



Early Childhood Personnel Center

CSPD Institute

August 19, 2019

Avon , CT

Mary Beth Bruder, PhD, Director

University of Connecticut



Early Childhood Personnel Center

www.ecpcta.org

Where Have We Been?

50 years and counting.....



Early Childhood Personnel Center

www.ecpcta.org

Historical Foundations of Personnel Development Practices: HCEEP and IDEA

- HCEEP
- Part C
- Part B
- Part D



Qualified Personnel Identified in IDEA

Part C (ages 0-3)

- [\(1\)](#) Audiologists.
- [\(2\)](#) Family therapists.
- [\(3\)](#) Nurses.
- [\(4\)](#) Occupational therapists.
- [\(5\)](#) Orientation and mobility specialists.
- [\(6\)](#) Pediatricians and other physicians for diagnostic and evaluation purposes.
- [\(7\)](#) Physical therapists.
- [\(8\)](#) Psychologists.
- [\(9\)](#) Registered dietitians.
- [\(10\)](#) Social workers.
- [\(11\)](#) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).
- [\(12\)](#) Speech and language pathologists.
- [\(13\)](#) Vision specialists, including ophthalmologists and optometrists.

Part B (ages 3-5)

- 1) Special Education;
- 2) Related Service Personnel:
 - 1) Speech-Language Pathologists and Audiologists;
 - 2) Occupational Therapists;
 - 3) Psychologists;
 - 4) Physical Therapists;
 - 5) Recreational Therapists;
 - 6) Social Workers;
 - 7) Counseling services;
 - 8) Orientation and Mobility Specialists, and
 - 9) Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only

Pedagogy

- National Specialty Sets for Standards (Research Referenced)
- State Certification/Licensure
- Recommended Practices



PERSONNEL RECOMMENDED PRACTICES & STANDARD AREAS

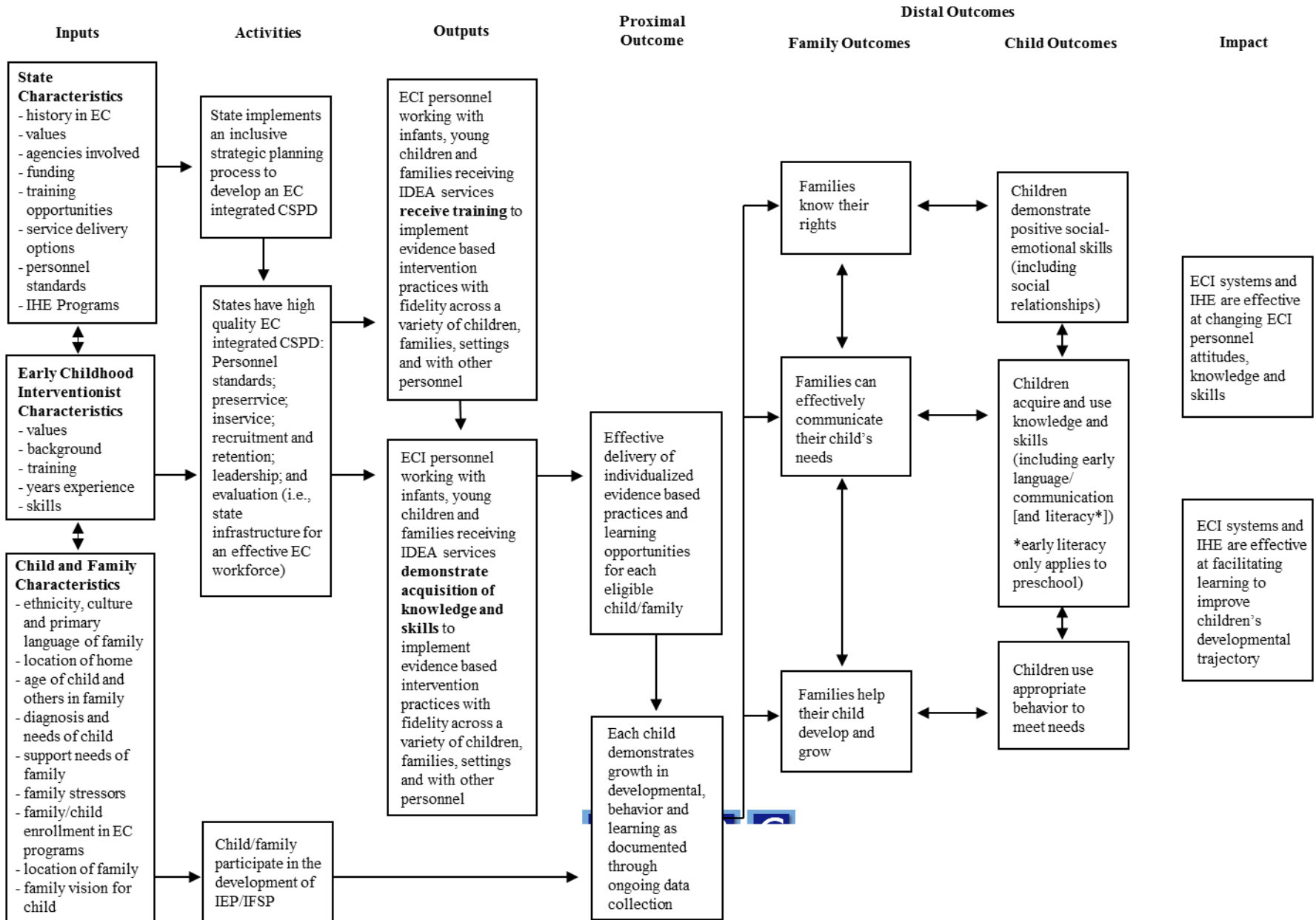
DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Leadership	Learner Development & Individual Learning Differences	Promoting Child Development & Learning
Assessment	Learning Environments	Building Family & Community Relationships
Environment	Curricular Content Knowledge	Observing, 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		



Challenges in Evidence-Based ECI Personnel Practices

- Target of the Research: Adult Change or Child Change
- Research Designs
- Descriptions and Definitions of the Independent Variable
- Fidelity of Implementation
- Reliability and Measurement of the Dependent Variable(s) (e.g. functional unit of behavior)
- Generalization of Learning
- Maintenance of Learning

Personnel Development Logic Model



Where Are We Now?



