



Children's Integrated Services Early Intervention Certificate | Renewal Process Guidance

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Early Intervention Certification Renewal Application Checklist

Instructions: Please use the Renewal Application Checklist to organize submission materials. All materials must be uploaded and submitted via the [online Renewal Application](https://www.surveymonkey.com/r/2B3N8MK) (<https://www.surveymonkey.com/r/2B3N8MK>). The following checklist aligns with the online application questions. Please use this document as a guide.

1. Applicant Information

Applicant's Name:
Applicant's Region:
Name of Employer Agency and/or Organization:
Applicant's Email:
Applicant's Phone Number:
Supervisor's Name:
Supervisor's Email:
Supervisor's Phone Number:

2. EI Certificate Renewal Application Evidence

A. Individual Professional Development Plan (IPDP):

I have submitted a copy of my current IPDP, which includes updated goals, strategies and timelines to enhance my skills and competencies based on the self-assessment.

I met with my supervisor and we discussed my IPDP on the following date:
_____.

B. Professional Development:

I have submitted evidence of at least 30 cumulative professional development hours from the past three (3) years.

My training and professional development evidence includes the following information: name of participant, name of training, training sponsor logo/letterhead, number of PD hours received, signature of trainer, and date/s of training.

C. Work Evidence:

I have submitted a case study of evidence completed during the last three (3) years that demonstrates my skills in providing Early Intervention to children and families on my caseload.

All work evidence submitted keeps personally identifiable information sufficiently redacted to ensure confidentiality.

- I have included at least one example of each of the following: (Note – These examples may or may not be from the same client record).
- Formal Assessment using a state approved tool
 - Eligibility Form within the One Plan
 - One Plan
 - Transition Plan
 - Case Notes (as needed)

D. Observational Evidence of Functional Skills:

I have submitted evidence of functional skills from one of the two options listed below and it is signed and dated by me and my supervisor:

Option A: Narrative Observation

OR

Option B: Assessment Tool Observation

My observation was completed by me and the following individual (list their name and role):

E. Self-Assessment:

I have submitted a completed self-assessment template that references the pieces of evidence I've provided for each standard.

3. Confirmation and Submission

- My online renewal application is complete.
- The information is true, represents my work and the attached documents attest to my knowledge, skills and abilities in the self-assessment.

If you have questions about the renewal process or your application, please contact:
sonja.bracey@ccv.edu.

Early Intervention Certificate Renewal Process Guidance

A. Purpose and Background

The Early Intervention Certificate is designed to help early interventionist's show foundational evidence of competencies and demonstrate high quality skills. In addition to serving to recognize special skills needed to provide early intervention services, the certificate is required to bill Medicaid for the initial evaluation to determine the eligibility of a child.

The initial Early Intervention Certificate process was launched in January 2017 after an advisory group met for 18 months. The EI Certificate Renewal Process launched in October 2019 after advisory and stakeholder groups met over the course of 10 months. During this time, the groups reviewed the initial process and developed the renewal process.

The renewal process, detailed guidelines and supplementary information for submitting a renewal application is outlined below.

B. Required Evidence

Individualized Professional Development Plan (IPDP)

Required Evidence:	Individualized Professional Development Plan (IPDP)
Evidence Rationale:	Including a current and completed IPDP in the renewal application allows renewal applicants to demonstrate how they engage in reflective supervision and how that process informs their plan to improve their professional practice.
Details:	<p>All renewal applicants should have an IPDP that is updated every three years and reviewed during the applicant's annual performance review with their employer agency.</p> <p>Renewal applicants will submit a current, completed IPDP. The IPDP should:</p> <ul style="list-style-type: none"> ▪ be updated not more than six months prior to submitting your CIS-EI Certificate renewal application; ▪ include up-to-date timelines; ▪ include both the applicant's and supervisor's signature; ▪ include three (3) to five (5) priority areas where an individual has identified as focus areas; and ▪ be created using the CIS-EI IPDP template or template from your employer that includes, at a minimum, the same information provided on the CIS-EI IPDP template.
Related Resources:	See Appendix A, page 17 for the CIS-EI IPDP template.

Professional Development (PD)

Required Evidence:	Professional Development
Evidence Rationale:	Including documentation of professional development hours allows renewal applicants to demonstrate their ongoing efforts to develop their skills, stay up to date with best practices, and deepen their understanding of topics related to early childhood, early intervention, and early childhood special education. Individuals who provide formal professional development instruction to adults in related areas can provide evidence demonstrating those experiences.
Details:	<p>Renewal applicants will submit evidence of at least <u>30 cumulative professional development hours</u>. This is in addition to the 10 hours currently required annually under the CIS contract. The 30 cumulative hours <u>must have been completed within the last three (3) years</u> and should align with the goals outlined in the renewal applicant's IPDP.</p> <p>The professional development courses, trainings, and workshops must be relevant to the work of an early interventionist and align with the Division of Early Childhood (DEC) Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards. Renewal applicants will submit copies of completed training documentation and/or certificates that includes the following information:</p> <ul style="list-style-type: none"> ▪ Name of Participant ▪ Name of training ▪ Training sponsor logo and/or letterhead ▪ Number of PD hours received ▪ Signature of trainer ▪ Date/s of training <p>Individuals who provide formal professional development instruction to adults can submit evidence of their instruction work for up to <u>10 of the 30 hours</u> of EI Certificate renewal professional development requirements. For individuals who are submitting evidence of being an instructor, you can provide:</p> <p style="padding-left: 40px;">A brief write-up (3-5) sentences describing the training you led, learning objectives, dates, location, and number of people trained. It must be signed by your supervisor to verify the activity. If available, please include relevant evidence of the training (e.g. agenda, Power Point slides, handouts, etc.)</p>
Related Resources:	<p>See Appendix B, page 22 for the Division of Early Childhood (DEC) Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards</p> <p>See Appendix C, page 26 for examples of acceptable professional development documentation.</p>

