration and Teaming

Centers around:

• applying teaming and collaboration models, skills, processes, and strategies,

• engaging in individualized intervention, and

• developing transition plans.
Standard 4: Assessment Processes

Reflects the importance of:

- understanding assessment purposes,
- choosing appropriate assessment tools and methods,
- administering, interpreting, sharing, and utilizing assessment results, and
- collaborating with families to determine eligibility, develop child and family-based outcomes/goals, plan intervention/instruction, and monitor progress.
Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

Focuses on:

• understanding and applying curriculum frameworks that address developmental and content domains to create high quality,

• designing and facilitating equitable, and meaningful learning opportunities, and

• planning learning experiences in natural and inclusive environments.
Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Addresses planning and implementation of evidence-based practices, with fidelity and in partnership with families and other professionals, including:

• embedded instruction,

• practices to promote social and emotional competence, opportunities for young children to learn play skills and engage in meaningful play, and

• data-based decision making in planning, implementing, and adapting intervention and instruction.
Standard 7: Professionalism and Ethical Practice

Captures the importance of:

• engaging in professional activities and reflective practices,

• accessing evidence-based information for professional growth,

• advocating for improved outcomes for children, families, and the profession, and

• understanding and adhering to ethical and legal policies and procedures.
Standard 8: Field and Clinical Experience Standard

Field and clinical experiences are:

- sequenced to facilitate increasing responsibilities,
- based on licensure, reflecting a range of age ranges (B-3, 3-5, 5-8), abilities, and natural and inclusive settings, and
- supervised by qualified professionals.
Using the EI/ECSE Standards

- Apply for accreditation,
- Develop/revise initial preservice program curricula/programs of study,
- Design professional development systems to build on/compliment preservice preparation, and
- Provide guidance for certification/licensure requirements.

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Resources

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Early Childhood Personnel Center (ECPC)
INITIAL PRACTICE-BASED PROFESSIONAL STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD SPECIAL EDUCATORS

To Access the Standards, visit: https://www.dec-sped.org/ei-ecse-standards

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