ECPC Tools and Resources to Assist Your ECI Program of Study or Syllabi Development

DEC Annual Conference
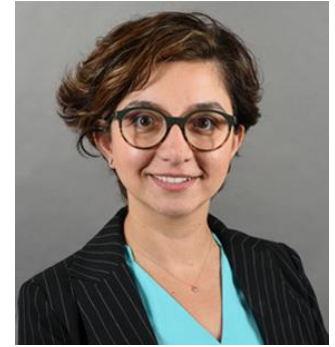# September 23, 2021

Today's Facilitators

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DEC Recommended Practices (RPs)

L2: Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC RPs

L9: Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC RPs
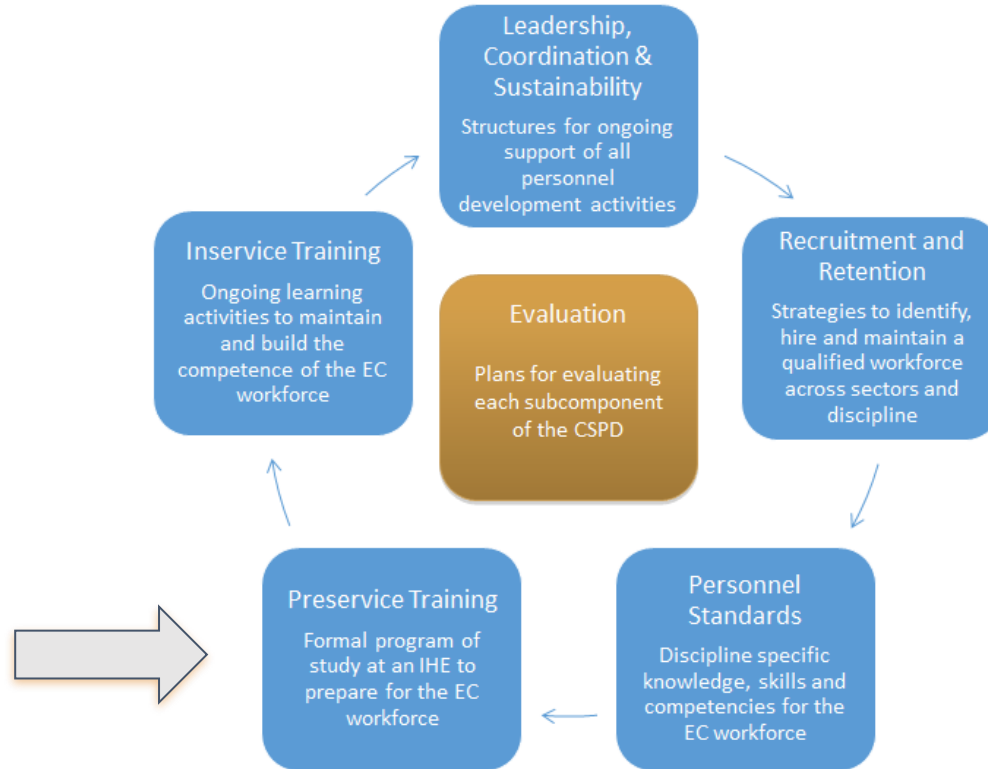
Objectives

1. Provide an overview of ECPC in relationship to standards and IHE program and syllabi development/revision

2. Provide a brief overview of the EI/ECSE Standards

3. Describe the process for developing or revising an IHE program of study and syllabi to align with the EI/ECSE Standards

4. Identify ECPC resources to support the development or revision of an IHE program of study and syllabi to align with the EI/ECSE Standards

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Early Childhood Personnel Center (ECPC)

To provide *Technical Assistance* to facilitate the implementation of *Comprehensive Systems of Personnel Development (CSPD)* for **all** disciplines serving infants and young children with disabilities and their families.

Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Evaluation
Plans for evaluating each subcomponent of the CSPD

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce

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ECPC Target Areas for IHE Preservice

- Align course syllabi to EI/ECSE Standards

- Align programs of study to EI/ECSE Standards

- Embed adult learning practices in course activities

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Initial Practice-Based Professional Standards for EI/ECSE

Initial Practice-Based Professional Preparation Standards for Early Interventionists / Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8)

Overview of the EI/ECSE Standards

What EI/ECSE Professionals should know and be able to do

- *Grounded* in contemporary theoretical constructs,

- *Reflects* the best available empirical evidence, supporting legislation, and wisdom of the fields, and

- *Informed by* DEC RPs, CEC HLPs, NAEYC DAP, NAEYC Standards, InTASC Standards.