Early Childhood Personnel Center

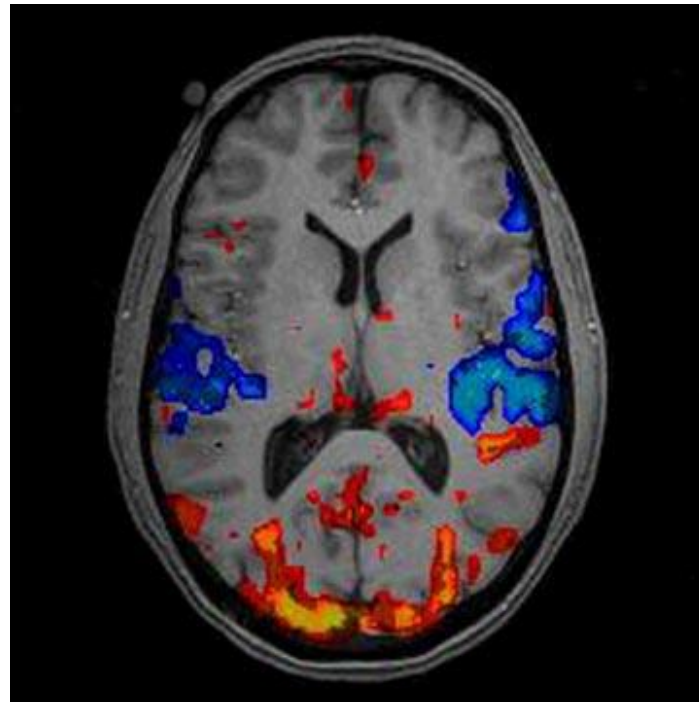
www.ecpcta.org

Growing As a Field.....

- More Children with More Developmental/Behavioral Complexities /Risk Factors
- More Family Complexities and Concerns
- Growing Workforce, yet Shortages
- Changing Service Delivery Models Driven by Cost and Reimbursement Models/Funding Streams/Under Trained Workforce
- Challenges to Preservice Programs
- Inconsistent and Episodic Inservice Based on.....?
- A Growing Science about Learning That Can't be Ignored



The Science of Learning



Early Childhood Personnel Center

www.ecpcta.org

What We Know

The brain is adaptable and can be influenced by positive experiences;

The brain is vulnerable and can be harmed by negative experiences



How to Address These Issues:

Providing Training and Technical Assistance in this Context.....

.....To Build Capacity Through Self Efficacy



Early Childhood Personnel Center

www.ecpcta.org

Self-Efficacy

Self-efficacy refers to the belief that one has the capabilities to organize and execute courses of action to manage prospective life events or situations (Bandura, 1997; Zimmerman, 2000).

Self-efficacy beliefs influence the time and effort a person devotes to executing courses of action and a sense of mastery or control over life events or situations (Pajares, 1997).



Mastery Experiences

Mastery experiences, or instances of successful execution of a skill or behavior, strengthen the belief that one's own actions result in a positive outcome (self-efficacy), thereby reinforcing and ultimately increasing the frequency of that behavior.



From the RFP.....

ensure personnel have the competencies to deliver high-quality (inclusive)* services to improve outcomes for young children with disabilities and their families.

- * added

Purpose of the Early Childhood Personnel Center

To provide ***Technical Assistance***
to facilitate the implementation of
Comprehensive Systems
of Personnel Development (CSPD)
for **all** disciplines
serving infants and young children
with disabilities and their families



Early Childhood Personnel Center

www.ecpcta.org

Definition of Technical Assistance

The provision of targeted and customized supports; to develop or strengthen processes, knowledge, application, or implementation of services by recipients.

[\(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRRA, 2011\).](#)



