

## Professional Practice-Based Standards Refereed Journal Articles

Croix, L. La, Kidd, J. K., Walter, H., Stone, D., Ferguson, D., Fisher-Maltese, C., Steen, B., & Vesely, C.

(2023). A dynamic process model for continued integration between ECE and EI/ECSE teacher Preparation programs. *Journal of Early Childhood Teacher Education*, 44(2), 216-233.

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Early childhood and early childhood special education programs have predominantly been separate teacher preparation programs that prepare novice teachers for general or special education settings. However, with a growing shift toward inclusion, as well as a shortage of educators with training to teach all children, there is a need for teacher preparation programs to prepare all early childhood educators to support all children and engage all families. This article describes one institute of higher education's integrated program and the program's process to align coursework with both the Professional Standards and Competencies for Early Childhood Educators and Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators. We do this by discussing (a) the landscape of teacher education and integrated programs, (b) one IHE's integrated program history, (c) our process for embedding standards, and (d) next steps.

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Guillen, C., Burke, M. M., Andrus, N., & Potter, K. (2022). Using the EI/ECSE standards to inform families' expectations and advocacy efforts. *Young Exceptional Children*, 25(3), 158-166.

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Families are the experts on their children. They often have the most knowledge about their children's strengths, support needs, and preferences. Furthermore, the family plays a critical role in their child's development, partnering with professionals in early intervention to identify child and family needs and to develop and implement strategies to address them. The Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) describe the knowledge, skills, values, and dispositions professionals need to be competent practitioners. The purpose of this article is not only to highlight the core theme of family partnership in the EI/ECSE Standards but also to identify ways in which the standards can serve as a resource to families. Using actual questions raised by families, answers and solutions are provided to demonstrate how families can use the EI/ECSE Standards to build their understanding of the knowledge, skills, values, and dispositions expected of EI/ECSE professionals and how to advocate for gaps in services they may be experiencing.

Horn, E. M., Purcell, M. L., Connor, S. M., Stayton, V. D., & DeJong, L. (2022). EI/ECSE personnel practice-based preparation standards: What are they good for? *Young Exceptional Children*, 25(3), 119-130. <https://doi.org/10.1177/10962506221111189>

The purpose of this special issue is to introduce ways in which the field of early childhood special education can use the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (birth through age 8). In this article, the following applications are identified and guidance is provided in using the standards for: (1) educator preparation programs as they engage in curriculum development and accreditation; (2) states as they develop credentials for professionals engaged in early childhood education (ECE) and early childhood special education; (3) professional development and technical assistance providers as they identify and develop content to build the capacity of personnel; (4) practicing professionals as they engage in reflection on and engagement in continuous improvement of their practices; (5) families as they advocate for services and supports for their child and family; (6) other professionals/disciplines both at an individual and systems level as they consider how to improve practice with young children and their families; and (7) researchers as they development EI/ECSE research agendas to guide the field's understanding of effective practices. Before describing each of these applications, foundational information is provided on the term "standards" as used in early childhood education, to facilitate a shared understanding. A brief introduction to the EI/ECSE Standards is also presented.

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Park, K. K., Lickvar-Armstrong, C., & Horn, E. M. (2023). Integration of ECE and EI/ECSE personnel preparation standards: Going beyond alignment. *Journal of Early Childhood Teacher Education*, 44(2), 184-198. <https://doi.org/10.1080/10901027.2022.2147882>

