

# Alignment of 2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight) (DEC), and 2009 NAEYC Standards for Early Childhood Professional Preparation Programs

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Blue = 5/5 or 100% agreement of original reviewers

Yellow = 4/5 or 80% agreement of original reviewers

Pink = 6/8 or 75% agreement

\*\* = less than 75% agreement considered no agreement

NAEYC Standards ----→	Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards						
1. Foundations		1. <a href="#">Promoting Child Development and Learning.</a>	2. <a href="#">Building Family and Community Relationships.</a>	3. <a href="#">Observing, Documenting, and Assessing to Support Young Children and Families.</a>	4. <a href="#">Using Developmentally Effective Approaches to Connect with Children and Families</a>	5. <a href="#">Using Content Knowledge to Build Meaningful Curriculum</a>	6. <a href="#">Becoming a Professional.</a>
ICC1K1	Models, theories, and philosophies that form the basis for special education practice.						
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.						
ICC1K3	Relationship of special education to the organization and function of educational agencies.						
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.			X			X
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.		X	X	X		
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.			X			X

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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>		1a. Knowing and understanding young children's characteristics and needs	1b. Knowing and understanding the multiple influences on development and learning	1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2a. Knowing about and understanding diverse family and community characteristics	2b. Supporting and engaging families and communities through respectful, reciprocal relationships	2c. Involving families and communities in their children's development and learning	3a. Understanding the goals, benefits, and uses of assessment	3b. Knowing about assessment partnerships with families and with professional colleagues	3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	3d. Understanding and practicing responsible assessment to promote positive outcomes for each child.	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	4b. Knowing and understanding effective strategies and tools for early education	4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	4d. Reflecting on their own practice to promote positive outcomes for each child	5a. Understanding content knowledge and resources in academic disciplines	5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	6a. Identifying and involving oneself with the early childhood field	6b. Knowing about and upholding ethical standards and other professional guidelines	6c. Engaging in continuous, collaborative learning to inform practice	6d. Integrating knowledgeable, reflective, and critical perspectives on early education	6e. Engaging in informed advocacy for children and the profession
<b>1. Foundations CONTINUED</b>																							
<b>Knowledge CONTINUED:</b>		ICC1K7 Family systems and the role of families in the educational process.		X	X	X																	
ICC1K8 Historical points of view and contribution of culturally diverse groups.																							
ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.																							
ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.		X	**	X	X																		
ECSE1K1 Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs.											X		X				X	X	X	**	X		
ECSE1K2 Trends and issues in early childhood education, early childhood special education, and early intervention.												**		X	X			X	X	X	X		
<b>Skill:</b>																							
ICC1S1 Articulate personal philosophy of special education.																							
ECSE1S1 Implement family services consistent with due process safeguards.												**							X				



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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>  <b>2. Development and Characteristics of Learners CONTINUED</b>	1a. Knowing and understanding young children's characteristics and needs  1b: Knowing and understanding the multiple influences on development and learning  1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments  2a: Knowing about and understanding diverse family and community characteristics  2b: Supporting and engaging families and communities through respectful, reciprocal relationships  2c: Involving families and communities in their children's development and learning	3a: Understanding the goals, benefits, and uses of assessment  3b: Knowing about assessment partnerships with families and with professional colleagues  3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children  4b: Knowing and understanding effective strategies and tools for early education  4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches  4d: Reflecting on their own practice to promote positive outcomes for each child	5a: Understanding content knowledge and resources in academic disciplines  5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines  5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	6a: Identifying and involving oneself with the early childhood field  6b: Knowing about and upholding ethical standards and other professional guidelines  6c: Engaging in continuous, collaborative learning to inform practice  6d: Integrating knowledgeable, reflective, and critical perspectives on early education  6e: Engaging in informed advocacy for children and the profession	
<b>Knowledge CONTINUED:</b>						
ECSE2K6   Factors that affect the mental health and social- emotional development of infants and young children.	X	X	X	X		
ECSE2K7   Infants and young children develop and learn at varying rates.	X	X	X		X	X
<b>Skill:</b>						
ECSE2S1   Apply current research to the five developmental domains, play and temperament in learning situations.			X		X	**
						**



