Personnel Preparation Standards

The content and resources of Module 7: Tiered Instruction 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 7: Tiered Instruction

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

1. Describe effective tiered instruction related to social emotional development and academic learning for use with young children in early care and education programs.

2. Use a decision-making process to help integrate various sources of evidence and determine whether tiered instruction could be used to promote positive behaviors and academic learning in young children in early care and education programs.

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

> ECSE.K1.6 — Factors that affect the mental health and social-emotional development of infants and young children.

> ECSEK1.7— Infants and young children develop and learn at varying rates.

> ECSEK1.8 — Impact of child's abilities, needs, and characteristics of development and learning.

> ECSES1.2 — Develop and match learning experiences and strategies to characteristics of infants and young children.

CEC/DEC Standard 2: Learning Environments

> ICSI.2.S2.0 - Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

> ECSE.S2.2 — Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

> ECSE.S2.3 — Embed learning opportunities in everyday routines, relationships, activities, and places.

> ECSE.S2.4 — Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

CEC/DEC Standard 3: Curricular Content Knowledge

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

> ECSE.S3.3 — Implement and evaluate preventative and reductive strategies to address challenging behaviors.

CEC/DEC Standard 4: Assessment

> ICSI.4.S4.1- Select and use technically sound formal and informal assessments that minimize bias.

> ICSI.4.S.4.3 - In collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

> ECSE.K4.4 - Connection of curriculum to assessment and progress monitoring activities

> ECSE.K4.5 — Use informal and formal assessment to make decisions about infants and young children's development and learning.

ECSE.K4.8 — Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

ECSE.K4.11 — Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

CEC/DEC Standard 5: Instructional Planning and Strategies

ICSI.5.S5.0 — Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

ICSI.5.S5.1 — Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

ICSI.5.S5.4 - Use strategies to enhance language development and communication skills of individuals with exceptionalities.

ECSE.S5.2 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning.

ECSE.S5.4 — Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.

ECSE.S5.5 — Use strategies to teach social skills and conflict resolution.

ECSE.S5.6 — Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

ECSE.S5.10 - Align individualized goals with developmental and academic content

CEC/DEC Standard 6: Professional Learning and Ethical Practices.

ICSI.6.S4 — Conduct professional activities in compliance with applicable laws and policies.

ICSI.6.S9 — Conduct self-evaluation of instruction.

ICSI.6.S11— Reflect on one's practice to improve instruction and guide professional growth.

ICSI.6.S13— Demonstrate commitment to engage in evidence-based practices.

ECSE.S6.5 — Apply evidence-based practice and DEC recommended practices for infants and young children including those from diverse backgrounds.

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 1: Promoting Child Development and Learning

- **1a:** Knowing and understanding young children's characteristics and needs.
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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

- **3a:** Understanding the goals, benefits, and uses of assessment.

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work.
- **4b:** Knowing and understanding effective strategies and tools for early education.
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches.

NAEYC Standard 6: Becoming a Professional

- **6c:** Engaging in continuous, collaborative learning to inform practice.
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education.

To view a complete listing of the NAEYC Core Standards, see the NAEYC website.