

Early Childhood Personnel Center

www.ecpcta.org

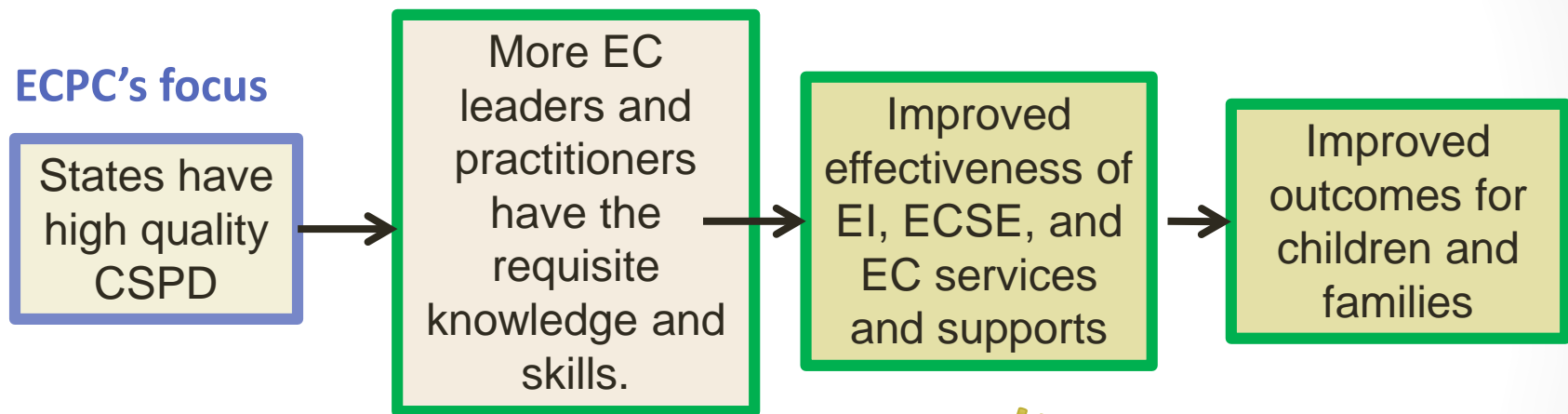


Leadership Institute
Cohort I and II

May 27, 2015

If we want improved outcomes for infants and young children with disabilities and their families, THEN.....

Theory of Action



How improved CSPD leads to improved outcomes

Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

A comprehensive system of personal development for the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families is a necessary and integral quality indicator of an early childhood service system

Comprehensive System of Personnel Development



The 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

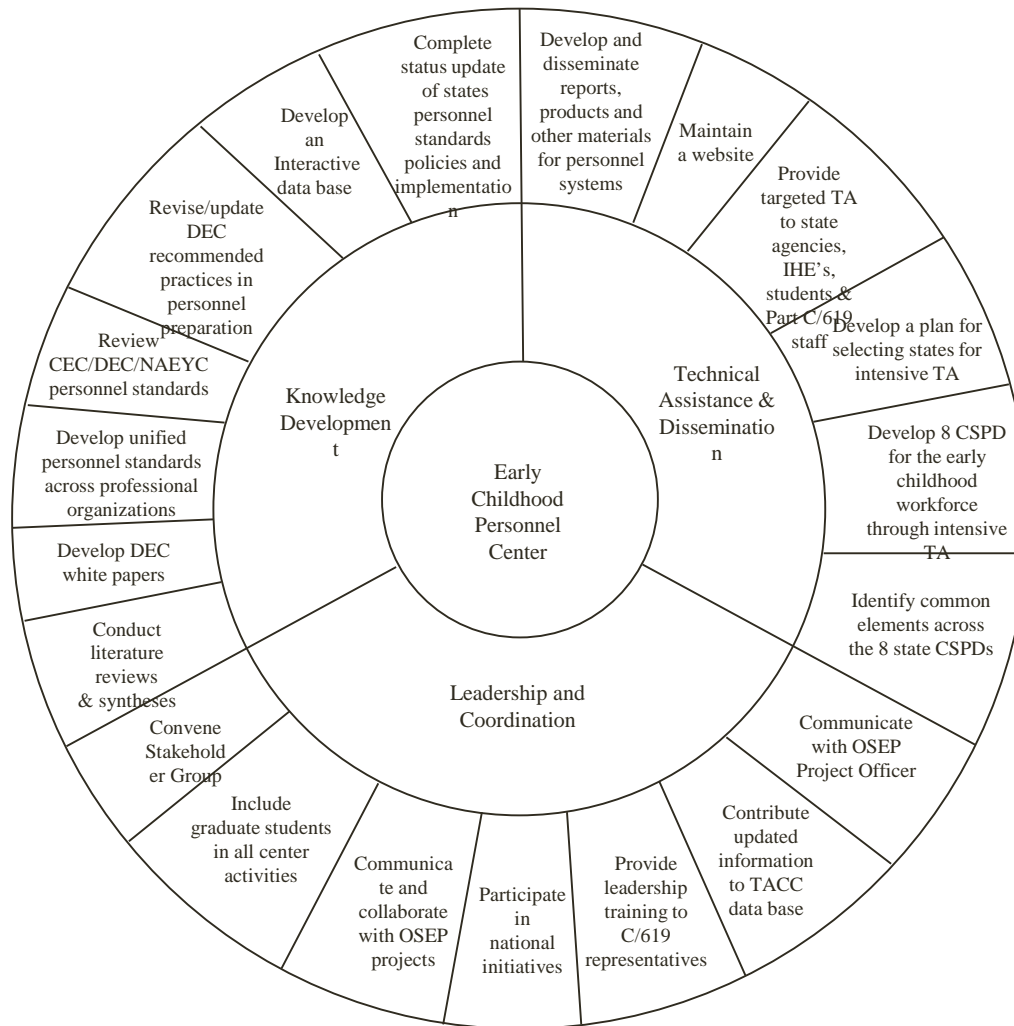
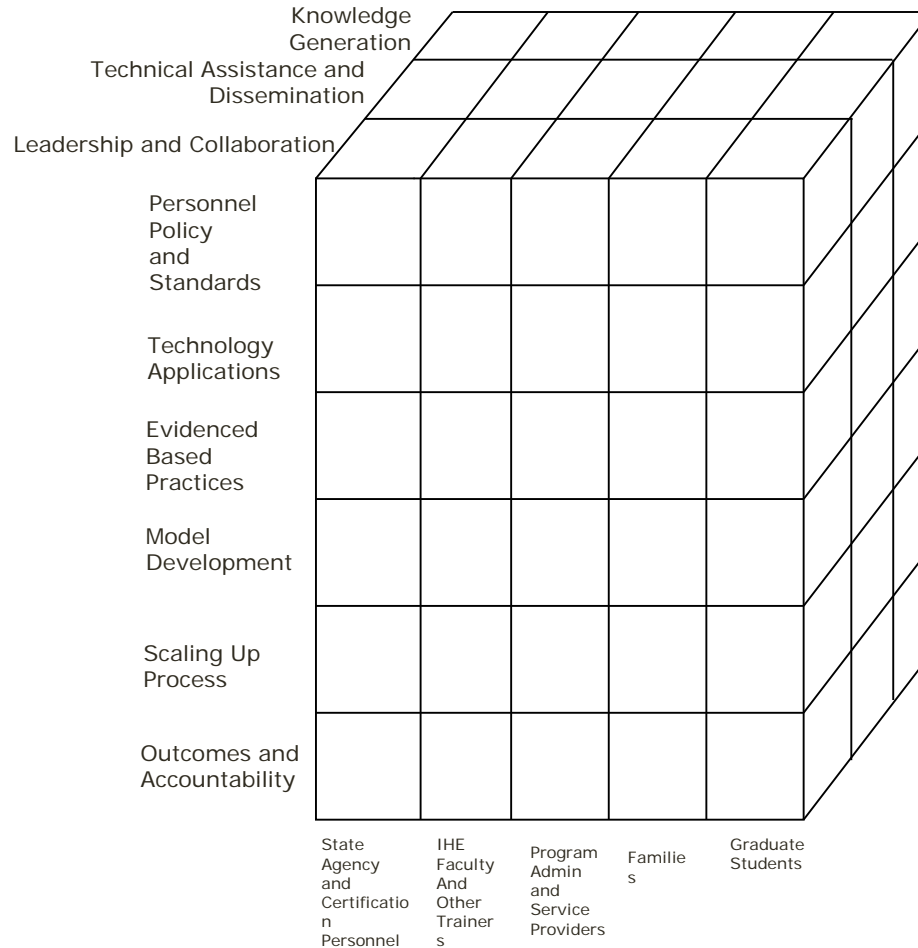
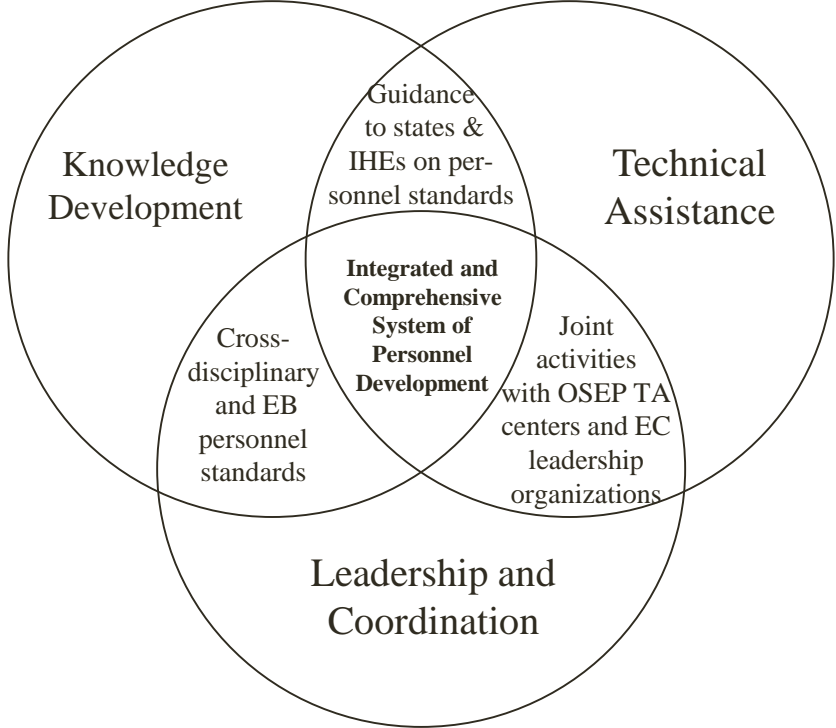