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<b>4. Instructional Strategies</b>		1a. Knowing and understanding young children's characteristics and needs	1b. Knowing and understanding the multiple influences on development and learning	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2a: Knowing about and understanding diverse family and community characteristics	2b: Supporting and engaging families and communities through respectful, reciprocal relationships	2c: Involving families and communities in their children's development and learning	3. <a href="#">Observing, Documenting, and Assessing to Support Young Children and Families.</a>	4. <a href="#">Using Developmentally Effective Approaches to Connect with Children and Families</a>	5. <a href="#">Using Content Knowledge to Build Meaningful Curriculum</a>	6. <a href="#">Becoming a Professional.</a>
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ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.			X							
ECSE4K1	Concept of universal design for learning		X					**	X	X	X
<b>Skill:</b>		1a. Knowing and understanding young children's characteristics and needs	1b. Knowing and understanding the multiple influences on development and learning	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2a: Knowing about and understanding diverse family and community characteristics	2b: Supporting and engaging families and communities through respectful, reciprocal relationships	2c: Involving families and communities in their children's development and learning	3. <a href="#">Observing, Documenting, and Assessing to Support Young Children and Families.</a>	4. <a href="#">Using Developmentally Effective Approaches to Connect with Children and Families</a>	5. <a href="#">Using Content Knowledge to Build Meaningful Curriculum</a>	6. <a href="#">Becoming a Professional.</a>
ICC4S2	Use strategies to facilitate integration into various settings.			**				**	X	X	X
ICC4S3	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.			X	X	X					X
ICC4S4	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.		X						X	X	X
ICC4S5	Use strategies to facilitate maintenance and generalization of skills across learning environments.								X		
ICC4S6	Use procedures to increase the individuals self-awareness, self-management, self-control, self-reliance, and self-esteem										X
ICC4S7	Use strategies that promote successful transition for individuals with exceptional learning needs.				X	X			X		
ECSE4S1	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.		X						X	X	X
ECSE4S2	Facilitate child-initiated development and learning		X					**	X		
ECSE4S3	Use teacher-scaffolded and initiated instruction to complement child-initiated learning.							X	X	X	X
ECSE4S4	Link development, learning experiences, and instruction to promote educational transitions.							X			

ECSE4S5	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.								X	X		X		
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4. Instructional Strategies CONTINUED														
<b>Skill CONTINUED:</b>														
ECSE4S6	Use strategies to teach social skills and conflict resolution.								X			X		
ECSE4S7	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.								X			X		
ECSE4S8	Implement and evaluate preventative and reductive strategies to address challenging behaviors.								X			X		
			1a: Knowing and understanding young children's characteristics and needs		1b: Knowing and understanding the multiple influences on development and learning		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments		2a: Knowing about and understanding diverse family and community characteristics		2b: Supporting and engaging families and communities through respectful, reciprocal relationships		2c: Involving families and communities in their children's development and learning	
			3a: Understanding the goals, benefits, and uses of assessment		3b: Knowing about assessment partnerships with families and with professional colleagues		3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches		3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.		4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.		4b: Knowing and understanding effective strategies and tools for early education	
			4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches		4d: Reflecting on their own practice to promote positive outcomes for each child		5a: Understanding content knowledge and resources in academic disciplines		5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines		5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.		6a: Identifying and involving oneself with the early childhood field	
			6b: Knowing about and upholding ethical standards and other professional guidelines		6c: Engaging in continuous, collaborative learning to inform practice.		6d: Integrating knowledgeable, reflective, and critical perspectives on early education and the profession		6e: Engaging in informed advocacy for children					

