

Professional Education Priorities for Personnel Serving North Carolina's Young Children (0-5)

A Product of the North Carolina ICC (NCICC) Professional Education Committee 2007 - 2009



Based on an analysis of requirements, standards and needs in nine key source documents, the NCICC Professional Education Committee has identified top priorities for professional education of personnel serving young children (0-5). Details about the sources are provided on the second page of this document. Please use this information to plan and prioritize professional education for which you and your agency, institution or organization are responsible.

| Professional Education Priority ¹ | Evidence Sources ² |
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| Understanding typical and atypical development and learning | 1, 2, 3 (Indicator 7), 4 (Indicator 3), 6, 7, 8, 9 |
| Promoting healthy emotional and social development and competence | 1, 2, 3 (Indicator 7), 4 (Indicator 3), 5, 6, 8, 9 |
| Promoting effective language and literacy development | 1, 2, 3 (Indicator 7), 4 (Indicator 3), 5, 6, 8, 9 |
| Effectively working with culturally, linguistically, and ability diverse children and families in diverse living conditions | 1, 2, 3 (Indicators 6, 8), 4 (Indicators 2, 4), 6, 8, 9 |
| Developing, adapting and supporting <u>inclusive/natural environments</u> and embedding natural learning opportunities in those environments | 1, 2, 3 (Indicators 6, 12), 4 (Indicator 8), 5, 6, 7, 8, 9 |
| Building and supporting community partnerships and collaboration (especially related to <u>transition</u>) – both within agency and interagency | 1, 2, 3 (Indicator 7), 4 (Indicator 8), 6, 7, 8 |
| Using authentic (functional, multi-domain, naturalistic) assessment approaches to develop effective intervention plans and improve child outcomes | 1, 2, 3 (Indicator 7), 4 (Indicator 3), 5, 6, 7 |
| Implementing integrated approaches and curricula – thinking about and meeting the needs of the whole child <u>across domains and settings</u> | 1, 2, 3 (Indicator 7), 4 (Indicator 3), 6, 7, 8, 9 |
| Promoting effective and evidence-based professional practices (e.g., reflective practices, professional empowerment, ongoing professional development, collaboration with culturally and linguistically diverse colleagues) | 1, 2, 6 |
| Building the knowledge, skills and dispositions to be an effective advocate for young children and families | 1, 2 |
| Building the capacity to understand and comply with state and federal procedures, safeguards and timelines | 1, 2, 3 (Indicators 6, 7, 12), 4 (Indicators 7, 8), 5, 6 |

¹ Professional education priorities are NOT listed in rank order

² Each number listed in this column corresponds to a source. Details about sources are provided on the next page.



Evidence Sources

1. North Carolina Department of Public Instruction. (2002). *Standards for Birth-Kindergarten Teachers*. Raleigh, NC: Author. <http://www.ncpublicschools.org/humanresources/downloads/specialtystandards.pdf>
2. North Carolina Department of Health & Human Services, Division of Public Health, Women's & Children's Health Section, Early Intervention Branch. (2003). *North Carolina Infant-Toddler Program: Guidance for Personnel Certification*. Raleigh, NC: Author. <http://www.ncei.org/ei/pdf/ITPGuidePersonnelCert.pdf>
3. North Carolina Department of Public Instruction. (2006). *North Carolina Part B State Performance Plan (SPP) for 2005 – 2010*. Raleigh, NC: Author. <http://www.ncpublicschools.org/docs/ec/policy/policies/spp.pdf>
4. North Carolina Department of Health & Human Services, Division of Public Health, Women's & Children's Health Section, Early Intervention Branch. (2006). *Part C State Performance Plan for North Carolina 2005-2010*. Raleigh, NC: Author. <http://www.ncei.org/ei/pdf/NCSP2005.pdf>
5. Allard, N., Baars, K., Mengel, P., Payne-Betts, B., & Trohanis, P., K. (in press). *North Carolina preschool services for children with disabilities: A profile of local education agency programs and practices*. Chapel Hill: University of North Carolina at Chapel Hill, FPG Child Development Institute.
6. Ryan, A. & Wesley, P. (2006). *Technical Assistance Providers Survey Report*. Chapel Hill: UNC-CH, FPG Child Development Institute, Partnerships for Inclusion.
7. North Carolina Department of Health & Human Services, Division of Public Health, Women's & Children's Health Section, Early Intervention Branch. (2006). *Infant/toddler Service Coordinator Survey Results*. Raleigh, NC: Author.
8. North Carolina Department of Public Instruction. (2004). *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*. Raleigh, NC: Author. <http://www.ncpublicschools.org/success/downloads/foundations.pdf>
9. North Carolina Department of Health & Human Services, Division of Child Development. (in progress). *Early Foundations: Guidelines for Development and Learning for North Carolina's Infants and Toddlers (Birth to 36 Months)*. Raleigh, NC: Author.

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