Figure 1. Center Objectives

Center Framework



ECPC Goals and Objectives



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 all State Part C and 619 Coordinators
- Research Syntheses on Personnel Issues
- National Initiative on Cross Disciplinary Personnel Standards

Knowledge Development Cross-Disciplinary Activities

- Two National Meetings of the Organizations to Share Information and Priorities
- Presentations at DEC, ASHA in Year 2; More in Year 3 including CEC(now!)
- Completed Crosswalks of Personnel Standards Across:
DEC; NAEYC; AOTA; APTA: ASHA
- Manuscripts Completed by Disciplines Organizations(IYC Current Issue)
- DEC Workgroup Validated a Refined Item by Item Analysis of DEC/NAEYC Personnel Standards.....

Alignments Provide Guidance For:

- **Development of IHE CAEP and state accreditation Program Review Documents**
- **Review of Program Documents by CAEP/state reviewers**
- **Development, modification, implementation and evaluation of IHE programs – ECE, ECSE, Blended, Multi-age General Special Ed.**
- **Development, implementation, and evaluation of inclusive clinical experiences**
- **Articulation of courses across two-year and four-year programs**
- **Development of state certification policies**

Early Childhood Personnel Recommended Practices & Standard Areas

DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Leadership	Learner Development & Individual Learning Differences	Promoting Child Development & Learning
Assessment	Learning Environments	Building Family & Community Relationships
Environment	Curricular Content Knowledge	Observing, Documenting, & Assessing to Support Young Children & Families
Family	Assessment	Using Developmentally Effective Approaches
Instruction	Instructional Planning & Strategies	Using Content Knowledge to Build Meaningful Curriculum
Interaction	Professional Learning & Ethical Practice	Becoming a Professional
Teaming & Collaboration	Collaboration	Early Childhood Field Experiences
Transition		

Early Childhood Personnel Recommended Practices & Standard Areas

DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Families Transition		Building Family & Community Relationships
Teaming & Collaboration	Collaboration	
Assessment	Learner Development & Individual Learning Differences Assessment	Observing, Documenting, & Assessing to Support Young Children & Families
Interaction Instruction	Curricular Content Knowledge Instructional Planning & Strategies	Using Content Knowledge to Build Meaningful Curriculum Promoting Child Development & Learning Using Developmentally Effective Approaches
Environment	Learning Environments	
Leadership	Professional Learning & Ethical Practice	Becoming a Professional

Draft Alignments Completed For:

- **Initial NAEYC and CEC Standards and Elements**
- **Advanced NAEYC and CEC Standards and Elements**
- **Initial NAEYC Standards and Elements with DEC Initial Specialty Set (K & S statements)**
- **Advanced NAEYC Standards and Elements with DEC Advanced Specialty Set (K & S statements)**

Next Steps:

- **CEC/DEC/NAEYC Alignments Reviewed by Professional Associations**
- **CEC/DEC/NAEYC Alignment Translated into Guidance for IHEs**
- **CEC/DEC Knowledge and Skills Aligned with RPs**
- **Alignments across Professional Disciplines: AOTA, APTA, ASHA, NAEYC and CEC**
- **Professional Association Consensus of Competencies that Cross Disciplines, Summer 2015**
- **Guidance for States on a Continuum of Competence for use in State Preservice and Inservice Alignments**

