

## Special Education (M.Ed.) Early Intervention/Early Childhood Concentration Professional Learning Outcomes

The professional learning outcomes (PLOs) for the Master of Education in early intervention/early childhood special education are listed below. Our curriculum is designed to help our graduates attain the professional knowledge and competencies outlined by the [Initial Practice-Based Professional Preparation Standards for EI/ECSE](#), developed by the Division for Early Childhood of the Council for Exceptional Children. The Standards define the essential knowledge, skills, practices, and dispositions required of early intervention/early childhood special educators at the completion of an initial educator preparation program. The standards are built upon the concepts of developmentally appropriate and family-centered practice, as they apply to young children who have or are at risk for developmental delays or disabilities and their families. They are intentionally written to cross age ranges and settings, including children and their families from birth through two years who receive EI services; preschool children from three through five years of age; and children from six through eight years who receive ECSE services. The Division for Early Childhood is the premiere professional organization for early childhood special education.

- 1. Child Development and Learning:** Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features 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.
- 2. Partnering with Families:** Candidates use 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. They engage 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.
- 3. Collaboration and Teaming:** Candidates apply 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, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
- 4. Assessment Processes:** Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose 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, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share 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.
- 5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences:** Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use 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.

6. **Using Responsive and Reciprocal Interactions, Interventions, and Instruction:** Candidates plan and implement 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. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
7. **Professionalism and Ethical Practice:** Candidates identify and engage 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 candidates.
8. **EI/ECSE Field and Clinical Experience Standard:** Early Intervention/Early Childhood Special Education candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.

**(Updated: March 2021)**