



PROFESSIONAL STANDARDS

CEC Standards for All Beginning Special Education Teachers of Early Childhood Students

Standard 1: Foundations
Knowledge:
Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
Trends and issues in early childhood education and early childhood special education.
Law and policies that affect young children, families, and programs for young children.
Skills: None in addition to Common Core
Standard 2: Development and characteristics of learners
Knowledge:
Theories of typical and atypical early childhood development.
Effect of biological and environmental factors on pre-, peri-, and post-natal development.
Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
Impact of medical conditions on family concerns, resources, and priorities.
Childhood illnesses and communicable diseases
Skills: None in addition to Common Core

Standard 3: Individual learning differences

Knowledge:

None in addition to Common Core

Skills:

Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

Standard 4: Instructional strategies

Knowledge: None in addition to Common Core

Skills:

Use instructional practices based on knowledge of the child, family, community, and the curriculum.

Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

Prepare young children for successful transitions.

Standard 5: Learning environments/social interactions

Knowledge:

Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

Skills:

Implement nutrition plans and feeding strategies.

Use health appraisal procedures and make referrals as needed.

Design, implement, and evaluate environments to assure developmental and functional appropriateness.

Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.

Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

Standard 6: Language
Knowledge: None in addition to Common Core
Skills:
Support and facilitate family and child interactions as primary contexts for learning and development.
Standard 7: Instructional planning
Knowledge: None in addition to Common Core
Skills:
Implement, monitor and evaluate individualized family service plans and individualized education plans.
Plan and implement developmentally and individually appropriate curriculum.
Design intervention strategies incorporating information from multiple disciplines.
Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.
Standard 8: Assessment
Knowledge: None in addition to Common Core.
Skills:
Assess the development and learning of young children.
Select, adapt and use specialized formal and informal assessments for infants, young children and their families.
Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
Assist families in identifying their concerns, resources, and priorities.
Participate and collaborate as a team member with other professionals in conducting family-centered assessments.

Evaluate services with families.
Standard 9: Professional and ethical practice
Knowledge:
Organizations and publications relevant to the field of early childhood special education.
Skills:
Recognize signs of child abuse and neglect in young children and follow reporting procedures.
Use family theories and principles to guide professional practice.
Respect family choices and goals.
Apply models of team process in early childhood.
Advocate for enhanced professional status and working conditions for early childhood service providers.
Participate in activities of professional organizations relevant to the field of early childhood special education.
Apply research and effective practices critically in early childhood settings.
Develop, implement and evaluate a professional development plan relevant to one's work with young children.
Standard 10: Collaboration
Knowledge:
Dynamics of team-building, problem-solving, and conflict resolution.
Skills:
Assist the family in planning for transitions.
Communicate effectively with families about curriculum and their child's progress.
Apply models of team process in early childhood settings.
Apply various models of consultation in early childhood settings.
Establish and maintain positive collaborative relationships with families.
Provide consultation and instruction specific to services for children and

families.

Last Modified on Thu, Aug 8, 2002