2) Technical Assistance

- **General:** Across audiences, regions, and states: **To provide information and resources on personnel development**
- **Targeted:** State specific CSPD components: **To align national personnel standards and state personnel standards and/or to align preservice preparation with inservice preparation:**
MA, RI, UT, HI
- **Intensive:** State specific: **To develop CSPD framework within 8 states:**
DE, Iowa, KS, OR

System Framework Personnel/Workforce (PN) Component: Self-Assessment

Subcomponent	
1	Leadership, Coordination, & Sustainability
2	State Personnel Standards
3	Preservice Personnel Development
4	Inservice Personnel Development
5	Recruitment & Retention
6	Evaluation

Element Rating	Description - ECTA
1	No - element not in place <u>and</u> not planning to work on it at this time
2	No - element not in place <u>but</u> planning to work on it or getting started
3	Yes - element partially implemented
4	Yes - element fully implemented

System Framework Personnel/Workforce (PN) Component

Example: Subcomponent 3: *Preservice Personnel Development*

Quality Indicator	Elements of Quality
PN5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards	a. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards
	b. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with national professional organization personnel standards
	c. IHE program competencies are operationalized and defined by example
	d. IHE programs and curricula for each discipline are aligned with state and local program quality initiatives and evaluation systems (e.g., QRIS, educator effectiveness frameworks, licensing)
	e. IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet current and future personnel needs

System Framework Personnel/Workforce (PN) Component

Example: Subcomponent 3: *Preservice Personnel Development (continued)*

Quality Indicator	Elements of Quality
PN6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy	a. IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities
	b. IHE programs and curricula across disciplines contain evidence-based practices that reflect the learning needs of children with and at-risk for developmental delays and disabilities and their families
	c. IHE programs and curricula provide relevant field experiences such as internships, observations, and practica in a variety of inclusive early childhood settings
	d. IHE programs and curricula are reviewed, evaluated, and updated to reflect current intervention evidence and revised state personnel standards and national professional organization personnel standards
	e. IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to teach and supervise adult learners.
	f. IHE faculty collaborate and plan with inservice providers to align preservice and inservice personnel development so there is a continuum in the acquisition of content from knowledge to mastery

System Framework Personnel/Workforce (PN) Component

Example: Subcomponent 4: *Inservice Personnel Development*

Quality Indicator	Elements of Quality
<p>PN7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p>	a. A statewide system for inservice personnel development is aligned to national professional organization personnel standards across disciplines
	b. A statewide system for inservice personnel development is aligned to state personnel standards across disciplines
	c. The statewide system for inservice personnel development provides a variety of technical assistance opportunities to meet the needs of personnel
	d. The inservice personnel development component of the CSPD plan is guided by updated needs assessments of the capability of the workforce in relation to the desired knowledge and skill competencies
	e-f. Inservice personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate
	g. Inservice personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring
	h. Inservice learning opportunities are individualized to the needs of the participants and the objectives of the personnel development
	i. Families and/or parent organization participate in the design and delivery of inservice personnel development

System Framework Personnel/Workforce (PN) Component

Example: Subcomponent 4: *Inservice Personnel Development (continued)*

Quality Indicator	Elements of Quality
<p>PN8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>	<p>a. The content for inservice personnel development is based on evidence-based practices</p>
	<p>b-c. Faculty from IHEs and inservice staff meet on a quarterly basis to plan for, coordinate, and collaborate on inservice content</p>
	<p>d. Content for inservice personnel development extends the depth of core knowledge and skills acquired in preservice programs and addresses updated knowledge on evidence-based practices and changes in state policies and initiatives</p>

Strategic Planning

- Vision
- Mission
- Goals/Objectives
- Self Assessment
- Action/Implementation Plan
- Implement
- Evaluate

Goal Setting

“Can you tell me please which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where,” said Alice.

“Then it doesn’t matter which way you walk,” said the Cat.

Lewis Carroll
Alice’s Adventures in Wonderland



3) Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators (19 states in cohorts 1 and 2)
- Working Collaboratively with other OSEP Early Childhood TA Centers: **DaSy; ECTA; IRIS; IDC**
- Working Collaboratively with Other Education and HHS TA Centers: **RRCs; Workforce Development**
- Working Collaboratively with DEC; NAEYC; AOTA; APTA; ASHA; Zero to Three

*Change is not magic or
inspiration.*

*It's completing many
undramatic, small steps
successfully.*