This article proposes a reconceptualization of the relationship between two early childhood professional standards, the Professional Standards and Competencies for Early Childhood Educators (NAEYC, 2019) and the Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (CEC & DEC, 2020), from an aligned or a parallel approach to an integration approach that advances the shared equity agenda in early childhood education. In the integrative approach, the ECE Standards are viewed as the foundation for educating all children with diverse social identities (i.e., ability, race, language, socioeconomic) and the EI/ECSE Standards as the expansion on the foundation specifically for children with differing abilities. A rationale is provided for integrating the standards and the process of integration is exemplified around three broad themes central to both sets of standards: inclusion and diversity, responsive and relevant practices, and building partnerships. Integrating the two professional standards will guide educator preparation programs for inclusion, provide clarity and unity around the knowledge and competencies of early childhood professionals across settings, and unify the workforce in ECE and EI/ECSE for the shared goal of promoting inclusion and equity. Our aim is for the audience to consider the integrative approach as a conceptual framework for building shared values, visions, and knowledge in ECE and EI/ECSE to promote inclusive, equitable early childhood learning opportunities and to unify educators around the shared equity agenda.

Love, H., An, Z. (Gigi), Trezek, B. J., & Dahl, H. (2022). Using the EI/ECSE personnel preparation standards to develop and revise EI/ECSE teacher preparation programs. *Young Exceptional Children, 25*(3), 131-145. <https://doi.org/10.1177/10962506221099950>

With increasing demand for early childhood professionals and inclusive opportunities for children with disabilities in the state, the special education (SPED) faculty at State University recognized the need for a new early intervention and early childhood special education (EI/ ECSE) educator preparation program. The department already offered SPED Undergraduate and Master's degrees leading to a K-12 SPED license or dual licensure in K-12 SPED and Elementary Education. While the K-12 age band overlapped with the early childhood (birth-third grade) age range, preschool and early intervention was not addressed. Faculty decided to develop an EI/ECSE track within the SPED degree program that would allow students to meet the requirements for the state's EI/ECSE (birth-third grade) license. The purpose of this article is to describe how the EI/ECSE Standards can be used to support educator preparation program development and revision.

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McLaughlin, V., & Berlinghoff, D. (2022). Designing EPPs aligned with CEC's 2020 initial practice-based K-12 standards. *Journal of Special Education Preparation, 2*(3), 6-18. <https://doi.org/10.33043/JOSEP.2.3.618>

CEC's 2020 Practice-Based Standards for Preparation of Special Educators (K-12) identify proficiencies considered essential for successful entry into the profession. To assist Educator Preparation Programs (EPPs) in the design and assessment of programs aligned with these new Standards, the authors introduce a six-step approach that is systematic, deliberative, and applicable in diverse contexts. The approach includes: (a) understanding the Standards and available resources, (b) aligning CEC Standards with CEC's High Leverage Practices (HLPs), InTASC and other applicable standards; (c) mapping the program to standards to identify gaps and redundancies; (d) developing course syllabi; (e) identifying key program assessments; and (f) implementing and monitoring the program. Each step of the process is described, and examples are provided.

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Mickelson, A. M., Stayton, V. D., Chandler, L., Green, K., Danner, N., Vail, C., Swett, J., Jones, H., & Robbins, S. (2023). The tradition of early childhood personnel preparation standards alignment analysis. *Journal of Early Childhood Teacher Education, 44*(2), 199-215. <https://doi.org/10.1080/10901027.2023.2166433>

There is an extensive history of collaboration with respect to policy initiatives between the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). In pursuit of promoting high quality inclusive education for all young children, DEC and NAEYC have partnered to create numerous resources and supports over the

years for preservice preparation programs and professional development providers who seek to address both ECE and EI/ECSE personnel preparation standards. One notable result has been the development of formal procedures for alignments of the preparation standards promoted by these organizations. In this paper, we detail this established tradition of early childhood standards alignment analysis by describing the development and details of the procedures used for conducting alignment analyses. These procedures are now precedent and provide a roadmap for future alignment analyses. Implications for personnel preparation and future alignment analysis and standards development are discussed.

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**Purcell, M. L., & Schmitt, S. A. (2023). Strengthening preservice educator reflective practice through The Use of personnel preparation standards. *Journal of Early Childhood Teacher Education*, 44(2), 167-183. <https://doi.org/10.1080/10901027.2023.2165984>**

Reflective practice is foundational in what preservice educators should know and be able to do as noted in professional preparation standards for Early Childhood Education (ECE) and Early Intervention/Early Childhood Special Education (EI/ECSE). Reflection aids preservice educators in connecting course content with field and clinical experiences thus strengthening their preparation. The authors demonstrate how one blended ECE and EI/ECSE preparation program integrates professional preparation standards into a framework for enhanced reflection. Data from reflection assignments from over 130 preservice educators across 9 years has been collected and analyzed. Data retrieved from this assignment represents impact data and is used by the faculty to not only monitor and support individual preservice educator growth but also for continuous improvement for the blended preparation program. With reflection prompts aligned with professional standards, program faculty are able to identify areas of strength and growth in accordance with the standards for both the candidates and program. Detailed discussion of this pedagogical approach for candidate reflection as well as continuous program improvement is provided in order for other programs to replicate and adapt to strengthen reflective practice and collect program assessment data for their own continuous improvement.

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**Stayton, V. D., Kilgo, J. L., Horn, E. M., Bruder, M. B., & Kemp, P. S. (2023). Standards for early intervention/early childhood special education: The development, uses, and vision for the future. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214231165192>**

Professional Standards identify what future educators should know and be able to do when they complete a program of study from an Institution of Higher Education (IHE). With support from the Council for Exceptional Children (CEC), the first ever stand-alone Early Intervention/Early Childhood Special Education (EI/ECSE) Standards were approved in 2020. In this paper, we (a) discuss the rationale for stand-alone EI/ECSE Standards within the current context; (b) briefly introduce the Standards; (c) present an overview of how the Standards were developed; and (d) provide a vision for and guidance to the field in the development of personnel systems that ensure application of the EI/ECSE Standards for preservice and in-service preparation, IHE program accreditation, cross disciplinary collaboration, research and development, and policy and advocacy.

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Tomchek, S. D., & Wheeler, S. (2022). Using the EI/ECSE personnel preparation standards to inform in-service professional development in early intervention. *Young Exceptional Children, 25*(3), 146-157. <https://doi.org/10.1177/10962506221108952>

With the inception of the Individuals with Disabilities Education Act (IDEA), Comprehensive Systems of Personnel Development (CSPD) programs have been the infrastructure to coordinate services under IDEA for monitoring program implementation, workforce development, policy and procedure enforcement, and technical assistance. Although no longer an IDEA requirement, CSPD programs have long been believed to be the agent of systems change and personnel development to ensure high-quality early intervention (EI) services. Focused on assuring providers are appropriately qualified to deliver EI services, this article describes how the recently released "Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators" (Division for Early Childhood of the Council for Exceptional Children, 2020) [hereafter, referred to as the EI/ECSE Standards] can be used to inform the content of early intervention system (EIS) professional development (PD) programs to develop a high-quality workforce. The intentional focus on EI allows sufficient concrete examples to be presented that will be immediately helpful to the intended audience and easily applied to ECSE.

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Vail, C., & Kilgo, J. L. (2023). The impact of DEC's EI/ECSE standards on high-quality personnel preparation and inclusive services *Journal of Early Childhood Teacher Education, 44*(2), 143-146. <https://doi.org/10.1080/10901027.2023.2211885>

Research has consistently indicated that well-prepared, effective early childhood educators are critical to ensuring that every young child, birth through age eight, has equitable access to high-quality learning opportunities to achieve positive outcomes for the child and family. The field of early childhood, through the National Association for Young Children's (NAEYC) Power to the Profession (P2P) initiative, re-envisioned nationally agreed-upon professional standards and competencies (knowledge, understanding, abilities, and skills) for early childhood educators. While the Early Childhood Education (ECE) professional standards provide the foundation for what every early educator must know and be able to do, specialized knowledge and practices are needed to support young children with developmental delays and disabilities and their families. The purpose of this special issue of *JECTE* is to add bricks to this foundation by addressing how to integrate these specific practices in personnel preparation.