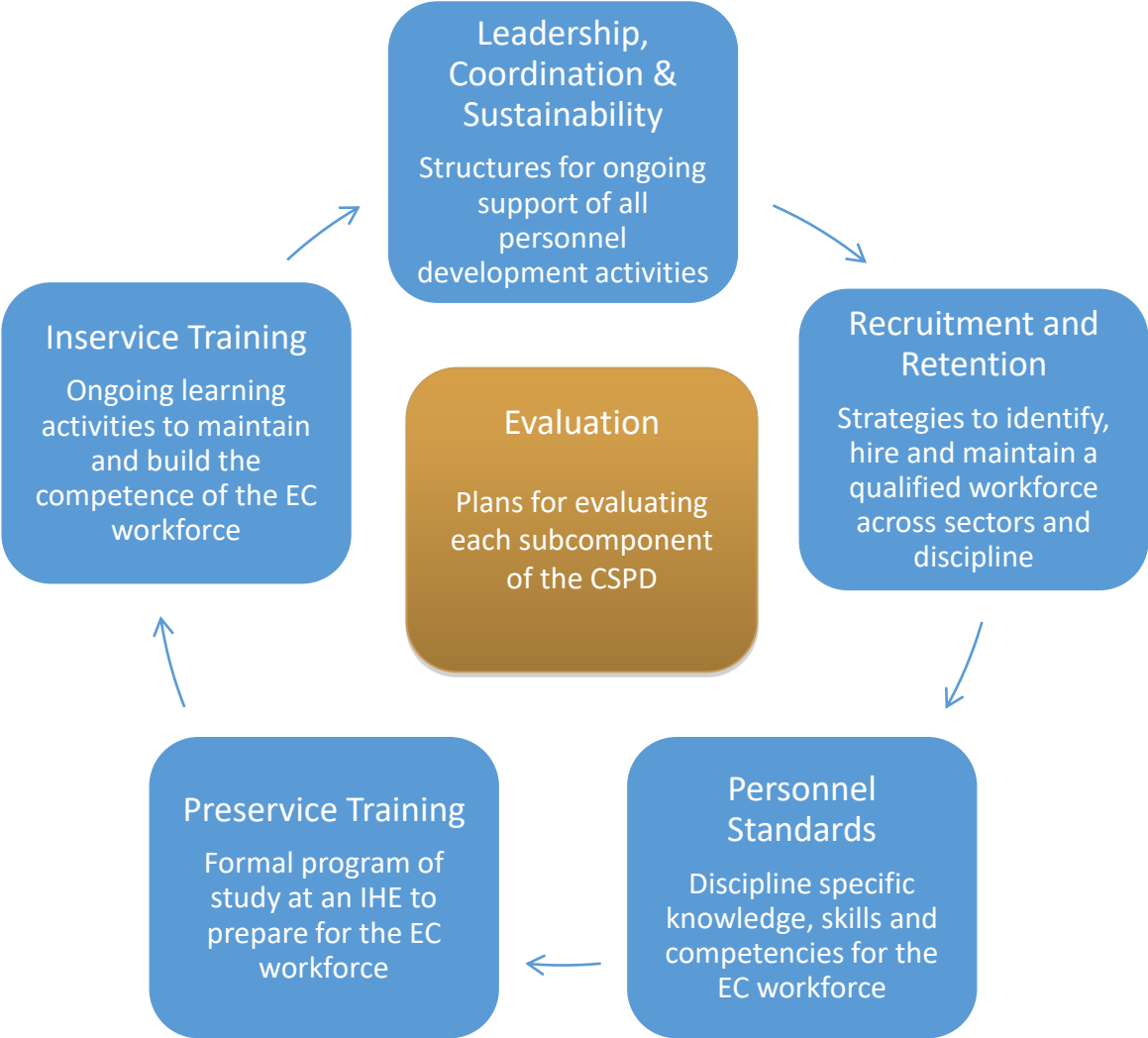
Early Childhood Personnel Center

www.ecpcta.org

Caveats:

- **TA techniques are not sufficient, and should be**
 - **augmented with relationships.** Trust, collaboration, respect, and encouragement were frequent supports to effective TA;
- **Relationships are not sufficient and should be**
 - **augmented with techniques** using goals that are specific, measurable, attainable, realistic, and time-bound, **or there is a risk that the TA will not be accomplished.**

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Definition of Systems

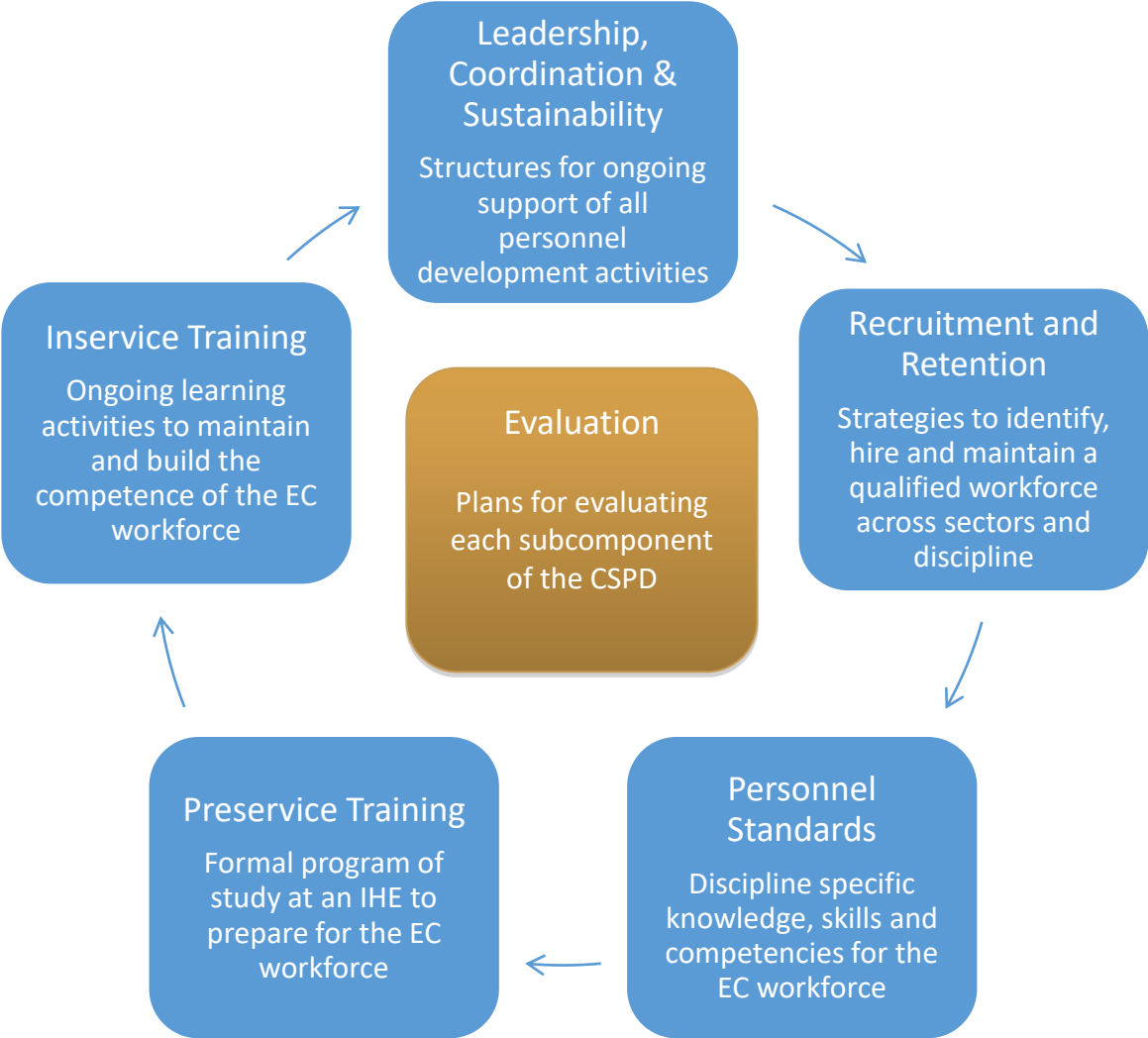
a regularly interacting
or interdependent group
of items or things or principles
forming a unified whole



Early Childhood Personnel Center

www.ecpcta.org

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Systems Think

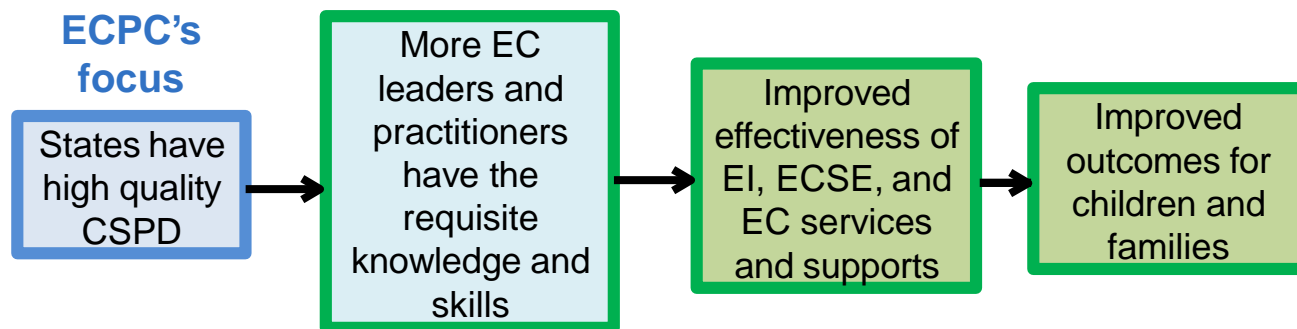
To Build a Competent
and
Effective ECI Workforce



Early Childhood Personnel Center

www.ecpcta.org

If we want improved outcomes for infants and young children with disabilities and their families, then.....



