



Advanced Standards Alignment



DEC, CEC, and NAEYC Advanced Standards Alignment



The contents of this report were developed under a cooperative agreement #H325B17008 from the Office of Special Education Programs, US Department of Education. However, those contents do not necessarily represent the policy of the US Department of Education, Project Officer, Tracie Dickson, PhD.

DEC, CEC, and NAEYC Advanced Standards Alignment



STANDARD 1.0

Assessment

1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.



KNOWLEDGE

1.1 Policy and research implications that promote recommended practices in assessment and evaluation

SKILLS

1.1 Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process

1.3 Provide leadership when selecting effective formal and informal assessment instruments and strategies



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

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

3d Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments

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



STANDARD 2.0 Curricular Content Knowledge

Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.



SKILLS

2.1 Apply various curriculum theories and early learning standards, and evaluate their impact

2.2 Integrate family and social systems theories to develop, implement, and evaluate family and educational plans

2.3 Incorporate and evaluate the use of universal design and assistive technology in programs and services



STANDARD 2 Building Family and Community Relationships

STANDARD 4 Using Developmentally Effective Approaches

STANDARD 5 Using Content Knowledge to Build Meaningful Curriculum

STANDARD 6 Becoming a Professional

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

2c Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

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

6c Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource



STANDARD 3.0 Programs, Services, and Outcomes

Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.



Knowledge & Skills



STANDARD 1 Promoting Child Development and Learning

STANDARD 6 Becoming a Professional

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

6e Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies



Council for
Exceptional
Children

STANDARD 4.0

Research and Inquiry

Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.



Division for
Early
Childhood

SKILLS

4.3 Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings



STANDARD 6

Becoming a Professional

6d Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6c Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource



**Council for
Exceptional
Children**

STANDARD 5.0

Leadership and Policy

Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.



**Division for
Early
Childhood**

naeyc[®]

STANDARD 6

Becoming a Professional

- 5.1** Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.4** Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5** Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
- 5.2** Special education specialists support and use linguistically and culturally responsive practices.
- 5.3** Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

SKILLS

- 5.1** Advocate on behalf of infants and young children with exceptional needs, and their families, at local, state, and national levels.
- 5.2** Provide leadership to help others understand policy and research that guide recommended practices
- 5.3** Provide leadership in the collaborative development of community-based services and resources.

- 6b** In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role
- 6e** Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies
- 6a** Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.



**Council for
Exceptional
Children**

STANDARD 6.0 Professional and Ethical Practice

Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.



**Division for
Early
Childhood**

SKILLS

6.1 Engage in reflective inquiry and professional self-assessment

6.2 Participate in professional mentoring and other types of reciprocal professional development activities



STANDARD 4 Using Developmentally Effective Approaches
STANDARD 6 Becoming a Professional

4d Reflecting on own practice to promote positive outcomes for each child

6b In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role

6d Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6c Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

6a Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.



STANDARD 7.0

Collaboration

Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.



KNOWLEDGE

7.2 Theories, models, and research that support collaborative relationships



STANDARD 6

Becoming a Professional

6c Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource