

August 2023

Standards for Professionals Working in EI/ECSE in Oregon





OREGON
DEPARTMENT OF
EDUCATION

OREGON EI/ECSE ASSISTANT, SPECIALIST & SUPERVISOR STANDARDS

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Introduction

Oregon's Early Intervention/Early Childhood Special Education (EI/ECSE) Personnel Standards reflect the core knowledge and skills EI/ECSE professionals need to effectively support children birth through five with developmental delays and disabilities and their families. The standards are used to help guide the EI/ECSE Authorization process, professional development plans, and in-service training in Oregon.

Oregon's EI/ECSE Personnel Standards represent an adoption of the Division for Early Childhood (DEC) Personnel Preparation Standards (Assistant, Specialist) and the Council for Exceptional Children (CEC) Administrator Standards (Supervisor). Adoption of these national standards demonstrates Oregon's alignment with national recommended practices in the fields of EI/ECSE and Special Education.

There are three sets of EI/ECSE Personnel Standards that address the roles of: 1) Assistant, 2) Specialist, and 3) Supervisor.

The standards are broken up by standard, associated components, and supporting guidance:

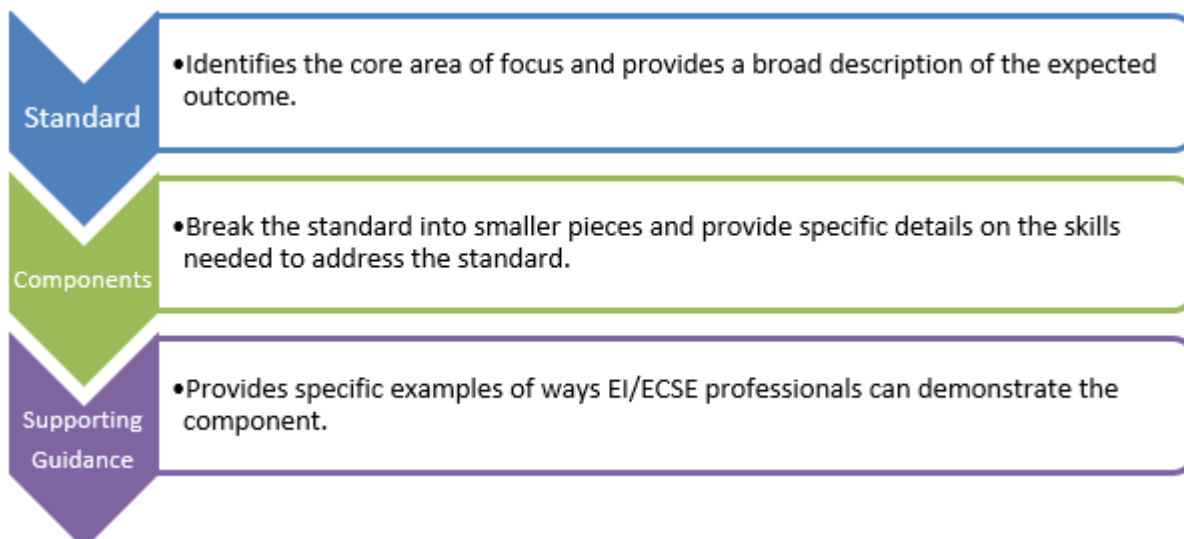


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Assistant Standards

Assistant Standards and Guidance 1 through 7



Standard 1: Child Development and Early Learning

ASSISTANT

OUTCOME

Assistant understands and applies knowledge of typical developmental sequences and variations as well as individual differences within and across the range of abilities, including developmental delays and disabilities. Assistant understands the influence of contextual factors that support or constrain children’s development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

CORE COMPONENTS

1.1 Assistant applies knowledge of typical sequences of early development, individual differences, and families’ social, cultural, and linguistic diversity to support each child’s development and learning across contexts.

Supporting Guidance

- A. Has knowledge of developmental areas and the typical range of child development within the domains (i.e., receptive/expressive language, social-emotional, fine and gross motor, cognitive, and self-help) and understands that abilities and skills interact with and are dependent on one another across domains.
- B. Recognizes that young children may exhibit individual differences in development within a typical range and that a practitioner’s own social and cultural background influences what they view as typical.
- C. Recognizes how the family’s social, cultural, and linguistic characteristics may influence, as well as support, their child’s development, including the timing and order of developmental milestones.
- D. Understands the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.
- E. Under the guidance and direction of their supervisor, uses information about typical development, individual differences, and the influence of social, cultural, and linguistic characteristics to observe and understand young children’s abilities, skills, and behaviors, and to support appropriate environments and strategies for intervention and instruction.

1.2 Assistant applies knowledge of biological and environmental factors that may support or constrain children's early development and learning as they support early intervention and instruction.

Supporting Guidance

- A. Has knowledge of the potential supportive and constraining influences of biological factors such as medical or genetic conditions, vision and hearing status, prematurity, health, and brain development on children's development across developmental domains.
- B. Understands the potential effects that biological factors may have on young children's interactions, relationships, approaches to learning, and ability to access supportive learning opportunities.
- C. Under the guidance and direction of their supervisor, applies understanding of how biological factors influence children's development as they plan and implement assessment, intervention, and instruction.
- D. Understands that contextual factors in young children's environments (e.g., food resources, medical care, traumatic experiences, access to high quality early care and education) may affect children's growth, development, and learning.
- E. Under the guidance and direction of their supervisor, applies knowledge of factors in young children's social, economic, and physical environments as they plan and implement assessment, intervention, and instruction.

1.3 Assistant demonstrates an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Supporting Guidance

- A. Has knowledge of potential etiologies of developmental delays and disabilities, including genetic conditions, prenatal and postnatal circumstances, and early experiences.
- B. Has knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development.
- C. Recognizes that individual differences exist in how young children learn and develop such that individual children with a given delay or disability may require differing types and/or intensity of intervention and instruction to facilitate their development and learning.



Standard 2: Partnering with Families

ASSISTANT

OUTCOME

Assistant uses family-centered practices to develop and maintain reciprocal partnerships with families that are culturally responsive and affirming.

CORE COMPONENTS

2.1 Assistant applies their knowledge of family-centered practices, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

Supporting Guidance:

- A. Understands family-centered practices and recognizes that biological, environmental, cultural, and societal factors influence families' structure, interactions, and functions.
- B. As guided by their supervisor, communicates effectively (e.g., listens actively, respects families' perspectives) and in a timely manner with each family regarding their child's program and daily activities. Directs family communications to their supervisor when appropriate.
- C. Considers factors such as social identities (e.g., culture, gender, sexuality, socio-economic status, marital status, and age) as well as stressors such as trauma, mental health issues, and medical conditions, as they build relationships and exchange knowledge and information with families.
- D. Engages in self-reflection of their own culture, beliefs, and experiences, and evaluates the impact they have on their partnerships with families. Uses the knowledge gained through reflection to inform interactions with families and respond in sensitive and culturally affirming ways.

Standard 3: Collaboration and Teaming

ASSISTANT

OUTCOME

Assistant understands their program’s teaming model and process and applies teaming skills when collaborating and communicating with their supervisor, families, and other professionals, using culturally and linguistically responsive and affirming practices.

CORE COMPONENTS

3.1 Assistant participates in teaming to collaborate and communicate with their supervisor; families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

Supporting Guidance:

- A. Understands the teaming model used in their program (e.g., primary service provision, transdisciplinary, interdisciplinary, multidisciplinary) and their individual role as a collaborative team member.
- B. Understands the roles of multiple disciplines (e.g., occupational and physical therapists, speech-language pathologists, orientation and mobility specialists) and family members on the team, and works and interacts with them collaboratively in various team processes.
- C. Shows respect for all members of the team who represent various roles, expertise, and skill levels by being open to multiple perspectives and supports each other’s professional growth as they learn from one another.
- D. Communicates clearly and without jargon to effectively explain children’s strengths and needs when communicating with families and other team members.
- E. Interacts and communicates with other team members (e.g., professionals, family members) in ways that are respectful and culturally and linguistically responsive.
- F. Applies productive problem solving strategies as a collaborative team member.



Standard 4: Assessment Processes

ASSISTANT

OUTCOME

Assistant knows and understands the purposes of assessment in relation to ethical and legal considerations. Under the direction of their supervisor, assistant uses developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Under the direction of their supervisor, assistant administers informal and formal measures in partnership with families and other professionals.

CORE COMPONENTS

4.1 Assistant understands the purposes of formal and informal assessment, including ethical and legal considerations.

Supporting Guidance:

- A. Understands the primary purposes for different types of assessments, including screening, determination of eligibility, program planning, on-going instructional monitoring, child progress monitoring, and evaluation.
- B. Demonstrates confidentiality with respect to assessment information and records.

4.2 Under the guidance of their supervisor, assistant participates in the administration of technically sound informal and formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

Supporting Guidance:

- A. As designated by their supervisor, administers appropriate assessment tools for screening and monitoring child progress.
- B. Uses assessment tools for their intended purposes.
- C. Under the direction of their supervisor, administers assessments using procedures that are individualized and culturally and linguistically appropriate for the child and family.
- D. Under the direction of their supervisor, uses developmentally appropriate informal strategies (e.g., naturalistic observation) and embeds assessment strategies within the curriculum and daily routines to facilitate authentic assessment of young children.
- E. Understands and uses play as a context for assessment and applies play-based methods as appropriate alongside other assessment methods to cover developmental and academic content areas.
- F. Is designated by their supervisor, uses curriculum-based measures and observation-based methods to gather information for program planning and ongoing monitoring to make instructional based decisions.

Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

ASSISTANT

OUTCOME

Assistant collaborates with families and other professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Under the guidance and direction of their supervisor, assistant uses curriculum frameworks to support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

CORE COMPONENTS

5.1 Assistant collaborates with their supervisor, families, and other professionals to facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

Supporting Guidance:

- A. Acknowledges that families and other professionals are integral members of the educational team, and their contributions positively influence the quality of programming for young children.
- B. Recognizes the importance of working with a team as they identify and implement evidence-based early childhood curricula.
- C. Supports safe, inclusive, and culturally responsive learning environments to engage all children in meaningful learning activities and social interactions with peers.
- D. Under the guidance and direction of their supervisor, makes deliberate efforts to understand each family's developmental and educational expectations for their children and children's behavior within their cultural identity.
- E. Seeks to understand and is open to expanding their own mindset about each family's and child's strengths and needs in the context of their culture.
- F. Acknowledges the families' and children's cultural background and responds to them in ways that honor and respect their cultural values.
- G. Under the guidance and direction of their supervisor, embeds children's cultural references in all aspects of the learning environment (e.g., interactions, instruction, community outings, classroom activities and materials).

5.2 Assistant collaborates with their supervisor to plan, implement, and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Supporting Guidance:

- A. Understands that young children come with a wide range of abilities, backgrounds, and family and community contexts and ensures children’s needs are effectively met by engaging in thoughtful, intentional planning in collaboration with their supervisor, families and other adults in the child’s life.
- B. Under the guidance and direction of their supervisor, uses general and specialized content knowledge for teaching across developmental (e.g., language and communication, social-emotional, cognition, play, and physical) and academic (e.g., literacy, math, science, arts) content areas.
- C. Provides equitable access to learning opportunities for all families and children from all cultures and backgrounds.
- D. Under the guidance and direction of their supervisor, implements developmentally appropriate content, instruction, and adaptations based on knowledge of individual children, the family, and the community.
- E. Under the guidance and direction of their supervisor, applies the principles of universal design for learning (UDL) to ensure learning experiences and environments allow for access and engagement to the greatest extent possible without need for adaptation.
- F. Under the guidance and direction of their supervisor, engages in developing and individualizing plans for children to increase equitable access to and meaningful participation in the general early childhood curriculum.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions and Instruction

ASSISTANT

OUTCOME

Under the guidance and direction of their supervisor, assistant implements intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Assistant facilitates equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Assistant helps collect data to support data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

CORE COMPETENCIES

6.1 Under the guidance and direction of their supervisor, assistant uses systematic, responsive, and intentional evidence-based practices with fidelity to support young children’s learning and development across all developmental and academic content domains.

Supporting Guidance:

- A. Under the guidance and direction of their supervisor, uses a variety of evidence-based strategies to systematically implement developmentally and culturally appropriate interventions within general classroom activities and daily routines.
- B. Under the guidance and direction of their supervisor, intentionally uses interactions, interventions, and instruction with fidelity to teach functional skills and to promote child engagement and learning.
- C. Under the guidance and direction of their supervisor, implements interventions, and instruction with the appropriate frequency, intensity, and duration in accordance with the child’s strengths, needs, and phase of learning (i.e., acquisition, fluency, generalization, and maintenance).

6.2 Under the guidance and direction of their supervisor, assistant uses flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

Supporting Guidance:

- B. Under the guidance and direction of their supervisor, provides the level of support and adaptations needed for children to access, participate, and learn within and across activities, transitions, and routines.
- C. Under the guidance and direction of their supervisor, considers aspects of the physical environment when planning instruction to optimize outcomes and efficient learning. For example, ensures the physical space is designed to support child independence and engagement.
- D. Under the guidance and direction of their supervisor, facilitates the social environment to support ongoing social interactions, increasingly complex social play, and friendships. For example, children with stronger language and social skills are encouraged to sit next to children who are learning language skills during mealtimes to support observational learning.
- E. Under the guidance and direction of their supervisor, supports environments in which diversity is honored, uses flexible instructional practices that support equitable access and participation for all children, and helps monitor child progress to identify and reflect on how to remedy inequities.

- F. Under the guidance and direction of their supervisor, intentionally selects classroom materials based on the children’s preferences, interests, strengths, and learning needs, and systematically rotates them to support engagement.

6.3 Under the guidance and direction of their supervisor, assistant promotes young children’s social and emotional competence and communication and proactively implements function-based interventions to prevent and address challenging behaviors.

Supporting Guidance:

- A. Recognizes the importance of social engagement and emotional wellness for overall child growth across developmental and content area domains.
- B. Partners with others (e.g., supervisor, family, other professionals) to strategically promote social and emotional competence and communication to help children socially connect and engage with peers and adults across various environments.
- C. Is respectful and responsive to all aspects of diversity and actively nurtures reciprocal interactions and positive relationships with children and families.
- D. Under the guidance and direction of their supervisor, utilizes multi-tiered systems of support as a framework for efforts to improve social-emotional, communication, and behavior outcomes for young children and families.
- E. Under the guidance and direction of their supervisor, supports proactive and preventive social environments, routines, and activities with attention to aspects such as emotional wellness, mental health, self-regulation, and prosocial behaviors.
- F. Under the guidance and direction of their supervisor, explicitly teaches, reinforces, and promotes social and communication skills using evidence-based interventions and instruction with fidelity.
- G. Where applicable, and under the guidance of their supervisor, supports young children’s use of augmentative and alternative communication (AAC) and other assistive technology (AT) to support their access and engagement.
- H. Under the guidance and direction of their supervisor, uses functional behavior assessment data to implement function-based prevention, promotion, and intervention strategies with fidelity to promote social-emotional growth for all children across a range of settings.

6.4 Under the guidance and direction of their supervisor, assistant creates multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

Supporting Guidance:

- A. Recognizes play as a critical developmental ability that contributes to the learning of young children as well as a context within which development occurs.
- B. Assists in designing and supporting the timing and sequence of activities and the physical, and social environment to ensure children have access to supportive environments and sufficient periods of time to engage in child-directed, meaningful play.
- C. Under the guidance and direction of their supervisor, identifies, creates, and supports multiple opportunities for children to engage in sustained play of increasing complexity with the needed supports for success, including promoting meaningful interactions across peers, adults, and contexts.
- D. Under the guidance and direction of their supervisor, uses evidence-based practices to assess, teach, and monitor children’s play with objects and others.
- E. Under the guidance and direction of their supervisor, supports children in generalizing their play skills across people, objects, and settings.
- F. Under the guidance and direction of their supervisor, uses play as a context for embedding interactions, interventions, and instruction. For example, as a context to provide authentic opportunities to access interactions with materials, peers, and other individuals.

6.5 Under the guidance and direction of their supervisor, assistant uses responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitates access, participation, and engagement in natural environments and inclusive settings.

Supporting Guidance:

- A. Recognizes the importance of nurturing, responsive relationships to overall child development and demonstrates positive and responsive instructional interactions with children.
- B. Uses appropriate tools and materials (e.g., assistive and other forms of technology) to address children’s individual needs in order to increase, maintain, and/or improve their capabilities and ensure their access, participation, and engagement across settings.
- C. Under the guidance and direction of their supervisor, strategically implements individualized interactions, interventions, and instruction across, and embedded within, environments, routines, and activities to address children’s IFSP goals.
- D. Partners with other adults to individualize and implement strategies that ensure each child’s access, participation, and engagement within their educational setting.
- E. Under the guidance and direction of their supervisor, supports a wide array of activities, environments, and interactions in which children can engage with adults, peers, and materials in meaningful ways.

6.6 Under the guidance of their supervisor, assistant adapts, and improves approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Supporting Guidance:

- A. Under the guidance and direction of their supervisor, implements appropriate systems to regularly collect data on child progress towards goals (e.g., data collection tools, curriculum based assessment).
- B. Under the guidance and direction of their supervisor, uses knowledge of evidence-based practices and multiple sources of data (e.g., curriculum based assessment, data collection tools) to modify interactions, interventions, and instruction designed to promote specific child goals.
- C. Collaborates with the team to continuously monitor, evaluate, and document the learning, growth, and development of children to ensure adequate progress toward the attainment of short-term and long-term goals.



Standard 7: Professional and Ethical Practice

ASSISTANT

OUTCOME

Assistant identifies and engages with the profession of early intervention and early childhood special education (EI/ECSE) by participating in ongoing professional development, exhibiting skills in reflective practice and adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by assistant.

CORE COMPONENTS

7.1 Assistant engages with the profession of EI/ECSE by participating in ongoing professional development activities.

Supporting Guidance:

- A. Continuously strives to increase their understanding of the profession of EI/ECSE and stays informed of current issues (e.g., recommended practices, trauma informed care) relevant to the field.
- B. Engages in continuous collaborative learning to develop skills and inform practice and participates in learning communities in various ways (e.g., in-service training, conferences, communities of practice) with other early childhood educators (i.e., EI/ECSE, ECE) and professionals from other specialties, disciplines, and professions.
- C. Is aware of state personnel standards developed for professional goal planning and improving targeted services, supports, and outcomes for young children and their families.

7.2 Assistant engages in ongoing reflective practice and accesses evidence-based information to improve their own practices.

Supporting Guidance:

- A. Regularly reflects on their own values, beliefs, biases, assumptions, and experiences in a way that enhances their work with diverse communities.
- B. Participates in activities and training to learn about evidence-based practices and services for children and families.
- C. Positively receives and responds to coaching on how to implement specific programs, routines and procedures with children, individually and in groups.
- D. Actively seeks feedback from others such as their supervisor, experienced EI/ECSE providers, and professionals from other disciplines and applies this input to improve their own practice.
- E. Reflects on their demonstration of state professional personnel standards in their own professional activities.
- F. Identifies areas for growth within their own practices and engages in evidence-based activities to address those areas for growth.
- G. Demonstrates how their practices have improved in their identified areas of growth.

7.3 Assistant practices within ethical and legal policies and procedures.

Supporting Guidance:

- A. Understands and adheres to a code of professional ethics as identified by their employer in their practice with children, families, and other professionals.
- B. Follows federal and state policies and regulations when providing services to children and families.
- C. Understands their responsibilities for reporting ethical and legal violations in relation to the profession as well as the safety of children and families (e.g., mandatory reporting).
- D. Understands and follows policies and regulations governing confidentiality.
- E. Has knowledge and understanding of contractor's/subcontractor's vision, goals, guidelines and operating procedures which drive services for children and families.