Work Evidence

Required Evidence:	Work Evidence
Evidence Rationale:	Including work evidence allows renewal applicants to demonstrate their ability to provide high-quality comprehensive early intervention services, collaborate effectively on teams, and to complete vital documentation required by federal and state law.
Details:	<p>Renewal applicants will provide the following work evidence from the last three years:</p> <ul style="list-style-type: none"> ▪ <i>Formal assessment using a state approved tool</i> ▪ <i>Eligibility Form within the One Plan</i> ▪ <i>One Plan</i> ▪ <i>Transition Plan</i> ▪ <i>Case Notes (as needed)</i> <p>Evidence can come from multiple individuals on a renewal applicant’s case load. When providing evidence that demonstrates work as a team (e.g., Evaluation, One Plan review, etc.) applicants will need to provide a brief supplemental narrative (1-2 short paragraphs per evidence) stating their role in the process and/or meeting, and how they contributed to the evidence provided. Renewal applicants must ensure that all personally identifiable information is sufficiently redacted to ensure confidentiality. Please submit all documents related to the piece of evidence (e.g. all pages of a One Plan or Evaluation Report). A piece of evidence can be used for more than one type of work evidence.</p> <p><u>Administrators and/or supervisors</u>, due to the nature of their work, may not have a current example for every piece of evidence. For renewal applicants in an administrative/supervisory role, they may provide what evidence they do have and, for any missing work evidence, they may provide a supplemental narrative (1-2 brief paragraphs per evidence) demonstrating how they would explain that process to a parent, family, guardian, etc. For example, if an administrator hasn’t participated on a transition plan in the last three years, they would write a supplemental narrative that outlines how they would explain the transition process to a family. This allows administrators to demonstrate the direct service skills they have and their understanding of the EI process when evidence isn’t available.</p>
Related Resources:	<p>See appendix D, page 28 for examples of acceptable work evidence.</p> <p>See Appendix B, page 22 for the Division of Early Childhood (DEC) Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards.</p>

Observational Evidence of Functional Skills

Required Evidence:	Observational Evidence of Functional Skills
Evidence Rationale:	Including an observation of functional skills allows renewal applicants to reflect and document the skill areas where they excel and areas they want to improve on. Through observation, reflection and documentation, renewal applicants can more effectively improve their professional practice and engage in reflective supervision practices.
Details:	<p>Renewal Applicants must submit evidence of an observation of functional skills by completing <u>one of the two</u> options below.</p> <p>Option 1: Narrative Observation A supervisor will conduct an observation and, with the applicant, will review how it ties into the applicant’s IPDP or DEC Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards. The observation and documentation will be completed using the narrative template provided (see resources below) or a template of the renewal applicants choosing that covers the same information. The observation document must be signed by both the renewal applicant and supervisor.</p> <p>OR</p> <p>Option 2: Observation Assessment Tool A supervisor will conduct an observation using an observation rating tool provided (see resources below) and, with the renewal applicant, will document how it ties to the applicant’s IPDP and/or DEC Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards. The observation document must be signed by both the renewal applicant and supervisor.</p> <p><u>Administrators and/or supervisors</u> must be observed by their supervisor. If they do not have a direct supervisor, they must be observed by an agency administrator, director, or colleague who can provide an objective observation.</p>
Related Resources:	<p>See Appendix E, page 33 for a Narrative Observation template.</p> <p>See Appendix E, page 36 for links to the observation assessment. tools.</p> <p>See Appendix E, page 37 for the observation scale tool template.</p> <p>See Appendix B, page 22 for the Division of Early Childhood (DEC) Draft Early Intervention / Early Childhood Special Education Personnel Preparation Standards</p>

Self-Assessment Instructions

Required Documentation:	Self-Assessment
Rationale:	This self-assessment is designed for early interventionists with extensive experience in the field to demonstrate the skills they utilize to provide comprehensive, high-quality early intervention services.
Details:	<p>Instructions to Complete the Self-Assessment:</p> <p>There are seven (7) draft DEC Early Intervention / Early Childhood Special Education Personnel Preparation Standards. Each standard has three (3) to five (5) objectives.</p> <p>Renewal applicants must:</p> <ul style="list-style-type: none"> ▪ Provide evidence for <u>at least two (2) objectives</u> under each standard. ▪ Submit two (2) pieces of evidence for each objective addressed. The evidence must demonstrate the skills outlined in the objective being addressed. The two (2) pieces of evidence must: <ul style="list-style-type: none"> ▪ be different types of evidence (e.g., IPDP, training certificate, work evidence, observation). Renewal applicants can't submit two training certificates for one objective, but they could submit a training certificate and a work evidence example. ▪ have been completed within the last three (3) years. <p>For example, if a standard has 5 objectives, renewal applicants can provide two (2) pieces of evidence for two (2) to five (5) objectives. Renewal applicants do not have to provide evidence for all objectives. See page 12 for an example of a completed self-assessment section.</p> <p>Renewal applicants can use one piece of evidence for more than one objective, if it is solid evidence of that competency. Each document submitted as evidence must have a page number. Page numbers can be typed or hand-written. See Appendix D, page 28 for examples.</p> <p>How to Complete the Self-Assessment Template:</p> <ol style="list-style-type: none"> 1. Objective: Read each objective and decide which ones to provide evidence for. Renewal applicants must provide evidence for at least two (2) objectives per standard. 2. Mark the box that applies: Based on that objective, check which option applies to you: <ol style="list-style-type: none"> a. solid knowledge and experience in this area, or b. solid knowledge and some experience and can further develop in this area. 3. Type of Documentation and Page Number: Determine how you want to demonstrate this specific objective through your evidence. You must provide two (2) pieces of evidence for at least two (2) objectives in each standard. In the Type of Documentation and Page Number column, check the boxes that indicate what kind of

	evidence you provided and where reviewers can find it (page numbers). 4. Comments to Review Committee: Write in the column “Comments to Reviewers” information you think will help reviewers understand why you submitted the evidence.
Related Resources:	See Appendix F, page 40 for Self-Assessment Template.

Self-Assessment EXAMPLE

Draft DEC Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children’s development and learning. These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.

	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
1	1.1 Candidates demonstrate an understanding of the impact different theories and philosophies of early learning and development have on assessment, curriculum, instructional, and intervention decisions.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills Page # _____	
2	1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and cultural and linguistic diversity to support each child’s development and	<input checked="" type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further	<input type="checkbox"/> IPDP Page # _____ <input checked="" type="checkbox"/> Professional Development Documentation Page # _____	See PD Page 3, 12/10/2018 Linguistic Diversity training certificate which demonstrates my knowledge of early development,

	learning within natural and inclusive environments.	develop in this area.	PD Page 3 <input type="checkbox"/> Work Evidence Page # <input checked="" type="checkbox"/> Observation of Functional Skills Page # OFS Page 1	particularly in the area of linguistic diversity. See OFS Page 1, Narrative Observation from 10/31/2019. I was observed providing services and support to a child and family. The narratives describes my skills and expertise in applying early development knowledge in the child's natural environment.
3	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.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # <input type="checkbox"/> Professional Development Documentation Page # <input type="checkbox"/> Work Evidence Page # <input type="checkbox"/> Observation of Functional Skills Page #	
4	1.4 Candidates demonstrate an understanding of etiologies, characteristics, and individual differences within and across exceptionalities and developmental delays, and their potential impact on children's early development and learning.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input checked="" type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input checked="" type="checkbox"/> IPDP Page # IPDP Page 2 <input type="checkbox"/> Professional Development Documentation Page # <input checked="" type="checkbox"/> Work Evidence Page # WE Page 1 <input type="checkbox"/> Observation of Functional Skills	See IPDP Page 2 for goal to learn more about genetic conditions, particularly Fragile X syndrome. See WE Page 1 for the 4/15/2019 AEPS Evaluation for Child A which demonstrates my ability to understand the characteristics and exceptionalities that impact

			Page #	this child and their development.
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Renewal Application Submission and Timelines

As of October 2019, individuals holding an Early Intervention Certificate will have to renew their certificate every three years.