EI/ECSE Standards

Standard 1: Child Development and Learning

Standard 2: Partnering with Families

Standard 3: Collaboration and Teaming

Standard 4: Assessment Processes

Standard 5: Application of Curriculum Frameworks in Planning and Facilitation

Standard 6: Interactions, Interventions, Instruction

Standard 7: Professionalism and Ethical Practice

Standard 8: EI/ECSE Field and Clinical Experience Standard

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Aligning Program of Study and Syllabi with the EI/ECSE Standards

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EI/ECSE Standards: Assessing Your Program of Study and Syllabi for Alignment

With your team, conduct a self-assessment to

● Determine the extent to which courses and field work align with EI/ECSE standards and components:
  ○ All standards and components aligned,
  ○ Standards and components covered in-depth, and
  ○ Courses and field work sequential from knowledge/theory to practice.

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EI/ECSE Standards: Assessing Your Program of Study and Syllabi for Alignment (cont'd.)

- Determine gaps in the alignment of courses and field work with EI/ECSE standards and components:

  - Identify standards and components inadequately covered in courses and field work, and

  - Identify standards and components not covered in courses and field work.

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EI/ECSE Standards: Assessing Your Program of Study and Syllabi for Alignment (cont'd.)

- Identify existing courses and field work to be revised to align with EI/ECSE standards and components.

- Identify courses and field work that need to be developed.

- Develop or revise courses and field work.

EI/ECSE Standards: Ensuring Assignments/Assessments Align

- Identify assessments/assignments in courses and field work.

- Determine gaps in current assessments to ensure they:

  - Include all critical components of standards,

  - Represent depth and comprehensiveness, and

  - Progress from knowledge/theory to application.

- Develop assessments to address gaps.

ECPC Resources to Facilitate Program of Study and Syllabi Development

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ECPC Resources on the [Website](#)

ECPC Homepage ▢ Resources by Audience ▢ IHE Faculty/Doctoral Students

- ➢ ECPC Curriculum Modules
- ➢ <mark>IHE Tools for Program and Course Revision or development</mark>
- ➢ Course Development and Curriculum Resources (*Prior to 2020)
- ➢ <mark>Course Development and Curriculum Resources: **NEW** EI/ECSE Standards *(approved 2020)*</mark>
- ➢ E-Learning and CONNECT Resources
- ➢ Grant Writing Tools
- ➢ Resources for Remote Teaching

IHE Tools for Program of Study and Syllabi Development/Revision

Each ECPC developed tool allows you to enter information for your program or syllabus.

- Adult Learning Planning Tool
- Curriculum Planning Tool
- Program of Study Self-Assessment Checklist
- Syllabus Checklist

Curriculum Planning Tool

This tool includes the following columns:

- EI/ECSE Standards

- DEC Recommended Practices

- Professional Standards for ECE

- ECPC Cross Disciplinary Competencies and Indicators

- Personalized Column *(is blank to allow you to add state standards)*

- Course Title

- Learning Objectives

- Course Topics/Activities

- Readings

- Field Experiences and Practicum Activities

- Assignments

Link to: Curriculum Planning Tool

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IHE Program Self-Assessment Checklist

Step	Things to Do/Consider	Yes	No	In Process	Notes
2. Review EI/ECSE standards and other standards, competencies, and state requirements for use with the ECPC Curriculum Planning Tool.	Enter, align or crosswalk state requirements for certification, endorsement, credential, or license with EI/ECSE standards into the ECPC Curriculum Planning Tool.				
	Enter, and align or crosswalk standards, competencies, and requirements by using ECPC Curriculum Planning Tool (e.g., ECE standards and competencies for blended, ECPC cross disciplinary competencies, etc.).				

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ECPC Syllabus Checklist Includes:

- Course and Instructor Information
- Course Description
- Course and University Policies
- Student Learning Outcomes/Objectives reflect the standard(s) and component(s)
- Required text and supplemental materials reflect the standard(s) and component(s)
- Topical course outline (in table format)
- Assignments
- Overall

ECPC Adult Learning Planning Tool w/examples

Who	What	How
Instructor/Trainer/Coach	**Introduction:** *Explain the practice/topic/concept.*	*Example: Introduce and explain authentic child assessment practices: "Authentic child assessment practices involve the purposeful gathering of information when observing the everyday activities of a child. This includes identifying child behavior during the activity and determining the adult behavior and/or materials that influence the child's actions and behavior. Using this information, you can decide the activities, adult behaviors and materials that can be used as naturally occurring learning opportunities for the child and family." Use the ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices.*
Instructor/Trainer/Coach	**Illustration:** *Show practice/topic/concept.*	*Example: Share the ECPC e-learning lesson about authentic child assessment practices. Show students specific practices as they occur during each segment including the adult's behaviors, child-lead activities, and materials the child interacts with during the activity that support child learning.*
Learner	**Active and authentic job embedded learning opportunities:** *Implement the practice/topic/concept in settings in which it will be implemented.*	*Example: Using the ECPC e-learning authentic child assessment checklist, have students implement assessment practices by observing one child at the campus childcare facility. Have students identify the behaviors the child is learning during the activity, and the adult behaviors (interactions and instruction) that are helping to promote child learning.*
Instructor/Trainer/Coach	**Guidance:** *Prompt and guide the implementation of the practice/topic/concept.* **Performance feedback:** *Provide reinforcement or corrections.*	*Example: During the observation, prompt students to notice the child's strengths and interests when participating in an activity. Guide the students to ask the adults questions such as "what is the child's favorite activity and why" to learn more about the child's preferences. Provide concrete feedback to the students during the discussion and when reviewing the completed assessment checklist*
Learner	**Reflection, understanding and self-monitoring:** *Practice and discuss with others how the practice/topic/ concept works.*	*Example: In small groups, have students discuss the authentic child assessment practices observed and share what child learning may have occurred.*
Instructor/Trainer/Coach/ Learner	**Duration, Intensity and Follow-up:** *Plan for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.*	*Example: Provide follow-up activities to provide ongoing guidance to students such as using authentic child assessment practices and a completed checklist to plan for whether activities should be continued or changed to maximize child interests and learning opportunities both at home and in the classroom.*

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Examples from an ECPC IHE Cohort Participant

Serra Acar, PhD
Assistant Professor
UMass Boston

To do List

Caption: A picture of two coffee cups, filled with coffee.

- Two coffee cups are used to illustrate the importance of teaming and collaboration.

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Reflections from the Field: UMass Boston

- ECPC Tools
  - IHE Curriculum/Program of Study Self-Assessment Checklist
  - ECPC Syllabus Checklist
    - Share with your faculty.
    - Set a realistic deadline.
  - Course Development and Curriculum Resources
    - These sample syllabi provide ideas, resources, activities, readings, and assignments, aligned with the Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices (2014).
    - Consider state and university policies and add them as appropriate.

Reflections from the Field: UMass Boston

- Share resources with your faculty, including non-tenured track and doctoral students who are teaching assistants and/or teaching solo.

- Communicate your program needs with your program director and chair.

- Connect with and/or serve on internal committees, such as a curriculum committee, and ask for feedback about the governance process.

- Solicit student feedback as a part of course evaluation.

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Questions for Serra

More ECPC Resources to Facilitate Program of Study and Syllabi Development

Course Development and Curriculum Resources: NEW EI/ECSE Standards

- Adult Learning Planning Tool with examples
  - Adult Learning Planning Tool – blank
- Cross-Disciplinary Competencies
  - Cross-Disciplinary Case Studies
    - Case Study Maria - Professionalism .PDF
    - Case Study Aiden - Coordination Collaboration .PDF
    - Case Study Antonia - Family-Centered Practice .PDF
    - Case Study Robert - Evidence-Based Intervention .PDF
  - Cross-Disciplinary Articles

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Course Development and Curriculum Resources: NEW EI/ECSE Standards (cont'd.)

- [Crosswalk of EI/ECSE Standards with DEC RPs](#)

- [Crosswalk of EI/ECSE and ECE Standards](#)

- [Curriculum Planning Tool](#)

- Sample Syllabi for EI/ECSE Standards

- [DEC Recommended Practices](#)

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ECPC Curriculum Modules
Link to the EI/ECSE Standards

- Curriculum Modules – Professional Standards

- Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards)

Note: The EI/ECSE Standards on the DEC website include additional information and resources.

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ECPC Curriculum Modules

- Overview
- Topics and PD Guides
- Sample Syllabi
- Multimedia Illustrations
- Learning Activities ⬅
- Resources
  - Websites
  - Learning Modules
  - Glossary
  - References

Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

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E-Learning and CONNECT Modules

E-Learning Lessons and Practice Guides:

- Naturalistic Instruction,
- Everyday Child Learning Activities,
- Interest-Based Child Learning,
- Early Childhood Contingency Learning Games,
- Authentic Child Assessment

CONNECT Modules:

- Embedded Interventions,
- Transition, Communication for Collaboration,
- Family-Professional Partnerships,
- Assistive Technology Interventions,
- Dialogic Reading Practices,
- Tiered Instruction

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We want to hear from you!

- How have you used the resources to revise or develop your program of study/syllabi?

- What questions do you have about aligning a Program of study to the EI/ECSE Standards?

- What questions do you have about aligning syllabi to the EI/ECSE Standards?

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