Specialist Standards

Specialist Standards and Guidance 1 through 7

Standard 1: Child Development and Early Learning

SPECIALIST

OUTCOME

Specialist understands the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Specialist applies knowledge of typical developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual factors that support or constrain children’s development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

CORE COMPONENTS

1.1 Specialist demonstrates an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

Supporting Guidance

- A. Understands the theories and philosophies of development and learning (e.g., constructivism, socio-ecological model, social learning theory) that guide historical and current approaches to early childhood education, early intervention, and early childhood special education services.
- B. Identifies the contributions and limitations of different theories and philosophies as they apply to children who vary in age, characteristics, and family backgrounds.
- C. Critically evaluates research and practices associated with the theories and philosophies associated with early childhood development and learning.
- D. Has knowledge of recommended practices in early childhood and EI/ECSE as defined by appropriate professional organizations (e.g., NAEYC, DEC).
- E. When supporting young children in inclusive environments, recognizes that early childhood programs espouse different approaches for educating young children and takes time to familiarize themselves with the program’s approach.
- F. When providing consultation and/or coaching considers a program's theoretical and philosophical approaches to learning to support early childhood professionals in making decisions regarding assessment, curriculum, intervention, and instruction.

1.2 Specialist applies knowledge of typical sequences of early development, individual differences, and families’ social, cultural, and linguistic diversity to support each child’s development and learning across contexts.

Supporting Guidance

- A. Has knowledge of developmental areas and the typical range of child development within the domains (i.e., receptive/expressive language, social-emotional, fine and gross motor, cognitive, and adaptive self-help) and understands that abilities and skills interact with and are dependent on one another across domains.
- B. Recognizes that young children may exhibit individual differences in development within a typical range, and that a practitioner’s own social and cultural background influences what they view as typical.
- C. Recognizes how the family’s social, cultural, and linguistic characteristics may influence, as well as support, their child’s development, including the timing and order of developmental milestones.
- D. Understands the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.
- E. Uses information about typical development, individual differences, and the influence of social, cultural, and

linguistic characteristics to observe and understand young children’s abilities, skills, and behaviors, and to organize and/or select appropriate environments and strategies for intervention and instruction.

1.3 Specialist applies knowledge of biological and environmental factors that may support or constrain children’s early development and learning as they plan and implement early intervention and instruction.

Supporting Guidance

- A. Articulates the potential supportive and constraining influences of biological factors such as medical or genetic conditions, vision and hearing status, prematurity, health, and brain development on children’s development across developmental domains.
- B. Understands the potential effects that biological factors may have on young children's interactions, relationships, approaches to learning, and ability to access supportive learning opportunities.
- C. Applies their understanding of how biological factors influence children’s development as they plan and implement assessment, intervention, and instruction.
- D. Understands that contextual factors in young children's environments (e.g., food resources, medical care, traumatic experiences, access to high quality early care and education) may affect children's growth, development, and learning.
- E. Articulates how factors in young children’s social, economic, and physical environments may have indirect effects on children’s interactions with others (e.g., primary caregivers, other children) and their opportunities to learn.
- F. Applies knowledge of factors in young children's social, economic, and physical environments as they plan and implement assessment, intervention, and instruction.

1.4 Specialist demonstrates an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children’s early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Supporting Guidance

- A. Identifies potential etiologies of developmental delays and disabilities, including genetic conditions, prenatal and postnatal circumstances, and early experiences.
- B. Describes how the characteristics and etiologies of different disabilities may influence individual children’s early development and learning, including the timing and order of developmental milestones, how children demonstrate emerging abilities and skills, and the types and intensity of developmental and instructional supports children require.
- C. Has knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development.
- D. Recognizes that individual differences exist in how young children learn and develop such that individual children with a given delay or disability may require differing types and/or intensity of intervention and instruction to facilitate their development and learning.
- E. Bases decisions about interventions and supports upon an understanding of the whole child and their diverse developmental contexts, not just the developmental area(s) in which the child is showing a developmental delay or disability.



Standard 2: Partnering with Families

SPECIALIST

OUTCOME

Specialist uses their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. Specialist engages families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children’s development and learning.

CORE COMPONENTS

2.1 Specialist applies their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families’ lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
Supporting Guidance
<ul style="list-style-type: none"> A. Understands family systems theory and recognizes that biological, environmental, cultural, and societal factors influence families’ structure, interactions, functions, and the family life cycle. B. Uses relational practices to foster trusting partnerships with families, including acknowledging child and family strengths as well as nurturing positive interactions by listening actively, showing empathy, and respecting family perspectives. C. Systematically gathers information to develop a deeper understanding of families, their uniqueness, circumstances, and changing priorities. D. Considers factors such as social identities (e.g., culture, gender, sexuality, socio-economic status, marital status, and age) as well as stressors such as trauma, mental health issues, and medical conditions, as they build relationships, exchange knowledge and information, and plan for individualized supports. E. Applies family guided services and works in a partnership with families, centering family voice, soliciting input about what families want for their child, exploring options with them, and respecting their choices. F. Communicates effectively (e.g., listens actively, respects families’ perspectives) and in a timely manner with each family regarding their child's program and daily activities. G. Engages in self-reflection of their own culture, beliefs, and experiences, and evaluates the impact they have on their partnerships with families. Uses the knowledge gained through reflection to inform interactions with families and respond in sensitive and culturally affirming ways. H. Understands and follows legal requirements related to family involvement and participation.



2.2 Specialist communicates clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

Supporting Guidance

- A. Uses effective communication strategies, such as attending, listening, and asking open-ended and clarifying questions, to actively seek information from and about families.
- B. Communicates in families' preferred modes and language, utilizing multiple formats, using technology when appropriate, and regularly checking for understanding (e.g., inserting intentional breaks during conversations, using interpreters) during formal and informal processes such as IFSP planning, home visits, and parent-teacher conferences.
- C. Limits use of jargon and translates scientific information to language that matches the communication style and strengths of the family.
- D. Reflects on their own biases in order to understand the impact they have on their communication with families.
- E. Understands parental rights and procedural safeguards and how to effectively inform parents of these rights.
- F. Has in-depth knowledge about services and resources for children and families available through the program, agency, and community, shares relevant information with families, and supports them in accessing selected services and resources.
- G. Prepares families to make informed decisions that are reflective of their priorities and concerns and support their young child's engagement, learning, development, and well-being. For example, identifies and connects families to community resources; helps them access inclusive services; helps them identify appropriate goals and teaching strategies.
- H. Uses a range of strategies to support families in advocating for access and equity in natural environments and inclusive settings.
- I. Collaboratively problem solves and plans around the vision families have for their children and identifies strategies to support families in accessing local community settings.

2.3 Specialist engages families in identifying their strengths, priorities, and concerns; supports families to achieve the goals they have for their family and their young child's development and learning; and promotes families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

Supporting Guidance

- A. Recognizes family engagement as essential in supporting and strengthening family capacity and well-being to promote child development and learning and in the provision of high quality, effective supports for young children and their families.
- B. Promotes families as equal team members using participatory practices such as acknowledging their expertise and supporting them in identifying strengths, priorities, and concerns.
- C. Invites families to include other relevant participants (e.g., extended family members, early childhood professionals, family advocates) into the information gathering and/or decision-making processes.
- D. Ensures multiple opportunities for active family collaboration in decision-making during assessment, planning, implementation, and transition processes.
- E. Conducts family interviews (e.g., Routines-Based Interview) in ways that are sensitive to family culture and includes family input, strengths, and priorities as part of the team assessment information.
- F. Employs culturally responsive approaches that are sensitive and flexible when supporting families' in their participation regarding identification, implementation, and evaluation of child and family outcomes/goals.
- G. Assists families to embed goals/objectives into daily activities and routines at home and other community settings.
- H. Frequently communicates and reflects with families to evaluate, monitor, and modify services, supports, and resources.
- I. Employs adult learning strategies when partnering with families and uses a range of intervention and instructional strategies to promote families' competence and confidence (e.g., video, coaching, consultation, modeling, assistive technology).
- J. Uses evidence-based practices that are rooted within a culturally responsive framework to select and adapt learning strategies appropriate to each family.
- K. Ensures that information and knowledge shared are understandable, immediately useful, and relevant to the family and build on prior knowledge.
- L. In preparation for and during transitions, seeks family input, provides unbiased information on a range of available supports, services, and resources (e.g., home, community, and/or school settings), and supports families in evaluating transition options and making decisions to meet identified needs and priorities.
- M. Applies unbiased practices in their interactions and offers support aligned with identified strengths, priorities, and needs of children and families.

Standard 3: Collaboration and Teaming

SPECIALIST

OUTCOME

Specialist applies models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, specialist develops and implements individualized plans and successful transitions that occur across the age span. Specialist uses a variety of collaborative strategies while working with and supporting other adults.

CORE COMPONENTS

3.1 Specialist applies teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families, professionals representing multiple disciplines, skills, expertise, and roles, and community partners and agencies.

Supporting Guidance

- A. Understands different team formats (i.e., primary service provision, transdisciplinary, interdisciplinary, and multidisciplinary), their strengths and limitations, and has the ability to take on various roles as a collaborative team member.
- B. Understands the roles and responsibilities of multiple disciplines (e.g., occupational and physical therapists, speech-language pathologists, orientation and mobility specialists) and family members on the team, and works and interacts with them collaboratively.
- C. Collaborates with the family to ensure the team includes other relevant professionals and family members (e.g., early childhood professionals, family advocate, extended family members).
- D. Participates with team members in activities such as team assessment, joint goal/outcome development, and planning of services.
- E. Demonstrates problem-solving, conflict resolution, joint decision-making, role release, group facilitation, and communication skills.
- F. Shows respect for all members of the team who represent various roles, expertise, and skill levels by being open to multiple perspectives and supports each other's professional growth as they learn from one another.
- G. Is familiar with and has connections to community-based services and resources and knows how to access them to meet family-identified child and family needs.
- H. Communicates clearly and without jargon to explain children's strengths and needs when communicating with families and other team members.
- I. Selects and uses appropriate technology platforms such as learning management and virtual communication systems as appropriate.
- J. Manages individual responsibilities such as scheduling and leading meetings (e.g., team meetings, IFSP meetings), assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources.
- K. Provides service coordination to support child goals and family outcomes.



