Crosswalk of the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and the Professional Standards and Competencies for Early Childhood Educators (2020)

Crosswalk of the CEC Initial Practice-Based Professional Preparation Standards for

Early Interventionists/Early Childhood Special Educators (2020) with the Professional

Standards and Competencies for Early Childhood Educators (2020)

The Early Childhood Personnel Center (ECPC) in collaboration with the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young children (NAEYC), developed a crosswalk of the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards) (2020) and the Professional Standards and Competencies for Early Childhood Educators (ECE Standards) (2020). This crosswalk was completed to assist higher education (IHE) faculty to integrate the standards into their preservice (i.e., initial preparation) curriculum and professional development (PD) providers to integrate the standards into PD content.

While IHE programs must consider both sets of standards in their entirety, this crosswalk is designed to assist IHE faculty when designing curriculum and preparing documentation for accreditation to understand when and how these sets of standards intersect. This crosswalk is designed as a resource to accompany the full sets of standards for higher education degree programs in the design, implementation, and evaluation of preservice curricula. The following table identifies both the type of program and the associated standards supported by the crosswalk.

Type of IHE or PD Program	Associated Standards
Blended ECE and EI/ECSE	State Standards where applicable, ECE and EI/ECSE Standards

ECE	State Standards where applicable, ECE Standards
EI/ECSE	State Standards where applicable, EI/ECSE Standards

For blended EI/ECSE and ECE programs the crosswalk can be used to determine what assignments, activities, and field experiences meet both sets of standards and when discipline specific experiences are needed. The crosswalk may also be a useful tool to guide ECE programs that want to integrate some content specific to young children with developmental delays and disabilities into the curriculum, and similarly, for EI/ECSE programs to integrate general early childhood content.

A separate table is provided below for each of the seven EI/ECSE Standards. The left column of the table identifies all components for that standard using the exact component wording. All EI/ECSE Components are included even if there was no ECE Competency cross referenced with a specific component. Only the ECE Standards and Competencies that were determined to be aligned appear in the right column of the table.

This crosswalk does not entirely capture the complexity and depth of the two full sets of standards, nor do the relationships identified mean these standards are equivalent. The relationships, however, do indicate similarities in the knowledge and skills represented by these standards. The relationships represented in the table are based on a structured review process cross referencing both sets of standards. A 10-member workgroup identified those EI/ECSE Standards and Components and ECE Standards and Competencies with similar enough content to be cross referenced.

Crosswalk of the CEC Initial Practice-Based Professional Preparation Standards for

Early Interventionists/Early Childhood Special Educators (EI/ECSE) with the Professional

Standards and Competencies for Early Childhood Educators (ECE)

CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists, Early Childhood Special Educators (EI/ECSE) Standard 1 and Components	Professional Standards and Competencies for Early Childhood Educators (ECE) Standard 1 and Competencies
Standard 1: Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.	**Standard 1: Child Development and Learning in Context** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instructional decisions.	1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists, Early Childhood Special Educators (EI/ECSE) Standard 1 and Components	Professional Standards and Competencies for Early Childhood Educators (ECE) Standard 1 and Competencies
	1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.	
1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.	

EI/ECSE Standard 2 and Components	ECE Standard 2 and Competencies
Standard 2: Partnering with Families Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.	**Standard 2: Family-Teacher Partnerships and Community Connections** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.
2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.	2a: Know about, understand, and value the diversity of families.
2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.	2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
2.3 Candidates engage families in identifying their strengths, priorities and concerns; support families to achieve the goals they have for their family and their young child's	

EI/ECSE Standard 2 and Components	ECE Standard 2 and Competencies
development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.	

EI/ECSE Standard 3 and Components	ECE Standard and Competencies
Standard 3: Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.	
3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.	
3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive and take into consideration the environment and service delivery approach.	
3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.	

EI/ECSE Standard 4 and Components	ECE Standard 3 and Competencies
Standard 4: Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.	**Standard 3: Child Observation, Documentation, and Assessment** Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.
4.1 Candidates understand the purposes of formal and informal assessment including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.	3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families, and other professionals.	3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
4.3 Candidates analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals.	

EI/ECSE Standard 4 and Components	ECE Standard 3 and Competencies
4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.	

EI/ECSE Standard 5 and Components	ECE Standard 5 and Competency
Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience Candidates collaborate with families and professionals to use evidenced-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.	**5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
5.1 Candidates collaborate with families and other professionals in identifying evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.	5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed,	

EI/ECSE Standard 5 and Components	ECE Standard 5 and Competency
developmentally appropriate, and challenging learning experiences in natural and inclusive environments.	

EI/ECSE Standard 6 and Components	ECE Standards 2 and 4 and Competencies
Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.	**2: Family-Teacher Partnerships and Community Connections** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies. **4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching, and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

EI/ECSE Standard 6 and Components	ECE Standards 2 and 4 and Competencies
6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.	
6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. 4c: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
6.4 Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.	
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	

EI/ECSE Standard 6 and Components	ECE Standards 2 and 4 and Competencies
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.	4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	

EI/ECSE Standard 7 and Components	ECE Standard 6 and Competencies
Standard 7: Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.	**6: Professionalism as an Early Childhood Educator** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.
7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.	6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.
7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession including the promotion of and use of evidenced-based practices and decision-making.	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
7.4 Candidates practice within ethical and legal policies and procedures.	6b: Know about and uphold ethical and other early childhood professional guidelines.