



Draft Hawaii CSPD EI/ECSE Preservice Programs Survey

Description

Hawaii's Comprehensive System of Personnel Development (CSPD) is collecting information on preservice programs available through Hawaii's institutes of higher education (IHEs) related to practitioners who work with children, birth age five. The CSPD's mission is to create an integrated personnel system that will result in a collaborative, knowledgeable and highly qualified workforce providing culturally and linguistically-responsive early learning services to keiki, birth to five with, special needs and their ohana. Please take 5-10 minutes to complete the following survey to share information about preservice opportunities your institution offers. Mahalo!

1. What institution do you work for?



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2. What is your current role? (select all that apply)

- Faculty in a higher education pre-licensure program
- Program director or program coordinator
- Other (please specify)

3. Which programs do you represent? (select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> Speech Language and Hearing |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Clinical Social Work |
| <input type="checkbox"/> Other (please specify) | |

4. **The following question is optional:**

Are you the parent/caregiver of a child who has received early intervention or early childhood special education services?

- Yes
- No



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5. How long has your program been accredited for? (i.e. ACOTE, CAPTE, CSWE, CAA, CAEP)

- 0-3 years
- 4-7 years
- More than 7 years
- Program is not accredited (please explain in comment field below)

6. Type of program (select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> 2-year Associates | <input type="checkbox"/> Add on Licensure program |
| <input type="checkbox"/> 4-year Bachelors | <input type="checkbox"/> Masters (entry level to the profession) |
| <input type="checkbox"/> Licensure + Masters | <input type="checkbox"/> Doctorate (entry level to the profession) |

7. Credit hours (within the major) required for completion of the program.

- Fewer than 20 credits
- 20-40 credits
- 41-60 credits
- Greater than 60 credits



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8. On average, how many students are enrolled in your program annually?

9. On average, how many students graduate from your program annually?



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EI/ECSE Standards

The Early Intervention/Early Childhood Special Education (EI/ECSE) Personnel Standards include: 1) Child Development and Learning, 2) Partnering with Families , 3) Collaboration and Teaming, 4) Assessment Processes, 5) Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience, 6) Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 7) Professionalism and Ethical Practice, and 8) EI/ECSE Field and Clinical Experience Standard

More information on them can be found at

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

10. How would you describe your knowledge of the EI/ECSE Personnel Standards?

- No knowledge
- I have heard of them, but cannot specifically name them
- I have heard of them and can name them
- I have heard of them and can define them



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11. Please provide a best estimate of the number of contact hours within your program (i.e. instructional time in early childhood credit hours) dedicated to each of the EI/ECSE Personnel Standards.

Child Development and Learning

Partnering with Families

Collaboration and Teaming

Assessment Processes

Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience

Using Responsive and Reciprocal Interactions, Interventions, and Instruction Professionalism and Ethical Practice

EI/ECSE Field and Clinical Experience



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12. Using the Bloom's Taxonomy rating scale below, please provide a rating level to which students are assessed in each of the EI/ECSE Personnel Standards

| | Remember/Recall | Understand | Apply | Analyze | Evaluate | Create |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Child Development and Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Partnering with Families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaboration and Teaming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment Processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using Responsive and Reciprocal Interactions, Interventions, and Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professionalism and Ethical Practice and Reciprocal Interactions, Interventions, and Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| EI/ECSE Field and Clinical Experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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13. To what extent do your courses and curricula incorporate the following evidenced-based adult learning practices and instructional methods.

| | Seldom or Never | Occasionally | Often | Always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Instructors provide explicit explanations of the topic/content/practice to be learned. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructors provide illustrations to show the topic/content/practice in the settings where it could be implemented. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learners are provided active and authentic opportunities to learn the topic/content/practice in settings where it would be implemented. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructors provide guidance and performance feedback on the implementation of the topic/content/practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learners are provided opportunities to practice and discuss with others how the practice/topic/concept works. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructors plan for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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14. Please share any additional comments related to your program's delivery of content related to the EI/ECSE Personnel Standards