Once renewal applicants have collected their evidence and completed their self-assessment, they will need to upload and submit their materials. This includes uploading the following attachments:

- Individualized Professional Development Plan (IPDP)
- Professional Development
- Work Evidence
- Observational Evidence of Functional Skills
- Self-Assessment

All Early Intervention Certificate renewal applications must be submitted through the [online EI Certificate Renewal Application \(https://www.surveymonkey.com/r/2B3N8MK\)](https://www.surveymonkey.com/r/2B3N8MK).

Tips for Scanning

Most printers/copiers have a scanning option. It is recommended that applicants scan documents using a printer/copier because the documents are clearer to read and review.

If you do not have access to a scanner, there are free phone applications available designed to assist with scanning and converting scans into PDFs (portable document format).

Cam Scanner: <https://www.camscanner.com/user/download>

Tiny Scanner: <http://www.appxy.com/tinyscan/>

Adobe Scan: <https://acrobat.adobe.com/us/en/mobile/scanner-app.html>

Clear Scanner: <https://clear-scanner-free-pdf-scans.en.softonic.com/android>

If using a scanning application, please ensure that all documents are readable. If documents are unreadable, the review committee will have to request that applicants resubmit evidence and this may cause delays in renewals being approved.

Tips for uploading documents to Survey Monkey

All documents must be uploaded into Survey Monkey. To upload your document:

- Click the “Choose File” button. A file window will open.
- Find the file you want to upload and double click on the file.
- If an applicant has successfully uploaded a file, the file name will appear under the “Browse File” button in Survey Monkey.
- If an applicant uploaded the incorrect file, it can be deleted. To delete a file, move the mouse arrow over the file to be deleted and click on the red “X”. Once deleted, the file will no longer appear under the “Browse File” button.

If, for some reason, your file exceeds the file size limit, you can email your application materials to Sonja.bracey@ccv.edu.

It is recommended that you scan and save all your documents in one file per application evidence section (e.g., one file for IPDP, one file for PD documentation, etc.) Before scanning, please ensure that each document has a page number and that it aligns with the information provided on the self-assessment.

Timeline

1. Renewal Application with all evidence attachments is submitted through Survey Monkey.
2. Once received, the renewal application will be reviewed by the EI Certificate team for completeness within five (5) business days.
 - If the application is complete, it will be shared with the review committee.
 - If the application is not complete, a representative will communicate what's missing to the renewal applicant. That evidence will need to be provided by the renewal applicant within 30 calendar days.
3. The completed application is reviewed by the review committee within 30 days of receipt.
 - If the application meets all requirements, the applicant will receive notification of approval and a new early intervention certificate.
 - If the application doesn't meet all requirements, a representative will communicate what is missing or incomplete and that evidence will need to be provided by the renewal applicant within 30 calendar days.

If the review committee receives a large volume of applications at once, they may determine that they need additional time to complete a comprehensive review. If so, they will reach out to applicants regarding the short delay.

All Early Intervention Certificate Renewal applications will be reviewed by the EI Certificate Review Committee. The committee will include representatives from:

- Children's Integrated Services and Child Development Division State Teams;
- Northern Lights at Community College of Vermont; and
- A field-based peer.

If you have questions about the renewal process or your application, please contact:
sonja.bracey@ccv.edu.

Early Intervention Certificate Review Rubric

Each EI Certificate Renewal Application will be reviewed by a committee using the following rubric. Applications must receive a score of 10 or above to be approved for renewal. If an applicant is missing information or the committee has requested additional information, the applicant has 30 calendar days to submit clarifications or additional information.

Renewal Application Evidence	3	2	1	0	
Individualized Professional Development Plan (IPDP)	Applicant provided a completed, current IPDP that was reviewed within the last six months and signed by the applicant and their supervisor.	Applicant provided a mostly complete, current IPDP that was reviewed within the last six months and signed by the applicant and their supervisor.	Applicant provided an IPDP, but it was not reviewed within the last 6 months and wasn't signed by the applicant and their supervisor.	Applicant did not provide an IPDP OR significant amounts of required information was missing.	
Professional Development Hours	Applicant provided completed documentation for at least 30 PD hours and all required information was provided.	Applicant provided documentation for at least 30 PD hours, but some required information was missing.	Applicant provided documentation for less than 30 PD hours and a lot of required information was missing.	Applicant did not provide documentation of PD hours OR significant amounts of required information was missing.	
Work Evidence	Applicant provided a complete and acceptable example for each of the following: <ul style="list-style-type: none"> ▪ Formal Assessment ▪ Eligibility ▪ One Plan ▪ Transition Plan ▪ Case Notes (as needed) 	Applicant provided a complete and acceptable example for two to three of the following: <ul style="list-style-type: none"> ▪ Formal Assessment ▪ Eligibility ▪ One Plan ▪ Transition Plan ▪ Case Notes (as needed) 	Applicant provided a complete and acceptable example for only one of the following: <ul style="list-style-type: none"> ▪ Formal Assessment ▪ Eligibility ▪ One Plan ▪ Transition Plan ▪ Case Notes (as needed) 	Applicant did not provide any examples of work evidence OR the evidence provided was inadequate or missing significant amounts of information.	
Observational Evidence of Functional Skills	Applicant provided a completed observation and included the signature of the applicant and their supervisor.	Applicant provided a somewhat completed observation and included the signature of the applicant and their supervisor.	Applicant provided a somewhat completed observation tool, but it did not include the signature of the applicant and their supervisor.	Applicant did not provide an observation OR their observation was inadequate or missing significant amounts of information.	
Total:					Grand Total:

___ The applicant has been approved for renewal.

___ The applicant will need to submit additional evidence.

Reviewer Signature and Date: _____

Appendix A

CIS-EI Individual Professional Development Plan (IPDP)

This template is intended to support Children’s Integrated Services providers to plan their ongoing professional development. The template is pre-populated with the 2018 Draft DEC/CEC Preparation Standards for Early Intervention, which can be removed or modified at the practitioner’s discretion. This template enables you to reflect on and document your present level of functional skills and to identify areas in which you would like to gain additional skill, knowledge, and experience. An example is provided at the bottom of each section.