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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>		1a: Knowing and understanding young children's characteristics and needs	2a: Knowing about and understanding diverse family and community characteristics	3a: Understanding the goals, benefits, and uses of assessment	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	5a: Understanding content knowledge and resources in academic disciplines	6a: Identifying and involving oneself with the early childhood field
<b>5. Learning Environments and Social Interactions INCLUDING NATURAL ENVIRONMENTS</b>		1b: Knowing and understanding the multiple influences on development and learning	2b: Supporting and engaging families and communities through respectful, reciprocal relationships	3b: Knowing about assessment partnerships with families and with professional colleagues	4b: Knowing and understanding effective strategies and tools for early education	5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	6b: Knowing about and upholding ethical standards and other professional guidelines
<b>Knowledge:</b>		1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2c: Involving families and communities in their children's development and learning	3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	6c: Engaging in continuous, collaborative learning to inform practice
ICC5K1	Demands of learning environments.	X	X		X		
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.						
ICC5K3	Effective management of teaching and learning.					X	
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.				X	X	
ICC5K5	Social skills needed for educational and other environments.				X		X
ICC5K6	Strategies for crisis prevention and intervention.	X					
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.	X					
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.	X	X		X		
ICC5K9	Ways specific cultures are negatively stereotyped.						
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism						
<b>Skill:</b>							
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	X	X		X		
ICC5S2	Identify realistic expectations for personal and social behavior in various settings.		X		X		X
ICC5S3	Identify supports needed for integration into various program placements.		X	X	X		X
ICC5S4	Design learning environments that encourage active participation in individual and group activities.	X	X		X	X	X

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<b>5. Learning Environments and Social Interactions CONTINUED</b>		3a. Understanding the goals, benefits, and uses of assessment	3b. Knowing about assessment partnerships with families and with professional colleagues	3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	3d. Understanding and practicing responsible assessment to promote positive outcomes for each child.	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	4b. Knowing and understanding effective strategies and tools for early education	4. Using Developmentally Effective Approaches to Connect with Children and Families
<b>INCLUDING NATURAL ENVIRONMENTS</b>		4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	4d. Reflecting on their own practice to promote positive outcomes for each child	5a. Understanding content knowledge and resources in academic disciplines	5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	5. Using Content Knowledge to Build Meaningful Curriculum	6. Becoming a Professional.	
<b>Skill CONTINUED:</b>		5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	6a. Identifying and involving oneself with the early childhood field	6b. Knowing about and upholding ethical standards and other professional guidelines	6c. Engaging in continuous, collaborative learning to inform practice	6d. Integrating knowledgeable, reflective, and critical perspectives on early education	6e. Engaging in informed advocacy for children and the profession	
ICC5S5	Modify the learning environment to manage behaviors.				X			
ICC5S6	Use performance data and information from <b>all</b> stakeholders to make or suggest modifications in learning environments.			X	X	X		
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.	X	X	X		X	X	**
ICC5S8	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	X				X		X
ICC5S9	Teach self-advocacy.							**
ICC5S10	Create an environment that encourages self-advocacy and increased independence.		X					X
ICC5S11	Use effective and varied behavior management strategies.					X		
ICC5S12	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.							
ICC5S13	Design and manage daily routines.					X		
ICC5S14	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.	X						
ICC5S15	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.		X			X		
ICC5S16	Structure, direct, and support the activities of para-educators, volunteers, and tutors.							
ICC5S17	Use universal precautions.		X					
ECSE5S1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.						X	
ECSE5S2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.	X		X		X	X	
ECSE5S3	Embed learning opportunities in everyday routines, relationships, activities, and places.				X	X	X	