Theory of Action

How improved CSPD leads to improved outcomes



Early Childhood Personnel Center

www.ecpcta.org

A Comprehensive System of Personal Development

**is a *necessary* and *integral*
quality indicator of
an early childhood service system**

AND

**the early childhood workforce
who serve infants, toddlers and preschool
children with disabilities and their families**



Early Childhood Personnel Center

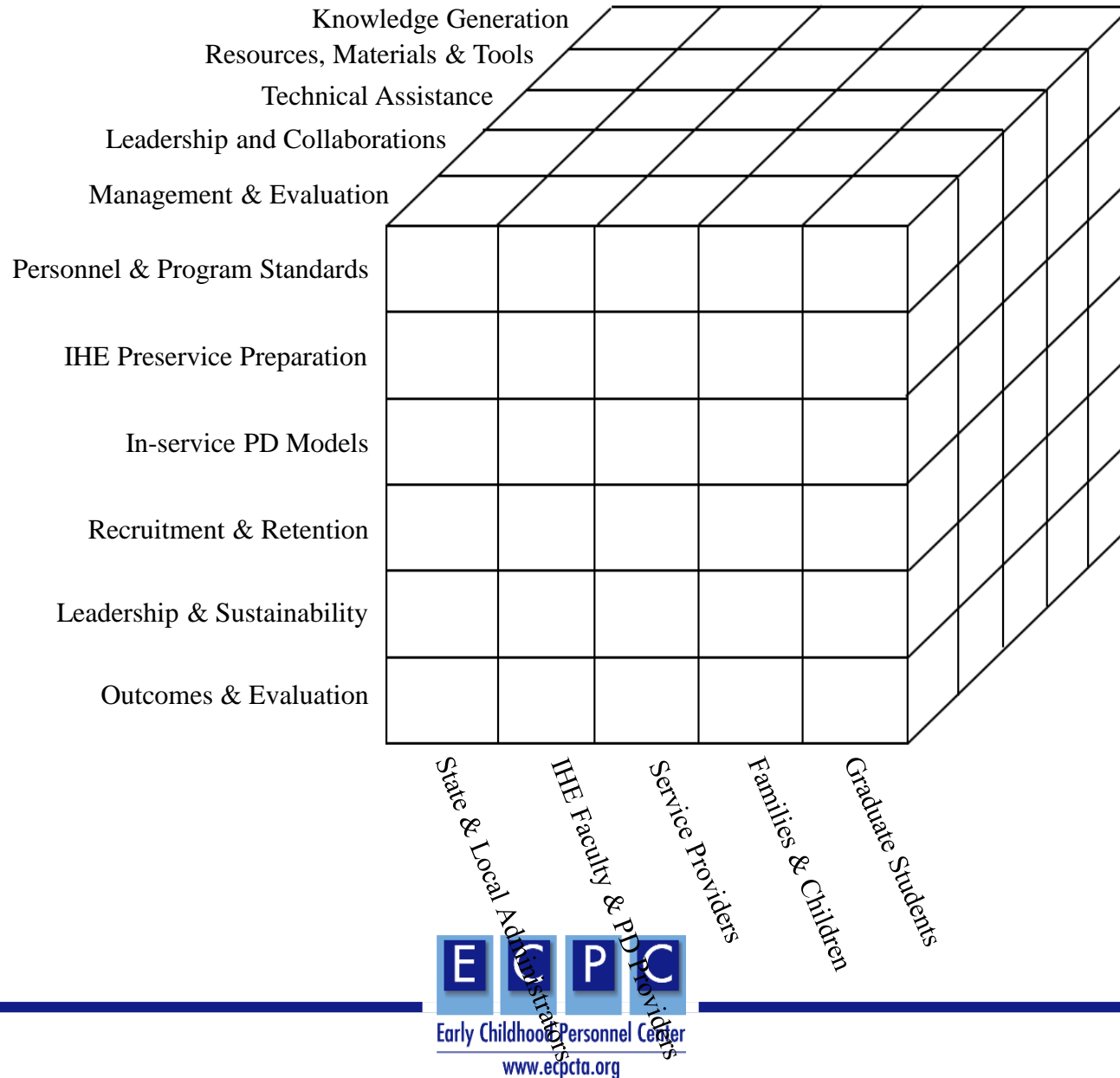
www.ecpcta.org

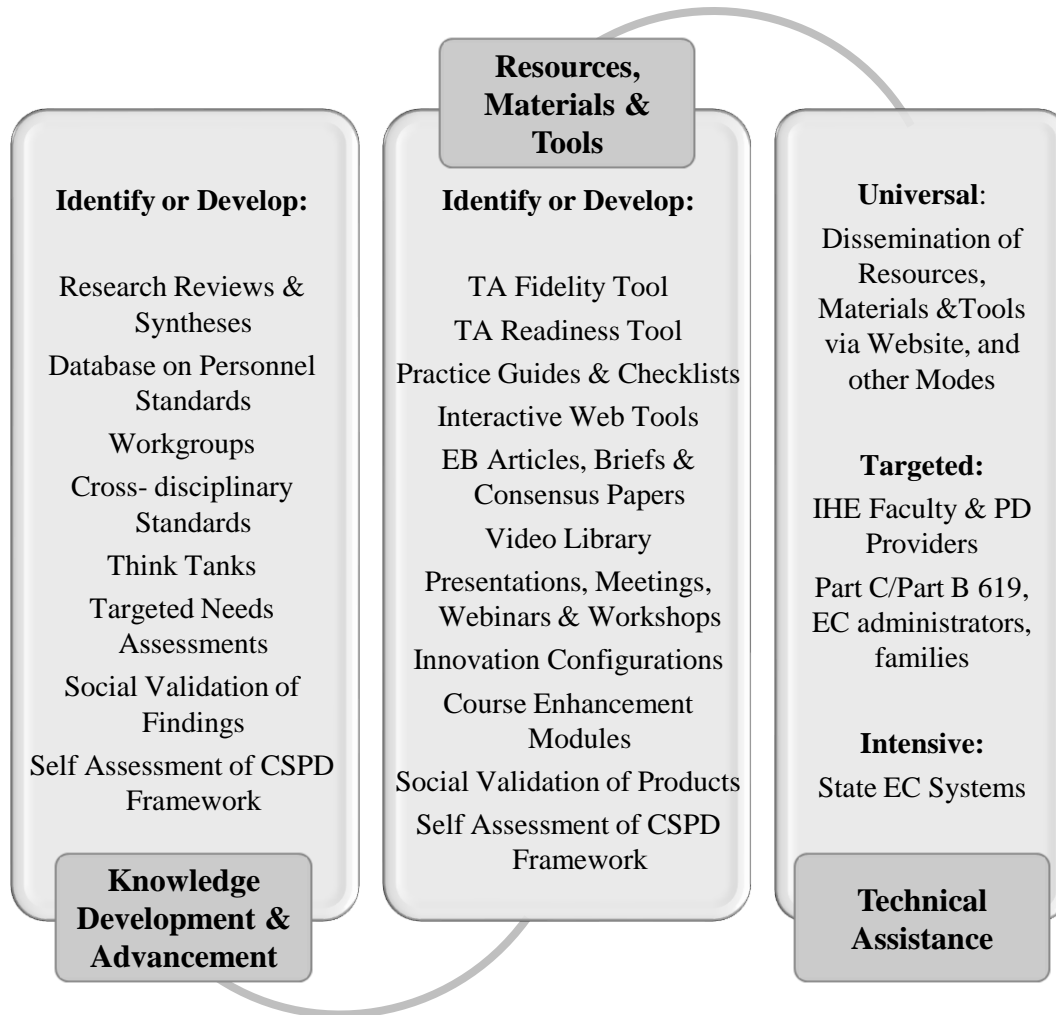
Methods

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Loops Between Objectives, Outputs, Outcomes
- Collaborative

