



*2015 Leadership Conference
“All In: Achieving Results Together”*



*Developing and Implementing a
Comprehensive System of Personnel
Development*

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ECPCTA.org

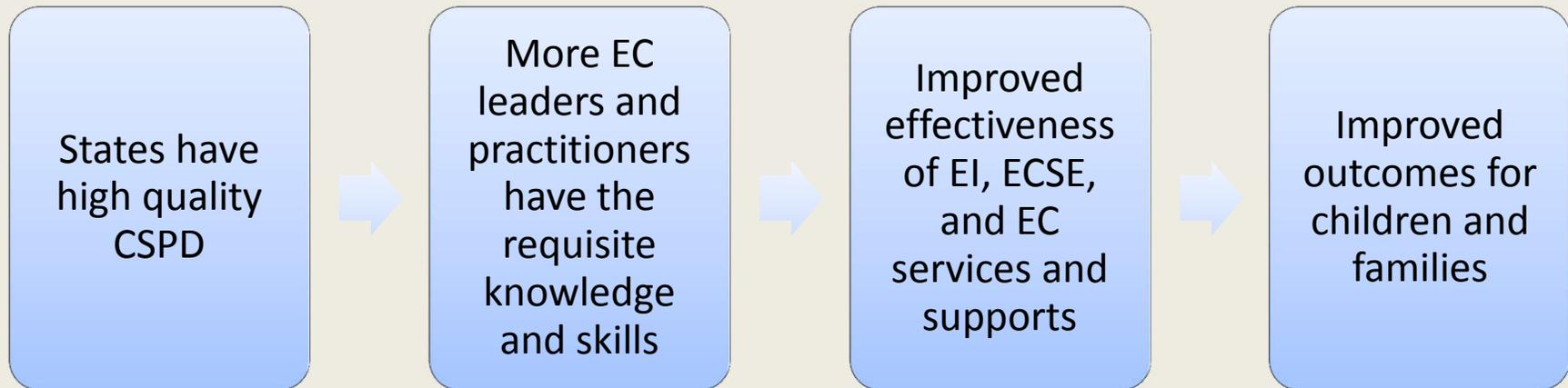


Session Agenda

- ECPC Overview
- CSPD Concepts/Framework
- Kansas Strategic Planning Process
 - Vision
 - Mission
 - Goals & Timelines
- Kansas CSPD Website
- Q & A



