



The Center To Inform
Personnel Preparation Policy And Practice
In Early Intervention & Preschool Education



At a Glance...

Volume 11, No. 2 March 2008

Think Tank of National Professional Associations
Personnel Standards for Ensuring a Qualified EI/ECSE Workforce and Good Outcomes for Young Children with Disabilities and Delays and their Families

December 5, 2007 in Washington DC

The purpose/outcome was to generate suggestions and strategies that national professional associations might consider implementing at the national (includes possible strategies for national associations as well as federal agencies if so noted), state, and IHE/ local levels to promote a qualified early intervention/ early childhood special education (EI/ECSE) work force particularly related to professional standards, (i.e., developing and approving standards, adopting standards, and implementing standards). Representatives from the following national associations participated: CEC, NAEYC, NCATE, NASDTEC, ITCA, and NASDSE.

Strategies for National Associations to Consider

Developing and Approving Standards

At the National Level:

- Provide input/review to standards and feedback on implications for states.
- Disseminate information on standards.
- Bring the major player associations together, and also superintendents and principals to reach consensus on a set of standards being developed.
- Build an advocacy campaign based on data from this center.
- Hire a marketing firm to help with “branding” as a coalition of association.
- Continue the work of CEC/DEC and NAEYC on blended set of standards.
- Build a national coalition for Early Childhood to influence other: including Superintendents, State Boards of Education, and Directors of Educator Licensing.
- Develop a common Language between EC & ECSE, such as a glossary across associations and across state.
- Promote cross-education of disciplines: within associations in multiple disciplines, IHE’s.
- Educate others about IE, ECSE and standards: include the public, certification officials, legislators, school boards, chief state officers, professional standards boards, teachers, and the medical field.
- Provide good information about issues to all association affiliates/members.

At the State Level:

- Better understand State, National, Political context.
- Know and understand various cycles, e.g., regulatory cycles, renewals, accreditation, etc., of systems in states and associations.
- Have the association affiliates/members feed issues to national association.

Adopting Standards

At the National Level:

- Establish consensus re: Blended Program vs. Non-Blended Program.
- Require states to assure federal agencies that program accreditations & licensure are based on national personnel standards.

At the State Level:

- Link states to resources that will address/support their adoption of standards.
- Provide resources, tool kits, etc, that arm state advocates to make changes in their states.
- Develop no standards without a political action plan; strategies to facilitate adoption.



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- Have state level stakeholders address this issue with support from the association.
- Encourage state professional development plan that includes EI/ECSE and coordinates with state EC certification.
- Encourage state certification offices to collaborate with other EC state offices re: standards & professional development (PD) bodies.

At the Institutions of Higher Education Level:

- Require personnel preparation programs to submit data to national association (e.g. as CEC does) for national recognition even if don't participate in national (e.g. NCATE) accreditation.

Implementing Standards

At the National Level:

- Support Communities of Practice for states implementing standards.
- Make adoption of national personnel preparation standards a requirement of IHE's receiving federal funding.

At the State Level:

- Collaborate across associations to develop strategies to promote sustainability.
- Work with states, unions, superintendents, and principal associations to get standards embedded in personnel performance evaluation system.

At the Institutions of Higher Education Level:

- Encourage government affairs offices in Higher Education Institutions to keep their eye on the issues and support/enable faculty to be more politically active in this regard.
- Develop model assessments that evaluate candidate's mastery of EC/ECSE standards.
- Encourage IHE to include as part of induction for EI/ECSE implementation of standards (also impacts states).
- Advocate the ETS Praxis II align with CEC/NAEYC ECSE standards.

Other

- Federal government: require states to improve comprehensive workforce infrastructure so that states assure a sufficient supply of fully licensed & prepared professionals.
- Center: interview certification/program approval office re: higher education and look at differences in Program Approved Standards vs. Certification/Transcript Analysis Standards (varies from state to state). Also pull together discipline associations, e.g., AOTA, APTA, ASHA, etc. and representatives of school administration, etc. into a bigger conversation.

This was an initial participation. It is incomplete and the exercise was time limited. This was not a consensus building process, does not represent consensus or endorsement but rather some ideas for national associations to consider for addressing some of the issues.

For a copy of the full report go to: www.uconnuceed.org

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