	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:
<u>EXAMPLE</u> <i>Collaboration and Teaming</i>	<u>EXAMPLE</u> <ul style="list-style-type: none"> • Interact well with other CIS team members to develop and plan services for families. • Support families to connect with other community resources. 	<u>EXAMPLE</u> <ul style="list-style-type: none"> • Facilitate families to invite non-CIS community resources to team meetings in order to supporting ‘warm connections’ with those families and providers, building greater engagement from those families and supporting them to develop personal agency.
STANDARD 1: CHILD DEVELOPMENT AND EARLY LEARNING <i>...understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Practitioners apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children’s development and learning. These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.</i>		
	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:

<p>STANDARD 2: PARTNERING WITH FAMILIES <i>...knowledge of family systems to develop responsive partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They engage families in opportunities that strengthen family and parent competence and confidence and support children's development and learning.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>
<p>STANDARD 3: COLLABORATION AND TEAMING <i>...apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically-responsive practices. In partnership with families and other professionals, practitioners plan and implement transitions that occur across the age span. Practitioners will use a variety of collaboration strategies while working with and supporting other adults.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>
<p>STANDARD 4: ASSESSMENT <i>...know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family and program. They develop or select and administer informal measures and select and administer formal measures using evidence-based processes/approaches in partnership with families, and other professionals. They analyze, interpret, document and share strength-based assessment information with families, and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>

<p>STANDARD 5: CURRICULUM</p> <p><i>...use developmentally, culturally and linguistically appropriate early childhood curricula and frameworks across developmental and academic domains. Practitioners plan and create universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. Practitioners collaborate with families and professionals to identify and modify curricula to provide each child with learning opportunities that meet rigorous learning standards.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>
<p>STANDARD 6: INTERACTION, INTERVENTION, AND INSTRUCTION</p> <p><i>...plan and implement intentional and systematic, evidence-based and responsive interventions to support children's learning and development. They methodically promote children's social-emotional competence and proactively address challenging behaviors through the use of function-based interventions. Practitioners facilitate equitable access and participation for all children within natural environments and inclusive settings. Practitioners use data-based decision making to plan for and continually modify and improve interactions, interventions, and instruction.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>
<p>STANDARD 7: PROFESSIONALISM AND ETHICS</p> <p><i>...identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by practitioners.</i></p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p>		<p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>

OTHER AREA(S) OF PROFESSIONAL PRACTICE:		
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SECTION 2: GOALS, STRATEGIES, & TIMELINE

Identify what you will do next to act upon your Self-Assessment to set your professional development **Goals**. Goal statements should summarize your plans and have observable or measurable results. Be specific about what you plan to accomplish in your work. Your **Strategies** are specific tasks you will complete to accomplish your goals. **Resources** will detail what you need to do it (e.g. web resources, reading material, trainings, etc). Finally, set a **Timeline** for achieving your professional goals (month and year). Keep your IPDP updated recording your progress in **Status**.

GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
<u>EXAMPLE</u> Collaboration and Teaming Build my skills and scripts for talking with families about inviting other, non-CIS providers to team meetings improving their self-advocacy skills, personal agency, and ability to navigate community resources independently.	<u>EXAMPLE</u> Mentor under the Strong Families nurse to learn more about the Family Partnership Model. Begin with clients we share. Practice skills with other families. Receive consultation on my skills from the nurse, as well as my supervisor.	<u>EXAMPLE</u> Time with the nurse to learn FPM scripting/skills. (2 hours) Shared meetings with the nurse (3-4 meetings). Ongoing consultation from the nurse as needed (phone/email communication)	<u>EXAMPLE</u> Begin with upcoming plan review meetings for the 3 clients we share – August 2019. Proficiently incorporating the skill into my practice by March 2020.	<u>EXAMPLE</u> First joint meeting scheduled for 8/21/19. Scheduled 2-hour orientation with nurse on 7/11/19
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS

Goal #1				
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
Goal #2				
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
Goal #3				

Date Updated (must be updated once every three years): _____

Date Reviewed (must be reviewed at least once annually): Review 1: _____ Review 2: _____

Employee Signature & Date: _____

Supervisor Signature & Date: _____

Appendix B: Draft DEC Standards

Draft DEC/CEC Preparation Standards for Early Intervention (EI)/Early Childhood Special Education (ECSE)

Below are the DRAFT Preparation Standards for Early Intervention (EI)/Early Childhood Special Education (ECSE) as of January 4, 2019. Each Draft Standard includes the title of the Standard, the Standard, and its Components (the number items).

Draft Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children's development and learning. These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.

1. Candidates demonstrate an understanding of the impact **different theories and philosophies of early learning and development** have on assessment, curriculum, instructional, and intervention decisions.
2. Candidates apply **knowledge of normative sequences of early development, individual differences, and cultural and linguistic diversity to support each child's development** and learning within natural and inclusive environments.
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.
4. Candidates demonstrate an **understanding of etiologies, characteristics, and individual differences** within and across exceptionalities and developmental delays, and their potential impact on children's early development and learning.

Draft Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop responsive partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They engage families in opportunities that strengthen family and parent competence and confidence and support children's development and learning.

1. Candidates apply their **knowledge of family systems**, and the changing needs and priorities in family life to **develop trusting, respectful, culturally and linguistically responsive partnerships** with all families.
2. Candidates **provide families with comprehensive, objective information** to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.
3. Candidates **engage families** in addressing their priorities and concerns, in identifying opportunities to achieve the goals they have for their family and their child's development and learning, and in strengthening their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.

Draft Standard 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 practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates will use a variety of collaboration strategies while working with and supporting other adults.

1. Candidates **apply models, skills, and processes of teaming**, including appropriate uses of technology, when collaborating and communicating with families, professionals representing multiple disciplines and roles, and community partners and agencies.
2. Candidates **plan and implement**, in partnership with families and other professionals, appropriate and individualized events, activities, and processes **to support transitions** that occur across the age span.
3. Candidates will **use a variety of collaboration strategies**, appropriate to the environment and service delivery approach, while working with and supporting other adults.

Draft Standard 4: Assessment

Candidates know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family and program. They develop or select and administer informal measures and select and administer formal measures using evidence-based processes/approaches in partnership with families, and other professionals. They analyze, interpret, document and share strength-based assessment information with families, and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting.

1. Candidates **know and understand the purposes of assessment** including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate, valid, reliable tools and methods responsive to the characteristics of the child, family and program.
2. Candidates **develop or select and use valid, reliable tools using evidence-based processes/approaches**, including technology, in partnership with families, and other professionals.
3. Candidates **analyze, interpret, document and share strength-based assessment information** with families and other professionals.
4. Candidates **use assessment data** to develop child and/or family-based goals, plan for instruction, and monitor progress.

Draft Standard 5: Curriculum

Candidates use developmentally, culturally and linguistically appropriate early childhood curricula and frameworks across developmental and academic domains. Candidates plan and create universally-designed, inclusive and natural learning environments

that provide each child and family with equitable access to high-quality learning experiences. Candidates collaborate with families and professionals to identify and modify curricula to provide each child with learning opportunities that meet rigorous learning standards.