3.2 Specialist uses a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Supporting Guidance

- A. Uses adult learning strategies that are appropriate to the learning preferences and existing knowledge of other adults on the team (e.g., family members, related service personnel, general educators, paraprofessionals) to promote and sustain collaborative partnerships.
- B. Supports other adults in working with young children with developmental delays and disabilities.
- C. Uses the role release approach (as appropriate) to implement interventions recommended and demonstrated by another discipline as a part of their ongoing interactions with young children (e.g., positioning, use of adaptive equipment, assistive technology).
- D. Engages in collaborative activities such as coaching, consultation, and co-teaching with other adults, including related service personnel, general educators, paraprofessionals, family members, service coordinators, and medical professionals.
- E. Learns from families and other professionals while interacting in ways that are respectful, supportive, capacity enhancing, and culturally and linguistically responsive.
- F. Accesses supports such as using interpreters, cultural liaisons, and family support networks to increase families' understanding and engagement in collaborative activities.
- G. Demonstrates good communication skills and applies productive problem-solving strategies as a collaborative team member.

3.3 Specialist partners with families and other professionals to develop individualized transition plans and support the various transitions that occur for the young child and their family throughout the birth through 5 age span.

Supporting Guidance

- A. Understands the legal requirements for transitions from Part C to Part B §619 and from Part B §619 to Part B (K-12).
- B. Partners with families and other professionals to develop and implement individualized transition plans to support the successful transition of children from EI to ECSE, ECSE to elementary school, or during any change in services or setting (i.e., new program, new service provider).
- C. Shares information about a variety of local services and a range of learning environments with family members prior to transitions to help families understand their options and next steps in the transition process.
- D. Explores and evaluates least-restrictive placement options for young children as they transition from one environment to another in collaboration with families and professionals.
- E. Supports families so that they have the information they need to be their child's own best advocate.
- F. Uses a variety of planned and timely strategies to support children and families before, during, and after transitions according to their needs, priorities, and values.



Standard 4: Assessment Processes

SPECIALIST

OUTCOME

Specialist knows and understands the purposes of assessment in relation to ethical and legal considerations. Specialist chooses developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, specialist develops or selects as well as administers informal measures, and selects and administers formal measures in partnership with families and other professionals. Specialist analyzes, interprets, documents, and shares assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

CORE COMPONENTS

4.1 Specialist understands the purposes of formal and informal assessment, including ethical and legal considerations, and uses this information to choose developmentally, culturally, and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

Supporting Guidance

- A. Understands the primary purposes of different types of assessment tools, including screening, determination of eligibility, program planning, on-going instructional monitoring, child progress monitoring, and evaluation.
- B. Understands how comprehensive screening methods (such as “Child Find”) are used systemically to identify young children who may need additional evaluation.
- C. Ensures multiple tools and methods are used by an assessment team that includes multiple professionals and the child’s family when assessing for eligibility.
- D. Recognizes the potential for bias within the assessment process and plans to limit the opportunity for bias in all stages of assessment. For example, bias may occur when using a standardized tool with a norm group that does not include representation of the child being assessed, when assessment items that have been translated have inaccuracies, or when items include examples that do not align with the child’s experience.
- E. Selects and uses assessment tools that are individualized, developmentally appropriate, and culturally and linguistically appropriate for the child and family.
- F. Gathers assessment information from families through formal and informal measures and methods, understanding that family input is essential and promotes positive partnerships.
- G. When relevant, gathers additional assessment information from other caregivers or professionals (e.g., early childhood professionals, doctors) involved in the child’s care.
- H. Recognizes that families are known to be valid and reliable reporters when providing information about their children.
- I. Demonstrates confidentiality with respect to assessment information and records.
- J. Understands federal and state regulations related to assessment (e.g., family involvement, timelines, eligibility determination for EI/ECSE).

4.2 Specialist develops and administers informal assessments and/or selects and uses valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals

Supporting Guidance

- A. Understands basic principles of psychometrics (i.e., validity and reliability) and applies these principles to critically evaluate and select formal and informal assessment instruments and methods.
- B. Uses assessment tools in accordance with the publisher’s guidance and for their intended purposes (e.g., screening; diagnosis; evaluation; curriculum planning; identifying family strengths, resources, and needs; and monitoring progress.).
- C. Works as a team with the family to gather assessment information and integrates family priorities, concerns, and participation in the assessment process.
- D. When appropriate, includes cultural mediators and/or interpreters on the assessment team to ensure assessments are provided in ways that are responsive to the specific needs of multilingual learners and their families.
- E. Understands and uses play as a context for assessment and applies play-based methods as appropriate alongside other assessment methods to cover developmental and academic content areas.
- F. Facilitates authentic assessment of young children by using developmentally appropriate informal strategies (e.g., naturalistic observation) and embedding assessment strategies within the curriculum and daily routines in a variety of environments (i.e., home, classroom, and community settings).
- G. Uses curriculum-based measures and observation-based methods to gather information for program planning and ongoing monitoring to make instructional based decisions.
- H. When conducting formal evaluations, sets up the testing environment to promote the child’s success. For example, provides an appropriately structured environment and uses developmental and behavioral strategies to support the child during the assessment process.
- I. Participates in team-based assessments that are comprehensive, covering all domains of child development.
- J. Integrates environmental assessment processes across settings as appropriate.

4.3 Specialist analyzes, interprets, documents, and shares assessment information using a strengths-based approach with families and other professionals.

Supporting Guidance

- A. Uses knowledge of measurement principles and practices to accurately interpret assessment results.
- B. Understands the role of specialized assessment that may be performed by related service providers or other team members and knows how to interpret results.
- C. In collaboration with program partners and families, uses multiple types of assessment information to make decisions.
- D. Effectively writes about, summarizes, and displays assessment data (e.g., assessment report, present level of development on IFSP) in a family-friendly way, without jargon. When specialized assessment results use technical terms, explains those terms to family members.
- E. Uses effective communication strategies with families to ensure assessment results (e.g., eligibility determination, program planning, and progress monitoring) are conveyed in ways that families understand.
- F. Demonstrates respect for families’ knowledge, opinions, and concerns.
- G. Uses communication skills during interviews and conferences with families, including active listening, furthering responses, paraphrasing, demonstrating non-judgmental attitudes, responding to affect, questioning, and summarizing to ensure that the family member’s views have been heard accurately during the assessment process.
- H. Knows about the similarities and differences in approaches and assessment techniques used in early intervention, preschools, and school systems to assist with keeping families informed and to help them with transitions as children progress from program to program.

4.4 Specialist, in collaboration with families and other team members, uses assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Supporting Guidance

- A. Understands eligibility criteria (e.g., state and federal regulations) and can determine appropriate eligibility using assessment data.
- B. Understands and takes into consideration how limitations of formal and informal assessments (e.g., biases, test constructs), contextual factors (e.g., assessment setting, prior exposure to materials and learning opportunities, significant life changes), and child characteristics (e.g., hearing, vision, language) may influence accurate interpretation of assessment results.
- C. Participates in team meetings, such as IFSP meetings, in which eligibility decisions are made in collaboration with families and other professionals.
- D. With a team that includes the family and professionals representing multiple disciplines, integrates formal, informal, and authentic assessment data to develop child and family-based goals/outcomes and individualized service plans.
- E. Writes high-quality goals and corresponding objectives that are based on the child's present level of development, address functional skills, are measurable (e.g., describe what the child will do, include criteria), and are of high priority to the individual child and their family.
- F. Uses assessment information to plan interventions and instruction to address child goals.
- G. Uses an assessment-instruction cycle to collect ongoing data in authentic contexts, interpret individual progress based on the data, and make data-based instructional decisions regarding instructional strategies or intensity of instruction.
- H. Uses assessment results to suggest and support referrals to appropriate education, health, and social service agencies for children and families.

Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

SPECIALIST

OUTCOME

Specialist collaborates with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Specialist uses curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

CORE COMPONENTS

5.1 Specialist collaborates with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

Supporting Guidance

- A. Acknowledges that families and other professionals are integral members of the educational team, and their contributions positively influence the quality of programming for young children.
- B. Recognizes the importance of working with a team as they identify and implement evidence-based early childhood curriculum.
- C. Uses their knowledge of curriculum content resources that address developmental (e.g., language and communication, social-emotional, cognition, play, and physical) and academic (e.g., literacy, math, science, arts) content domains as well as pedagogical knowledge as they collaborate in the identification of appropriate curricula.
- D. Assesses the degree to which early childhood curricula reflect a developmentally appropriate scope and sequence across developmental and academic content domains, are culturally responsive, and align with learning expectations of the local context, including state early learning standards and community expectations.
- E. Ensures families have opportunities to share their knowledge about their children's strengths, interests, and areas for growth, contribute to planning, and propose ideas for individualizing plans that promote their children's development and learning as they participate in the early learning curriculum and in the varied contexts of home and community.
- F. Makes deliberate efforts to understand each family's developmental and educational expectations for their children and children's behavior within their cultural identity.
- G. Seeks to understand and is open to expanding their own mindset about each family's and child's strengths and needs in the context of their culture.
- H. Acknowledges the families' and children's cultural background and responds to them in ways that honor and respect their cultural values.
- I. Is proactive in embedding children's interests and cultural references in all aspects of the learning environment (e.g., interactions, instruction, family routines, home, community outings, classroom activities and materials).

5.2 Specialist uses their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Supporting Guidance

- A. Understands that young children come with a wide range of abilities, backgrounds, and family and community contexts and ensures children’s needs are effectively met by thoughtfully and intentionally collaborating with families and other adults in the child’s life.
- B. Understands and uses general and specialized content knowledge to plan and teach across developmental (e.g., language and communication, social-emotional, cognition, play, and physical) and academic (e.g., literacy, math, science, arts) content areas.
- C. Provides equitable access to learning opportunities for all families and children from all cultures and backgrounds.
- D. Actively engages families and other professionals in the design and implementation of developmentally appropriate home and classroom activities and routines to ensure they meet the individual needs of each child and family.
- E. Applies the principles of universal design for learning (UDL) to ensure that learning experiences and environments are designed to allow for access and engagement to the greatest extent possible without need for adaptation.
- F. Engages in developing and individualizing plans for children to increase equitable access to and meaningful participation in the general early childhood curriculum.
- G. Collaborates with family members and other professionals to identify and plan ways to embed learning opportunities for children to practice skills related to their IFSP goals within daily routines and activities.