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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>		<b>1a:</b> Knowing and understanding young children's characteristics and needs	<b>2a:</b> Knowing about and understanding diverse family and community characteristics	<b>3a:</b> Understanding the goals, benefits, and uses of assessment	<b>4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with children	<b>5a:</b> Understanding content knowledge and resources in academic disciplines	<b>6d:</b> Integrating knowledgeable, reflective, and critical perspectives on early education and the profession
<b>5. Learning Environments and Social Interactions CONTINUED</b>		<b>1b:</b> Knowing and understanding the multiple influences on development and learning	<b>2b:</b> Supporting and engaging families and communities through respectful, reciprocal relationships	<b>3b:</b> Knowing about assessment partnerships with families and with professional colleagues	<b>4b:</b> Knowing and understanding effective strategies and tools for early education	<b>5b:</b> Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	<b>6e:</b> Engaging in informed advocacy for children and the profession
<b>INCLUDING NATURAL ENVIRONMENTS</b>		<b>1c:</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	<b>2c:</b> Involving families and communities in their children's development and learning	<b>3c:</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	<b>4c:</b> Using a broad repertoire of developmentally appropriate teaching/learning approaches	<b>5c:</b> Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	<b>6f:</b> Knowing about and upholding ethical standards and other professional guidelines
<b>Skill CONTINUED:</b>							
ECSE5S4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.		X				
ECSE5S5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.		X			X	
ECSE5S6	Implement basic health, nutrition and safety management procedures for infants and young children.		X				
ECSE5S7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.			X X	X X		X



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<b>7. Instructional Planning</b>																							
<b>Knowledge:</b>																							
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.	X																		X			
ICC7K2	Scope and sequences of general and special curricula.																						
ICC7K3	National, state or provincial, and local curricula standards.																	X	X		X		
ICC7K4	Technology for planning and managing the teaching and learning environment.																X						
ICC7K5	Roles and responsibilities of the para-educator related to instruction, intervention, and direct service.																						
ECSE7K1	Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.	X		X												X	X				X		
ECSE7K2	Developmental and academic content.			X												X		X	X				
ECSE7K3	Connection of curriculum to assessment and progress monitoring activities							X		X											X		
<b>Skill:</b>																							
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.															X	X						
ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.							X	X												X		
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress.							X	X		X												
ICC7S4	Use functional assessments to develop intervention plans.																						
ICC7S5	Use task analysis.																						
ICC7S6	Sequence, implement, and evaluate individualized learning objectives.																						
ICC7S7	Integrate affective, social, and life skills with academic curricula.			X												X			X				

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Skill Continued:													
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.								X			X	
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program.							**					
ICC7S10	Prepare lesson plans.												
ICC7S11	Prepare and organize materials to implement daily lesson plans.												
ICC7S12	Use instructional time effectively.												
ICC7S13	Make responsive adjustments to instruction based on continual observations.						X			X			
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.												
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data.					X				X			
ECSE7S1	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.		X	X		X							
ECSE7S2	Plan and implement developmentally and individually appropriate curriculum.							X			X		
ECSE7S3	Design intervention strategies incorporating information from multiple disciplines.					X							X
ECSE7S4	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.												
ECSE7S5	Align individualized goals with developmental and academic content.								X		X		
ECSE7S6	Develop individualized plans that support development and learning as well as caregiver responsiveness.												
ECSE7S7	Develop an individualized plan that supports the child's independent functioning in the child's natural environments.				X				X	X		X	
ECSE7S8	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.								X	X		X	

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Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards	8. Assessment	1a: Knowing and understanding young children's characteristics and needs 1b: Knowing and understanding the multiple influences on development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in their children's development and learning 3a: Understanding the goals, benefits, and uses of assessment 3b: Knowing about assessment partnerships with families and with professional colleagues 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child. 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children 4b: Knowing and understanding effective strategies and tools for early education 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d: Reflecting on their own practice to promote positive outcomes for each child	X	X	X		
Knowledge:		ICC8K1 Basic terminology used in assessment. ICC8K2 Legal provisions and ethical principles regarding assessment of individuals. ICC8K3 Screening, pre-referral, referral, and classification procedures. ICC8K4 Use and limitations of assessment instruments. ICC8K5 National, state or provincial, and local accommodations and modifications. ECSE8K1 Role of the family in the assessment process. ECSE8K2 Legal requirements that distinguish among at-risk, developmental delay and disability. ECSE8K3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.		X	X	X	
Skill:		ICC8S1 Gather relevant background information. ICC8S2 Administer nonbiased formal and informal assessments. ICC8S3 Use technology to conduct assessments. ICC8S4 Develop or modify individualized assessment strategies. ICC8S5 Interpret information from formal and informal assessments. ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, ICC8S7 Report assessment results to all stakeholders using effective communication skills.	X X X	X X X	X X X		