1. Candidates **plan and facilitate culturally-responsive, meaningful learning opportunities** that support the unique needs of all children and families.
2. Candidates use their knowledge of early childhood curricula and frameworks to **plan and implement universally-designed, appropriate and challenging learning experiences** that promote children’s learning within and across developmental and academic domains.
3. Candidates **collaborate with families and other professionals** to identify, modify, and individualize early childhood plans, curricula and frameworks **to ensure equitable access to appropriate and challenging content standards** for all children.

Draft Standard 6: Interaction, Intervention, and Instruction

Candidates plan and implement intentional and systematic, evidence-based and responsive interventions to support children’s learning and development. They methodically promote children’s social-emotional competence and proactively address challenging behaviors through the use of function-based interventions. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings. Candidates use data-based decision making to plan for and continually modify and improve interactions, interventions, and instruction.

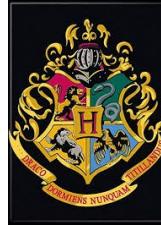
1. Candidates know and **use systematic, responsive, and intentional evidence-based practices** with fidelity when interacting with children and families.
2. Candidates **plan and implement flexible instructional and environmental arrangements** to support the use of interaction, intervention, and instruction that is adapted to meet the needs of all children.
3. Candidates proactively **promote social-emotional competence**, plan and implement function-based interventions to **prevent and address challenging behaviors**, and aim to make challenging behaviors irrelevant, ineffective, and inefficient.
4. Candidates **use responsive interaction and instruction** with sufficient intensity and support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.
5. Candidates **plan for and continually modify and improve approaches** to interaction, intervention, and instruction **based on multiple sources of data** across a range of natural and inclusive settings.

Draft Standard 7: Professionalism and Ethical Practices

Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by candidates.

1. Candidates **identify and engage with the field** of early intervention and early childhood special education.
2. Candidates **engage in reflective practice and access professional development** to improve their own practices.
3. Candidates **exhibit professional dispositions and leadership skills** by using ethical practices and applying legal policies and procedures in relationships and interactions.
4. Candidates **advocate for children, families, and the profession** including the promotion and use of research and evidence-based practices and decision making.

Appendix C: Professional Development Certificate Examples



Hogwart's School of Witchcraft & Wizardry

Certificate of Completion

Hermione Granger

Has completed the **Advanced Transfiguration Train-The-Trainer** workshop series on July 1st, 2019 – July 4th, 2019.

Total Training Hours: 32 hours

A handwritten signature in black ink that reads 'Minerva McGonagall'. The signature is written in a cursive, flowing style.

Head of Hogwart's



Training Documentation

Participant Name: Beyoncé Knowles

Training Name:	Ages and Stages Questionnaire 3rd ® edition (ASQ3), Ages and Stages Questionnaire: Social Emotional 2nd ® edition (ASQ-SE2), and an Introduction to the Developmental Screening Registry Training
Date:	Tuesday, May 21 st , 2018
Location:	Southwestern Vermont Medical Center 100 Hospital Drive Bennington, Vermont 05201
Time:	10:00AM – 2:00PM
Total Training Hours:	4 hours
Trainer/s Name:	Kati Ringer
Training Description:	The ASQ3 and ASQ2-SE are a series of developmental screening tool designed for use by early educators and health care professionals. The parent-completed questionnaires are designed to screen the development of children in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills. The ASQ2-SE focuses on the social-emotional development of young children. Participants in this training have gained a clear understanding of every facet of screening, including its purposes and limitations, effective and sensitive communication with families, cultural and other factors that may influence a child’s screening results, and community resources for appropriate referral. Participants also learned how to use Vermont’s Developmental Screening Registry, which is a means to sharing screening results across community settings.

_____ **05/21/2018** _____

Appendix D: Work Evidence Examples

Work Evidence Tips:

- Evidence can come from one or multiple individuals on a renewal applicant's case load.
- Renewal applicants must ensure that all personally identifiable information is sufficiently redacted to ensure confidentiality.
- Please submit all pages related to the piece of evidence (e.g. all pages of a One Plan or Evaluation Report, etc.).
- When scanning, make sure both the back and front of the document were scanned correctly.
- One piece of evidence can be used for more than one type of work evidence (e.g. this AEPS report could be used for both the formal assessment and eligibility report).
- Please ensure that the evidence provided includes information that aligns with the Draft DEC/CEC Preparation Standards for Early Intervention (EI)/Early Childhood Special Education (ECSE) Standards and objectives that is being highlighted in the self-assessment form.

- **Formal assessment using a state approved tool**
- **Eligibility Form within the One Plan**

****, Updated AEPS, pg. 1

**Northeast Kingdom Children's Integrated Services, Early Intervention
Six Domain Developmental Assessment
Assessment, Evaluation, and Programming System (AEPS) for Infants and Children**

Name: ****
Date of Birth: ****
Date of Testing: 4/1/2020
Age at Time of Testing: ***
Parent(s): *****
Address: *****, St. Johnsbury, VT 05819

Evaluators: [Redacted] B.S. and [Redacted] B.S., Children's Integrated Services, Early Intervention (CIS-EI)
Evaluation Tool Used: AEPS and the CIS-EI family interview.

Evaluation Procedure

What is the AEPS?

The AEPS is a play-based evaluation that measures different, but interrelated developmental skills in these six areas: Fine Motor; Gross Motor; Cognitive; Adaptive; Social-Communication; and Social. Even when there are concerns in only one area of development, it is important to assess all areas as delays in one can impact development in others.

The AEPS is a curriculum-based assessment developed to support the delivery of quality instruction and intervention for children with delays or disabilities and their families. The assessment relies on observations of children in natural learning environments such as their homes or childcares during everyday activities. Modifications and accommodations are made for children's individual differences and needs. Assessment with AEPS is collaborative, relying on the observations of multiple practitioners, and ensures that parents contribute by observing and contributing as team members. This assessment consists of functional, measurable, and teachable skills that are meaningful to the child and family in everyday life. The AEPS' activity-based curriculum can be offered to children and families if delays are found. CIS-EI works with families to insure that interventions are embedded into children's natural daily activities, play, and routines; therefore, it can be used across a variety of settings throughout the day.

How did we administer the AEPS?

Today's updated evaluation took place at the home of ****, with his dad **** present. He was the only child present. The evaluation took place in the morning after breakfast. The

*Note – this is just one page of a report to show as an example. Please provide all pages of a report for the review committee to review.