Standard 6: Using Responsive and Reciprocal Interactions, Interventions and Instructions

SPECIALIST

OUTCOME

Specialist plans and implements intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Specialist facilitates equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Specialist uses data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

CORE COMPONENTS

6.1 Specialist, in partnership with families, identifies systematic, responsive, and intentional evidence-based practices and uses such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.

Supporting Guidance

- A. Together with the family and other members of the team (e.g., specialists, early childhood professionals) intentionally identifies each child's strengths, preferences, and interests, and plans instruction to maximize learning and ensure the child is engaged.
- B. In partnership with families and other team members, determines what strategies and intervention procedures are appropriate given the particular needs of the children and families with whom they are working.
- C. Uses a variety of evidence-based strategies to systematically implement developmentally and culturally appropriate interventions within daily routines and general classroom activities.
- D. Plans, monitors, and intentionally uses interactions, interventions, and instruction with fidelity to teach functional skills and to promote child engagement and learning.
- E. Plans and implements interactions, interventions, and instruction with the appropriate frequency, intensity, and duration in accordance with the child’s strengths, needs, and phase of learning (i.e., acquisition, fluency, generalization, and maintenance).
- F. Intentionally and proactively supports the child’s learning and development across environments (e.g., home, school, community).

6.2 Specialist engages in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

Supporting Guidance

- A. Establishes and maintains positive relationships with families, other professionals, and agencies in the community to support ongoing coordination of services for children and families.
- B. Provides services in collaboration with other early childhood programs and community resources.
- C. Uses effective collaborative behaviors (e.g., sharing ideas, active listening, questioning, problem-solving) as they engage in reciprocal partnerships with adults centered on positive outcomes for young children with developmental delays and disabilities.
- D. Understands how adult learning strategies apply to their work in a variety of roles (e.g., transdisciplinary team member, consultant, advocate, coach) and employs those strategies consistently, across a wide range of natural and inclusive environments.
- E. Collaborates with, consults with, and provides coaching to families, staff, and community partners (e.g., early childhood professionals in inclusive placements) on how to implement specific programs, routines, and procedures with children, individually and in groups.
- F. Takes into consideration the previous knowledge and experiences of families and other professionals (e.g., related service providers, paraprofessionals, early childhood educators) and ensures that the interactions, interventions, and instruction they identify and facilitate are built upon and around the child and family's unique set of resources, priorities, strengths, and concerns.
- G. Implements an evidence-based model for coaching families and practitioners (e.g., Practice-Based Coaching) with fidelity.
- H. When coaching other adults (i.e., families, early childhood professionals), uses active, hands-on experiences paired with real-time practice, reflection, and individualized and performance-based feedback and support
- I. Engages in triadic and reciprocal partnerships with other adults (i.e., families, early childhood professionals in inclusive placements) as they facilitate responsive adult-child interactions, model naturalistic interventions, and actively demonstrate evidence-based instructional practices that promote child learning and development.

6.3 Specialist engages in ongoing planning and uses flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

Supporting Guidance

- A. Aligns children's individualized goals with developmental and academic content.
- B. Observes, interprets, and plans instruction that scaffolds the child's learning and engagement across the day; expands the child's communication, cognitive, social, and emotional repertoire; facilitates more complex play skills; and supports the child's increasing independence.
- C. Considers aspects of the physical environment when planning instruction to optimize outcomes and efficient learning. For example, ensures the physical space is designed to support child independence and engagement.
- D. Designs the social environment to support ongoing social interactions, increasingly complex social play, and friendships. For example, children with stronger language and social skills are encouraged to sit next to children who are learning language skills during mealtimes to support observational learning.
- E. Designs the timing and length of activities and routines to maximize engagement and ensure children are likely to participate. For example, outdoor play time where children are active and more likely to engage in vigorous exercise occurs right before small groups when children are expected to be engaged and attentive.
- F. Establishes and supports environments in which diversity is honored, uses flexible instructional practices that support equitable access and participation for all children, and closely monitors child progress to identify and reflect on how to remedy inequities.
- G. Intentionally selects developmentally appropriate classroom materials based on the children's backgrounds, preferences, interests, strengths, and learning needs, and systematically rotates them to support engagement.
- H. In group settings, capitalizes on observational learning by regularly using flexible groupings (e.g., dyads, small-group instruction) and embedding instructive feedback opportunities.
- I. When providing consultation in inclusive settings, jointly schedules consultation and planning time with early childhood professionals at times when they are able to actively engage (i.e., outside of their instruction time).
- J. When providing consultation in inclusive settings, supports early childhood professionals in embedding

interventions to address children’s goals within typical classroom routines and activities.

K. When providing early intervention in a home uses materials that are already in the home and relevant to the specific interaction or routine and the child’s goals.

6.4 Specialist promotes young children’s social and emotional competence and communication, and proactively plans and implements function-based interventions to prevent and address challenging behaviors.

Supporting Guidance

- A. Recognizes the importance of social engagement and emotional wellness for overall child growth across developmental and content area domains as well as for positive family outcomes.
- B. Partners with family members, other caregivers, and professionals (e.g., early childhood professionals in inclusive settings) to strategically promote social and emotional competence and communication to help children socially connect and engage with peers and adults across various environments.
- C. Is respectful and responsive to all aspects of diversity and actively nurtures reciprocal interactions and positive relationships with children and families.
- D. Utilizes multi-tiered systems of support as a framework for efforts to improve social-emotional, communication, and behavior outcomes for young children and families.
- E. Partners with family and other team members to plan, identify, and support proactive and preventive social environments, routines, and activities with attention to aspects such as emotional wellness, mental health, self-regulation, and prosocial behaviors.
- F. Explicitly teaches, reinforces, and promotes social and communication skills using evidence-based interventions and instruction with fidelity.
- G. Where applicable, supports young children’s use of augmentative and alternative communication (AAC) and other assistive technology (AT) to support their access and engagement.
- H. Supports families and caregivers to effectively enact strategies that increase social engagement by helping them embed strategies into routines and activities across natural settings.
- I. Coaches other adults (e.g., educational assistants, early childhood professionals in inclusive settings, family members) to use responsive interactions and embed evidence-based social communication practices into naturally occurring routines and activities.
- J. Provides specific and meaningful feedback to assist children, families, other caregivers, and professionals (e.g., early childhood professionals in inclusive settings) to engage in ongoing self-reflection and assessment.
- K. When challenging behavior occurs, collaborates with the family and other members of the team to conduct functional assessments to systematically identify the behavior, events that precede such behavior (antecedents), and events that can maintain such behavior (consequences).
- L. Uses functional behavior assessment data to collaboratively identify, plan, implement, and support others to implement function-based prevention, promotion, and intervention strategies with fidelity to promote social-emotional growth for all children across a range of settings.
- M. Integrates early childhood and infant mental health consultation when appropriate.

6.5 Specialist identifies and creates multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

Supporting Guidance

- A. Recognizes play as a critical developmental ability that provides learning opportunities for young children and serves as a context within which development occurs.
- B. Designs and supports the timing and sequence of activities and the physical, and social environment to ensure children have access to supportive environments and sufficient periods of time to engage in child-directed, meaningful play.
- C. Identifies, creates, and supports multiple opportunities for children to engage in sustained play of increasing complexity with the needed supports for success, including promoting meaningful interactions across peers,

adults, and contexts.

- D. Works collaboratively with families, caregivers, and other professionals (e.g., early childhood professionals in inclusive settings) to identify and enhance environments to support play and play development.
- E. Creates developmentally appropriate play goals based on the child's current strengths, interests, and preferences that facilitate the child's full participation and engagement in daily routines and natural environments. For example, learning to play independently, then near peers, and eventually cooperatively with peers.
- F. Uses play as a context for embedding interactions, interventions, and instruction. For example, as a context to provide authentic opportunities to access interactions with materials, peers, family members, and other individuals in the child's and family's lives.
- G. Assesses, teaches, and monitors children's social and object play skills and coaches other adults (i.e., family members, caregivers, and other professionals) to do so.
- H. Uses evidence-based practices to focus on teaching generalized play skills across people, objects, and settings.
- I. Identifies opportunities to focus on teaching children to engage with objects with increasing sophistication moving from sensorimotor and functional use of objects to symbolic play (i.e., pretend play, using objects to stand in for other objects).
- J. Understands and can implement systematic prompting (e.g. systems of least prompts) to teach play skills when appropriate.



Standard 7: Professionalism and Ethical Practice

SPECIALIST

OUTCOME

Specialist identifies and engages with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by specialist.

CORE COMPONENTS

7.1 Specialist engages with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

Supporting Guidance

- A. Understands the nature of the profession of EI/ECSE and stays informed of current issues relevant to the field (e.g., trauma informed care, practice based coaching, infant and early childhood mental health) as they arise.
- B. Associates with professional organizations (e.g., CEC, DEC, NAEYC) and/or engages in activities provided by professional organizations by accessing materials and resources (e.g., professional organization journals, webinars) to continuously improve their knowledge, expertise, and practice.
- C. Engages in continuous collaborative learning to develop skills and inform practice and participates in learning communities in various ways (e.g., in-service training, conferences, communities of practice) with other early childhood educators (EI/ECSE, ECE) and professionals from other specialties, disciplines, and professions.
- D. Knows and uses national and state academic and personnel standards and recommended practices developed through professional organizations for planning and improving targeted services, supports, and outcomes for young children and their families.
- E. Contributes to the body of knowledge in the field by participating in professional organizations, studies, sharing of evaluation data, writing and/or presenting information and experiences.

7.2 Specialist engages in ongoing reflective practice and accesses evidence-based information to improve their own practices.