How Improved CSPD Leads to Improved Outcomes





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



CSPD

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

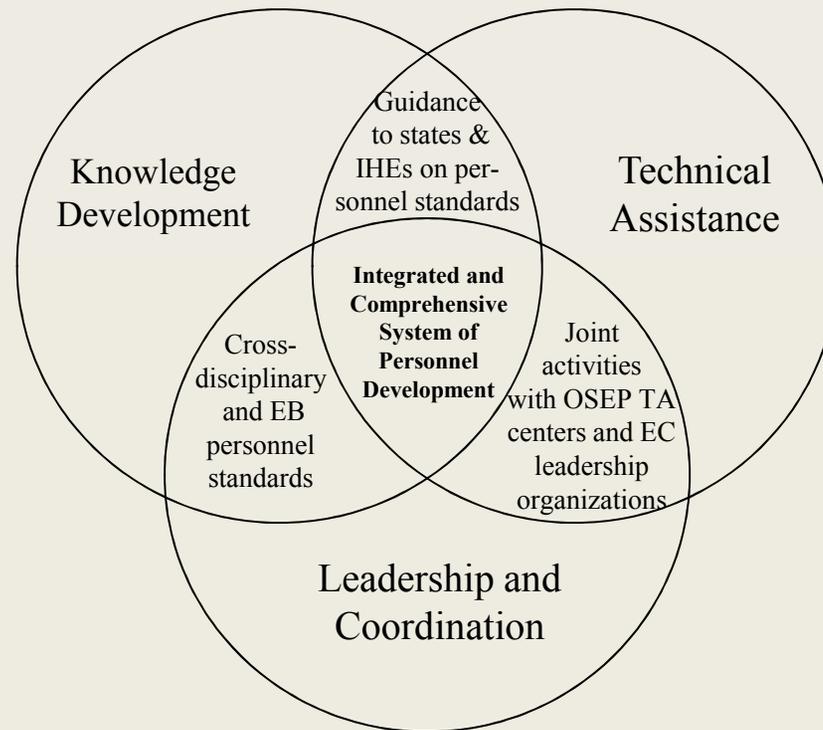


Comprehensive System of Personnel Development





ECPC Goals and Objectives





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



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



Strategic Planning

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



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



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.....



National Initiative to Align Early Childhood Personnel Standards: Collaborators

- Early Childhood Personnel Center (ECPC)
- National Association for the Education of Young Children (NAEYC)
- Council for Exceptional Children (CEC)
- Division of Early Childhood (DEC) of CEC



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 Education**
- **Development, implementation, and evaluation of inclusive clinical experiences**
- **Articulation of courses across two-year and four-year programs**
- **Development of state certification policies**



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)**



Initial Preparation Standards

CEC Initial Preparation Standards

1. Learner Development & Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning & Strategies
6. Professional Learning & Ethical Practice
7. Collaboration



Advanced Preparation Standards

CEC Advanced Preparation Standards

1. Assessment
2. Curricular Content Knowledge
3. Programs, Services, and Outcomes
4. Research and Inquiry
5. Leadership and Policy
6. Professional and Ethical Practice
7. Collaboration



DEC Initial Special Education Early Childhood Specialty Set

- **Aligned with the 7 Initial CEC Preparation Standards**
- **23 Knowledge Statements**
- **57 Skill Statements**



DEC Advanced Special Education Early Childhood Specialty Set

- **Aligned with the 7 Advanced CEC Preparation Standards**
- **9 Knowledge Statements**
- **21 Skill Statements**



