



Early Childhood Personnel Center

Overview

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EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of
**integrated and comprehensive
early childhood systems
of personnel development (CSPD)**
for all disciplines
serving infants and young children with
disabilities

Comprehensive System of Personnel Development



OUTPUTS OF THE CENTER

- Knowledge Development
- Technical Assistance
- Leadership and Coordination

1) KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards
- National Data Base of CSPD Components as Reported by State Part C and 619 Coordinators
- Research Syntheses
- National Initiative on Cross Disciplinary Standards and Competencies

EFFECTIVE TRAINING RESEARCH META SYNTHESIS

1. The explicit explanations and illustrations of content or practice to be learned
2. Active and authentic job-embedded opportunities to learn the new practice
3. Performance feedback on the implementation of the practice
4. Opportunities for reflective understanding and self-monitoring of the practice implementation
5. Ongoing follow-up supports
6. Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

CROSS-DISCIPLINARY PROCESS

- **National meetings of organizations to share information and priorities**
- **Joint presentations at discipline specific conferences**
- **Completed crosswalks of personnel standards across:**
CEC/DEC, NAEYC, AOTA, APTA, ASHA, ZTT
- **Workgroup validated a refined item by item analysis of DEC/NAEYC personnel standards**
- **Articles published by disciplines organizations (IYC)**

ECPC Core Cross Disciplinary Personnel Competencies

AOTA, APTA, ASHA, CEC, DEC, NAEYC & ZTT

Family Centered Practice

Evidenced Based Intervention

Coordination & Collaboration

Professionalism

2) TECHNICAL ASSISTANCE

- **General:** To provide information and resources on personnel development
- **Targeted:** To align national and state personnel standards and/or to align preservice preparation with inservice preparation (MA, RI, UT, HI)
- **Intensive:** To develop CSPD framework within 12 states:

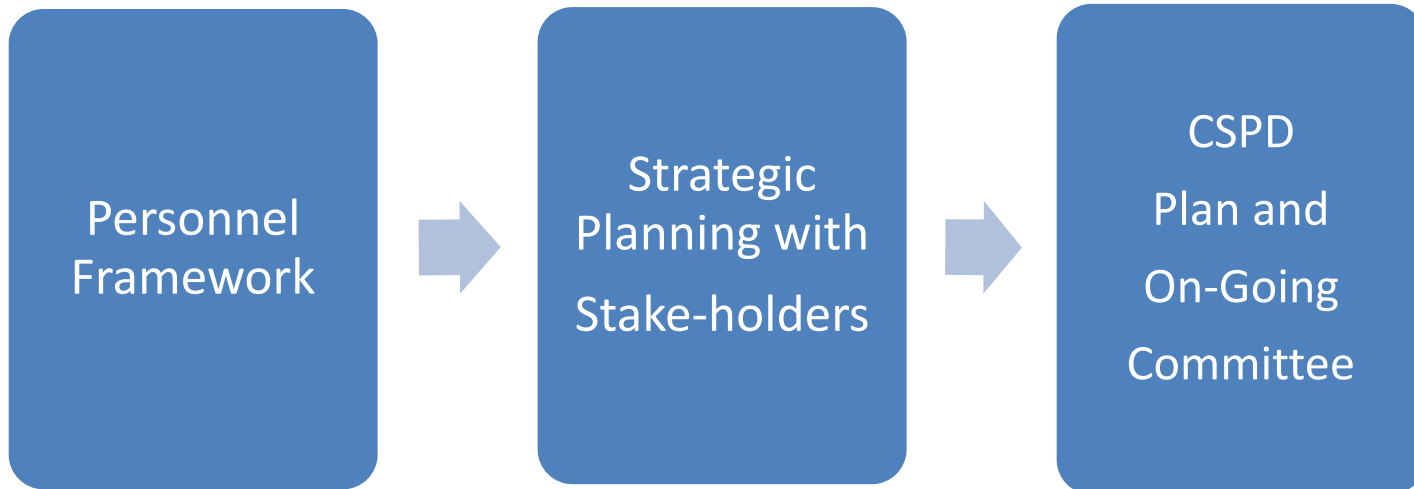
Cohort 1: DE, IA, KS, OR

Cohort 2: AZ, NV, PA, VT

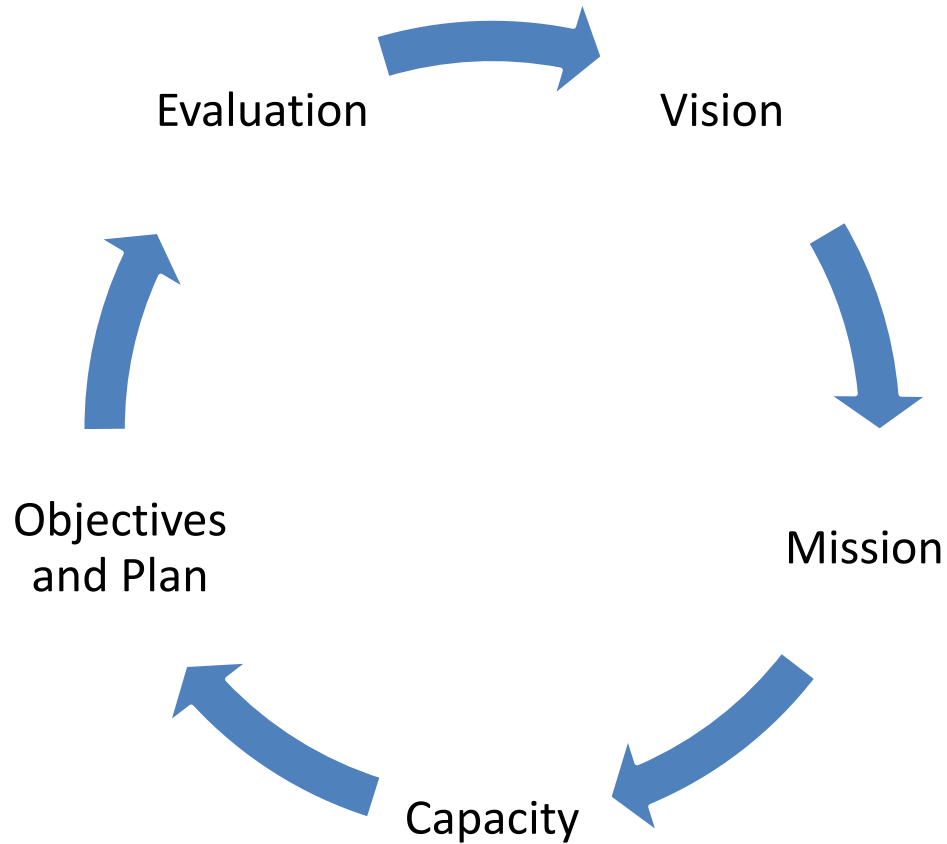
Cohort 3: MI, MN, PR, SC

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<p>Leadership, Coordination, & Sustainability</p>	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Preservice Personnel Development</p>	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>Inservice Personnel Development</p>	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Recruitment and Retention</p>	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>Evaluation</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>



STRATEGIC PLANNING



VISION STATEMENT: DELAWARE

In three to five years, there will be a cross sector sustainable personnel and professional development system for all programs serving young children birth to five to sustain a high quality work force.

VISION STATEMENT: KANSAS

Kansas early childhood CSPD will result in positive outcomes for young children and families

VISION STATEMENT: IOWA

Every child, beginning at birth, will be
healthy and successful

VISION STATEMENT: OREGON

We believe that as early childhood practitioners we are collectively responsible for assuring that the young children we work with are ready for school and are building the emotional and developmental tools necessary to live a life of positive experiences. Oregon's early intervention/early childhood special education (EI/ECSE) Comprehensive System of Professional Development (CSPD) will ensure that all EI/ECSE practitioners receive the appropriate training and support needed to provide effective services to infants, toddlers, and preschool children with special needs and their families, which will result in positive developmental and behavioral child outcomes.

CSPD MISSION STATEMENTS

To advocate, create, and implement a statewide, comprehensive early childhood professional development system to improve quality and services for all children and families.

- Delaware CSPD

Our Early Childhood Comprehensive System of Personnel Development will be a well-communicated system of integrated professional development supports for early childhood professionals across disciplines that directly impact infants, toddlers, and preschoolers with and without diverse abilities and their families.