Supporting Guidance

- A. Regularly reflects on their own values, beliefs, biases, assumptions, and experiences in a way that enhances their work with diverse communities.
- B. Reflects on their demonstration of professional personnel standards as well as the application of current research and recommended practices (e.g., DEC Recommended Practices, NAEYC Developmentally Appropriate Practices) in their own professional activities.
- C. Keeps up to date on current research and practices in EI/ECSE by participating in activities and training to learn about relevant evidence-based practices and services for children and families.

- D. Actively seeks out information and resources to address the different needs of and individualize services for children on their caseload.
- E. Understands how to identify, analyze, and apply evidence based practices and implements them with fidelity to improve outcomes for children.
- F. Actively seeks performance feedback from others such as supervisors, experienced EI/ECSE providers, families, and professionals from other disciplines, and applies this input to improve their own practice.
- G. Receives performance feedback in a professional manner and uses the information to improve practice.
- H. Identifies areas for growth within their own practices, develops professional goals, and engages in evidence-based activities to address those areas for growth.
- I. Demonstrates how their practices have improved in their identified areas for growth.

7.3 Specialist exhibits leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

Supporting Guidance

- A. Knows and works within federal/state/local legislative and statutory mandates and regulations that support young children and families and understands the implications of this legislation for professional practice.
- B. Accesses evidence-based resources to be informed of issues around implicit bias and to limit the impact of their own biases in interactions with families, children, and other professionals.
- C. Understands implicit bias as well as the historical and current systems of marginalization and inequities regarding young children at risk for and with developmental delays and disabilities and their families (e.g., early identification, over/under identification, suspension and expulsion, ableism, among others).
- D. Is familiar with local, state, and national organizations and agencies that advocate on behalf of young children with disabilities and their families (e.g., LICC, FACT Oregon, DEC).
- E. Engages in and accesses professional organization activities and evidence-based resources to support their own advocacy efforts as well as supporting families in their advocacy.
- F. Understands how to advocate for the rights of young children and families and supports families in gaining skills to advocate for their children and themselves.

7.4 Specialist practices within ethical and legal policies and procedures.

Supporting Guidance

- A. Follows federal and state policies and regulations when providing services to children and families including procedures and timelines associated with evaluation, assessment, IFSPs, and program responsibilities.
- B. Understands and adheres to a code of professional ethics as identified by licensure agency, professional organizations (e.g., DEC Code of Ethics and NAEYC Code of Ethical Conduct), and/or employer in their practice with children, families, and other professionals.
- C. Understands their responsibilities for reporting ethical and legal violations in relation to the profession as well as the safety of children and families (e.g., mandatory reporting).
- D. Understands and follows policies and regulations governing confidentiality.
- E. Has knowledge of contractor's/subcontractor's vision, goals, guidelines, and operating procedures which drive services for children and families.
- F. Stays up to date on and implements relevant professional guidelines such as national, state, or local standards for content and child outcomes, recommended and high-leverage practices, and position statements.



Supervisor Standards

Supervisor Standards and Guidance 1 through 7

STANDARD 1: VISION, MISSION, & DIRECTION SETTING

SUPERVISOR

OUTCOME

Supervisor advocates for the current and future success and well-being of each young child with disabilities and their families, as well as adults educating young children with disabilities by applying the knowledge, skills, and commitments necessary to ensure the use of proven evidence-based leadership principles to communicate the vision and mission and set direction of programs and services for young children with disabilities and their families in accordance with the Individuals with Disabilities Education Act (IDEA) and other national policies. Supervisors develop and implement strategic plans aligned for programs and services for infants, toddlers, and preschool children with disabilities and the vision, mission, and direction of the larger early childhood education system in collaboration with key partners representing disability and cultural diversity.

CORE COMPONENTS

1.1 Supervisor applies proven evidence-based leadership principles for setting direction and communicating the vision and mission of programs and services for young children with disabilities and their families.

Supporting Guidance

- A. Articulates, advocates, and cultivates core values that define the program’s culture and stress the importance of child and family-centered intervention; high expectations; child and family support; equity and inclusiveness; openness, caring, and trust; and continuous improvement.
- B. Creates meaningful, ongoing opportunities for multiple voices with diverse perspectives to engage in leadership and decision making.
- C. Creates, revises and/or conveys a vision and mission for the program derived from collaboration with partners who use or are invested in the system (e.g., families, practitioners, community partners).
- D. Ensures the program’s vision and mission are supported by clear goals and objectives, which are aligned with IDEA and desired outcomes for children and families.
- E. Communicates the vision and mission of the agency in ways that families, practitioners, and community partners understand.
- F. Develops shared understanding of and commitment to the mission, vision, and core values within the program and the community.
- G. Consistently reviews the program’s vision and mission and adjusts them to changing expectations and opportunities for the program, and changing needs and situations of children and families.
- H. Models and pursues the program’s mission, vision, and core values in all aspects of leadership.
- I. Executes the program’s mission, vision, and core values in the context of equity and culturally responsive practices.

1.2 Supervisor develops and implements strategic plans for programs and services for young children with disabilities in collaboration with Early Intervention and Early Childhood Special Education (EI/ECSE) personnel, Early Childhood Education (ECE) leaders and educators, families, and other key partners representing disability and cultural diversity.

Supporting Guidance

- A. Strategically develops, implements, and evaluates actions to achieve the vision and mission of the program.
- B. Develops priorities and strategic plans (e.g., Service Area Plan) consistent with the state and local program’s vision and mission.
- C. Develops an annual strategic plan that aligns resources to program plans for improvement.
- D. Creates and implements a strategic Child Find plan to look for, find, and evaluate young children who qualify for EI/ECSE services.
- E. Establishes partnerships across levels (local to state) and with counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports
- F. Promotes efficient and coordinated service delivery for children and families by creating and promoting opportunities for practitioners from multiple disciplines and the family to work together as a team.
- G. Creates Memorandums of Understanding (MOUs) and Interagency Agreements (IAAs) with early childhood education programs as needed to guide collaboration and coordination of services for children with disabilities and their families.
- H. Ensures that each child and family has equitable access to educational services, learning opportunities, social supports, and other resources necessary for success.

1.3 Supervisor aligns the vision, mission, and direction for programs and services for young children with disabilities with the context of the larger early childhood educational system.

Supporting Guidance

- A. Understands the make-up of the larger early childhood educational system at both the state (i.e., Department of Early Learning and Care) and local level (ECE hubs, CCR&R).
- B. Ensures that their program’s vision and mission are aligned with state and local priorities for all young children (e.g., Raise Up Oregon, Early Care & Education Sector Plan).
- C. Understands and communicates how their program/agency fits into the larger early childhood education system.
- D. Advocates for and promotes the importance of EI/ECSE services and supports for children and families within the larger early childhood education system.
- E. Proactively responds to changing conditions and needs within the early childhood education system in order to continuously enhance the quality of their program.



STANDARD 2: IMPLEMENTATION OF POLICY, LEGAL, & ETHICAL PRACTICES FOR SPECIAL EDUCATION PROGRAMS & SERVICES

SUPERVISOR

OUTCOME

Supervisor complies with federal, state, and local policy, laws, regulations, and procedures and adheres to ethical guidelines that govern the provision of programs and services for young children with disabilities and their families. Supervisor models and promotes ethical and professional behaviors and practices that benefit infants, toddlers, and preschool children with disabilities and their families.

CORE COMPONENTS

2.1 Supervisor complies with organizational by-laws and adheres to ethical guidelines governing the provision of programs and services for young children with disabilities and their families.

Supporting Guidance

- A. Is familiar with program by-laws and ensures they are followed.
- B. Adheres to, promotes, and models professional ethics as identified by employer and professional organizations (e.g., DEC Code of Ethics, NAEYC Code of Ethical Conduct).
- C. Demonstrates the highest standards of personal integrity, honesty, and transparency in all activities to best inspire the trust and confidence of children, families, fellow team members, policymakers, and other partners.

2.2 Supervisor adheres to and executes national, state, and local policies, laws, regulations, and procedures as they apply to the provision of programs and services for young children with disabilities and their families.

Supporting Guidance

- A. Understands and ensures compliance with federal and state policies, laws, regulations, and procedures regarding the provision of programs and services for infants, toddlers, and preschool children with developmental delays and disabilities.
- B. Has deep knowledge and understanding of the Individuals with Disabilities Education Act (IDEA) regulations for Part B §619 and Part C.
- C. Has deep knowledge and understanding of the Oregon Administrative Rules (OARs) related to early intervention (EI) and early childhood special education (ECSE).
- D. Oversees implementation of timelines, processes, and procedures associated with evaluation, assessment, and Individualized Family Service Plan (IFSP) delivery in compliance with program, state, and federal regulations.
- E. Communicates statutes, policies, codes of ethics, and procedures to assist others in understanding the reasons behind decisions and actions.
- F. Ensures EI/ECSE personnel understand parental rights and procedural safeguards and how to effectively inform families of these rights.
- G. Completes state processes related to monitoring program plans and program effectiveness (e.g., Service Area Plan, Systems Performance Review & Improvement).
- H. Consistently attends EI/ECSE Contractor meetings and other trainings to keep up to date on federal and state policies, laws, and regulations related to EI/ECSE.
- I. Informs families of their legal rights and opportunities to actively participate in advocacy as well as policy training or related activities.

2.3 Supervisor models ethical leadership behavior through conduct, relationships with others, decision-making, and stewardship of resources for the benefit of young children with disabilities and their families.

Supporting Guidance

- A. Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the program's resources, and all aspects of program leadership.
- B. Respects and honors the civil and human rights of children, families, staff, and community members.
- C. Guides program decisions with child, family, and practitioner well-being and success as the foundational value.
- D. Clearly communicates and reinforces ethical standards throughout the program.
- E. Demonstrates consideration of, and respect for, staff, families, and community partners by including them in the process of making and implementing decisions.
- F. Demonstrates good communication skills and applies productive problem solving strategies as a collaborative leader.
- G. Allocates resources using a process that considers strategic initiatives, equity, and effectiveness.
- H. Promotes continuous and sustainable improvement within program activities.
- I. Promotes mutual accountability among staff for each child and family's success and the effectiveness of the program as a whole.
- J. Demonstrates accountability for their decisions and actions.