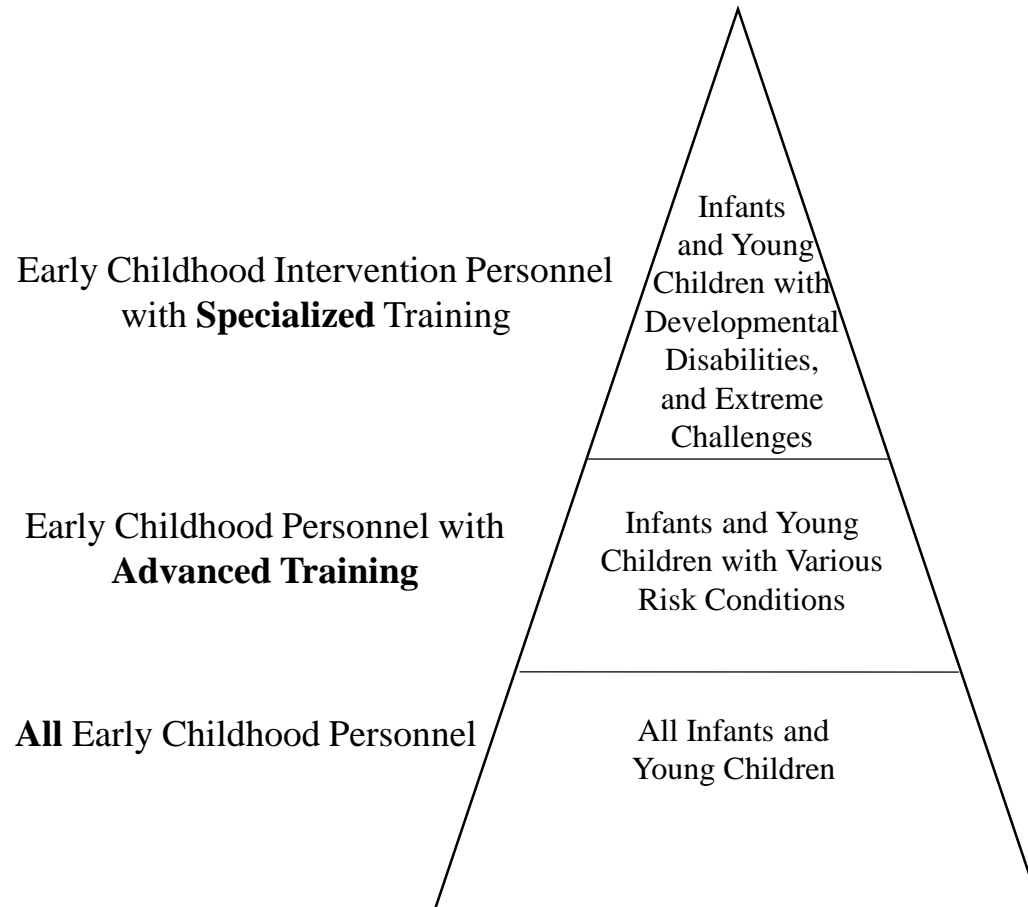


Center Goals, CSPD Components and Stakeholders





Continuum of Early Childhood Personnel Competence



Early Childhood Personnel Center

www.ecpcta.org

To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C
and 619, and EC Staff

IHE Faculty, Students,
and State PD
Providers

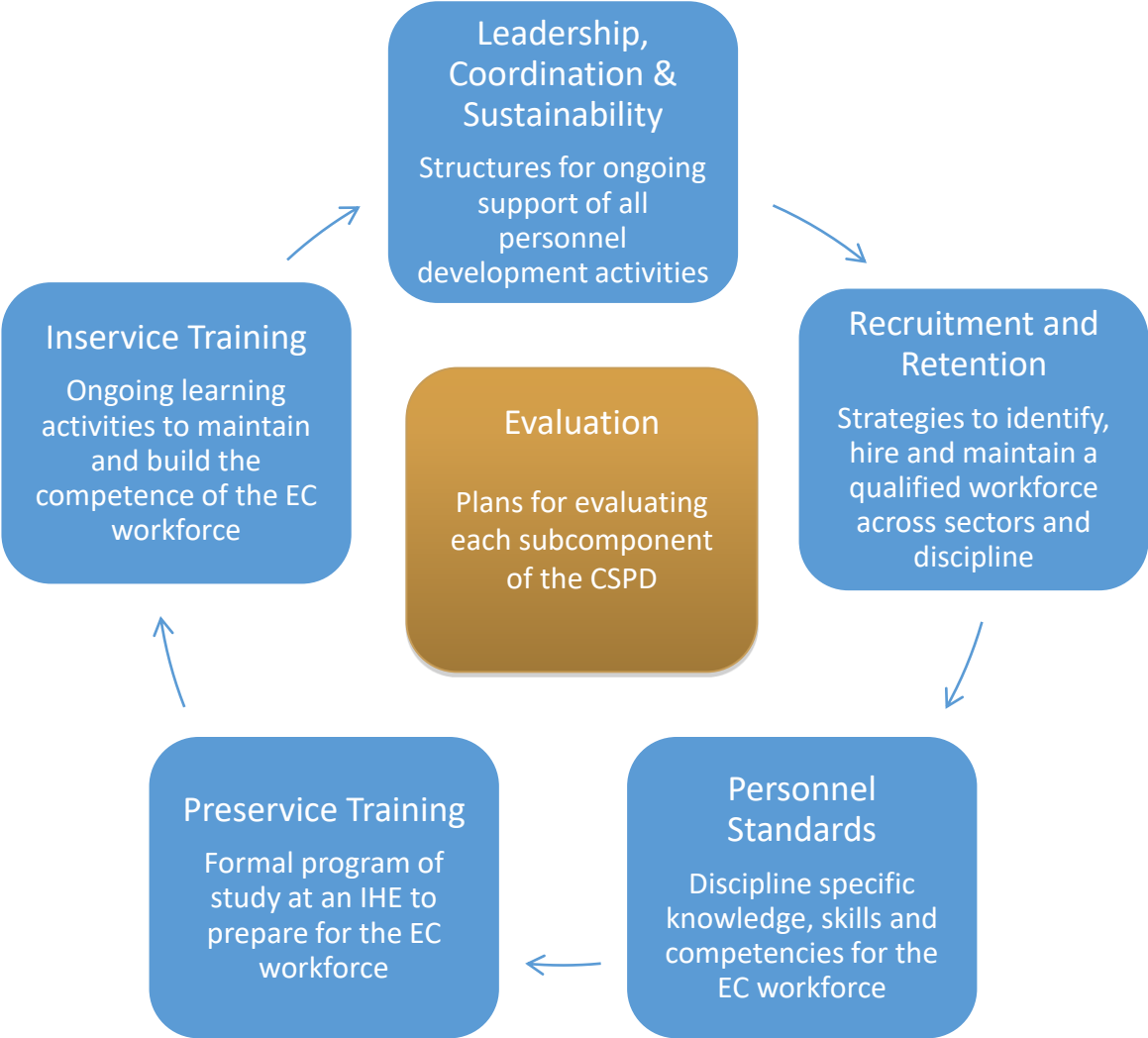
Intensive TA for State CSPD Development and Implementation

Reboot in
Previous States

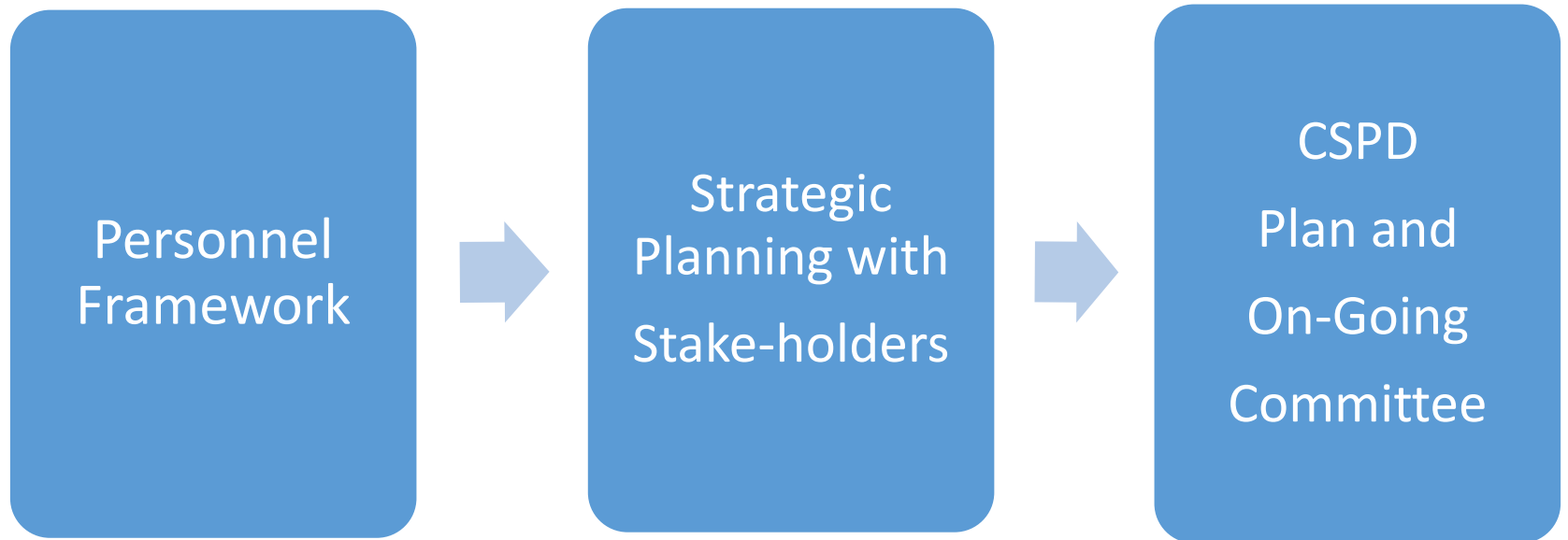
Develop and
Implement in
New States



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Building A CSPD



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>Pre-service 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>In-service Personnel Development</p>	<p>Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for in-service 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 of the System</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>

PHASE ONE Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework

Decide if ECPC intensive TA is a match for state needs

Identify stakeholders for strategic planning team

PHASE TWO Installation

Identify a date and location for strategic planning

Invite stakeholders to be part of strategic CSPD team

Facilitate a 1-2 day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD

Establish meeting and reporting schedule for work groups and large strategic planning group

PHASE THREE Implementation

Implement work plans for each CSPD sub component workgroup

Develop monthly reports on each CSPD workgroup's progress, to distribute across all groups

