



Introduction to the Crosswalks:

- **2012 CEC and 2010 NAEYC Initial Professional Standards**
- **2017 DEC Initial Specialty Set Knowledge and Skill Statements**
- **2014 DEC Recommended Practices**

Introduction

Crosswalks of the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) Recommended Practices (2014) with the DEC Initial Specialty Set (2017) and CEC (2012) and National Association for the Education of Young Children (NAEYC) (2010) Initial Professional Preparation Standards and Elements were created with support of the OSEP-funded Early Childhood Personnel Center (ECPC) and Early Childhood Technical Assistance Center (ECTAC). A crosswalk for seven of the eight topical Recommended Practice areas was developed as a resource for use by Early Intervention/Early Childhood Special Education (EI/ECSE) higher education faculty and professional development providers. A crosswalk for the leadership practices will be developed in the future. The crosswalks are designed to facilitate alignment of the DEC Recommended Practices with professional standards within preservice and professional development curricula.

Note: These crosswalks are meant to provide guidance to higher education faculty and professional development providers in aligning curricula with professional standards and integrating the recommended practices into that curricula. Individuals using these crosswalks may identify additional recommended practices that are also relevant in an individual course or training curricula or for other purposes for which they are being applied.

Exemplars included within each crosswalk offer general ideas for integrating the standards and practices into coursework/workshop activities, assignments, and fieldwork. Exemplars are organized by those focused on observation and reflection/discussion and those that are more participatory and interactive in nature. Exemplars focusing on observation are designed to support knowledge development and initial understanding of the skills required to implement the practices, while those that are more participatory are intended to facilitate skill development in applying the practices. Specific video vignettes, role-play scenarios, etc. are not identified so that faculty and professional development providers can employ resources that are already available to them and/or new resources as they become available.

Development of the Crosswalks

A rigorous development process was implemented. The multi-step process is described below:

1. Key phrases in each specialty set knowledge and skill statement and recommended practice were identified by a researcher knowledgeable in EI/ECSE.
2. The researcher compared each knowledge and skill statement (n=80) with each recommended practice (n=52) for similarity in content based on those phrases.

3. The researcher then assigned ratings of 1-3 based on the equivalency between each knowledge and skill statement and each recommended practice (1=highly equivalent, 2=somewhat equivalent, 3=minimally equivalent).
4. Two ECPC research assistants were trained by the ECPC Director on the rating process after which they independently compared and rated each statement. Inter-rater reliability was calculated.
5. The ECPC Director and a consultant knowledgeable in EI/ECSE then rated any statements which were rated 1 by one research assistant and 3 by the other with a final inter-rater reliability determined.
6. Only those knowledge and skill and recommended practice statements with a rating of one were included in the crosswalk matrices.
7. Using the previously developed DEC, CEC, and NAEYC Initial Standards Alignment, the NAEYC standards and elements that aligned with Specialty Set knowledge and skill statements were included in the matrices.
8. The CEC Initial Professional Preparation Standards and Elements were reviewed to make an initial determination of which CEC Standard and/or Elements should be included in the crosswalk matrix.

Review and Revision of the Crosswalks

DEC Personnel Preparation Council (PPC) and Recommended Practices Commission members reviewed each of the seven crosswalk drafts using a formal feedback guide and the introductory statement for the crosswalks. Based on this review, edits were made resulting in the final documents which are included as a resource in the ECTAC Trainer's Modules and disseminated on the Personnel Preparation section of the DEC website.

References:

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