NAEYC Standards for EC Professional Preparation

1. Initial Professional Preparation Standards

- Six Standards
- Twenty-two Elements

2. Advanced Professional Preparation Standards

- Six Standards
- Twenty-three Elements



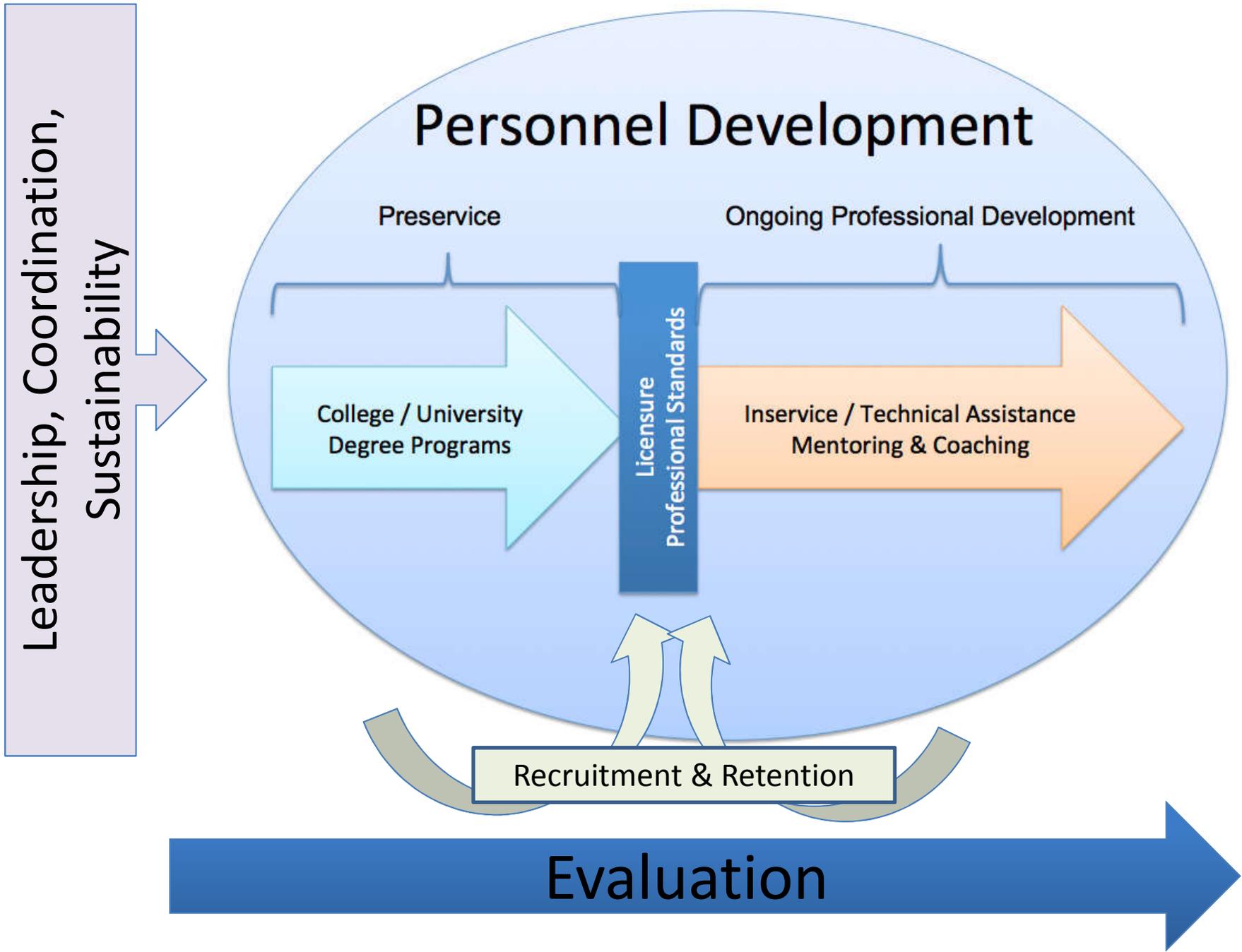
NAEYC Standards for EC Professional Preparation

- 1. Promoting Child Development & Learning**
- 2. Building Family & Community Relationships**
- 3. Observing, Documenting, & Assessing to Support Young Children & Families**
- 4. Using Developmentally Effective Approaches to Connect with Children & Families**
- 5. Using Content Knowledge to Build Meaningful Curriculum**
- 6. Becoming a Professional**



Next Steps:

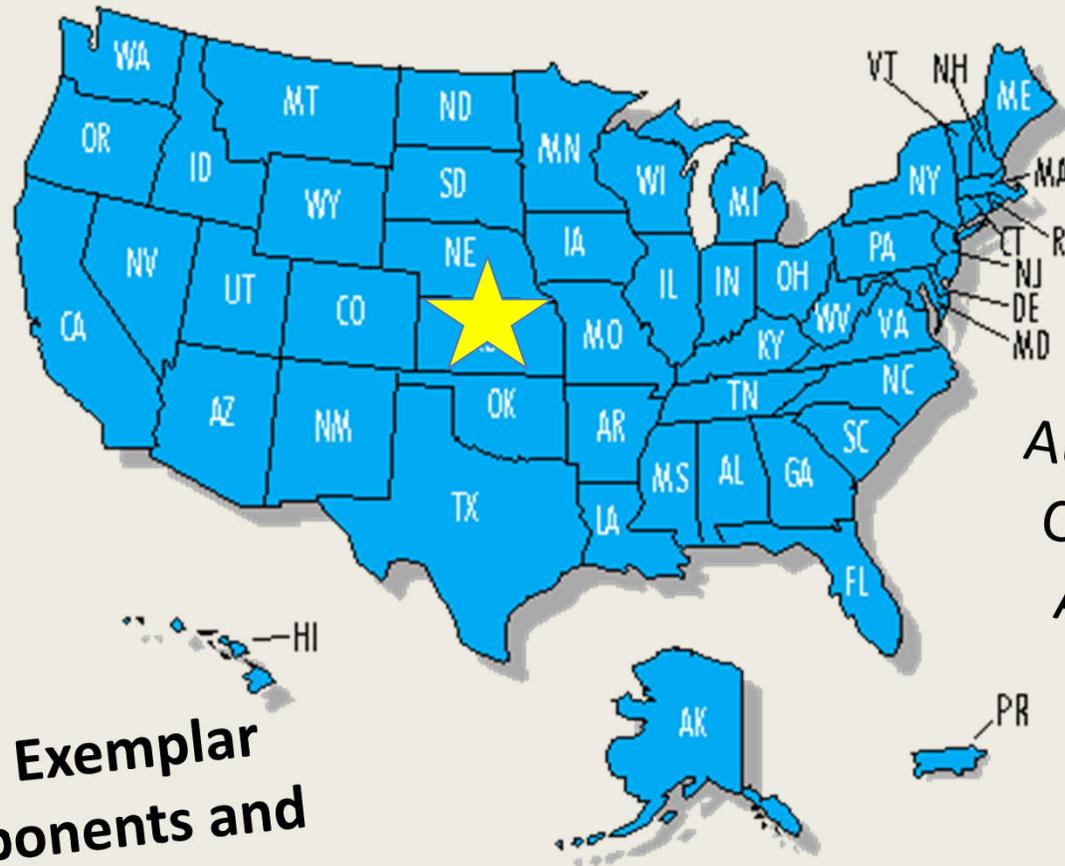
- **CEC/DEC/NAEYC Alignments Reviewed by Professional Associations**
- **CEC/DEC/NAEYC Alignment Translated into Guidance for IHEs**
- **CEC/DEC Knowledge and Skills Aligned with RPs**
- **Alignments across Professional Disciplines: AOTA, APTA, ASHA, NAEYC and CEC**
- **Professional Association Consensus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



Comprehensive System of Personnel Development (CSPD)

<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>

KANSAS



*Augment CSPD
Components
As Needed*

**Showcase Exemplar
CSPD Components and
Processes**



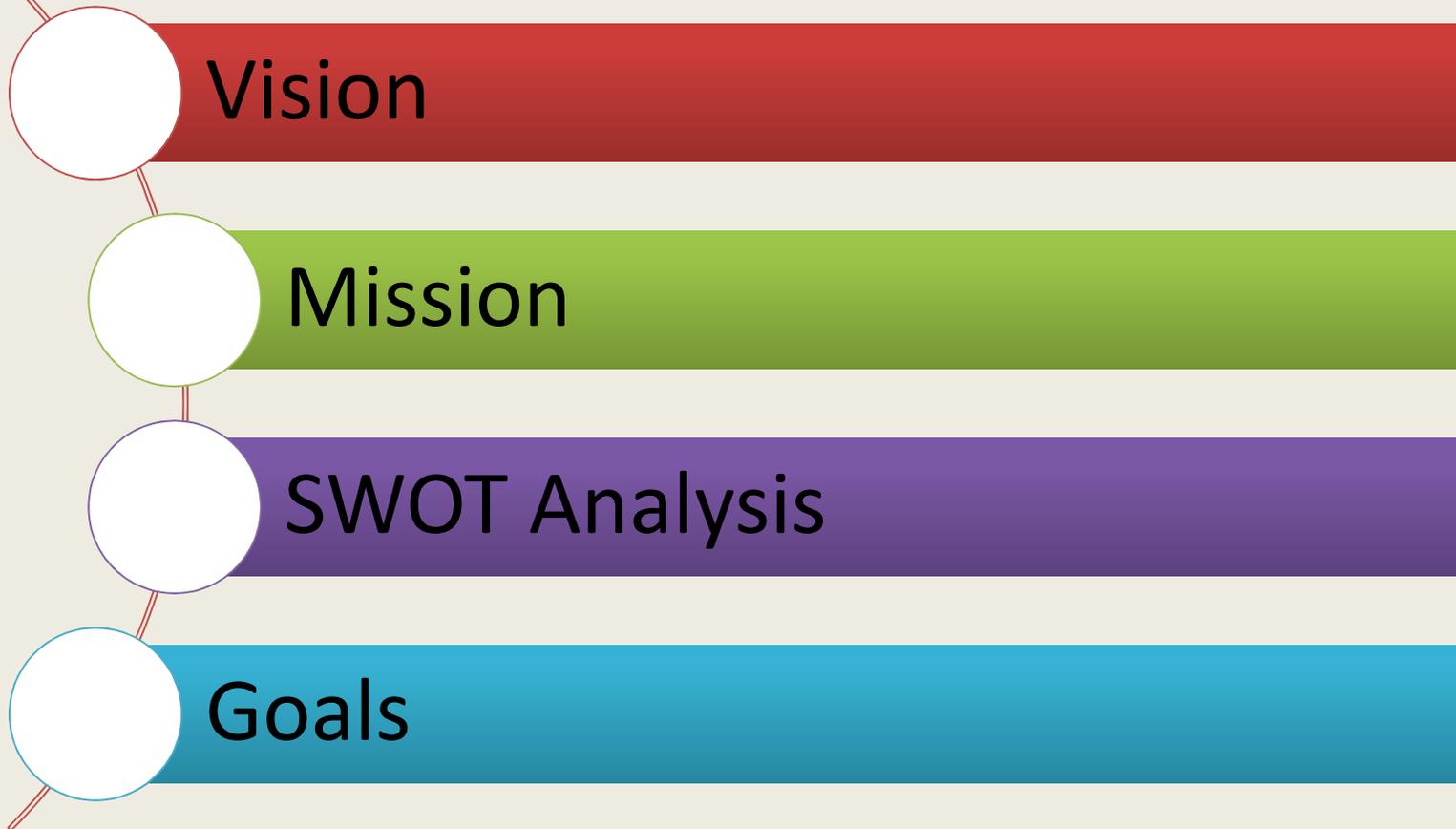
Kansas Strategic Planning Team

Part C Coordinator*
Part B, 619 Coordinator*
Early Childhood Coordinator*
IHE Faculty
Family Member
Head Start T/TA
Local Part C Coordinator / Provider
School District Part B, 619 Coordinator
Licensure Representative
Budget Representative
Inservice / TA
Childcare PD Provider





Strategic Planning Process



quality

life-long-learning

build-capacity-families-children

strong-commitment-to

evidenced-based

provide

intentional

invested

quality-services

research

based

family-centered

the-greater-good

high-quality-work

professional-standards

comprehensive

evidence-based

competent/skilled-workforce

alignment

ebp competence

positive-

evidence

positive-child-outcomes

child-outcomes

support

collaboration

family

positive-outcomes

coaching

outcomes

competent

skill-development

family-outcomes

high-quality

tools

education

outcomes-focused

development

force

committed-professionals

partnerships-with-families

supporting-families

effective

better-outcomes-for-children-and-families

collaborative

positive-outcomes-for-families-children

promote-positive-attributions-of-families

highly-qualified-and-appropriately-valued-workforce



**“It’s not a great mission statement,
but we’ll revise it if things get better.”**



Templates for Vision & Mission Statements



Early Childhood Personnel Center

www.ecpcta.org

Mission

A mission statement is a clear statement about the purpose of the organization. The mission statement should include the essential purpose of the organization and inform why it is in existence. It should be meaningful, focused, and at the same time flexible.