-Iowa CSPD

We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

-Oregon CSPD

STRATEGIC PLAN WORK PLAN

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

STRATEGIC PLAN

Sample Action Plan Goal, Objective, and Action Steps*

GOAL: Establish high quality state personnel standards for all Part C/619 personnel that are aligned with national standards

OBJECTIVE: Align current state teacher certifications with NAEYC, CEC, and DEC standards

ACTION STEPS:

- 1) Complete draft of crosswalk of standards with state teacher certification Share with core team for input
- 2) Share with the Board of Education workgroup
- 3) Share the ECPC statewide group
- 4) Board of Education workgroup develops revised Endorsement 100 state standards for state IHE input
- 5) Core team working with the ECSE Leadership team develops revised Endorsement 200 for state IHE input
- 6) Conduct state review for input
- 7) Revise state personnel standards to more closely align with national standards

**Please note, this sample does not include target initiation date(s), deadline(s), or person responsible.*

3) LEADERSHIP AND COORDINATION

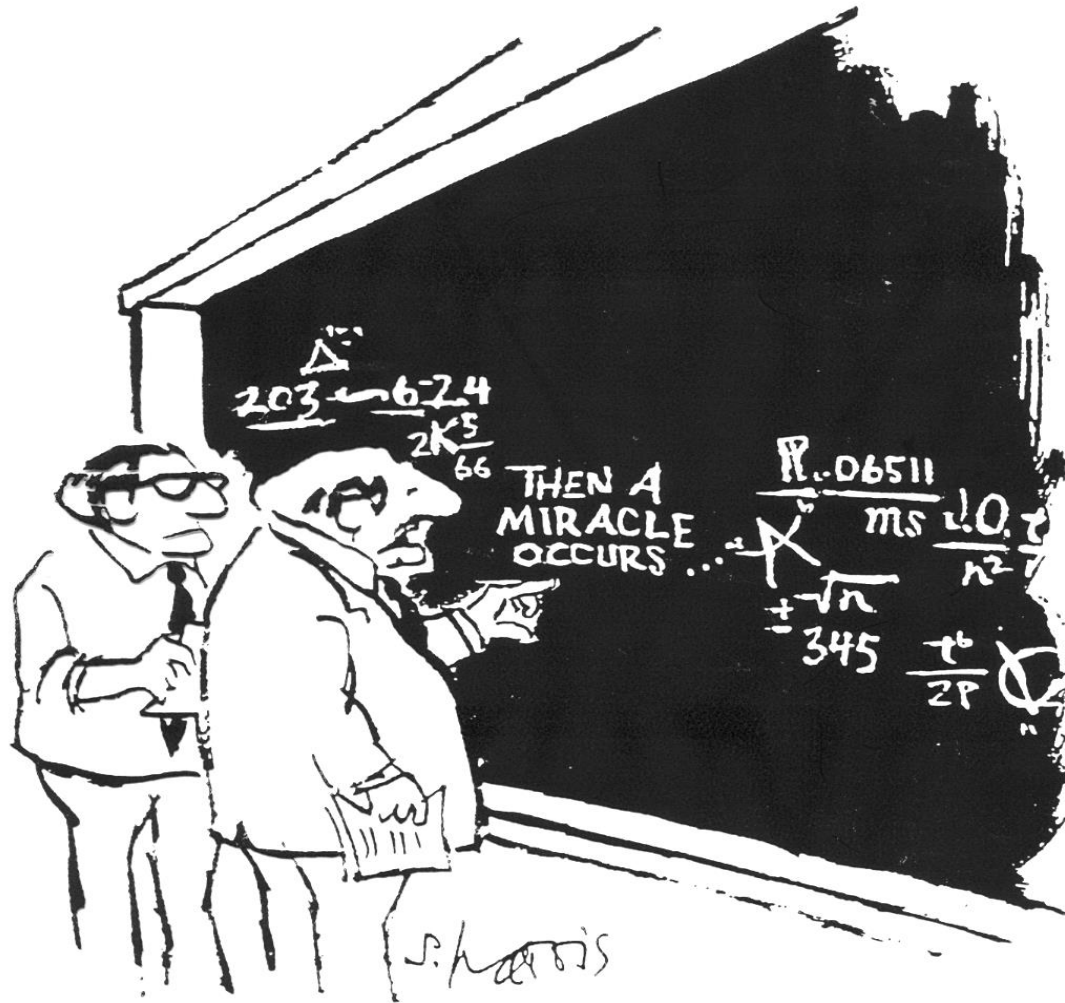
- **Leadership Institute with Part C and 619 Coordinators (25 states)**
- Collaborative with other OSEP Early Childhood TA Centers
- Collaborate with other DoE and HHS TA Centers



PURPOSE OF THE LEADERSHIP INSTITUTE

To provide information, training and technical assistance to

Part C and Section 619 state leaders to enable them to collaborate with the early childhood programs and leaders in their state on **policies, personnel and practices that affect all infants, young children and their families**



“I think you should be more explicit here in step two.”