Meet monthly as a core planning team to review work group progress and give feedback and assistance

Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

PHASE FOUR Standardization

Prepare integrated CSPD report of process and implementation plan

Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability



To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C
and 619, and EC Staff

IHE Faculty, Students,
and State PD
Providers

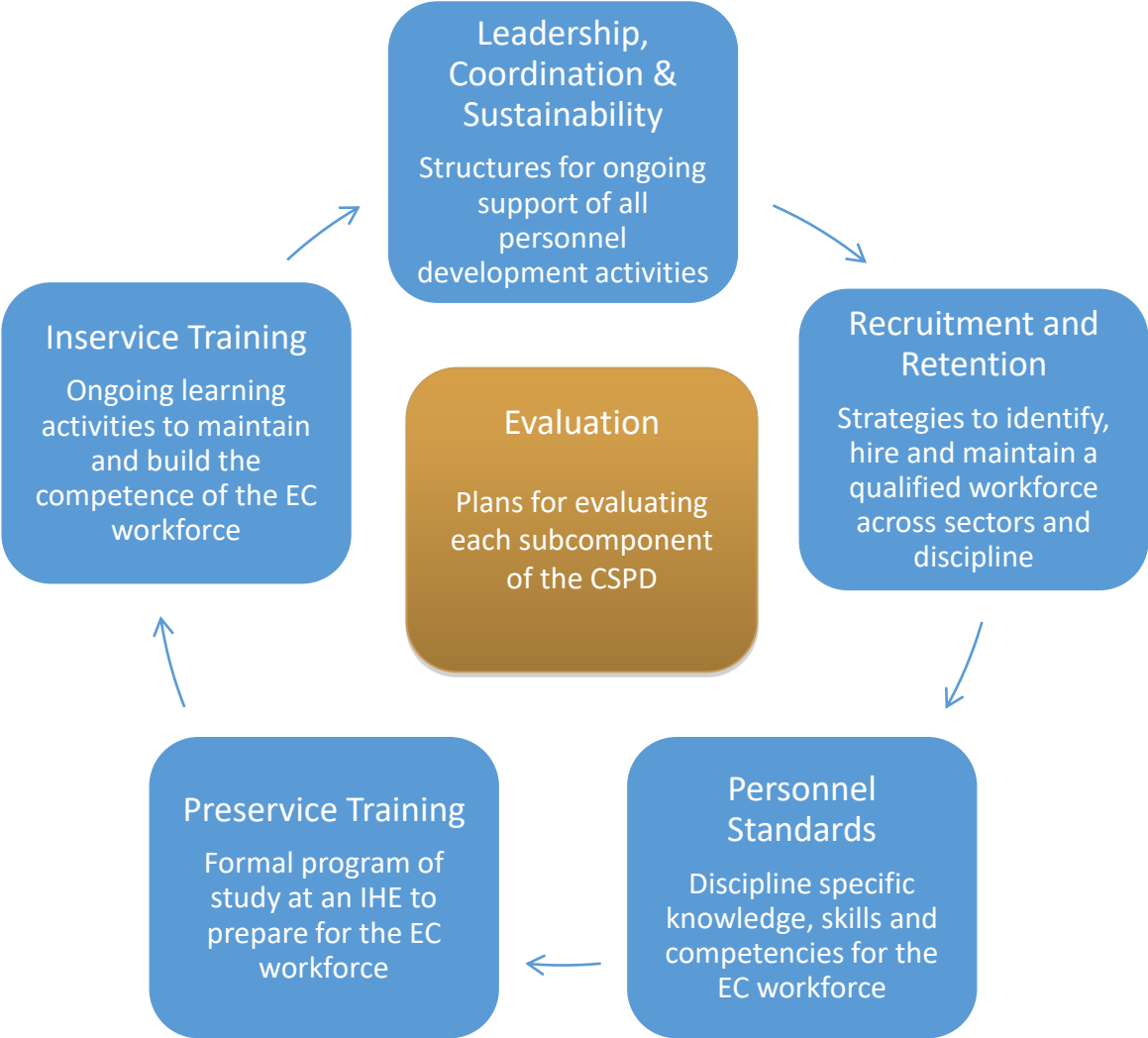
Intensive TA for State CSPD Development and Implementation