STANDARD 3: ORGANIZATIONAL LEADERSHIP & MANAGEMENT FOR SPECIAL EDUCATION

SUPERVISOR

OUTCOME

Supervisor utilizes multiple leadership approaches to implement systems-change strategies to build capacity to support the education of young children with disabilities. Supervisor engages in research and inquiry to inform best practices for special education leadership using data-driven strategies/methods for the continual improvement of processes and educational outcomes of young children with disabilities.

CORE COMPONENTS

3.1 Supervisor utilizes multiple leadership approaches and strategies that support the delivery of specialized instruction and related services for young children with disabilities and their families.

Supporting Guidance

- A. Develops and maintains clear written policies for all components of program operations.
- B. Ensures that policies and procedures are consistently in place to enable the program to run smoothly and effectively.
- C. Utilizes technology-based information management systems (e.g., ecWeb) to ensure complex information is managed efficiently.
- D. Creates and/or maintains a family handbook that serves to welcome families and orients them to the program's vision, mission, services, policies, and other important information.
- E. Employs teaming and communication practices that support information exchange and informed decision-making among all team members, including families.

3.2 Supervisor engages in research and inquiry to inform leadership practices that result in continual improvement of instruction, learning, and educational outcomes of young children with disabilities.

Supporting Guidance

- A. Belongs to and actively participates in relevant professional organizations (e.g., CEC, DEC, NAEYC), workgroups, and/or professional committees at community, state and national levels.
- B. Keeps up to date with and promotes the Division of Early Childhood (DEC) Position Statements (e.g., DEC/NAEYC Joint Position Statement on Inclusion; DEC Position Statement on Ethical Practice) and the DEC Recommended Practices.
- C. Engages in ongoing professional development related to current best practices in EI/ECSE to keep abreast of knowledge and research pertinent to EI/ECSE and shares this information with other colleagues.
- D. Understands how to identify, analyze, and apply evidence based practices to improve outcomes for children and families, and facilitates opportunities for EI/ECSE personnel to learn and implement these strategies.
- E. Contributes to the body of knowledge in the field by participation in activities such as sharing of evaluation data, research studies, writing articles and/or presenting information/experiences.
- F. Tends to their own learning and effectiveness through reflection, study and improvement, and maintaining a healthy work-life balance.

3.3 Supervisor designs, implements, and manages data-informed systems to guide best leadership practices that improve the educational outcomes of young children with disabilities.

Supporting Guidance

- A. Collects, organizes, and accesses data to support program productivity, efficiency, and decision-making.
- B. Ensures clear data systems are in place and used consistently to collect data on child progress and program goals.
- C. Oversees the use of an assessment-instruction cycle to collect ongoing child data, interpret child progress based on the data, and make data-based instructional decisions.
- D. Competently uses the statewide data management system (i.e., ecWeb) to input and export data to track child and program progress.
- E. Oversees staff training on the statewide data management system (i.e., ecWeb) to ensure employees use the system consistently and with fidelity.
- F. Attends relevant training related to data management.



STANDARD 4: PROGRAM OVERSIGHT, IMPROVEMENT, & INSTRUCTIONAL LEADERSHIP FOR SPECIAL EDUCATION

SUPERVISOR

OUTCOME

Supervisor provides program oversight, improvement, and instructional leadership that provides access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE). Supervisor collaboratively designs, implements, and evaluates systems to ensure appropriate programming for infants, toddlers, and preschool children with disabilities and their families. Supervisor utilizes data to improve programs for young children with disabilities and their families.

CORE COMPONENTS

4.1 Supervisor uses program evaluation and results-driven accountability for planning and implementing a continuum of specialized instruction and related services that guarantees access, equity, and opportunity in the provision of free and appropriate public education (FAPE) in the least restrictive environment (LRE).

Supporting Guidance

- A. Knowledgeable about the data required from the Office of Special Education Programs (OSEP) for ensuring compliance with the Individuals with Disabilities Education Act (IDEA) in relation to Part B §619 and Part C services.
- B. Knowledgeable about federal and state evaluation systems used to monitor and report program results (e.g., Annual Performance Report, SPR&I, At-A-Glance Profiles).
- C. Systematically collects, analyzes, and uses data to review the effectiveness and efficiency of their program.
- D. Identifies and uses different types of data collection strategies (e.g., surveys, focus groups, observations, assessments) to collect program information and feedback.
- E. Consistently collects and reviews data related to program outcomes (e.g., child placement, service levels, child outcomes, family satisfaction, performance indicators).
- F. Participates in the state's program monitoring system (e.g. SPR&I) to assess and report program effectiveness and

make plans for continuous improvement.

- G. Uses program evaluation data to examine how the program is functioning in relation to its current goals or objectives and uses this information to determine future directions (e.g., Service Area Plan).

4.2 Supervisor collaboratively designs and implements systems of support, utilizing assistive technologies and universal design for learning embedded in accommodations and modifications.

Supporting Guidance

- A. Provides coherent systems of educational and social supports, services, and accommodations to meet the range of learning needs of each infant, toddler, preschool child and their family.
- B. Oversees design and implementation of evidence-based early intervention practices (e.g., parent coaching) in natural environments (e.g., home, childcare).
- C. Oversees design and implementation of a range of evidence-based ECSE services and practices within least restrictive environments.
- D. Collaborates with local early childhood programs to support implementation of inclusive practices.
- E. Ensures family engagement is included and prioritized throughout program services.
- F. Promotes adult-child, peer-peer, and program-community relationships that value and support early learning and positive social and emotional development.

4.3 Supervisor oversees culturally responsive and developmentally appropriate assessments, curriculum, and evaluations that support instruction, learning, and well-being for young children with disabilities to ensure appropriate identification, placement, and instruction.

Supporting Guidance

- A. Implements coherent systems of assessment, curriculum, and intervention that promote the mission, vision, and core values of the program, embody high expectations for child and family learning, align with early learning standards, and are culturally responsive.
- B. Is familiar with, and ensures program follows, state policies and expectations related to evaluation processes (e.g., ODE evaluation manual).
- C. Ensures EI/ECSE specialists are adequately trained in the screening and assessment tools they use (e.g., ASQ, AEPS-3) and receive ongoing training to ensure fidelity of implementation.
- D. Accesses the appropriate resources to ensure children receive culturally and linguistically appropriate evaluations (e.g., interpretation services, assessments in home language).
- E. Ensures federal and state regulations related to assessment are followed (e.g., family involvement, timelines, eligibility determination for EI/ECSE).
- F. Promotes intervention practices that are consistent with knowledge of child development and learning, family-centered practices, evidence-based practices, and the needs of each child and family.
- G. Ensures intervention practices are developmentally appropriate, authentic to children's and families' culture and experiences, recognize child and family strengths, and are individualized.
- H. Recognizes, respects, and employs each child's and family's strengths, diversity, and culture as assets for teaching and learning.
- I. Remains current in their knowledge of evidence-based practices that support program effectiveness within EI/ECSE and ensures staff discontinue use of program practices that are no longer supported by evidence.

4.4 Supervisor utilizes collection, management, and analysis of data to improve learning outcomes for young children with disabilities.

Supporting Guidance

- A. Understands the importance and benefits of using data as a tool to systematically monitor child progress, find answers to important questions, and analyze and reflect on instructional practices, classroom environments, and systems and policies.
- B. Models how to engage meaningfully with different types of data, create data-informed action plans, use data to

monitor progress toward goals, and make adjustments to practice based on thoughtful data review and reflection.

- C. Provides opportunities for staff to meaningfully engage with different types of data.
- D. Uses data to reflect on and ensure educational equity in decision making processes.
- E. Uses data to help identify program priorities and to measure progress on the identified priorities.
- F. Consistently reviews and analyzes program data to assess outcomes, identify needs, and plan for program improvements.

4.5 Supervisor oversees resource allocation, planning and programming, and agency supports for transitions of young children with disabilities.

Supporting Guidance

- A. Understands the legal requirements for transitions from Part C to Part B §619 and from Part B §619 to Part B (K-12) and ensures transition requirements and timelines are met.
- B. Ensures families are informed of transition processes and provided with appropriate support in the transition between services (i.e., from EI to ECSE; from ECSE to kindergarten).
- C. Knowledgeable about how FAPE and LRE apply to K-12 settings.
- D. Collaborates with their local school district(s) and early childhood programs to coordinate transition events and processes that support smooth transitions from ECSE to Kindergarten.

STANDARD 5: HUMAN & FISCAL RESOURCE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS & SERVICES

SUPERVISOR

OUTCOME

Supervisor creates, manages, assesses, and oversees special education procedures, processes, and policies for programs and services for young children with disabilities and their families in compliance with human and fiscal management requirements and applicable laws and regulations. Fiscal and human resources are managed in consultation with facilities management personnel and collaboration with diverse partners. Supervisor oversees the hiring, management, and professional development of qualified professionals who provide services to infants, toddlers, and preschool children with disabilities and their families.

CORE COMPONENTS

5.1 Supervisor creates, implements, assesses, and oversees budgets, grants, and contracts for programs and utilizes multiple funding sources for services for young children with disabilities and their families in collaboration with key partners.

Supporting Guidance

- A. Oversees relevant contracts related to provision of Early Intervention (EI) and early childhood special education (ECSE) services for their program.
- B. Is familiar with the funding process for EI and ECSE.
- C. Understands sources of contractor's/subcontractor's funds in Oregon.
- D. Is a responsible, ethical, and accountable steward of the program's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- E. Advocates for and secures the fiscal and human resources needed to provide quality services and supports.
- F. Develops and oversees an annual or bi-annual budget which allocates resources efficiently and responsibly.
- G. Oversees the management and reconciliation of expenses to the budget (e.g., completion and submission of fiscal workbook) within timelines.

5.2 Supervisor develops and implements policies, processes, and procedures that comply with Americans with Disabilities Act (ADA) or other national requirements through consultation with facilities management personnel and collaboration with diverse groups of partners.

Supporting Guidance

- A. Complies with policies, processes, and procedures developed by the state and district related to the Americans with Disabilities Act (ADA).
- B. Ensures the program has adequate and accessible facilities to meet the needs of children and families served.

