



**Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project
Faculty Survey Summary
Fall 2013**

The faculty from Mitchell Community College (MCC) and the University of North Carolina at Charlotte (UNC Charlotte) are currently collaborating to infuse early intervention and early childhood special education content, instruction, and practices into early childhood education coursework within the MCC Associate in Applied Science (AAS) degree program in Early Childhood Education. In an effort to determine the extent to which MCC faculty members perceived that they were prepared to teach their scholars special education content and activities, the ACCEPT Project Faculty Survey (see Appendix A) was administered to the MCC Early Childhood Program Coordinator, two full-time faculty members, and one adjunct faculty member at the beginning and end of the 2013 fall semester. Data from the survey were compared to assess the success of professional development conducted that semester and to direct future professional development efforts.

Pretest

Analyzed data reflected instructors' ($n = 4$) perceptions of preparedness to infuse related evidence-based practices consistent with those recommended by professional organizations (see Table 1). At the beginning of the semester, before project collaboration to infuse coursework began, data indicated the following:

1. One hundred percent ($n = 4$) of participating MCC instructors answered "Agree" or "Strongly Agree" to all items on the perceived preparedness survey.
2. The only survey item in which no more than 25% ($n = 1$) of participating MCC instructors answered "Strongly Agree" was: *Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and intervention team.*
3. There were 6 of 22 survey items (27%) to which 75% ($n = 3$) of participating MCC instructors answered "Strongly Agree:" (1) *Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities;* (2) *Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher;* (3) *Educate MCC students to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations;* (4) *Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members;* (5) *Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees;* and (6) *Educate MCC students to participate as team member to enhance communication and problem-solving*
4. There were no survey items to which 100% ($n = 4$) of participating MCC instructors answered "Strongly Agree."

Professional Development

After administering the survey and reviewing the results prior to the beginning of the semester, ACCEPT Project collaborative professional development was implemented. UNC Charlotte "point people" were

assigned to one of four courses: *Introduction to Early Childhood Education; Health, Safety, and Nutrition; Children with Exceptionalities; and Curriculum Planning*. Point people collaborated with course instructors to assess the extent to which course texts and other content were infused with special education content and activities and to extend infusion of coursework and direct service learning with evidence-based practices to promote the learning and development of young children with disabilities. Resources providing evidence-based practices included articles, manuals, reports, textbooks, workbooks, websites, and electronic media providing information, activities, strategies, and materials on topics such as collaborating and working effectively with licensed and certified professional practitioners; implementing social-emotional and behavioral interventions and classroom management practices; implementing instructional strategies to support early development and learning or academic achievement; using technology to enhance children's development and access to natural learning opportunities or improve student achievement and participation in the general education curriculum; observing and collecting data for progress monitoring; communicating effectively with children and families; assisting in the implementation of transition plans and services across settings from early intervention to preschool and preschool to elementary school; and working with children and families from diverse cultural and linguistic backgrounds, including English language learners with disabilities and high-need children with disabilities and their families. Point people provided instruction in how to navigate the ACCEPT Project website with individualized course matrices of resources for twenty-one early childhood courses as well as a searchable data-base of resources.

In addition to individual collaboration, UNC Charlotte faculty also provided group professional development to the MCC Early Childhood Program Coordinator, two full-time faculty members, and one adjunct faculty member in face-to-face meetings and webinars. Training on the use of the following resources was provided with focus on the evidence-based practices that would fit well within each of the infused fall courses: *CONNECT: The Center to Mobilize Early Childhood Knowledge* retrieved from <http://community.fpg.unc.edu/connect-modules>; *Connecting the Smallest Dots: Resources and Practices to Support Each Infant and Toddler* retrieved from <http://www.fpg.unc.edu/presentations/connecting-smallest-dots-resources-and-practices-support-each-infant-and-toddler>; *Frank Porter Graham Development Institute* retrieved from <http://www.fpg.unc.edu/>; *The IRIS Center* retrieved from <http://iris.peabody.vanderbilt.edu/>; and *The National Dissemination Center for Children with Disabilities (NICHCY)* retrieved from <http://nichcy.org/>. Copies of *DEC Recommended Practices: A Comprehensive Guide for Practical Application* were purchased for each of the four faculty members and training was provided on infusion of DEC recommended practices and examples within and across coursework in the MCC Early Childhood Education program. UNC Charlotte faculty also worked with MCC faculty to review the draft of the DEC Recommended Practices for 2014 and the DEC Code of Ethics.

Reviews of group professional development sessions were very favorable. All participants agreed or strongly agreed that training was well-organized, materials were current, training activities were appropriate, and that trainers were knowledgeable, communicated effectively and clearly, were available for consultation before and after sessions, provided ample opportunities for participants to ask questions, answered questions to participants' satisfaction, and treated participants with respect. Participants agreed or strongly agreed that their skills/knowledge increased as a result of training and that they could apply what they learned to their job. One hundred percent of participants rated professional development sessions overall as excellent.

