



# **ELEMENTS OF QUALITY: INDICATORS FOR THE FOUR CORE CROSS DISCIPLINARY COMPETENCY AREAS**

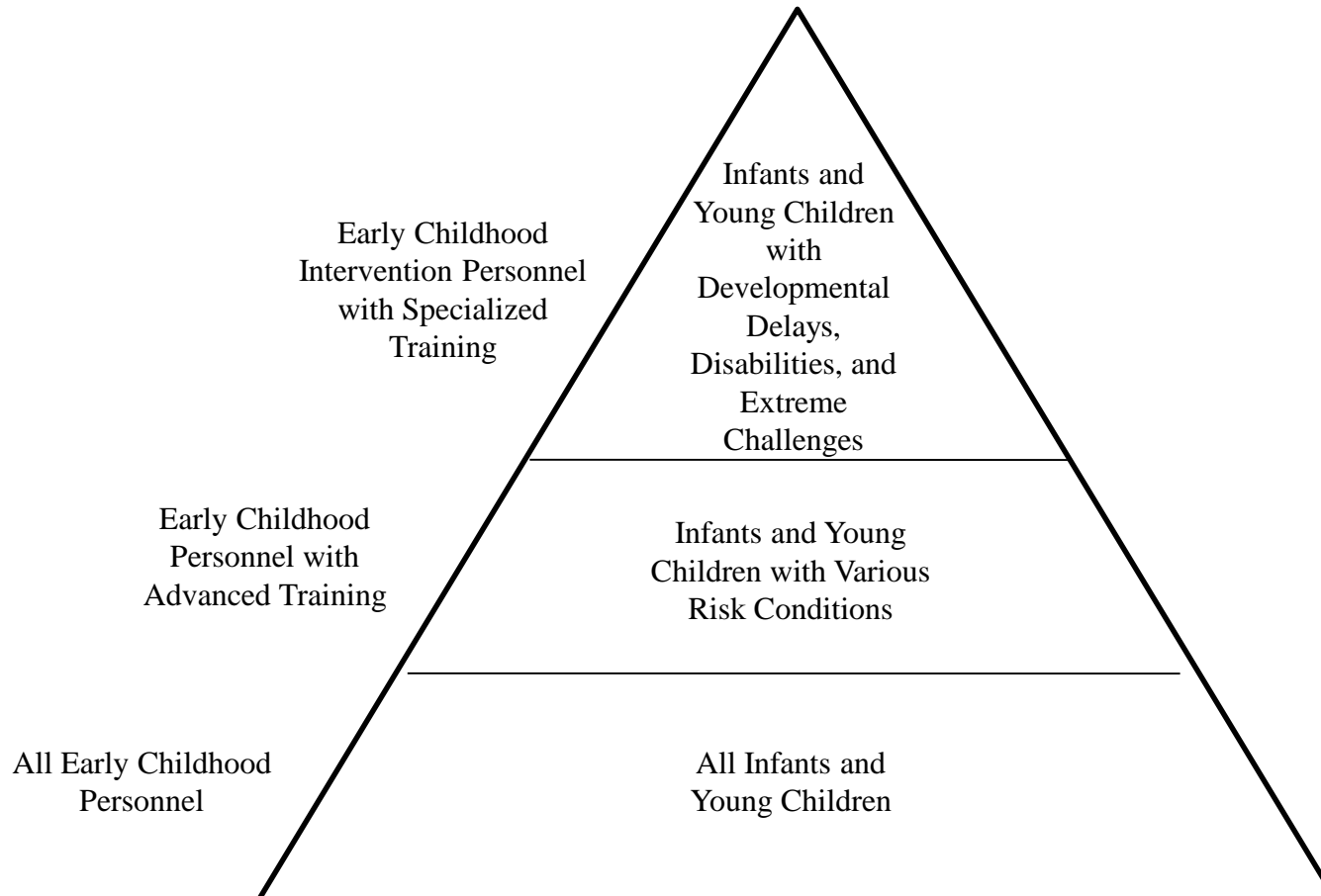
*Mary Beth Bruder, PhD, Director  
University of Connecticut  
AUCD Early Childhood Summit  
November 4, 2017*

# THE FUTURE OF TRAINING

---

- Focus on the “right” variables for sustainable change.
- Operationalize and align all ECI personnel knowledge, skills and recommended practices to guide preservice and in-service research and training for those serving infants and young children under IDEA.
- Create infrastructure support for a state comprehensive systems of personnel development.
- Acknowledge and address the complexity of variables inherent in ECI personnel research and practice.
- Build and sustain the ECI workforce by conducting research on individualized learning needs.
- Create a repository of research findings to inform current and future personnel policy and practice.
- Embrace a culture of research collaboration to build and sustain the ECI workforce.

