Building Comprehensive Systems of Early Childhood Personnel Development

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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

Leadership, Coordination & Sustainability
Advocate for resources, make decisions and set priorities for personnel development, involve stakeholders, monitor CSPD

Recruitment and Retention
Information about vacancies and under qualified personnel across systems by discipline and region

Personnel Standards
Establish and maintain high standards for knowledge and skills and competence of EC workforce

Evaluation
Plan for evaluating each subcomponent of the CSPD

Inservice Training
Ongoing training to maintain and build on existing skills and to acquire new knowledge and skills

Preservice Training
IHEs prepare individuals to meet personnel standards established by state and national organizations
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
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

- 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
<table>
<thead>
<tr>
<th>DEC Recommended Practices</th>
<th>CEC/DEC Initial Standards</th>
<th>NAEYC Initial Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Learner Development &amp; Individual Learning Differences</td>
<td>Promoting Child Development &amp; Learning</td>
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<tr>
<td>Assessment</td>
<td>Learning Environments</td>
<td>Building Family &amp; Community Relationships</td>
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<tr>
<td>Environment</td>
<td>Curricular Content Knowledge</td>
<td>Observing, Documenting, &amp; Assessing to Support Young Children &amp; Families</td>
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<tr>
<td>Family</td>
<td>Assessment</td>
<td>Using Developmentally Effective Approaches</td>
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<tr>
<td>Instruction</td>
<td>Instructional Planning &amp; Strategies</td>
<td>Using Content Knowledge to Build Meaningful Curriculum</td>
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<td>Interaction</td>
<td>Professional Learning &amp; Ethical Practice</td>
<td>Becoming a Professional</td>
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<tr>
<td>Teaming &amp; Collaboration</td>
<td>Collaboration</td>
<td>Early Childhood Field Experiences</td>
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<td>Transition</td>
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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 in-service preparation (MA, RI, UT, HI)

- **Intensive**: To develop CSPD framework within 10 states:
  
  Cohort 1: DE, IA, KS, OR
  Cohort 2: AZ, NV, PA, VT
  Cohort 3: MI, MN, PR, SC
**COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT**

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

Strategic Planning with Stake-holders

CSPD Plan and On-Going Committee
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."
Strategic Planning

1. Vision
2. Mission
3. Objectives and Plan
4. Capacity
5. Evaluation
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.
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
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.
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

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>GOAL 1.</td>
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<td>Objective 1.</td>
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<td>Objective 2.</td>
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<td>Objective 3.</td>
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<td>GOAL 2.</td>
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<td>Objective 3.</td>
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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.*
## Strategic Plan Examples

<table>
<thead>
<tr>
<th>Goal # 1</th>
<th>Quality Indicators PN3 &amp; PN4: State standards, criteria and requirements are based on knowledge, skills and competencies; specified and accessible for personnel across disciplines; demonstrated by personnel; used by admin and staff; reviewed and updated.</th>
<th>CSPD Sub-Component</th>
<th>State Personnel Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obj #1</strong></td>
<td>Complete implementation of EI Certification.</td>
<td>Evaluation Measurement</td>
<td>Sheri's Deliverables</td>
</tr>
<tr>
<td><strong>Actions/Strategies</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>A#1</strong></td>
<td>Look at EI Certification Application Survey Monkey feedback and data. (PN3c; PN4c)</td>
<td>Sheri</td>
<td>7/21</td>
</tr>
<tr>
<td><strong>A#2</strong></td>
<td>Did IPDPs get developed from self-assessments? (PN3b; PN4c)</td>
<td></td>
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</tr>
<tr>
<td><strong>A#3</strong></td>
<td>Discuss sustainability of process each year (PN3d; PN4b, c, e)</td>
<td>Lynne, Sheri, Melissa, Danielle</td>
<td>Sept 2016</td>
</tr>
<tr>
<td><strong>A#4</strong></td>
<td>Discuss possible requirements for possible renewal of EI certification. (PN3d; PN4b, c, e).</td>
<td>Sheri, Natalie</td>
<td>June 2017</td>
</tr>
<tr>
<td><strong>A#5</strong></td>
<td>PMs, Sheri, CIS Coordinators, Supervisors, EI Cert Committee will convene to discuss next steps and learned lessons for sustaining this process.</td>
<td>Sheri, Natalie, Danielle</td>
<td>Sept 2016</td>
</tr>
</tbody>
</table>
## STRATEGIC PLAN EXAMPLES

<table>
<thead>
<tr>
<th>Goal # 2</th>
<th>Quality Indicator PN4a: A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines.</th>
<th>CSPD Sub-Component</th>
<th>State Personnel Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obj #1</td>
<td>Coordinate and align certifications/credentials across CDD, child care and afterschool, and Part B systems.</td>
<td>Evaluation Measurem ent</td>
<td>Updated career ladder, coordinated alignment with I/T Credential; integration with BFIS.</td>
</tr>
<tr>
<td></td>
<td>Actions/Strategies</td>
<td>Who’s responsible</td>
<td>Target initiation date</td>
</tr>
<tr>
<td>A#1</td>
<td>How does EI Certification fit with Infant/Toddler Credential? (PN4a, b, e)</td>
<td>Sheri, Natalie, Lynne</td>
<td>8/11/16</td>
</tr>
<tr>
<td>A#2</td>
<td>Where does EI Certification fit on the Career Ladder? (PN3d; PN4b, c, e)</td>
<td>Lynne</td>
<td></td>
</tr>
<tr>
<td>A#3</td>
<td>Confirm CIS staff credential accounts with BFIS (PN4a)</td>
<td>Sheri</td>
<td>Sept 2016</td>
</tr>
<tr>
<td>A#4</td>
<td>Natalie will explore BFIS as course calendar as a driver for PD for EIs/CIS.</td>
<td>Natalie</td>
<td>7/2016</td>
</tr>
<tr>
<td><strong>Initial Standard 1: Learner Development and Individual Learning Differences</strong></td>
<td><strong>KS Standards ECU B – K Content Knowledge</strong></td>
<td><strong>KS Standards ECU B – K Professional Skills</strong></td>
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</tbody>
</table>
| 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | 1.2.1 The Candidate possesses knowledge and understanding of family expectations and cultural requirements around educational settings. The candidate values diverse languages and cultures.  
2.2.3 The candidate understands theories of family and community and how they impact child development.  
2.2.5 The candidate understands Maslow’s hierarchy of needs, multiple intelligences theory, blooms taxonomy, learning styles research. | 1.1.4 The candidate demonstrates respect for each child as a feeling, thinking individual and respect for each child’s culture, home language, individual abilities or disabilities, family context, and community. The candidate models and affirms anti-bias perspectives on development and learning.  
1.2.1 The candidate applies their understanding of language and culture in educational settings. The candidate seeks to integrate languages and diverse cultures into his/her instructional practice to engage learners.  
5.1.5 The candidate grounds their practice in a thorough, research-based understanding of young learners’ development and learning processes and they recognize that every child constructs knowledge in personally and culturally familiar ways as evident in their daily planning. |
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