Posttest

At the end of the semester, after both individual and group professional development had been provided, UNC Charlotte researchers asked the MCC Early Childhood Program Coordinator, two full-time faculty members, and one adjunct faculty member to retake the ACCEPT Project Faculty Survey (see

Appendix A). Analyzed data after professional development to support the infusion of special education content and activities indicated the following:

1. One hundred percent ($n = 4$) of participating MCC instructors answered “Agree” or “Strongly Agree” to all items on the perceived preparedness survey.
2. The only survey item in which no more than 25% ($n = 1$) of participating MCC instructors answered “Strongly Agree” was: *Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and intervention team.*
3. There were 15 of 22 survey items (68%) to which 75% ($n = 3$) of participating MCC instructors answered “Strongly Agree:” (1) *Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders;* (2) *Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher;* (3) *Educate MCC students to build early cognitive skills including oral communication and literacy skills;* (4) *Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places;* (5) *Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities);* (6) *Educate MCC students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher);* (7) *Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth;* (8) *Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons;* (9) *Educate MCC students to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings);* (10) *Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities;* (11) *Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs;*(12) *Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members;* (13) *Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher;* (14) *Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees, and* (15) *Educate MCC students to participate as team member to enhance communication and problem-solving.*
4. There was one survey item to which 100% ($n = 4$) of participating MCC instructors answered “Strongly Agree.” That item was: *Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.*

Change

Comparison of the responses to surveys taken before and after professional development to support the infusion of special education content and activities indicated the following:

1. MCC early childhood instructors began the semester confident that they could teach their scholars evidence-based practices to promote the learning and development of young children with disabilities. That confidence grew in 55% (12 of the 22) of topic area items. MCC participating instructors' answers changed from 50% ($n = 2$) answering "Agree" and 50% ($n = 2$) answering "Strongly Agree" for items on the survey pre-infusion to 25% ($n = 1$) answering "Agree" and 75% ($n = 3$) answering "Strongly Agree" for the following items on the survey post-infusion: (a) *Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders;* (b) *Educate MCC students to build early cognitive skills including oral communication and literacy skills;* (c) *Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places;* (d) *Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities);* (e) *Educate MCC students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher);* (f) *Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth;* (g) *Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons;* (h) *Educate MCC students to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings);* (i) *Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities;* (j) *Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs; and,* (k) *Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.* MCC participating instructors' answers changed from 25% ($n = 1$) answering "Agree" and 75% ($n = 3$) answering "Strongly Agree" pre-infusion to 100% ($n = 4$) answering "Strongly Agree" post-infusion on the survey topic area item: *Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.*
2. There was no change in the number of participants answering "Strongly Agree" to "*Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and intervention team.*" It remained the only survey item in which no more than 25% ($n = 1$) of participating MCC instructors answered "Strongly Agree."
3. Prior to infusion 75% ($n = 3$) of participating MCC instructors answered "Strongly Agree" and 25% ($n = 1$) to the item: *Educate MCC students to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations.* After infusion, the perception of one instructor was that she was not as prepared as she previously perceived as 50% ($n = 2$) of participating MCC instructors answered "Strongly Agree" and 50% ($n = 2$) answered "Agree" to that topic area item.

Data from the survey indicated that professional development offered to MCC faculty made a positive impact on their perceived preparedness to teach their scholars evidence-based practices to promote the learning and development of young children with disabilities. Because of the effects indicated by survey

data, UNC Charlotte faculty plan to continue professional development to support MCC faculty's use of the methods and materials needed to infuse early childhood coursework, service learning, and practicum experiences with special education content and activities.

Data also confirmed the importance of continued assessment of the degree to which instructors are infusing information on the use of augmentative and alternative communication as well as other assistive technology. Although the MCC early childhood Educational Technology course covers some concepts, MCC and UNC Charlotte faculty agree that this is not enough. They plan to assess and extend all coursework to infuse information about technology that can be used to increase, maintain, or improve the functional capabilities of young children with disabilities. Also important, is ongoing exploration of local resources that can provide scholars with opportunities to assess, use, and develop simple to complex devices, supports, systems, and adaptations.

Pre- and post-infusion data indicated that one instructor changed her survey response from "Strongly Agree" to "Agree" for the item: *Educate MCC students to demonstrate knowledge of Early/Childhood Special Education best practices as defined by professional organizations*. This may be due to the fact that professional development focused on DEC Recommended Practices and how they can be applied to early childhood courses and programs raised her awareness of recommended practices not currently included in MCC early childhood coursework. We will continue to review the draft of DEC Recommended Practices for 2014 and will use their recommended practices to guide our infusion efforts at MCC.

