

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)

(CC= common core; EC = early childhood; K= knowledge; S= Skills)

CEC/DEC Standard 1: Foundations – Know philosophies, evidence-based principles, laws, and diverse and historical points of view.

- CC1 K7– Family systems and the role of families in the educational process.

CEC/DEC Standard 4: Instructional Strategies – Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.

- EC4 S1– Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

CEC/DEC Standard 5: Learning Environments and Social Interactions – Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.

- CC5 S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CEC/DEC Standard 7: Instructional Planning – Develop long and short-range goals.

- CC7 S3 – Involve the individual and family in setting instructional goals and monitoring progress.
- EC7 S1– Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

CEC/DEC Standard 8: Assessment

- EC8 K1 – Role of the family in the assessment process.
- EC8 S1 – Assist families in identifying their concerns, resources, and priorities.
- EC8 S2 – Integrate family priorities and concerns in the assessment process.
- EC8 S6 – Gather information from multiple sources and environments.
- EC8 S11 – Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

CEC/DEC Standard 9: Professional and Ethical Practice

- CC9 S8 – Use verbal, nonverbal, and written language effectively.
- EC9 S2 – Integrate family systems theories and principles to guide professional practice.
- EC9 S3 – Respect family choices and goals.

CEC/DEC Standard 10: Collaboration

- CC10 K1 – Models and strategies of consultation and collaboration.
- CC10 K3 – Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- CC10 K4 – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
- CC10 S 2 – Collaborate with families and others in assessment of individuals with exceptional learning needs.
- CC10 S3 – Foster respectful and beneficial relationships between families and professionals.
- CC10 S4 – Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- CC10 S10 – Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
- EC10 S2 – Support families' choices and priorities in the development of goals and intervention strategies.
- EC10 S3 – 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](#).