5.3 Supervisor supervises and evaluates personnel providing services to young children with disabilities and their families using policies, processes, and procedures that are culturally responsive and embed adult development learning principles.

Supporting Guidance

- A. Creates an organizational environment in which all staff members are treated with respect and trust.
- B. Understands and establishes professional boundaries while at the same time promoting an open and caring workplace.
- C. Models and promotes participatory decision making to ensure staff investment in work plans.
- D. Provides clear information about the purpose and expectations of assigned tasks or responsibilities.
- E. Establishes clear and open feedback loops for assigned work responsibilities.
- F. Ensures that staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way.
- G. Ensures practitioners know and follow professional standards and all applicable laws and regulations governing service provision.
- H. Uses a strength-based approach to facilitate practitioners' continuous reflection and learning.
- I. Provides reflective supervision to EI/ECSE personnel and guidance for professional growth and development (e.g., provides positive and constructive feedback, assists in identifying appropriate goals, shares appropriate resources and supports).
- J. Delivers actionable feedback about intervention practices and other professional competencies to support the development of staff members' knowledge, skills, and practice.
- K. Conducts comprehensive and effective staff performance appraisals that are aligned with the program's staff evaluation system.

5.4 Supervisor implements policies, processes, and procedures for recruiting, hiring, and retaining diverse, qualified professionals who provide services to young children with disabilities and their families.

Supporting Guidance

- A. Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the program.
- B. Creates and implements policies and procedures that address ways to attract and maintain a consistently qualified, well trained, diverse staff and to reduce staff turnover.
- C. Recruits, hires, supports, develops, and retains effective, culturally responsive, and caring educators and other professional staff who reflect the cultural, linguistic, and racial diversity of children and families served by the program.
- D. Provides opportunities for effective induction and mentoring of new personnel.
- E. Plans for and manages staff turnover and succession.
- F. Supports staff in completing the Oregon Department of Education's EI/ECSE Authorization Process.
- G. Creates and maintains personnel policies and procedures that include essential information (e.g., job descriptions and qualifications, termination and grievance procedures, expectations for staff's continuing education requirements).
- H. Ensures personnel policies and procedures are provided to each employee upon hiring.
- I. Understands and follows labor laws, union contracts, and anti-discriminatory hiring practices.
- J. Ensures employees complete and pass all required background checks.
- K. Promotes the personal and professional health, well-being, and work-life balance of staff.

5.5 Supervisor designs and implements professional development that is culturally responsive and embeds adult development learning principles to support professionals who provide services to young children with disabilities and their families.

Supporting Guidance

- A. Develops and supports open, productive, caring, and trusting working relationships among leaders and staff to promote professional capacity and the improvement of practice.
- B. Develops staff members' professional knowledge, skills, and practices through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning principles that include culturally responsive methods.
- C. Fosters continuous improvement of individual and collective instructional capacity to support achievement of outcomes envisioned for each child and family.
- D. Keeps up to date on best practices in ECE and EI/ECSE best practices as defined by appropriate professional organizations (e.g., NAEYC, DEC), and supports the training and implementation of these practices.
- E. Develops and implements an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to meet EI/ECSE personnel standards and stay current with research and best practices.
- F. Develops the capacity, opportunities, and support for staff leadership.
- G. Commits to and provides resources for staff to engage in professional learning opportunities (e.g., job-embedded coaching, professional learning communities, trainings, conferences).
- H. Ensures personnel are adequately trained in adult learning processes and interventions (e.g., family and practitioner coaching) so they are equipped to support relevant adults in children's lives (e.g., parents, teachers).
- I. Provides regular time and space to foster a learning community among administrators and staff regarding equity issues.
- J. Ensures staff professional development plans are linked to and address the state personnel standards and provides evidence of this within their Service Area Plan (SAP).
- K. Implements ongoing professional development activities with a foundation of inclusive and equitable opportunities as the preferred method of service delivery for children who have or are at-risk for developmental delays and disabilities and their families.
- L. Uses adult learning strategies and PD practices based on the best available evidence to support professionals of all levels and types (e.g., direct service providers, teachers, paraprofessionals, therapists) in the field.
- M. Incorporates current research, literature, and other supports for the implementation of evidence-based practices into professional development opportunities.



STANDARD 6: COLLABORATION & COMMUNICATION WITH SPECIAL EDUCATION PARTNERS

SUPERVISOR

OUTCOME

Supervisor engages diverse groups of partners within local, intermediate, and state agencies in support of young children with disabilities and their families by cultivating and sustaining collaborative relationships. Supervisor utilizes conflict management, dispute resolution, and due process strategies to resolve differences with partners to improve outcomes for young children with disabilities and their families.

CORE COMPONENTS

6.1 Supervisor communicates and collaborates with diverse groups of general and special educators and administrators and intermediate and state agencies in regional efforts to support the learning of young children with disabilities and their families.

Supporting Guidance

- A. Understands and respects the rights, knowledge, and abilities of the families, colleagues, and community partners with whom they work, recognizing their unique contributions to service provision.
- B. Creates an organizational culture that values transparency and collaborative decision making.
- C. Establishes positive working relationships with colleagues, beyond attending formal meetings
- D. Understands other programs' and agencies' missions, visions, goals, and the services and supports they provide.
- E. Recognizes, promotes, and demonstrates the mutual benefits of joint work and collaboration with community partners (e.g., ECE programs, home visiting programs, CCR&R, early learning hub, school districts, tribal communities).
- F. Engages in planning and conducting crossagency training and staff development opportunities.
- G. Seeks and supports opportunities to work in partnership with other agency and program leaders to promote services and supports for all children and families

H. Works across levels and sectors to secure fiscal and human resources and maximize the use of these resources to successfully implement services for infants, toddlers, and preschool children with developmental delays and disabilities.

I. Collaborates with partners to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.

J. Collaborates with other agencies and programs (e.g., pediatric practices, child welfare, Early Hearing Detection and Intervention Program (EHDI), community preschools, home visiting programs, CCR&R) to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.

K. Collaborates with local early childhood programs (e.g., Preschool Promise, Early Head Start, Head Start, community preschools) to support the inclusion of young children with developmental delays and disabilities within general education early childhood settings.

L. Establishes collaborative relationships with other social service agencies and providers within the community to ensure they can support proper referrals to additional services the child/family may need.

M. Collaborates with local school district(s) to support effective transitions from ECSE to Kindergarten in order to support a seamless early learning to kindergarten transition.

6.2 Supervisor uses facilitation, mediation, resolution sessions, and due process hearings to resolve differences and improve communication and collaboration with partners supporting and providing services to young children with disabilities and their families.

Supporting Guidance

A. Creates transparency with open, respectful dialogue and discussion.

B. Practices democratic group problem solving or consensus decision making as appropriate to the issue at hand.

C. Follows local and state policies and processes for conflict resolution as necessary.

D. Ensures that facilitation, mediation, and resolution processes are culturally responsive, recognizing, respecting, and valuing the different backgrounds and perspectives of participants.

E. Ensures mediation and resolution processes are equity informed, taking into consideration power differentials or inequities within the group dynamics which may impact communication and collaboration.

F. Creates Memorandums of Understanding (MOUs) and/or Interagency Agreements (IAAs) to clearly communicate decisions and responsibilities related to joint work and collaboration.



STANDARD 7: EQUITY & CULTURAL RESPONSIVENESS

SUPERVISOR

OUTCOME

Supervisor identifies systemic inequities in relationship to identification, programming, and service delivery for young children with disabilities and their families. Supervisor communicates fairly and equitably and applies democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for all children, families, educators, and community partners.

CORE COMPONENTS

7.1 Supervisor identifies systemic inequities (e.g., gender, race, culture, language, age, disability, and socio-economic status) in relationship to identification, programming, and service delivery for young children with disabilities and their families.

Supporting Guidance

- A. Personally reflects on individual biases and systemic inequities to identify ways to support equitable and inclusive education for all young children and families, particularly children and families who have experienced historical and ongoing marginalization.
- B. Recognizes that implicit and structural biases have often resulted in limited and inequitable opportunities for members of marginalized groups.
- C. Confronts and alters institutional biases of child and family marginalization, deficit-based intervention, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability.
- D. Advocates for the field to remove structural inequities so all professionals, families, and children can contribute, benefit, be valued, and have a sense of belonging.
- E. Works to ensure equitable and timely access to EI/ECSE services for infants, toddlers, preschool children and families from historically marginalized groups.
- F. Consistently reviews program data to assess for systemic inequities and takes action to remedy them.
- G. Considers and addresses factors that create barriers to diversified family participation in program activities (e.g., time of meetings, location of meetings, languages in which meetings are conducted).

7.2 Supervisor communicates fairly and equitably with all children, families, educators, supervisors, and community partners.

Supporting Guidance

- A. Recognizes and respects each child's, family's, and employee's strengths, diversity, and culture as assets for teaching and learning.
- B. Engages in reciprocal relationships and partnerships with families, colleagues, and community partners through culturally and linguistically responsive and affirming practices.
- C. Provides translation and interpretation services as appropriate to ensure families receive information in their preferred language.
- D. Ensures the program provides information to families using their preferred mode of communication (e.g., phone, text, email, in-person).
- E. Ensures program information is accessible to families and community members (e.g., in home language, at appropriate reading levels).

7.3 Supervisor advocates for and applies democratic values that enhance cultural responsiveness, stress the imperative of high expectations, and support equity, inclusiveness, social justice, openness, caring, and trust for young children with disabilities and their families.

Supporting Guidance

- A. Includes a broad coalition of people representative of the diverse populations (e.g., different racial, linguistic, cultural, socioeconomic, geographic, and gender identities) served within the region in decision making processes.
- B. Ensures that children, families, and staff members are treated fairly, respectfully, and with an understanding of their culture and context.
- C. Builds local understanding of the importance of early intervention and early childhood special education to support policy creation and resource allocation.
- D. Works with the local early childhood community (e.g., early learning hub, local preschool programs) and social service agencies to advocate for and support inclusion of young children with developmental delays and disabilities within community programs.



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