

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)

(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 K2 — Laws, policies, and ethical principles regarding behavior management planning and implementation.
- CC1 K4 — Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CEC/DEC Standard 2: Development and Characteristics of Learners— Know and demonstrate respect for children first as unique human beings. Understand the similarities and differences in human development and the characteristics between and among children with and without disabilities.

- EC2 K6 — Factors that affect the mental health and social-emotional development of infants and young children.
- EC2 K7 — Infants and young children develop and learn at varying rates.

CEC/DEC Standard 3: Individual Learning Differences - Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments.

- CC3 K2 — Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- CC3 K5 — Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
- EC3 K1 — Impact of child's abilities, needs, and characteristics of development and learning.
- EC3 K2 — Impact of social and physical environments on development and learning.
- EC3 S2 — Develop and match learning experiences and strategies to characteristics of infants and young children.

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

- CC4 K1 — Evidence-based practices validated for specific characteristics of learners and settings.
- CC4 S4 — Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- CC4 S6 — Use procedures to increase the individuals self-awareness, self-management, self-control, self-reliance, and self-esteem.
- EC4 S1 — Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of the individual children, the family, and the community.
- EC4 S3 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning.
- EC4 S5 — Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.
- EC4 S6 — Use strategies to teach social skills and conflict resolution.
- EC4 S7 — Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.
- EC4 S8 — Implement and evaluate preventative and reductive strategies to address challenging behaviors.

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 K2 — Basic classroom management theories and strategies for individuals with exceptional learning needs.
- CC5 K3 — Effective management of teaching and learning.
- CC5 K5 — Social skills needed for educational and other environments.
- CC5 S2 — Identify realistic expectations for personal and social behavior in various settings.
- CC5 S5 — Modify the learning environment to manage behaviors.
- CC5 S6 — Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- CC5 S11 — Use effective and varied behavior management strategies.
- CC5 S12 — Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- EC5 S2 — Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

- EC5 S3 — Embed learning opportunities in everyday routines, relationships, activities, and places.
- EC5 S4 — Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

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

- CC7 K1 — Theories and research that form the basis of curriculum development and instructional practice.
- EC7 K1 — Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.
- EC7 K2 — Developmental and academic content.
- EC7 K3 — Connection of curriculum to assessment and progress monitoring activities.
- CC7 S15 — Evaluate and modify instructional practices in response to ongoing assessment data.
- EC7 S5 — Align individualized goals with developmental and academic content.

CEC/DEC Standard 8: Assessment – Professionals and families collaborate in planning and implementing assessment.

- CC8 S2 — Administer nonbiased formal and informal assessments.
- CC8 S4 — Develop or modify individualized assessment strategies.
- CC8 S5 — Interpret information from format and informal assessments.
- EC8 S5 — Use informal and formal assessment to make decisions about infants and young children’s development and learning.
- EC8 S8 — Participate as a team member to integrate assessment results in the development and implementation of individualized plans.
- EC8 S11 — Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

CEC/DEC Standard 9: Professional and Ethical Practices

- CC9 S4 — Conduct professional activities in compliance with applicable laws and policies.
- CC9 S13 — Demonstrate commitment to engage in evidence-based practices.
- EC9 S6 — Apply evidence-based and 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](#).