



# ---CEC Professional Standards---



Below are the CEC Professionals Standards that apply to all 28 evidence-based practices.

The CEC Standards that apply to a specific evidence-based practice can be found on our website at <https://afirm.fpg.unc.edu/>.

## Initial Practice-Based Standards for Early Interventionists/Early Childhood (0-5 years; CEC, 2020)

Standard	Description
<b>Standard 1: Child Development and Early Learning</b>	
1.1	Demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
1.2	Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
1.3	Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning when planning and implementing early intervention and instruction.
1.4	Demonstrate 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.
<b>Standard 2: Partnering with Families</b>	
2.2	Communicate 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.
<b>Standard 3: Collaboration and Teaming</b>	
3.2	Use 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.
<b>Standard 4: Assessment Processes</b>	
4.2	Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
4.3	Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.



4.4	In collaboration with families and other team members, use 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.
<b>Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience</b>	
5.1	Collaborate 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.
5.2	Use 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.
<b>Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction</b>	
6.1	In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.
6.2	Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
6.3	Engage in ongoing planning and use 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.
6.4	Promote young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
6.6	Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
6.7	Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.
<b>Standard 7: Professionalism and Ethical Practice</b>	
7.2	Engage in ongoing reflective practice and access evidence-based information to improve own practices.
7.3	Exhibit 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.



# Initial Practice-Based Standards for (grades K-12; CEC, 2020)

Standard	Description
<b>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</b>	
1.3	Design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
<b>Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</b>	
2.1	Apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
2.2	Use knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
<b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</b>	
3.1	Apply understanding of academic subject matter content of the general curriculum to inform programmatic and instructional decisions for individuals with exceptionalities.
3.2	Augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
<b>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making</b>	
4.1	Collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
4.3	Assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
<b>Standard 5: Supporting Learning Using Effective Instruction</b>	
5.1	Use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.
5.2	Use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
5.3	Use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
5.6	Plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.



<b>Standard 6: Supporting Social, Emotional, and Behavioral Growth</b>	
6.2	Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
<b>Standard 7: Collaborating with Team Members</b>	
7.2	Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.



# Advanced Practice-Based Standards (CEC, 2012)

Standard	Description
<b>Standard 1: Assessment</b>	
1.2	Design and implement assessments to evaluate the effectiveness of practices and programs.
<b>Standard 2: Curricular Content Knowledge</b>	
2.1	Align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
2.2	Continuously broaden and deepen professional knowledge and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
<b>Standard 3: Programs, Services, and Outcomes</b>	
3.1	Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
<b>Standard 4: Research and Inquiry</b>	
4.1	Evaluate research and inquiry to identify effective practices.
4.2	Use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.3	Foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.
<b>Standard 5: Leadership and Policy</b>	
5.4	Advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
<b>Standard 6: Professional and Ethical Practice</b>	
6.4	Actively participate in professional development and professional learning communities to increase professional knowledge and expertise.
<b>Standard 7: Collaboration</b>	
7.2	Use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.