The purpose of an organization's mission/philosophy statement is to relate

- WHAT is going to be done
- WHO is going to be served
- WHY it is done

Examples of Mission Statements:

(1) The mission of the Kansas Coordinating Council on Early Childhood Developmental Services is to ensure that a comprehensive service delivery system of integrated services is available in Kansas to all children with or at risk of developmental delays from birth through age five and their families.

(2) The Massachusetts Department of Early Education provides a strong foundation that supports all children in their development, their contributing members of the community, and supports their parents and caregivers.

(3) The Newark Public Schools Office of Early Childhood Development...

In order to accomplish our vision, the Kansas ECPC Strategic Planning Team will. . .

(What / action) _____

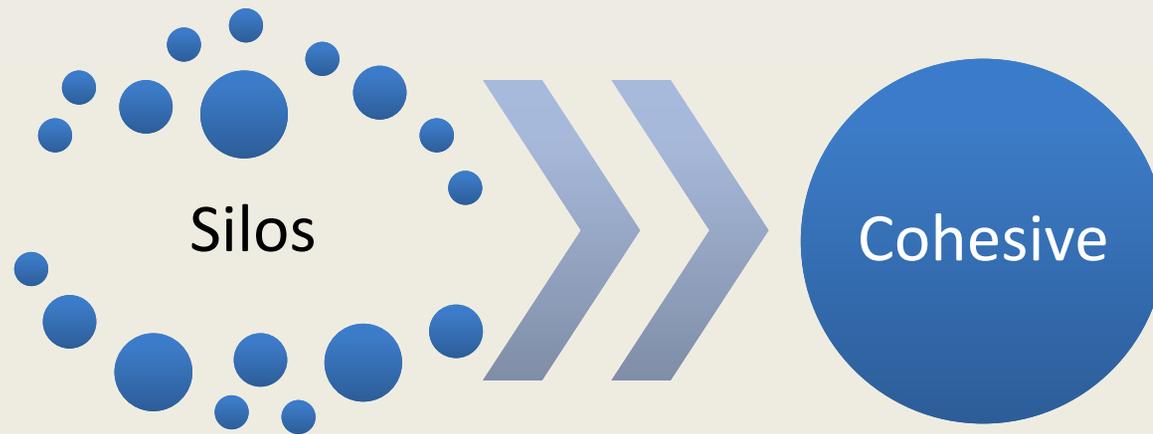
(Who) _____

(Why / so that) _____



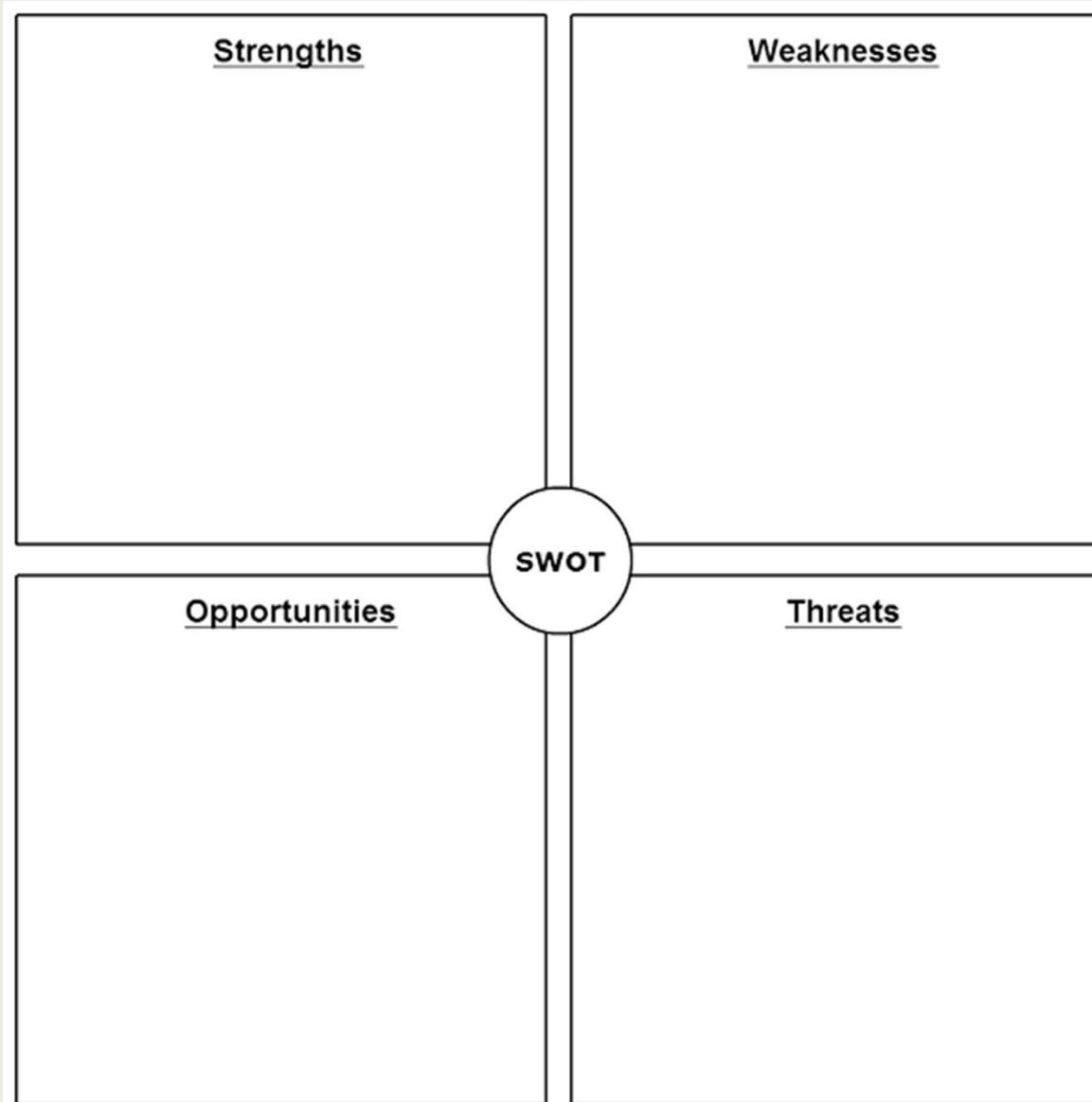
KS Mission Statement

In order to accomplish our vision,
the Kansas CSPD Strategic Planning Team will **design a cohesive personnel development system** that ensures high quality early childhood programs and services leading to positive outcomes for all children and families.



