



Early Childhood Personnel Center

**Building Comprehensive Systems of Early
Childhood Personnel Development**

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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**
- **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

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		

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:

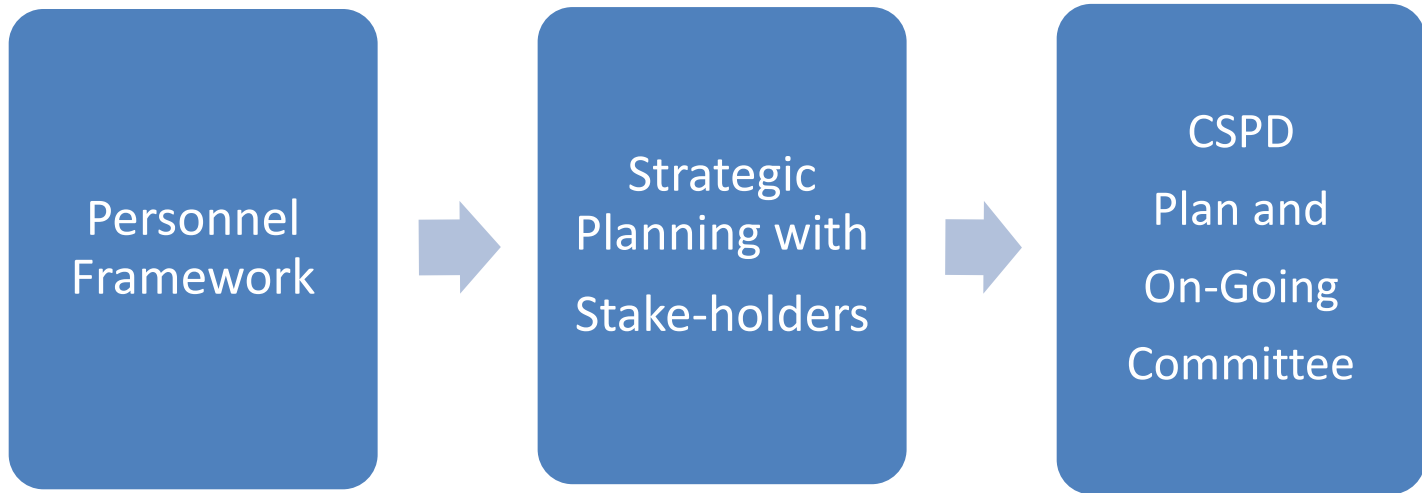
Cohort 1: DE, IA, KS, OR

Cohort 2: AZ, NV, PA, VT

Cohort 3: MI, MN, PR, SC

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<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>