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<p>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</p> <p>8. Assessment CONTINUED</p>	<p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>2a. Knowing about and understanding diverse family and community characteristics</p> <p>2b. Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c. Involving families and communities in their children's development and learning</p> <p>3a. Understanding the goals, benefits, and uses of assessment</p> <p>3b. Knowing about assessment partnerships with families and with professional colleagues</p> <p>3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3d. Understanding and practicing responsible assessment to promote positive outcomes for each child.</p> <p>4a. Understanding positive relationships and supportive interactions as the foundation of their work with children</p> <p>4b. Knowing and understanding effective strategies and tools for early education</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>4d. Reflecting on their own practice to promote positive outcomes for each child</p> <p>5a. Understanding content knowledge and resources in academic disciplines</p> <p>5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child</p> <p>6a. Identifying and involving oneself with the early childhood field</p> <p>6b. Knowing about and upholding ethical standards and other professional guidelines</p> <p>6c. Engaging in continuous, collaborative learning to inform practice</p> <p>6d. Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>6e. Engaging in informed advocacy for children and the profession</p>					

#### Knowledge CONTINUED:

ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.			X	X	
ICC8S9	Create and maintain records.				X	X
<b>Skill:</b>						
ECSE8S1	Assist families in identifying their concerns, resources, and priorities.		X	X	X	
ECSE8S2	Integrate family priorities and concerns in the assessment process.		X	X	X	
ECSE8S3	Assess progress in the five developmental domains, play, and temperament.				X	
ECSE8S4	Select and administer assessment instruments in compliance with established criteria.			X	X	X
ECSE8S5	Use informal and formal assessment to make decisions about infants and young children's development and learning.				X	
ECSE8S6	Gather information from multiple sources and environments.		X	X	X	X
ECSE8S7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.				X	
ECSE8S8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans.			X		
ECSE8S9	Emphasize child's strengths and needs in assessment reports.		X		X	X
ECSE8S10	Produce reports that focus on developmental domains and functional concerns.			X	X	
ECSE8S11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.		X	X	X	X

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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>						
<b>9. Professional and Ethical Practices</b>						
<b>Knowledge:</b>						
ICC9K1 Personal cultural biases and differences that affect one's teaching.						
ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.		X				
ICC9K3 Continuum of lifelong professional development.						X
ICC9K4 Methods to remain current regarding research-validated practice.						X X
ECSE9K1 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.				X		X
ECSE9K2 Advocacy for professional status and working conditions for those who serve infants and young children, and their families.						X X X
<b>Skill:</b>						
ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession.						
ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.			X			X X
ICC9S3 Act ethically in advocating for appropriate services.						X
ICC9S4 Conduct professional activities in compliance with applicable laws and policies.				X		X X
ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.						
ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.	**	**	X X	**		

