

Personnel Preparation Standards

The content and resources of **Module 4: Family-Professional Partnerships** align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

CEC / DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)



DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs



NAEYC = National Association for the Education of Young Children

Learning Objectives for Module 4: Family-Professional Partnerships

After completing the module and accompanying activities, learners will be able to:

1. Describe effective practices for developing trusting family-professional partnerships in the context of early education and intervention.
2. Use a decision-making process to select partnership-oriented practices linked to specific purposes of building respect, strengths orientation, high expectations, commitment and advocacy.

CEC / DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to age 8)

(ICSI = initial common specialty items; EC = early childhood special education; K= knowledge; S= Skills)

CEC/DEC Standard 1: Learner Development and Individual Learning Differences

ICSI.1.K4 – Family systems and the role of families in the educational process.

CEC/DEC Standard 2: Learning Environments

ICSI.2.S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CEC/DEC Standard 3: Curricular Content Knowledge

ECSE.S3.2 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

CEC/DEC Standard 4: Assessment

ECSE.K4.1 – Role of the family in the assessment process.

ECSE.S4.1 – Assist families in identifying their concerns, resources, and priorities.

ECSE.S4.2 – Integrate family priorities and concerns in the assessment process.

ECSE.S4.6 – Gather information from multiple sources and environments.

ECSE.S4.11 – Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

CEC/DEC Standard 5: Instructional Planning and Strategies

ICSI.5.S2 – Involve the individual and family in setting instructional goals and monitoring progress.

ECSE.S5.7– Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

CEC/DEC Standard 6: Professional Learning and Ethical Practice

ICSI.6.S8 – Use verbal, nonverbal, and written language effectively.

ECSE.S6.2 – Integrate family systems theories and principles to guide professional practice.

ECSE.S6.3 – Respect family choices and goals.

CEC/DEC Standard 7: Collaboration

ICSI.7.K1– Models and strategies of consultation and collaboration.

ICSI.7.K3 – Concerns of families of individuals with exceptionalities and strategies to help address these concerns.

ICSI.7.K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members.

ICSI.7.S2 – Collaborate with families and others in assessment of individuals with exceptionalities.

ICSI.7.S3 – Foster respectful and beneficial relationships between families and professionals.

ICSI.7.S4 – Assist individuals with exceptionalities and their families in becoming active participants in the educational team.

ICSI.7.S10 – Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

ECSE.S7.3 – Support families' choices and priorities in the development of goals and intervention strategies.

ECSE.S7.4 – Implement family-oriented services based on the family's identified resources, priorities, and concerns.

To view a complete listing of CEC/DEC Professional Standards, see the [DEC website](#).

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

NAEYC Standard 2: Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3b: Knowing about assessment partnerships with families and with professional colleagues

To view a complete listing of the NAEYC Core Standards, see the [NAEYC website](#).