Components

System



Kansas CSPD Team Goals

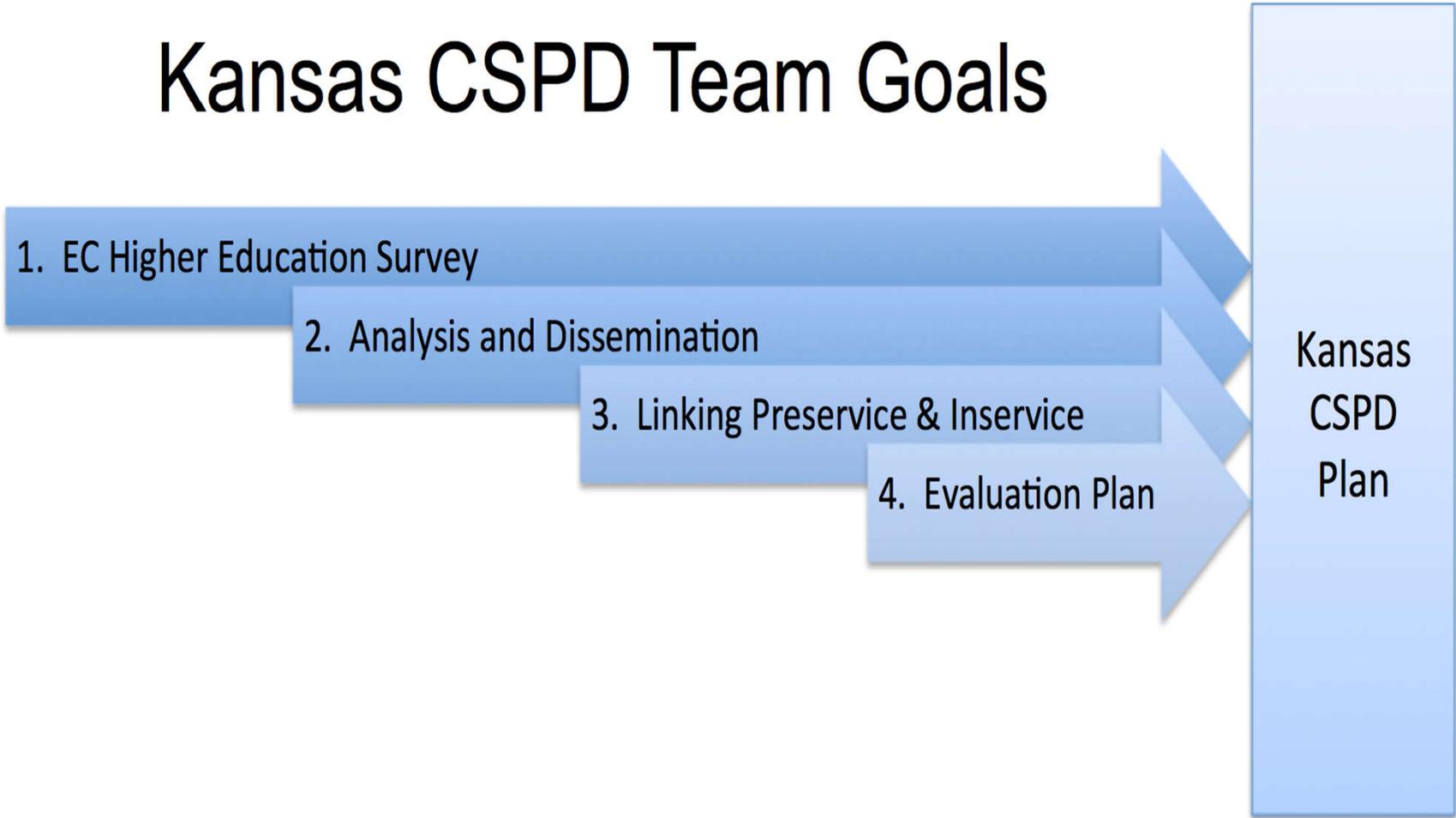
1. EC Higher Education Survey

2. Analysis and Dissemination

3. Linking Preservice & Inservice

4. Evaluation Plan

Kansas
CSPD
Plan

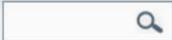




KansasCSPD.ku.edu



Kansas Early Childhood Comprehensive System of Personnel Development



- [Home](#)
- [About Us](#)
- [Components](#)
- [Future Plans](#)
- [Links](#)
- [Our Work](#)
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Vision

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

Mission

In order to accomplish our vision, the Kansas ECPC Strategic Planning Team will design a cohesive personnel development system that ensures high quality early childhood programs and services leading to positive outcomes for all children and families.



Quote from Dave Lindeman

"Our intent is to build a high-quality, cohesive personnel development system designed to strengthen the capacity of early childhood professionals in Kansas across disciplines, resulting in positive outcomes for young children and families. It takes time, but here in Kansas, we have a good foundation."



Dave Lindeman, Director of the Life Span Institute at Parsons



Comments and Questions

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