Recommended citation: Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project. (2013). *Faculty Survey Summary*. Retrieved from www.acceptproject.org

Table 1. *ACCEPT Project Fall 2013 Faculty Survey Summary*

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
1. Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.												
Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.00	3.75	.50
Educate MCC students to use federal, state, and local policies for confidential communication about early intervention team practices.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	50.0	50.0	3.50	.58
Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.	00.0	00.0	25.0	75.0	3.75	.50	00.0	00.0	00.0	100.0	4.00	00.0

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
2. Develop and use instructional strategies to meet the needs of individual learners.												
Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	00.0	00.0	25.0	75.0	3.75	0.50	00.0	00.0	25.0	75.0	3.75	.50
Educate MCC students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	50.0	50.0	3.50	.58
Educate MCC students to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	00.0	00.0	25.0	75.0	3.75	0.50	00.0	00.0	50.0	50.0	3.50	3.50
3. Build skills to promote child development and learning and lead to life and school success.												
Educate MCC students to build early cognitive skills including oral communication and literacy skills.	00.0	00.0	50.0	50.0	3.50	.58	00.0	00.0	25.0	75.0	3.75	.50
Educate MCC students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	50.0	50.0	3.50	0.58

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50
4. Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.												
Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50
Educate MCC students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
5. Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.												
Educate MCC students to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).	00.0	00.0	25.0	50.0	3.67	0.58	00.0	00.0	50.0	50.0	3.50	0.58
Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	0.50
Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.	00.0	00.0	50.0	50.0	3.50	.58	00.0	00.0	25.0	75.0	3.75	0.50
6. Build student skills to promote successful social interactions.												
Educate MCC students to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50
Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and early intervention team.	00.0	00.0	75.0	25.0	3.25	0.50	00.0	00.0	75.0	25.0	3.25	.50
7. Build child, family, and community relationships that promote child development and learning.												
Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50
Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	00.0	00.0	25.0	75.0	3.75	0.50	00.0	00.0	25.0	75.0	3.75	0.50
Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.	00.0	00.0	50.0	50.0	3.50	0.58	00.0	00.0	25.0	75.0	3.75	.50

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
8. Engage in professional and ethical practice at all times.												
Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.	00.0	00.0	25.0	75.0	3.75	0.50	00.0	00.0	25.0	75.0	3.75	0.50
Educate MCC students to participate as a team member to enhance communication and problem-solving.	00.0	00.0	25.0	75.0	3.75	0.50	00.0	00.0	25.0	75.0	3.75	0.50

APPENDIX A

ACCEPT Project Faculty Survey

The ACCEPT Project requests your feedback to help understand your preparedness to infuse the Mitchell Community College (MCC) early childhood curriculum with special education content following the pilot phase of the project. Your responses will be useful in understanding how ACCEPT Project experiences may have contributed to course revisions. All information provided (i.e., individual responses) will be kept anonymous and reported in aggregate form.

Statement	Preparedness			
<p>The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.</p>	<p>Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.</p>			
<p>1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree</p>				
<p>Topic 1: Know and share the laws, policies, procedures and ethical principles that support and protect children birth to 5 with disabilities.</p>				
<p>Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders.</p>	1	2	3	4
<p>Educate MCC students to use federal, state, and local policies for confidential communication about early intervention team practices.</p>	1	2	3	4
<p>Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.</p>	1	2	3	4
<p>Topic 2: Develop and use instructional strategies to meet the needs of individual learners.</p>				
<p>Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.</p>	1	2	3	4
<p>Educate MCC students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.</p>	1	2	3	4
<p>Educate MCC students to demonstrate knowledge of Early Childhood/ Special Education best practices as defined by professional organizations.</p>	1	2	3	4
<p>Educate MCC students to build early cognitive skills including oral communication and early literacy skills.</p>	1	2	3	4

Statement	Preparedness			
<p>The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.</p>	<p>Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.</p>			
	<p>1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree</p>			
<p>Educate MCC students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.</p>	1	2	3	4
<p>Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places.</p>	1	2	3	4
<p>Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom. (e.g., Use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities.)</p>	1	2	3	4
<p>Educate MCC students to promote child development and learning through varied delivery of instruction. (e.g., Teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.)</p>	1	2	3	4
<p>Topic 5: Use assessment data from multiple sources to create, modify and adapt a safe learning environment that promotes the achievement of all learners.</p>				
<p>Educate MCC students to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.)</p>	1	2	3	4
<p>Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.</p>	1	2	3	4
<p>Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.</p>	1	2	3	4
<p>Topic 6: Build student skills to promote successful social interactions.</p>				

Statement	Preparedness			
The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.	Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.			
	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree			
Educate MCC students to promote peer interaction skills and development of friendship in all children. (e.g., Teach children to effectively communicate their emotions and feelings.)	1	2	3	4
Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.	1	2	3	4
Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.	1	2	3	4
Topic 7: Build child, family and community relationships that promote child development and learning.				
Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.	1	2	3	4
Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	1	2	3	4
Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.	1	2	3	4
Topic 8: Engage in professional and ethical practice at all times.				
Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.	1	2	3	4
Educate MCC students to participate as a team member to enhance communication and problem-solving.	1	2	3	4