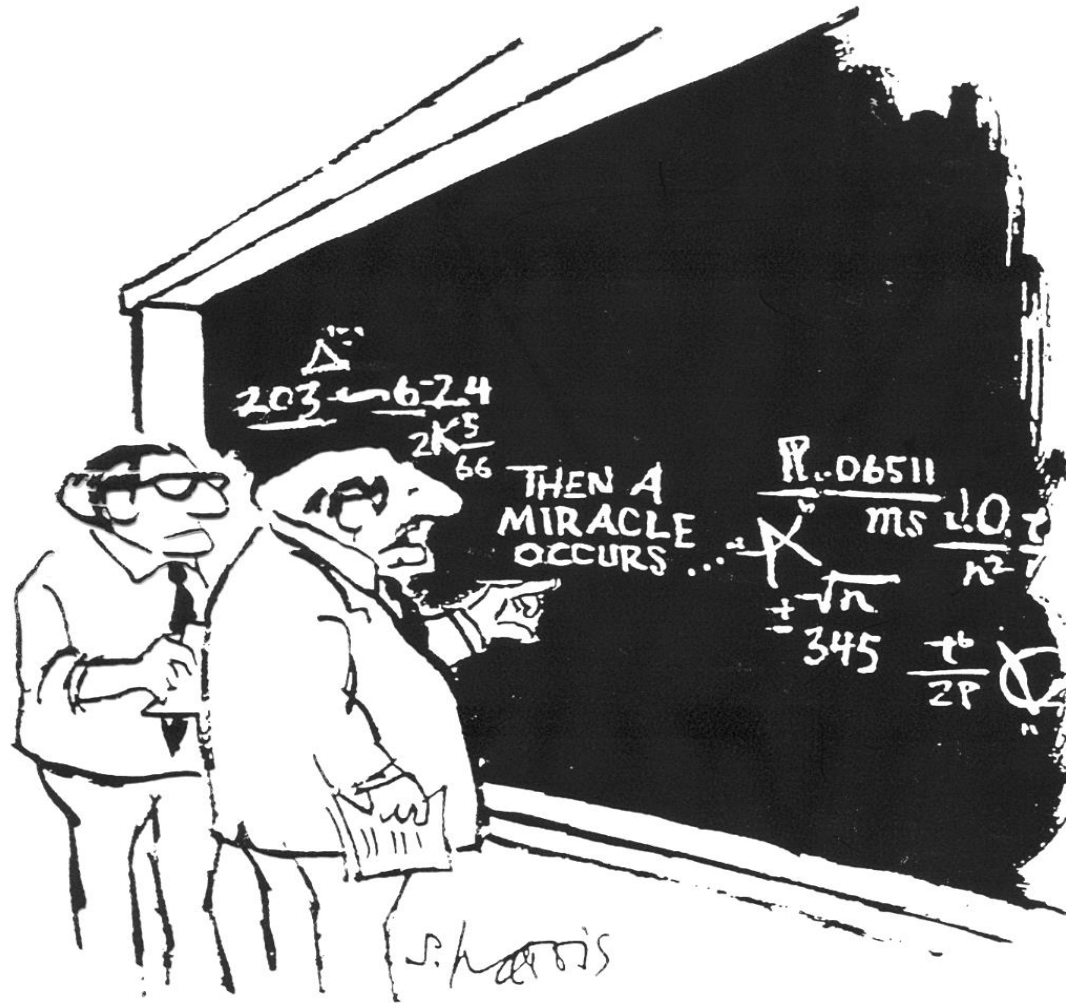
3) LEADERSHIP AND COORDINATION

- **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

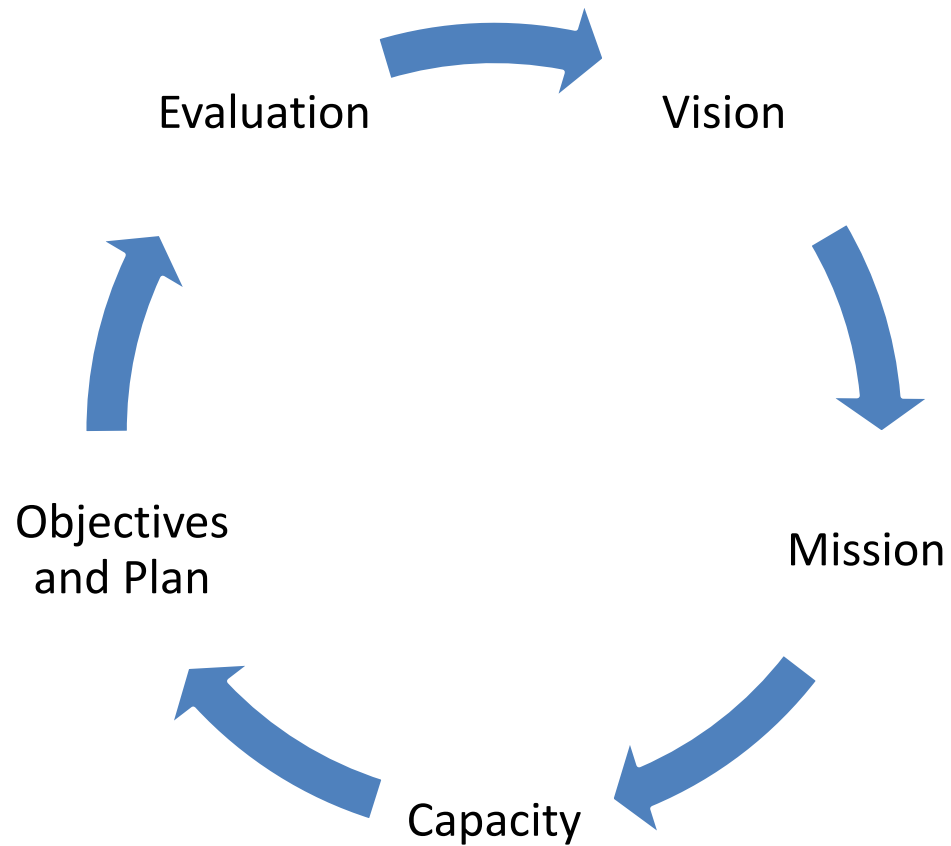
To provide information, training and technical assistance to

