Initial Standards Alignment

DEC, CEC, and NAEYC Initial Standards Alignment

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STANDARD 1.0
Learner Development and Individual Learning Differences

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

KNOWLEDGE

1.1 Theories of typical and atypical early childhood development
1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
1.4 Impact of medical conditions and related care on development and learning
1.6 Factors that affect the mental health and social-emotional development of infants and young children
1.7 Infants and young children develop and learn at varying rates
1.8 Impact of child’s abilities, needs, and characteristics on development and learning
1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

SKILLS

1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
1.2 Develop and match learning experiences and strategies to characteristics of infants and young children
1.3 Support and facilitate family and child interactions as primary contexts for development and learning

DEC, CEC, and NAEYC Initial Standards Alignments

2a Knowing about and understanding diverse family and community characteristics
1b Knowing and understanding the multiple influences on development and learning
1a Knowing and understanding young children’s characteristics and needs, from birth through age eight
1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2c Involving families and communities in young children’s development and learning

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STANDARD 2.0
Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionailities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

STANDARD 1
Promoting Child Development and Learning

1b Knowing and understanding the multiple influences on development and learning

1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

4a Understanding positive relationships and supportive interactions as the foundation of their work with young children

4c Using a broad repertoire of developmentally appropriate teaching/learning approaches

STANDARD 2
Using Developmentally Effective Approaches

SKILLS

2.1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments

2.2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments

2.4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers

2.5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences

2.6 Implement basic health, nutrition and safety management procedures for infants and young children

KNOWLEDGE

2.1 Theories of typical and atypical early childhood development

5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child
STANDARD 3.0
Curricular Content Knowledge

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content 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.

STANDARD 5
Using Content Knowledge to Build Meaningful Curriculum

5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child.
**STANDARD 4.0**

**Assessment**

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

**4.1** Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

**4.2** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

**4.3** Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

**STANDARD 3**

**Observing, Documenting, and Assessing to Support Young Children and Families**

3a Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
**STANDARD 5.0**
Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionality.

- **5.1** Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionality.

- **5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

- **5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

- **5.5** Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning.

**SKILLS**

- **5.2** Use teacher-scaffolded and initiated instruction to complement child-initiated learning

- **5.4** Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children

- **5.6** Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines

**STANDARD 2**
Using Developmentally Effective Approaches

2a Knowing about and understanding diverse family and community characteristics

**STANDARD 4**
Using Developmentally Effective Approaches

4a Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c Using a broad repertoire of developmentally appropriate teaching/learning approaches

**STANDARD 5**
Using Content Knowledge to Build Meaningful Curriculum

5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each child

2b Supporting and engaging families and communities through respectful, reciprocal relationships

2c Involving families and communities in young children’s development and learning
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6a Identifying and involving oneself with the early childhood field

6b Knowing about and upholding ethical standards and other early childhood professional guidelines

6d Integrating knowledgeable, reflective, and critical perspectives on early education

2b Supporting and engaging families and communities through respectful, reciprocal relationships

2a Knowing about and understanding diverse family and community characteristics

4b Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

6e Engaging in informed advocacy for young children and the early childhood profession

Knowledge

6.2 Trends and issues in early childhood education, early childhood special education, and early intervention

6.3 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families

6.4 Advocacy for professional status and working conditions for those who serve infants and young children, and their families

Skills

6.3 Respect family choices and goals

6.5 Apply evidence-based and recommended practices for infants and young children, including those from diverse backgrounds

6.6 Advocate on behalf of infants and young children and their families

Standard 6 Becoming a Professional

Standard 4 Using Developmentally Effective Approaches

Standard 2 Using Developmentally Effective Approaches

Council for Exceptional Children

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**STANDARD 7.0**
Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**7.1** Beginning special education professionals use the theory and elements of effective collaboration.

**7.3** Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**SKILLS**
- **7.1** Apply models of team process in early childhood
- **7.2** Collaborate with caregivers, professionals, and agencies to support children’s development and learning
- **7.3** Support families’ choices and priorities in the development of goals and intervention strategies
- **7.7** Participate as a team member to identify and enhance team roles, communication, and problem-solving
- **7.9** Assist the family in planning for transition

**STANDARD 2** Building Family and Community Relationships

**2b** Supporting and engaging families and communities through respectful, reciprocal relationships

**2c** Involving families and communities in young children’s development and learning

**6c** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource