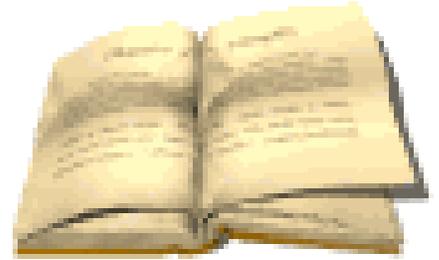


History of the EI/ECSE Authorization

The establishment of the Authorization process resulted from the passage of Public Law 99-457 in 1986 (now reauthorized as IDEA). In addition to mandating the free and appropriate public education of all preschool-aged children with disabilities and the Part C early intervention program, this landmark federal legislation required all states to establish the "*highest qualified personnel standards*" for personnel working with infants, toddlers, and preschoolers with disabilities in their state.



This requirement reflects the work of the Oregon Department of Education's EI/ECSE program and its collaborative task force which identified the core competencies required of EI/ECSE personnel and conceptualized the portfolio development and state review process. This process was then field tested through a formal Pilot Study conducted by the Teaching Research Division at Western Oregon University. The results of the field test were used to further refine and revise the identified competencies and portfolio review process.

The Task Force's work and the pilot study results were used to establish the Oregon Administrative Regulations, which now serve as state policy.

Public Law 99-457



P.L. 99-457, The Education of the Handicapped Act Amendments of 1986 contained amendments to PL 94-142. This law mandated services for preschoolers with disabilities and established the Part H program to assist states to develop a comprehensive, multidisciplinary statewide system of early intervention services for infants and toddlers.

Personnel Standards

Among other things, this law requires that:

- personnel must be appropriately and adequately trained
- the state must establish and maintain standards
- the state must take steps to ensure personnel meet appropriate state standards

Task Force

In order to develop and implement a statewide CSPD system for EI/ECSE practitioners, the Oregon Department of Education, as the state lead agency for Part C and ECSE services, formed a multi-disciplinary task force of over fifty professionals to assist in identifying needed competencies and to recommend methods by which individuals could document their level of mastery for each of the identified competencies required for their position. The task force members not only represented each of the disciplines linked with EI/ECSE services, but also included the professional organizations responsible for establishing licensing and preservice training requirements in the state. As a result of the task force's work, eight core competency areas, consisting of over 90 competencies were initially identified.



Pilot Study



A pilot study was conducted in two of the state's largest EI/ECSE programs. The results of the pilot were used to further refine and significantly reduce the number of competencies from the original 96 to 57. This final listing of competencies became the basis of the states current EI/ECSE personnel standards and authorization process. The demographics of the pilot were:

- One program was geographically located in a metro-urban area
- The program represented second in a rural portion of Oregon.
- There were 186 pilot participants
 - 26% were paraprofessionals,
 - 25% were specialists (teachers),
 - 43% were related services providers.
 - Supervisors represented only six percent of the total pool of participants.

To field-test the portfolio review and documentation process, workbooks were developed for each of the four levels of personnel. The workbooks delineated the individual competency statements, the required mastery level for each competency, and the required documentation. Each participant was responsible for developing their portfolios by gathering and submitting materials that would clearly document their acquisition of required competencies at the appropriate mastery level. Completed portfolios were submitted for review to a statewide panel of readers. The panel was comprised of:

- University faculty,
- EI/ECSE program administrators and practitioners
- A wide range of related services disciplines.