



**Crosswalks of DEC Recommended Practices (2014) with  
DEC Initial Specialty Set: Early Childhood Special  
Education/Early Intervention (2017), CEC Professional  
Preparation Standards and Elements (2012), and NAEYC  
Standards for Initial Early Childhood Professional  
Preparation Programs (2010)**

**Introduction**



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.

**Crosswalks of DEC Recommended Practices (2014) with DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention (2017), CEC Professional Preparation Standards and Elements (2012), and NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2010)**

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Crosswalks of the Division for Early Childhood (DEC) Recommended Practices (2014) with the DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention (2017), Council for Exceptional Children (CEC) Professional Preparation Standards and Elements (2012), and National Association for the Education of Young Children (NAEYC) Standards for Initial Early Childhood Professional Preparation Programs (2010) were completed with support of the Office of Special Education Programs funded Early Childhood Personnel Center 1 (ECPC 2) and the Early Childhood Recommended Practices Modules (RPMs) project. A crosswalk for each Recommended Practice within seven of the eight Recommended Practices topical areas was developed. The Leadership practices have not yet been included in the crosswalk. For the DEC Initial Specialty Set knowledge and skill statements that are cross walked with the DEC Recommended Practices, the previously developed alignment of Initial CEC and NAEYC Standards with the DEC Initial Specialty Set was used

The crosswalks are designed to assist faculty and professional development providers in identifying the intersection of the DEC Recommended Practices with the CEC and NAEYC Standards as well as the DEC knowledge and skill statements. The crosswalks provide a resource to facilitate integration of the DEC Recommended Practices by higher education faculty and professional development providers into course/workshop activities, assignments, and fieldwork. Exemplars within four possible categories are provided, as appropriate, for each Recommended Practice. Exemplars that are more observational in nature and intended to support knowledge introduction are identified for course/workshop activities and field work, as appropriate per practice. Exemplars that are participatory or interactional are also identified for course/workshop activities and assignments/field work, as appropriate.

The complete set of professional standards, specialty set statements, and recommended practices represented in the crosswalks can be found at the following links:

- **CEC Initial Professional Preparation Standards and Elements (2012)**

<https://www.deccecpersonnelstandards.org/>

- **DEC Initial Specialty Set: ECSE/Early Intervention (2017)**

<https://www.deccecpersonnelstandards.org/>

- **DEC Recommended Practices in Early Intervention/Early Childhood Special Education (2014)**

<http://www.dec-sped.org/recommendedpractices>

- **2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs**

<https://www.naeyc.org/our-work/higher-ed/standards>

(Note: The DEC Specialty Sets are organized by knowledge and skill statements.)

The accompanying graphic provides guidance as to the relationships between the DEC Recommended Practices, Standards, and Specialty Set knowledge and skill statements; however, those using the cross-walks must recognize that the full sets of initial standards and knowledge and skill statements are not represented by the crosswalks. The relationships represented in the graphic are based on a structured content analysis of the relationship of the DEC Recommended Practices and the DEC Initial Specialty Set knowledge and skill statements conducted by the ECPC 1. Alignment with the CEC and NAEYC initial standards and elements was based on a more complete alignment completed by an 11-member DEC work group.

<https://ecpcta.org/cec-dec-naeyc-personnel-standards-alignment/>

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