

[to be used as partial documentation for EI/ECSE Assessment Evidence Guidelines]

Performance Indicators: The following performance indicators are provided to programs to assist them in developing assessments that demonstrate that candidate mastery of the EI/ECSE Performance Based Standards. These are provided solely as examples, certainly not as requirements. This is not an exhaustive list and use of these examples would not automatically lead to a positive decision.

Standard 1: Child Development and Early Learning

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

- Describe and interpret a child's learning and behavior from two different theoretical perspectives, based on observation or case study
- Design a learning environment, learning activities, and instructional strategies from the perspective of a specific developmental or learning theory and justify how they represent the theory
- Analyzes a child or family case study from two different theoretical perspectives and determine recommended classroom practices or a family engagement plan based on the different theories; compares and contrasts their interpretation and recommendations based on the different theories
- Interview an EI/ECSE educator about their philosophy of education; select a specific theory and analyze how practices outlined by the educator align with or differ from this theory
- Compare and contrast recommendations for family engagement from two different theoretical perspectives, based on a family case study

Component 1.2: Candidates 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.

- Develop a child case study that comprehensively outlines the child's development across multiple domains, including their complexity and interdependence; provide recommendations for how a teacher can support the individual child based on their strengths and needs
- Interview a family member of a child to understand the family's resources, strengths, preferences, and cultural and linguistic characteristics; use a developmental tool to facilitate a conversation about the family's perception of their child's development; writes a reflection on how they can partner with the family to support the child's development

- Interprets a developmental assessment to prepare an assessment summary that reports child's strengths and needs; provides implications for intervention and instruction
- Develops a lesson plan that incorporates supports for children who are dual language learners and incorporates materials and/or content that is culturally-responsive to students from diverse backgrounds

Component 1.3: Candidates apply 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.

- Develops individualized plan outcomes (e.g., IFSP) for a family case study with a child receiving early intervention due to the child being born significantly premature and exhibiting early developmental delays; incorporates identified family resources, routines, strengths, preferences, and needs
- During a student teaching placement or field experience, conducts a routines-based interview with a child's family to identify family resources, strengths, routines, and needs; writes a reflection for how that information would influence instruction and intervention
- Develops a lesson plan and determines home-based activities that families can do to support children's development/learning in that area; home-based activity suggestions take into account the resources generally available to families in the community and are little- to no-cost

Component 1.4: Candidates 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.

- During a student teaching or field experience placement, develops an early elementary science lesson plan with differentiated instruction options and an embedded learning opportunity for a student in their class with an IEP; embedded instruction supports the child's meaningful participation in the activity and progress towards one of their IEP goals
- Develop a plan to adapt a developmental assessment for a child with a specific disability (e.g., motor impairment, low vision); write a reflection about how the child's exceptionality changes the implementation and interpretation of the assessment to understand the child's development across domains
- Develops a plan to collaborate with families to support the early literacy of a child with a specific disability (e.g., language delay); plan includes how family can effectively implement book reading activities and includes a way for families to share their observations and perspectives about their child's language and literacy development

Standard 2: Partnering with Families

Component 2.1: Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family's lives to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

- Candidate role plays an interaction with a family using relational practices, such as active listening strategies, showing compassion and understanding, and respecting families' knowledge, input and perspectives.
- Candidate completes self-reflection journaling of their own culture, beliefs and experiences making connections to the impact their own beliefs and experiences could have on relationship building with families.
- Candidate develops a plan outlining strategies to share information and expertise with a family in the family's home language.

Component 2.2: Candidates communicate clear, comprehensive, 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.

- Candidate identifies effective communication strategies such as attending, listening, and asking clarifying questions, that promote actively seeking information from and sharing information with families through the review of video examples.
- Candidate plans and implements an early intervention visit or lesson that represents the diversity of families and children through the use of differentiated content, materials, individual routines or activities, or community settings.
- Candidate explains IDEA birth-8 systems of supports, including family and child rights, available services, and the requirement of family participation in all decisions about the child's individualized plan.

Component 2.3: Candidates engage families in identifying their strengths, priorities and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

- Candidate completes a family assessment, such as the Routines-Based Interview (RBI) or the Hawaii Early Learning Profile (HELP) Family Interview to identify the family's resources, and priorities and concerns.
- Candidate synthesizes assessment information gathered and collaboratively develops outcomes/goals that meet the unique needs and priorities of the child and family.
- Candidate jointly designs individualized plans with a family member, and identifies the formal and informal supports and services necessary to achieve the outcomes/goals.
- Candidate uses a case study to draft a comprehensive transition plan including strategies to engage the family in evaluating transition options, and identifying a range

of supports, services and resources available in the home, community and/or school setting.