# CONTINUUM OF EC PERSONNEL COMPETENCE



**Universal TA**

Web Site

Materials,  
Resources and  
Tools

**Targeted TA**

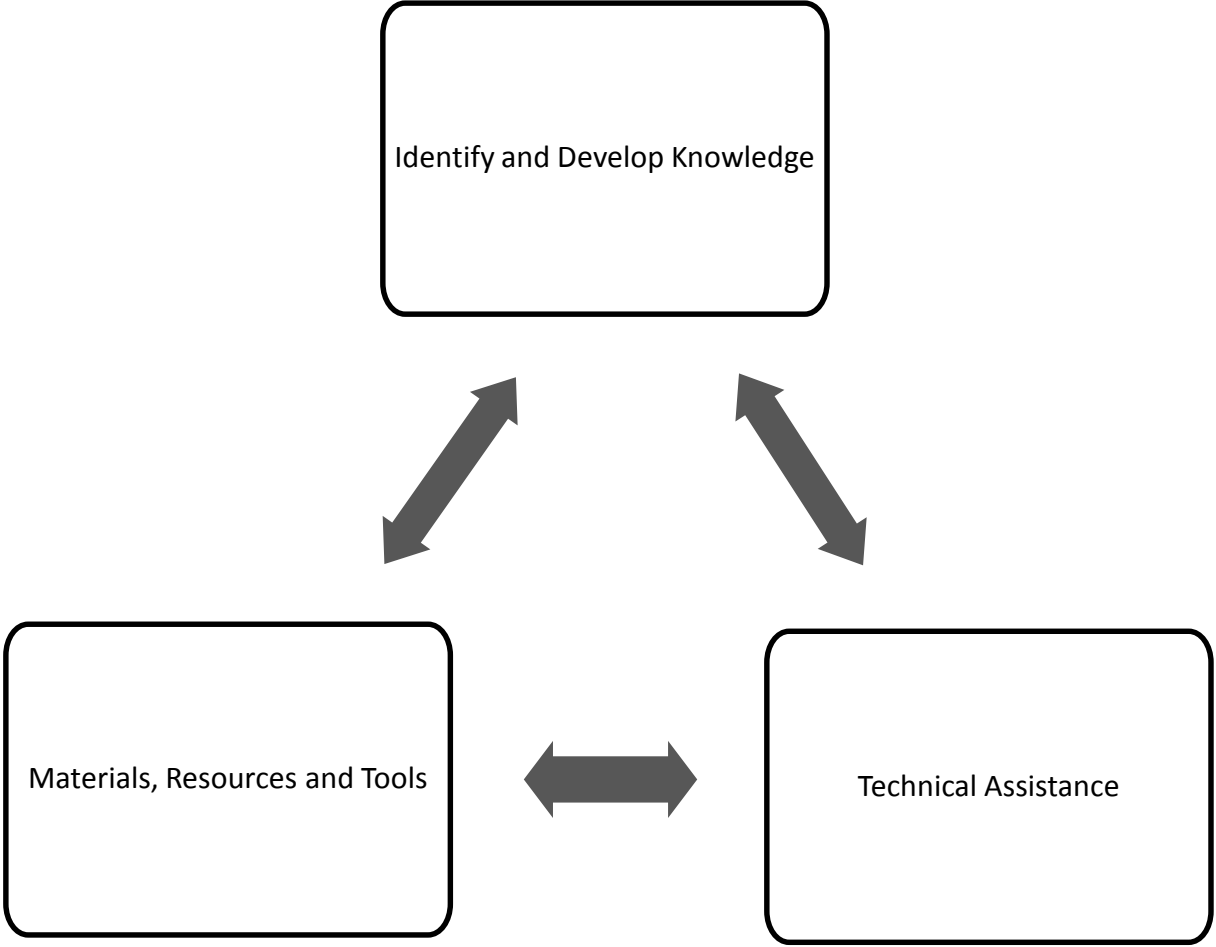
IDEA Part C and 619  
Administrative  
Staff