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One Plan



NOTE: Click the "Exit Design Mode" icon off (see example at left) prior to using the One Plan documents

Integrated One Plan Version 5-13

One Plan Cover Page

This plan is for:

Date of Birth: **3/28/16**

Parents/Guardian

Name:

Address:

Phone:

Name:

Address:

Phone:

Dates

Referral: **3/28/16**

Annual Plan:

Initial Evaluation: **4/7/16**

Reviews:

Eligibility Determined: **5/11/16**

Annual Plan:

Initial One Plan: **5/11/16**

Reviews:

Reviews:

Transition Meetings:

Primary Service Coordinator

Service Coordinator: **[Redacted]**

Phone: **802-626-6331**

Agency: **NEKLS Children's Integrated Services - Early Intervention**

Address: **PO Box 182 Lyndonville, VT 05851**

Client Name:

Date of Referral: **3/28/16**
Date of Signed Consent: **5/20/16**

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NOTE: Click the "Exit Design Mode" icon off (see example at left) prior to using the One Plan documents

Integrated One Plan Version 5-13

Your Outcomes*

(*Complete an Outcome sheet for each outcome)

To duplicate this page: using your mouse highlight the entire page, right click, select "Copy", click to set your cursor at the very top of the page, right click again, select "Paste"

<input checked="" type="checkbox"/> Child <input type="checkbox"/> Family <input type="checkbox"/> Prenatal/Post-Partum Woman <input type="checkbox"/> Child Care Provider														
Date of Plan: <input checked="" type="checkbox"/> Interim <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Review <input type="checkbox"/> Annual Review <input type="checkbox"/> Transition														
We Want: (What would you like to happen?) We want **** to be able to play with toys as they are intended and with purpose while using his upper extremity.														
So That: (Why is this important?) This is important as ***** learns how to use toys and objects for a purpose instead of banging them together or mouthing them and to strengthen muscle tone, increase eye contact, imitation, and motor skills.														
Outcome: How will we know we are successful? (Include criteria.) We will know we are successful when ***** is no longer throwing, banging or mouthing toys, but is instead using them for a purpose: building, pretend play, problem solving, stacking, sorting, sequencing.														
What resources do we have to help with this outcome? Family, DE, SLP, OT														
Strategies and Activities: -Provide opportunities for caregivers to spend time with **** modeling how to use particular toys. Encourage them to imitate and help with something being built, cared for, cooked, driven, etc. -Talk about what you are doing with the toys, engage the child in conversation, i.e. look how high my blocks are, how high will yours be? Can you add one to mine? -If toys are being used to: throw, carry or mouth: correct the action by saying "It looks like you have a ____, it is for ____. Let's go do this together." Using a physical presence to help redirect the behavior that is not desired will help show the child the intended purpose of the toy. Sometimes a child can understand better when shown how to use a toy instead of told. -Set aside 10-15 minutes 3-4 times a day to spend time with your child: driving trucks with sounds, building blocks, completing a puzzle, shape sorters, playdough, drawing, looking at the pictures or reading a story, singing a song, playing hide and seek. -Remove toys that are too old or are too young for the development of your child. If they do not understand how to use them or are bored with them, the odds of the toy being used in an undesired manner is increased. -During play encourage use of finger movement, arm movement, wrist rotation.	Who will help? Family, DE, SLP, OT	When & Where? Daily @ home and community												
How often should the team meet to review this outcome? As Needed Review Date:														
<table border="1"> <thead> <tr> <th>Date Reviewed</th> <th>Outcome Review (Describe Progress)</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td> <input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities </td> </tr> <tr> <td></td> <td></td> <td> <input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities </td> </tr> <tr> <td></td> <td></td> <td> <input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities </td> </tr> </tbody> </table>	Date Reviewed	Outcome Review (Describe Progress)	Status			<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities			<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities			<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities		
Date Reviewed	Outcome Review (Describe Progress)	Status												
		<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities												
		<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities												
		<input type="checkbox"/> Achieved <input type="checkbox"/> Continue <input type="checkbox"/> Change Outcome/Activities												

Client Name: *****

Date of Referral: **3/28/16**
Date of Signed Consent: **5/20/16**

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*Note – this is just one page of a One Plan to show as an example. Please provide all pages of a plan or report for the review committee to review.

Transition Plan



Integrated One Plan
Version 4-13



Family and Child's Transition Plan

Child's Name: ***** DOB: *****

EEE Contact (if applicable): [REDACTED] Phone: 748-[REDACTED]

Service Coordinator: [REDACTED] Phone: 802-626-[REDACTED]

Parental Consent: _____ Date: [REDACTED]

Other Contacts: _____

Child Outcomes Completed? Yes No

Important future dates:

- 6 month notification to LEA: [REDACTED]
- Transition Conference must occur at least 90 days prior to child's third birthday: [REDACTED]

Current Summary of Child's Developmental Status and Family Priorities

(Child information should be gathered and updated prior to the meeting and reviewed with the family. This section should be filled out with the team including the family at the Transition meeting)

General Health Status (including medical, dental, nutrition, vision and hearing)

Area of Strength:

Medical and Nutrition: **** takes his feedings by g-tube and is on a monitored caloric formula that is adjusted to meet his ever-changing needs. **** is followed by a team of physicians and specialists involved with: North Country Pediatrics, UVMC, Dartmouth Hitchcock Memorial Center, Littleton Regional Hospital, and Boston Children's Hospital (consulting). He receives palliative care services with Caledonia Home Health Care. He has been approved for a few hours of weekly palliative care nursing. This nursing results in 0-6 hours per week of nursing in a block. **** this winter only spent 2 weeks as inpatient in hospitals. The family is attributing this good health to better equipment for positioning. For brief periods he can now go off oxygen. Epilepsy is still a focus for medical providers and family.

Vision: Over the last year, **** has made great gains in regards to vision. He has achieved the objective to regard additional primary colors other than red. He is now attending to blue, yellow and to a lesser extent green. Blue has become **** favorite color. **** is primarily reacting most to color through backlit displays including

Client Name: *****

Date of Referral: [REDACTED]

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Date of Signed Consent: [REDACTED]

[REDACTED]

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*Note – this is just one page of the Transition Plan to show as an example. Please provide all pages of a plan or report for the review committee to review.

▪ **Case Notes (as needed)**

NORTHEAST KINGDOM CHILDREN'S INTEGRATED SERVICES – EARLY INTERVENTION
Visit Activity and Information Form

Child's Name: ***** Medicaid Billed: Yes No
 NEKCIS-EI Staff: [Redacted] **Samatha Givens and Sheri Lynn**
 Other Participants: _____
 Date of Visit: 5/20/16 Time: 1:00-2:00 Next Scheduled Visit: 5/24 1PM
 Location: Home Childcare Other: _____

Here's what we did during today's visit:

Family Update: ***** sleep schedule has been a bit off and she is waking up more during the night.

Today's Focus: Today the EI team brought some items to leave @ the family home for family and therapists to use. The items included: small table w/ 2 chairs and activity box. In the activity box was: small truck puzzle, comprehension bag w/ parent identified familiar objects, small shape sorter, Ball around, playdough w/ a few cutters, soft blocks. We talked about how giving ***** one object/toy at a time to focus on and have repetition with, will allow+encourage play w/ familiar toys in appropriate ways. Spending time w/ him modeling this play is vital. Parents joined in play w/ ball around. We talked about key words and using the sign for "more" during play and eating.