Standard 3: Collaboration and Teaming

Component 3.1: Candidates apply 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.

- Candidate observes a team meeting (e.g., IEP, IFSP, transition planning) in person in a school, home, or other community setting and reflects on and describes the application of models of teaming observed and discusses roles of team members represented.
- Candidate uses technology to team with peers/classmates/professionals/families to complete a project and analyzes the effectiveness of teaming using technology.
- Candidate engages with peers in a role play of or participates in a transdisciplinary team meeting to demonstrate teaming skills.

Component 3.2: Candidates 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.

- Candidate uses collaborative strategies (e.g., problem solving, joint goal development) to develop an IEP/IFSP based on a case study or of a child with whom the candidate interacts in a field placement.
- Candidate collaboratively develops an agenda for a team meeting (e.g., IEP, IFSP, transition planning) with peers/classmates/professionals/families.
- Candidate, during field experience, collaborates with mentor (cooperating teacher) and related service provider(s) to develop and implement an intervention project for a child in the learning environment of the field placement.
- Candidate, working with peers/classmates, uses a peer coaching model to provide feedback on instructional strategies used during an instructional or intervention activity.

Component 3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

- Candidate interviews family member(s) of child with a delay or disability to learn about their experiences across different transition points in order to support effective future transitions.

- Candidate engages with peers in a role play of or participates in developing a transition plan for a child with a delay or disability.
- Candidate uses person-centered planning approach to interview families and collaboratively determine family priorities, hopes, and dreams for their child with a delay or disability.

Standard 4: Assessment Processes

Component 4.1: Candidates understand the purposes of formal and informal assessment including ethical and legal considerations, and use 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.

- Candidate observes a child in the natural environment, keeps a running record, and summarizes the results regarding the child's progress in achieving developmental milestones.
- Candidate explains the rationale for using formal assessment measures with a specific child in mind considering culture and other factors that may cause bias.
- Candidate administers assessment measures accurately and adjusts items, if allowed, to address individual needs and diversity.
- Candidate administers and critiques standardized assessment tools appropriate for young children with delays or disabilities.

Component 4.2: Candidates 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.

- Candidate completes a routines based assessment with family members to identify the family's resources, priorities, and concerns.
- Candidate researches an assessment tool and analyzes the psychometrics of the instrument provided in the manual.
- Candidate, in a transdisciplinary model with peers, observes a child in play, collaboratively takes observation notes, and analyzes notes to make recommendations.

Component 4.3: Candidates analyze, interpret, document and share assessment information using a strength-based approach with families and other professionals.

- Candidate uses observation notes to develop a strengths-based, jargon free report that summarizes assessment results for families.
- Candidate meets with families to discuss assessment results and findings.
- Candidate role plays, with peers/classmates, a parent-teacher conference to share progress monitoring.

Component 4.4: Candidates, 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.

- Candidate uses assessment information to develop goals/outcomes for an IEP/IFSP in collaboration with peers/classmates/professionals/families.
- Candidate uses assessment information to develop instructional and intervention plans in collaboration with peers/classmates/professionals/families.
- Candidate develops, in collaboration with peers/classmates/professionals/families, a plan to collect data using authentic measures during daily activities.

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

Component 5.1: Candidates collaborate with families and other professionals in identifying 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.

- Candidates develop a plan that describes strategies to be implemented to increase equitable access to and participation in the general curriculum, and differentiate challenging content to address the full range of abilities of children served based on a program case study that includes information about the perspectives of the families and all of the professionals engaged in the program.
- Candidates analyze an age appropriate curriculum and describe strategies that could be used to collect information on families developmental and educational expectations for their children to ensure their planning is culturally responsive.
- Candidates develop a plan that describes strategies to be implemented to ensure that children's cultural backgrounds and experiences are embedded in all aspects of the learning environment (e.g., interactions, instruction, family routines, home, community outings, classroom activities and materials) based on a program case study that includes information on the cultural backgrounds and experiences of the children and families served by the program.

Component 5.2: Candidates use 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.

- Based upon an observation or case study, candidates describe how the case's decisions on what, when, and how to promote each and every child's learning aligns with the expectations of early childhood curriculum frameworks.

- Candidates describe the principles of universal design for learning to ensure that learning experiences and environments are designed to allow for access and engagement to the greatest extent possible without the need for adaptation.
- Candidates develop a lesson/activity plan that explicitly details how the principles of universal design for learning and ensuring challenging learning experiences are addressed.

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

Component 6.1: Candidates, 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.

