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

States have high quality CSPD → More EC leaders and practitioners have the requisite knowledge and skills → Improved effectiveness of EI, ECSE, and EC services and supports → Improved outcomes for children and families
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

Personnel Standards

Leadership, Coordination & Sustainability

Recruitment and Retention

Evaluation

Inservice Training

Preservice Training
ECPC Goals and Objectives

Knowledge Development
- Cross-disciplinary and EB personnel standards

Technical Assistance
- Guidance to states & IHEs on personnel standards
- Joint activities with OSEP TA centers and EC leadership organizations

Leadership and Coordination
- Integrated and Comprehensive System of Personnel Development

Guidance to states & IHEs on personnel standards
- Joint activities with OSEP TA centers and EC leadership organizations

Integrated and Comprehensive System of Personnel Development
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
CSPD Subcomponents in Action

Leadership, Coordination, Sustainability

Evaluation

Personnel Development

Preservice

College / University Degree Programs

Professional Standards

Ongoing Professional Development

Inservice / Technical Assistance
Mentoring & Coaching

Recruitment & Retention
## Comprehensive System of Personnel Development (CSPD)

| 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 |
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
quality

build-capacity-families-children
life-long-learning

strong-commitment-to
evidenced-based

provide
research

based

intentional
invested

quality-services
family-centered
comprehensive

competent/skilled-workforce
high-quality-work
professional-standards

alignment

positive-child-outcomes
child-outcomes
coaching
family-outcomes
outcomes-focused
development

competence

ebp
positive-outcomes
family
tools
skill-development

commitment

collaboration
outcomes
force

partnerships-with-families
supporting-families

promote-positive-attributions-of-families

better-outcomes-for-children-and-families
positive-outcomes-for-families-children

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

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 and Care, a foundation that supports all children in their development and preparation for school, is committed to contributing members of the community, and supporting the Essential Services that parents and caregivers.

(3) The Newark Public Schools Office of Early Childhood is committed to the development and delivery of high-quality early childhood education programs that are designed to meet the unique needs of all children.

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.
Kansas CSPD Team Goals

1. EC Higher Education Survey
2. Analysis and Dissemination
3. Linking Preservice & Inservice
4. Evaluation Plan

Kansas CSPD Plan
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."
Comments and Questions

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