Comments: Family plans to take photos of family members + favorite objects and send to [Redacted], so we can create a book of photos relative to ***** for printing, labeling, looking at.

Materials Distributed to Family: We updated one plan adding weekly OT services and left a the chairs/table + therapy box.

White Copy: #57, One Plan File Yellow Copy: Family Have Fun! 06/3/16/11

(86) [Redacted]

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*Note – this is just one page of a Case Note to show as an example. Please provide all pages of a plan or report for the review committee to review.

Appendix E: Observational Evidence Tools

Narrative Observation Template

Employee Name and Role:	Observation Date:
Observer Name and Role:	Observation Location:

Draft DEC/CEC Preparation Standards for Early Intervention (EI)/Early Childhood Special Education (ECSE) Standards	Narrative Observation
<p>Draft Standard 1: Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children’s development and learning. These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.</p>	
<p>Draft Standard 2: Partnering with Families Candidates use their knowledge of family systems to develop responsive partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They engage families in opportunities that strengthen family and parent competence and confidence and support children’s development and learning.</p>	
<p>Standard 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 practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates will use a variety of collaboration strategies while working with and supporting other adults.</p>	

<p>Draft Standard 4: Assessment Candidates know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family and program. They develop or select and administer informal measures and select and administer formal measures using evidence-based processes/approaches in partnership with families, and other professionals. They analyze, interpret, document and share strength-based assessment information with families, and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting.</p>	
<p>Standard 5: Curriculum Candidates use developmentally, culturally and linguistically appropriate early childhood curricula and frameworks across developmental and academic domains. Candidates plan and create universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. Candidates collaborate with families and professionals to identify and modify curricula to provide each child with learning opportunities that meet rigorous learning standards.</p>	
<p>Standard 6: Interaction, Intervention, and Instruction Candidates plan and implement intentional and systematic, evidence-based and responsive interventions to support children’s learning and development. They methodically promote children’s social-emotional competence and proactively address challenging behaviors through the use of function-based interventions. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings. Candidates use data-based decision making to plan for and continually modify and improve interactions, interventions, and instruction.</p>	
<p>Standard 7: Professionalism and Ethical Practices Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by candidates.</p>	

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*Based on the [ECTA Reaching Potentials through Recommended Practices Observation Scale – Home Visiting](#)

Observation Summary and Reflection:

Employee Signature and Date

Supervisor Signature and Date

Links to ECTA Observation Checklists

<https://ectacenter.org/decrp/type-checklists.asp>

Observation Scale Tool

Employee Name and Role:	Observation Date:
Observer Name and Role:	Observation Location:

Draft DEC/CEC Preparation Standards for Early Intervention (EI)/Early Childhood Special Education (ECSE) Standards	All traits seen or reported	Two or three traits seen or reported	One or two traits seen or reported	One trait seen or reported	No traits seen or reported	N/A
Draft Standard 1: Child Development and Early Learning <ul style="list-style-type: none"> ▪ Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. ▪ Candidates apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children’s development and learning. ▪ These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments. 	5	4	3	2	1	0
Draft Standard 2: Partnering with Families <ul style="list-style-type: none"> ▪ Candidates use their knowledge of family systems to develop responsive partnerships with families. ▪ They apply family capacity-building practices as they support families to make informed decisions. ▪ They engage families in opportunities that strengthen family and parent competence and confidence and support children’s development and learning. 	5	4	3	2	1	0
Standard 3: Collaboration and Teaming <ul style="list-style-type: none"> ▪ Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and 						

<p>professionals, using culturally and linguistically-responsive practices.</p> <ul style="list-style-type: none"> ▪ In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. ▪ Candidates will use a variety of collaboration strategies while working with and supporting other adults. 	5	4	3	2	1	0
<p>Draft Standard 4: Assessment</p> <ul style="list-style-type: none"> ▪ Candidates know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family and program. ▪ They develop or select and administer informal measures and select and administer formal measures using evidence-based processes/approaches in partnership with families, and other professionals. ▪ They analyze, interpret, document and share strength-based assessment information with families, and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting. 	5	4	3	2	1	0
<p>Standard 5: Curriculum</p> <ul style="list-style-type: none"> ▪ Candidates use developmentally, culturally and linguistically appropriate early childhood curricula and frameworks across developmental and academic domains. ▪ Candidates plan and create universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. ▪ Candidates collaborate with families and professionals to identify and modify curricula to provide each child with learning opportunities that meet rigorous learning standards. 	5	4	3	2	1	0
<p>Standard 6: Interaction, Intervention, and Instruction</p> <ul style="list-style-type: none"> ▪ Candidates plan and implement intentional and systematic, evidence-based and responsive interventions to support children’s learning and development. ▪ They methodically promote children’s social-emotional competence and proactively address challenging behaviors through the use of function-based interventions. 	5	4	3	2	1	0

<ul style="list-style-type: none"> ▪ Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings. ▪ Candidates use data-based decision making to plan for and continually modify and improve interactions, interventions, and instruction. 						
<p>Standard 7: Professionalism and Ethical Practices</p> <ul style="list-style-type: none"> ▪ Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. ▪ Research and evidence-based practices are promoted and used by candidates. 	5	4	3	2	1	0

*Based on the [ECTA Reaching Potentials through Recommended Practices Observation Scale – Home Visiting](#)

Observation Summary and Reflection:

Employee Signature and Date

Supervisor Signature and Date

Appendix F: Self-Assessment Template

Draft DEC Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instructional, and intervention decisions. Candidates apply knowledge of individual differences, exceptionalities, normative variations within developmental domains, and other direct and indirect contextual features that support or constrain children’s development and learning. These factors as well as social, cultural, and linguistic diversity are considered when designing meaningful learning experiences and individualizing intervention and instruction within natural and inclusive environments.				
	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
1	1.1 Candidates demonstrate an understanding of the impact different theories and philosophies of early learning and development have on assessment, curriculum, instructional, and intervention decisions.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <hr/> Page # <input type="checkbox"/> Professional Development Documentation <hr/> Page # <input type="checkbox"/> Work Evidence <hr/> Page # <input type="checkbox"/> Observation of Functional Skills <hr/> Page #	
2	1.5 Candidates apply knowledge of normative sequences of early development, individual differences, and cultural and linguistic diversity to support each child’s development and	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I	<input type="checkbox"/> IPDP <hr/> Page # <input type="checkbox"/> Professional Development Documentation	

	learning within natural and inclusive environments.	can further develop in this area.	<u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
3	1.6 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.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
4	1.7 Candidates demonstrate an understanding of etiologies, characteristics, and individual differences within and across exceptionalities and developmental delays, and their potential impact on children’s early development and learning.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u>	