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<b>Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards</b>		1a. Knowing and understanding young children's characteristics and needs	1b: Knowing and understanding the multiple influences on development and learning	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2a: Knowing about and understanding diverse family and community characteristics	2b: Supporting and engaging families and communities through respectful, reciprocal relationships	2c: Involving families and communities in their children's development and learning
<b>9. Professional and Ethical Practices CONTINUED</b>		3a: Understanding the goals, benefits, and uses of assessment	3b: Knowing about assessment partnerships with families and with professional colleagues	3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	4b: Knowing and understanding effective strategies and tools for early education
<b>Skill CONTINUED:</b>		4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	4d: Reflecting on their own practice to promote positive outcomes for each child	5a: Understanding content knowledge and resources in academic disciplines	5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	6a: Identifying and involving oneself with the early childhood field
ICC9S7	Practice within one's skill limit and obtain assistance as needed.			X	X	X	
ICC9S8	Use verbal, nonverbal, and written language effectively.			X	X		X
ICC9S9	Conduct self-evaluation of instruction.					X	X
ICC9S10	Access information on exceptionalities.						
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth.					X	X
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.						
ICC9S13	Demonstrate commitment to engage in evidence-based practices.					X	X
ECSE9S1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.			X	X		X
ECSE9S2	Integrate family systems theories and principles into professional practice.		X	X	X		
ECSE9S3	Respect family choices and goals.			X	X		
ECSE9S4	Apply models of team process in early childhood.			X	X	X	X
ECSE9S5	Participate in activities of professional organizations relevant to early childhood special education and early intervention.				X		
ECSE9S6	Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.				X	X	X
ECSE9S7	Advocate on behalf of infants and young children and their families.					X	X

NAEYC Standards ----→		1. <a href="#">Promoting Child Development and Learning.</a>		2. <a href="#">Building Family and Community Relationships.</a>		3. <a href="#">Observing, Documenting, and Assessing to Support Young Children and Families.</a>		4. <a href="#">Using Developmentally Effective Approaches to Connect with Children and Families</a>		5. <a href="#">Using Content Knowledge to Build Meaningful Curriculum</a>		6. <a href="#">Becoming a Professional.</a>											
Initial CEC Common Core (ICC) and Initial DEC (ECSE) Standards	10. Collaboration	1a. Knowing and understanding young children's characteristics and needs	1b. Knowing and understanding the multiple influences on development and learning	1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	2a. Knowing about and understanding diverse family and community characteristics	2b. Supporting and engaging families and communities through respectful, reciprocal relationships	2c. Involving families and communities in their children's development and learning	3a. Understanding the goals, benefits, and uses of assessment	3b. Knowing about assessment partnerships with families and with professional colleagues	3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	3d. Understanding and practicing responsible assessment to promote positive outcomes for each child.	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	4b. Knowing and understanding effective strategies and tools for early education	4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	4d. Reflecting on their own practice to promote positive outcomes for each child	5a. Understanding content knowledge and resources in academic disciplines	5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	6a. Identifying and involving oneself with the early childhood field	6b. Knowing about and upholding ethical standards and other professional guidelines	6c. Engaging in continuous, collaborative learning to inform practice	6d. Integrating knowledgeable, reflective, and critical perspectives on early education	6e. Engaging in informed advocacy for children and the profession
Knowledge:				X	X	X																	
ICC10K1	Models and strategies of consultation and collaboration.																	X					
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.																						
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.			X	X	X																	
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.			X	X	X													X				
ECSE10K1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.																						
Skill:																							
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs.																	X					
ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.				X	X	X																
ICC10S3	Foster respectful and beneficial relationships between families and professionals.				X	X																	
ICC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.				X	X	X																
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.				X	X													**				
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.																	X					

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Skill CONTINUED:							
ICC10S7	Use group problem solving skills to develop, implement, and evaluate collaborative activities.						
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations.		X				
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.			X			X
ICC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.		X X	X			
ICC10S11	Observe, evaluate and provide feedback to para-educators.						
ECSE10S1	Collaborate with caregivers, professionals, and agencies to support children's development and learning.		X X	X	X		X
ECSE10S2	Support families' choices and priorities in the development of goals and intervention strategies.		X X	X			
ECSE10S3	Implement family-oriented services based on the family's identified resources, priorities, and concerns.		X X				
ECSE10S4	Provide consultation in settings serving infants and young children.						
ECSE10S5	Involve families in evaluation of services.						
ECSE10S6	Participate as a team member to identify and enhance team roles, communication, and problem-solving.						
ECSE10S7	Employ adult learning principles in consulting and training family members and service providers						
ECSE10S8	Assist the family in planning for transition.		X X		X		
ECSE10S9	Implement processes and strategies that support transitions among settings for infants and young children		X X				