- Based on observation or a case study, candidates provide the rationale for selecting the appropriate practices and strategies to use with individual children based on the best-available empirical evidence as well as the wisdom and experience of the field.
- Candidates describe strategies for eliciting and using input from families pertinent to the appropriateness of evidence-based practices and the feasibility of implementing these practices within natural and inclusive environments
- Candidates describe within an activity plan how they will collect and use fidelity measures to collect data about the implementation process of evidence-based practices.

Component 6.2: Candidates 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.

- Candidates develop a plan for engaging families and other professionals in ongoing learning that reflect theories and principles of adult learning strategies relevant to EI/ECSE.
- Candidates develop a plan to support caregivers and other adults in implementing evidence based practices assuring that they align appropriately context for the child and family.
- Candidates describe a variety of strategies (e.g., feedback, modeling, active listening, questioning, problem solving, coaching) within a learning activity plan that provides adults with meaningful and relevant information that builds on what they already know.

Component 6.3: Candidates 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.

- Candidates develop a learning activity that includes specific strategies that will be used to modify the environment, materials, and instruction to appropriately address the developmental and academic content.
- Candidates develop a plan for an individual child that demonstrates how instructional episodes for the child's individual learning goals will be embedded throughout the activities and routines of the day.
- Candidates develop a plan, based on a child and family case study, for instructional and learning opportunities to be embedded in the natural activities and routines of the child and family's day.

Component 6.4: Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

- Candidates conduct an observation in a community early childhood setting paying attention to elements of the learning environment that may support or hinder children's social and emotional competence.
- Candidates conduct a functional behavioral assessment of a child in a clinical placement to systematically identify the behavior, events that precede such behavior (antecedents), and events that can maintain such behavior (consequences).
- Based on a case study (or actual children in a clinical placement), candidates analyze learning activities and design interventions to support individual and groups of children using multi-tiered systems of support as a framework.

Component 6.5: Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

- Candidates develop a plan to provide children with multiple opportunities to engage in sustained play within meaningful interactions across peers, adults, and contexts throughout the age range of birth to eight years
- Candidates demonstrate and apply their knowledge of instruction and play development to teach children to engage in increasingly complex play.
- Candidates demonstrate and apply their knowledge of instruction to embed meaningful learning opportunities within the child's play.

Component 6.6: Candidates 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.

- Candidates collect base-line and ongoing data on children's performance and use that data to analyze teaching/intervention effectiveness.

- Based on a case study or actual child, candidates analyze comprehensive assessment data to identify appropriate supports for that child across a variety of learning experiences given the child's developmental, cultural, and linguistic characteristics.
- Candidates view a video of their own instruction and write a reflection on their use of positive responsive interactions with children and/or families.

Component 6.7: Candidates 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.

- Candidates analyze a formal progress monitoring tool describing how it adheres to expectations of technical soundness, cultural and linguistic appropriateness, and utility for collecting information across multiple settings
- Candidates develop a plan based upon a program case study (e.g., early intervention program, preschool program, kindergarten) that describes how the program can monitor, evaluate, and document the learning, growth, and development of children and families to ensure adequate progress toward the attainment of short-term and long-term goals/outcomes.
- Candidates develop an activity/lesson plan that includes specific plans for collecting performance data, implement the plan, and reflect upon how instruction is to be adapted to promoted continued progress on specific child and family outcomes.

Standard 7: Professionalism and Ethical Practice

Component 7.1: Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

- Candidate attends a local professional meeting or event regarding early intervention/early childhood special education.
- Candidate attends a local or state interagency coordinating council meeting.
- Candidate volunteers for a parent advocacy/network/support group event.

Component 7.2: Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices

- Candidate reports and reflects on professional experiences and growth during field experiences through ongoing documentation and journaling .
- Candidate develops professional goals related to early intervention/early childhood special education.
- Candidate identifies and reviews online websites for evidence-based resources for early interventionists/early childhood special educators.

Component 7.3: Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession including the promotion of and use of evidenced-based practices and decision-making.

- Candidate develops an article or press release on the importance of play for all young children for local news outlets.
- Candidate communicates in writing or in person with a local, state, provincial, and/or federal representative to promote quality early intervention/early childhood special education.
- Candidate completes a literature review on a selected evidence based practice and presents salient facts to peers/classmates or in a professional development session such as a local or state

Component 7.4: Candidates practice within ethical and legal policies and procedures.

- Candidate reviews, compares, and contrasts multiple professional codes of ethics from professional membership organizations related to education, early childhood education, special education, early intervention/early childhood special education, and/or related services such as speech- language pathology, occupational therapy, physical therapy, etc.
- Candidate reviews the legal regulations that govern a current topic or issue in early intervention/early childhood special education issue such as suspension and expulsion, inclusion in preschool, or instruction/intervention in natural environments.
- In clinical/field experience, candidate demonstrates behavior that reflects relevant codes of ethics.