			<input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
--	--	--	--	--

Draft DEC Standard 2: Partnering with Families

Candidates use their knowledge of family systems to develop responsive partnerships with families. They apply family capacity-building practices as they support families to make informed decisions. They engage families in opportunities that strengthen family and parent competence and confidence and support children’s development and learning.				
	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
5	2.1 Candidates apply their knowledge of family systems , and the changing needs and priorities in family life to develop trusting, respectful, culturally and linguistically responsive partnerships with all families.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills Page # _____	
6	2.2 Candidates provide families with comprehensive, objective information to make informed decisions about necessary resources and supports, and to advocate for access and equity in natural, inclusive environments.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____	

			<input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
7	<p>2.3 Candidates engage families in addressing their priorities and concerns, in identifying opportunities to achieve the goals they have for their family and their child’s development and learning, and in strengthening their competence and confidence during assessment, individualized planning, intervention and instruction, and transition processes.</p>	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	

Draft DEC Standard 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 practices. In partnership with families and other professionals, candidates plan and implement transitions that occur across the age span. Candidates will use a variety of collaboration strategies while working with and supporting other adults.				
	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
8	3.1 Candidates apply models, skills, and processes of teaming , including appropriate uses of technology, when collaborating and communicating with families, professionals representing multiple disciplines and roles, and community partners and agencies.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
9	3.2 Candidates plan and implement , in partnership with families and other professionals, appropriate and individualized events, activities, and processes to support transitions that occur across the age span.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u>	

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10	3.3 Candidates will use a variety of collaboration strategies , appropriate to the environment and service delivery approach, while working with and supporting other adults.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	

Draft DEC Standard 4: Assessment

<p>Candidates know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate tools and methods responsive to the characteristics of the child, family and program. They develop or select and administer informal measures and select and administer formal measures using evidence-based processes/approaches in partnership with families, and other professionals. They analyze, interpret, document and share strength-based assessment information with families, and other professionals for goal development, planning instruction/intervention, monitoring progress, and reporting.</p>				
	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
11	<p>4.1 Candidates know and understand the purposes of assessment including ethical and legal considerations, to choose developmentally, linguistically and culturally-appropriate, valid, reliable tools and methods responsive to the characteristics of the child, family and program.</p>	<p><input type="checkbox"/> I have solid knowledge and experience in this area.</p> <p><input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.</p>	<p><input type="checkbox"/> IPDP</p> <p>Page # _____</p> <p><input type="checkbox"/> Professional Development Documentation</p> <p>Page # _____</p> <p><input type="checkbox"/> Work Evidence</p> <p>Page # _____</p> <p><input type="checkbox"/> Observation of Functional Skills</p> <p>Page # _____</p>	
12	<p>4.2 Candidates develop or select and use valid, reliable tools using evidence-based processes/approaches, including technology, in partnership with families, and other professionals.</p>	<p><input type="checkbox"/> I have solid knowledge and experience in this area.</p> <p><input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.</p>	<p><input type="checkbox"/> IPDP</p> <p>Page # _____</p> <p><input type="checkbox"/> Professional Development Documentation</p> <p>Page # _____</p> <p><input type="checkbox"/> Work Evidence</p>	

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13	4.3 Candidates analyze, interpret, document and share strength-based assessment information with families and other professionals.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
14	4.4 Candidates use assessment data to develop child and/or family-based goals, plan for instruction, and monitor progress.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills	

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Draft DEC Standard 5: Curriculum

Candidates use developmentally, culturally and linguistically appropriate early childhood curricula and frameworks across developmental and academic domains. Candidates plan and create universally-designed, inclusive and natural learning environments that provide each child and family with equitable access to high-quality learning experiences. Candidates collaborate with families and professionals to identify and modify curricula to provide each child with learning opportunities that meet rigorous learning standards.

	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
15	5.1 Candidates plan and facilitate culturally-responsive, meaningful learning opportunities that support the unique needs of all children and families.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills Page # _____	
16	5.2 Candidates use their knowledge of early childhood curricula and frameworks to plan and implement universally-designed, appropriate and challenging learning experiences that promote children’s learning within and across developmental and academic domains.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence	

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17	<p>5.3 Candidates collaborate with families and other professionals to identify, modify, and individualize early childhood plans, curricula and frameworks to ensure equitable access to appropriate and challenging content standards for all children.</p>	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	

Draft DEC Standard 6: Interaction, Intervention, and Instruction

Candidates plan and implement intentional and systematic, evidence-based and responsive interventions to support children’s learning and development. They methodically promote children’s social-emotional competence and proactively address challenging behaviors through the use of function-based interventions. Candidates facilitate equitable access and participation for all children within natural environments and inclusive settings. Candidates use data-based decision making to plan for and continually modify and improve interactions, interventions, and instruction.

	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
18	6.1 Candidates know and use systematic, responsive, and intentional evidence-based practices with fidelity when interacting with children and families.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills Page # _____	
19	6.2 Candidates plan and implement flexible instructional and environmental arrangements to support the use of interaction, intervention, and instruction that is adapted to meet the needs of all children.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence	

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20	6.3 Candidates proactively promote social-emotional competence , plan and implement function-based interventions to prevent and address challenging behaviors , and aim to make challenging behaviors irrelevant, ineffective, and inefficient.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
21	6.4 Candidates use responsive interaction and instruction with sufficient intensity and support across activities, routines, and environments to promote child and family access, participation, and engagement in natural environments and inclusive settings.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills	

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22	6.5 Candidates plan for and continually modify and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural and inclusive settings.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	

Draft DEC Standard 7: Professionalism and Ethical Practices

Candidates identify and engage with the field of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Research and evidence-based practices are promoted and used by candidates.				
	Objective	Mark the box that applies.	Type of Documentation & Page Number	Comments to Review Committee
23	7.1 Candidates identify and engage with the field of early intervention and early childhood special education.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills Page # _____	
24	7.2 Candidates engage in reflective practice and access professional development to improve their own practices.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP Page # _____ <input type="checkbox"/> Professional Development Documentation Page # _____ <input type="checkbox"/> Work Evidence Page # _____ <input type="checkbox"/> Observation of Functional Skills	

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25	7.3 Candidates exhibit professional dispositions and leadership skills by using ethical practices and applying legal policies and procedures in relationships and interactions.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	
26	7.4 Candidates advocate for children, families, and the profession including the promotion and use of research and evidence-based practices and decision making.	<input type="checkbox"/> I have solid knowledge and experience in this area. <input type="checkbox"/> I have solid knowledge and some experience. I can further develop in this area.	<input type="checkbox"/> IPDP <u>Page #</u> <input type="checkbox"/> Professional Development Documentation <u>Page #</u> <input type="checkbox"/> Work Evidence <u>Page #</u> <input type="checkbox"/> Observation of Functional Skills <u>Page #</u>	