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



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.*

STRATEGIC PLAN EXAMPLES

Goal # 1	Quality Indicators PN3 & 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.			CSPD Sub-Component	State Personnel Standards
Obj #1	Complete implementation of EI Certification.			Evaluation Measuremt	Sheri's Deliverables
	Actions/Strategies	Who's responsible	Target initiation date	Target completion date	Progress Notes
A#1	Look at EI Certification Application Survey Monkey feedback and data. (PN3c; PN4c)	Sheri	7/21	7/21	Completed. Natalie will convey positive feedback around competencies to EIs Call in September. Natalie will review #12, 13 for PD feedback.
A#2	Did IPDPs get developed from self-assessments? (PN3b; PN4c)				Suggest IPDP trainings and how to incorporate into reflective supervision supports in Inservice PD framework.
A#3	Discuss sustainability of process each year (PN3d; PN4b, c, e)	Lynne, Sheri, Melissa, Danielle	Sept 2016	October 2016	Find a time when Danielle is available to discuss funding and work specifications for the processing of EI Certification applications.
A#4	Discuss possible requirements for possible renewal of EI certification. (PN3d; PN4b, c, e).	Sheri, Natalie		June 2017	Align with Career Pathway. This certificate may be one step towards another credential.
A#5	PMs, Sheri, CIS Coordinators, Supervisors, EI Cert Committee will convene to discuss next steps and learned lessons for sustaining this process.	Sheri, Natalie, Danielle	Sept 2016		Sept 14 th meeting set.

STRATEGIC PLAN EXAMPLES

Goal # 2	Quality Indicator PN4a: A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines.			CSPD Sub-Component	State Personnel Standards
Obj #1	Coordinate and align certifications/credentials across CDD, child care and afterschool, and Part B systems.			Evaluation Measurement	Updated career ladder, coordinated alignment with I/T Credential; integration with BFIS.
	Actions/Strategies	Who's responsible	Target initiation date	Target completion date	Progress Notes
A#1	How does EI Certification fit with Infant/Toddler Credential? (PN4a, b, e)	Sheri, Natalie, Lynne	8/11/16		
A#2	Where does EI Certification fit on the Career Ladder? (PN3d; PN4b, c, e)				Changes to the Career Ladder go through the BBF Steering Committee and PPD Committee.
A#3	Confirm CIS staff credential accounts with BFIS (PN4a)	Sheri	Sept 2016		Will update Danielle after first batch of EI Cert applications are processed. Names will be submitted by Sheri around September 2016.
A#4	Natalie will explore BFIS as course calendar as a driver for PD for EIs/CIS.	Natalie	7/2016	12/2016	RFP won't be completed until Jan 2017. It'll be a three year contract. CIS will likely be a part of that contract and will need to determine funding and work specifications.

CEC Initial & Advanced Preparation Standards, Key Elements, Knowledge & Skills	KS Standards ECU B – K Content Knowledge	KS Standards ECU B – K Professional Skills
<p>Initial Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p>	<p>Standard 1</p> <p>Child Development and Learning: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.</p>	
<p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>	<p>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</p> <p>2.2.3 The candidate understands theories of family and community and how they impact child development</p> <p>2.2.5 The candidate understands Maslow’s hierarchy of needs, multiple intelligences theory, blooms taxonomy, learning styles research.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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**