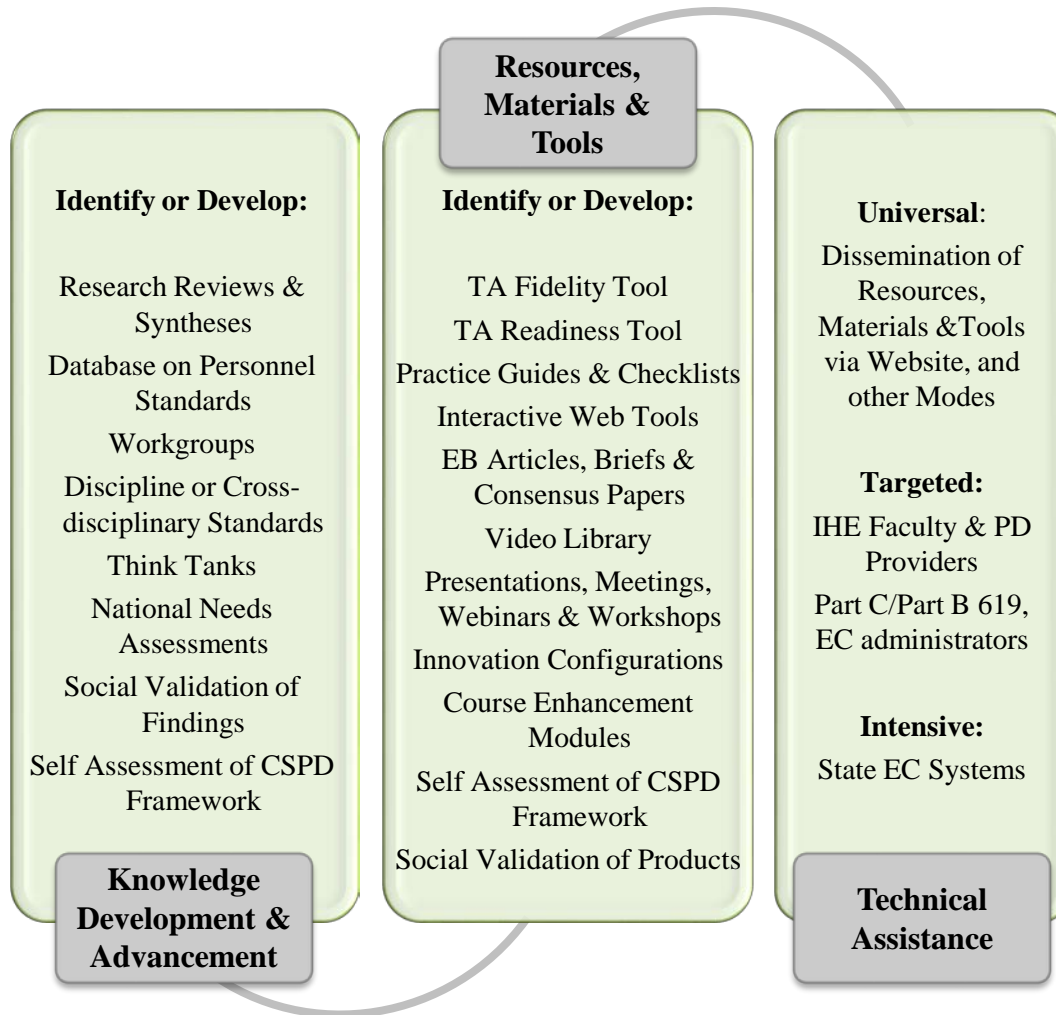
IHE Faculty and PD  
Provides

**Intensive TA**

Expand Out and  
Down in Current  
States

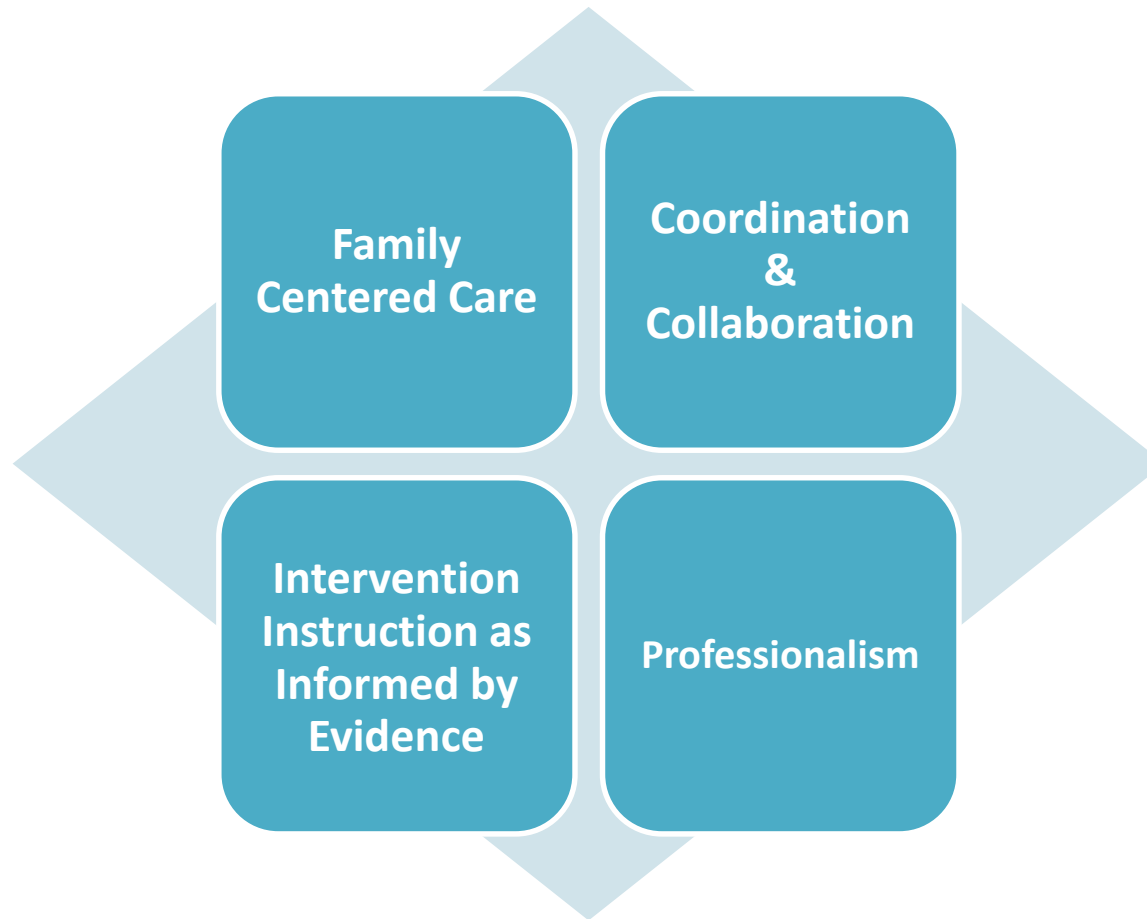
New States for  
Intensive





# CORE COMPETENCIES ACROSS DISCIPLINES

---



# Process To Operationalize Cross-Disciplinary Core Competencies

COMPETENCY AREA



Quality Indicator



Elements of Quality



# EXAMPLES OF INDICATORS FOR A CSPD

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

**Quality Indicator PN5:** Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national and state personnel standards

### **Elements of Quality**

- 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.

**Quality Indicator PN6:** Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.

### **Elements of Quality**

- 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.

# EXAMPLES OF INDICATORS FOR THE CORE COMPETENCY AREAS

<p style="text-align: center;"><b>Family Centered Practice</b></p>	<p><b>Quality Indicator 1:</b> Elements of Quality:</p> <p><b>Quality Indicator 2:</b> Elements of Quality:</p> <p><b>Quality Indicator 3:</b> Elements of Quality:</p>
<p style="text-align: center;"><b>Interventions Informed by Evidence</b></p>	<p><b>Quality Indicator 1:</b></p> <p><b>Quality Indicator 2:</b></p> <p><b>Quality Indicator 3:</b></p>
<p style="text-align: center;"><b>Collaboration and Coordination</b></p>	<p><b>Quality Indicator 1:</b></p> <p><b>Quality Indicator 2:</b></p> <p><b>Quality Indicator 3:</b></p>
<p style="text-align: center;"><b>Professionalism and Ethics</b></p>	<p><b>Quality Indicator 1:</b></p> <p><b>Quality Indicator 2:</b></p> <p><b>Quality Indicator 3:</b></p>

# UDEDD/LEND WORK PLAN

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