Partnership With Developmental Disabilities Council

Resource Allocation Priority Area

The Special Education Division within the Office of Superintendent of Public Instruction (OSPI) and the Developmental Disabilities Council are exploring the opportunity to partner on the development of a new Early Childhood Transitions video series designed to inform families and practitioners of both the benefits and requirements for smooth and effective transitions for children currently receiving early intervention services through the Early Support for Infants and Toddlers (ESIT) Program, who may be eligible for special education preschool services through their local school districts. Executive Director Ed Holden expressed interest in collaborating to ensure that all families have the information they need to make informed decisions about next steps in their child’s development. Exploration activities began with an initial meeting to discuss key concepts and video development options. Ongoing development activities are expected to take place over the next several months.

National Center for the Education of Young Children (NAEYC) Drafted Position Statement

Professional Development Priority Area

The NAEYC has issued a drafted Position Statement on “Professional Standards and Competencies for Early Childhood Educators”. The position statement replaces the 2009 version titled “NAEYC Standards for Early Childhood Professional Preparation”. As always, the current drafted position statement is driven by the early childhood field, and serves to build common understanding and support for significant and often controversial issues, related to early childhood education. Development of the position statement was completed by a workgroup appointed by the NAEYC Governing Board and working under the leadership of the Board’s Early Learning Systems Committee. Revisions to the standards reflected in the drafted position statement include recommendations from the Power to the Profession (P2P) Task Force including (a) an increased focus on the individual early childhood educator, rather than on preparation programs; (b) the need to address teaching subject matter specific content, stress and adversity, fostering socio-emotional development, working with dual language learners, and integrating technology in curricula; (c) integration of competency documents such as the Council for Exceptional Children’s DEC Recommended Practices, Special Educator Professional Preparation Initial and Advanced Standards, and the Early Childhood Special Education/Early Intervention Specialty Set, the Council for Professional Recognition’s Child Development Associate (CDA) Competency Standards, the National Board for Professional Teaching Standard’s Early Childhood Generalist Standards, and the Zero To
Three’s Critical Competencies for Infant-Toddler Educators. NAEYC is seeking feedback about the content and clarity of the drafted position statement through [this survey](#). The survey closes Friday, November 16, 2018. A final draft will be released for a second round of comment before it is considered for formal adoption by the NAEYC Governing Board.

**Kick-off Scheduled for Pre-K Inclusion Collaboration Team**
*Growth Mindset Priority Area*

More than 90 Inclusion Champions have received confirmation that their voices will be heard, in partnership with fellow practitioners and families. The statewide response to the Call To Action! was overwhelmingly high. We have been truly humbled by the volume of volunteers who will be dedicating one of their most valuable resources – **time** – to make sure all of our children have access to high quality early learning environments regardless of their race, ethnicity, income, or zip code. The first in-person work session has been confirmed for **December 17, 2018** at the Capital Region Educational Service District 113 located at 6005 Tyee Drive SW in Tumwater, WA 98512. In this cross-sector work to create a collaborative Inclusion Policy for Pre-K in Washington State, we anticipate several integral activities and topics of discussion such as research reviews, broad and in-depth data analyses, and critical dialogues pertaining to collaboration and coordination between Special Education preschool systems and additional Pre-K programs such as the Early Childhood Education & Assistance Program (ECEAP) and Head Start, whole child development and focus, curriculum and assessment, and additional topics as identified by the Inclusion Champions. If you would like to receive incremental updates on the progress of the Pre-K Inclusion Collaboration Team, please contact Valerie Arnold at [valerie.arnold@k12.wa.us](mailto:valerie.arnold@k12.wa.us) or Nicole Lor at [Nicole.lor@dcyf.wa.gov](mailto:Nicole.lor@dcyf.wa.gov).

**Early Childhood Education Workforce Council**
*Leadership Priority Area*

The Early Childhood Special Education Coordinator will soon be serving as OSPI’s representative on the Early Childhood Education Workforce Council at the request of and under the guidance of Karma Hugo, Director of Early Learning. The council focuses on ensuring that the degrees, certificates, and endorsements for early learning are progressive, valued, and transferable. The council provides advice and recommendations to the Department of Children, Youth, and Families (DCYF), other education related agencies, colleges, and universities pertaining to:

- **Early Learning Competencies, Credentials, and Standards**: Updating and refining early learning educator competencies, credentials and standards to meet the required knowledge and skills for early learning educators;
- **Career Pathways**: Providing access to efficient career pathways through the alignment of standards, clear articulation between higher education preparation programs leading to degrees, certificates and endorsements for early learning professionals that are progressive, valued and portable;
• **Culturally Responsive Professional Development**: Informing culturally responsive professional development as it relates to curriculum, access and best practices for adult learning, increasing opportunities for demonstrating mastery of competencies; and

• **Workforce Expansion**: Informing strategies to expand the supply of highly qualified and skilled early learning educators.

The [Early Childhood Education Workforce Council](https://www.ecew.org) supports the development of Washington’s qualified, diverse and competitively compensated educators across all early learning settings.

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**Hanover Research Requests Interview Related to Response To Intervention (RtI) in Early Childhood Settings**

*Evidence-Based Practices and Professional Development Priority Areas*

Hanover Research is in the process of conducting an important study on how organizations implement RTI strategies in the early childhood education setting. Designated researchers are scheduling informative 30-minute telephone interviews with Early Childhood leaders and practitioners to gain their insights on RTI implementation and strategies. The Early Childhood Special Education Coordinator at OSPI participated in an interview November 14, 2018. Key concepts expressed during the interview included tiered instruction and intervention, high quality classroom instruction, ongoing student assessment and progress monitoring, and the benefits of family involvement. These and additional research-based principles are articulated in *“Roadmap to Pre-K RTI: Applying Response to Intervention in Preschool Settings”* published by the [RTI Action Network](https://www.rtinetwork.org), a program of the National Center for Learning Disabilities. As a small “thank you” for our participation, Hanover Research will send a redacted copy of the final report. The final report and additional resources related to implementation of RtI in early childhood settings will be made available in the online [Special Education Resource Library](https://www.specialeducationresource.org). Questions about the research can be directed to Julia Weisman at Jweisman@hanoverresearch.com.

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**Planning Underway to Meet December 1st Deadline – National Center for Pyramid Model Innovations (NCPMI) Grant**

*Evidence-Based Practices and Professional Development Priority Areas*

Washington State will be submitting a competitive application to participate in an implementation and scale-up training and technical assistance opportunity designed to promote the social, emotional, and behavioral outcomes of children ages 3 through 5 years of age participating in preschool programs and receiving IDEA Part B, 619 services. The overarching goal of the State/NCPMI partnership is to plan, implement, and sustain a professional development system to build the capacity of local programs and professionals to use the Pyramid Model in the coaching of service providers to meet the social, emotional, and behavioral needs of children 3-5 years of age with or at risk for disabilities in inclusive environments. The first of four formal planning sessions was held on November 7, 2018 through Zoom. Participants discussed several aspects of the application including joint submission options, current and planned initiatives that support social-emotional supports for preschoolers, strategies for grant development, and next steps and timelines. Preliminary examples of existing projects to leverage include the Pre-K Inclusion Initiative, Washington State’s Systemic Improvement Plans for IDEA Part C.
(Indicator C11) focused on increasing social-emotional outcomes for infants and toddlers, and IDEA Part B (Indicator B17) focused on Pre-K Early Literacy Action Research, ECEAP's Partnerships for Preschool Improvement Grant (Special Needs and Challenging Behaviors in Inclusive Settings strand), Head Start State Collaboration Office Strategic Plan, OSPI's School Climate Transformation Grant, and the Children's Behavioral Health Pilot Project (funded through House Bill 1713). Three additional grant development sessions are scheduled through Zoom for Friday, November 16th, Wednesday, November 21st, and Wednesday, November 28th. All three Zoom meetings are scheduled from 1:00 p.m. – 2:00 p.m. If you would like to join the Zoom sessions and influence the design and development of the application, please contact Sharyn Jordan at Sharyn.jordan@k12.wa.us.

Prepared by Valerie Arnold, ECSE/Section 619 Coordinator
For more information or questions, contact Valerie at valerie.arnold@k12.wa.us