Reboot in
Previous States

Develop and
Implement in
New States



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

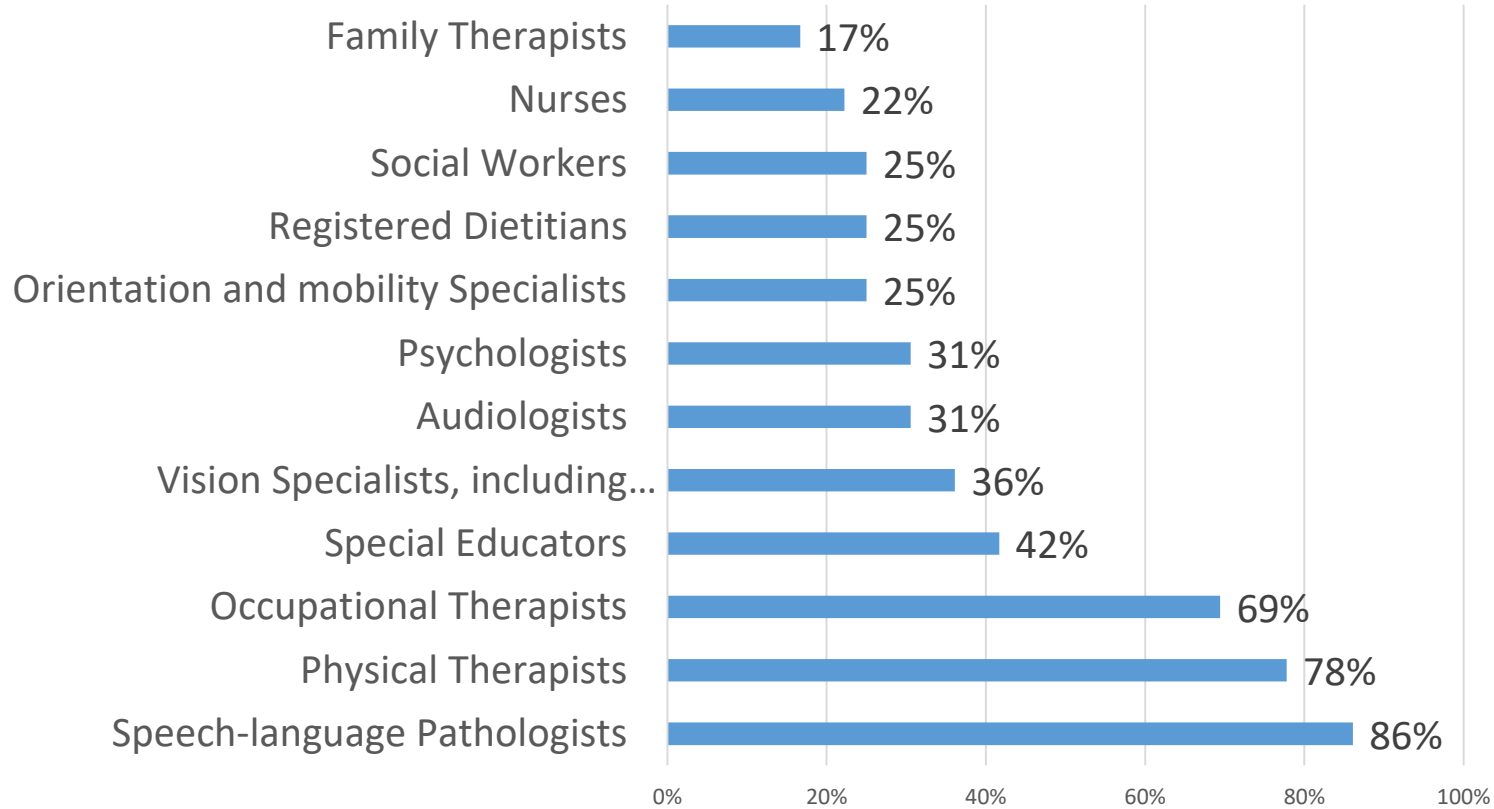


Recruitment and Retention



Early Childhood Personnel Center

www.ecpca.org



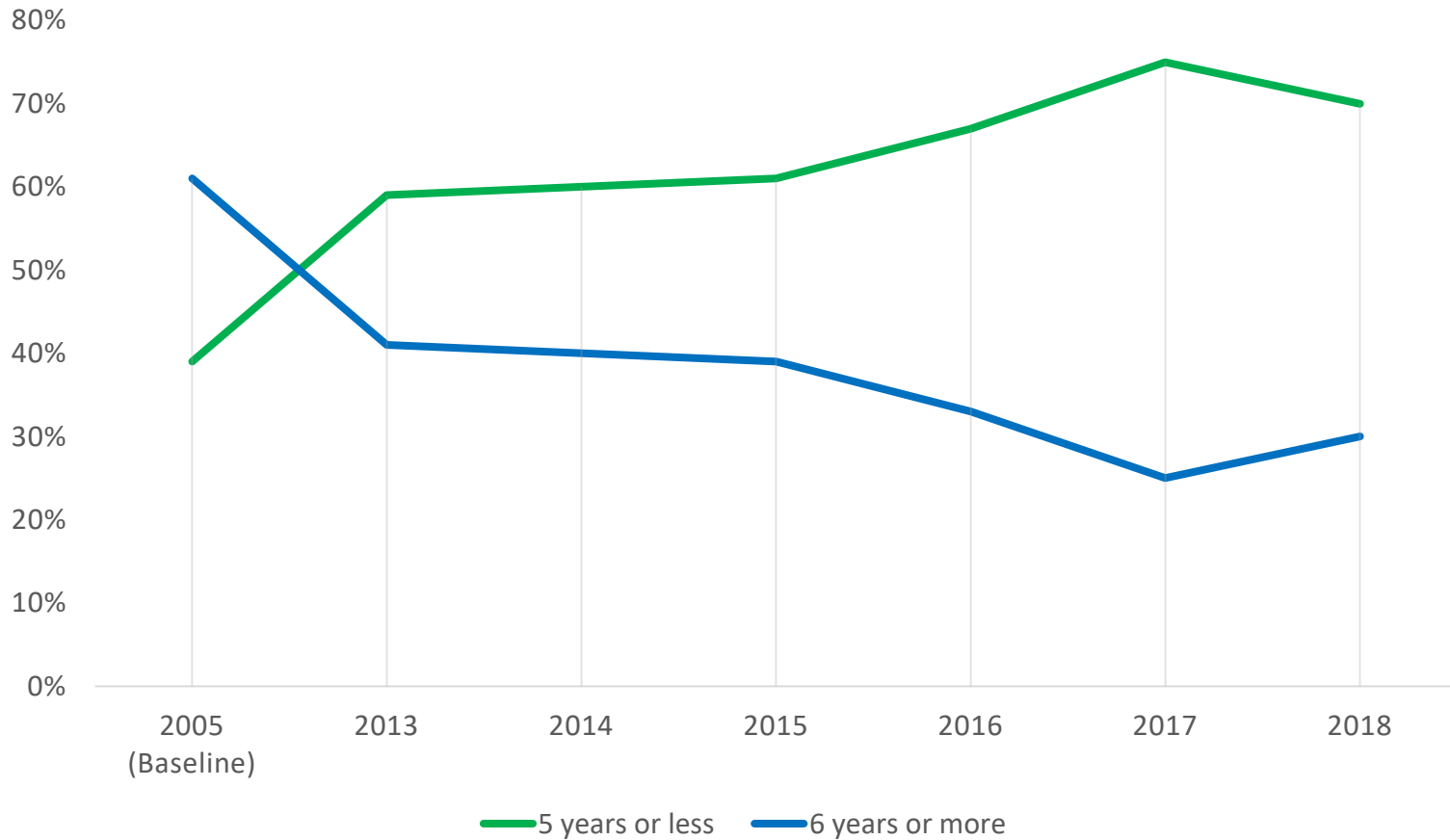
*Data- 2018 Tipping Points- IDEA Infant and Toddler Coordinators Association



Early Childhood Personnel Center

www.ecpcta.org

Tenure of Part C Coordinators



Standards

- Alignments Across Disciplines
- Alignments for Teachers
- Alignments of State with National



Early Childhood Personnel Center

www.ecpcta.org

Definitions

Practice: the action of doing something

Standard: What you must know and be able to do (knowledge and skills)

Competency: an ability or skill that can be measured

Indicator: a rule for the measure of quality; a sign that shows the condition or existence of something



National Data Base of Personnel Standards

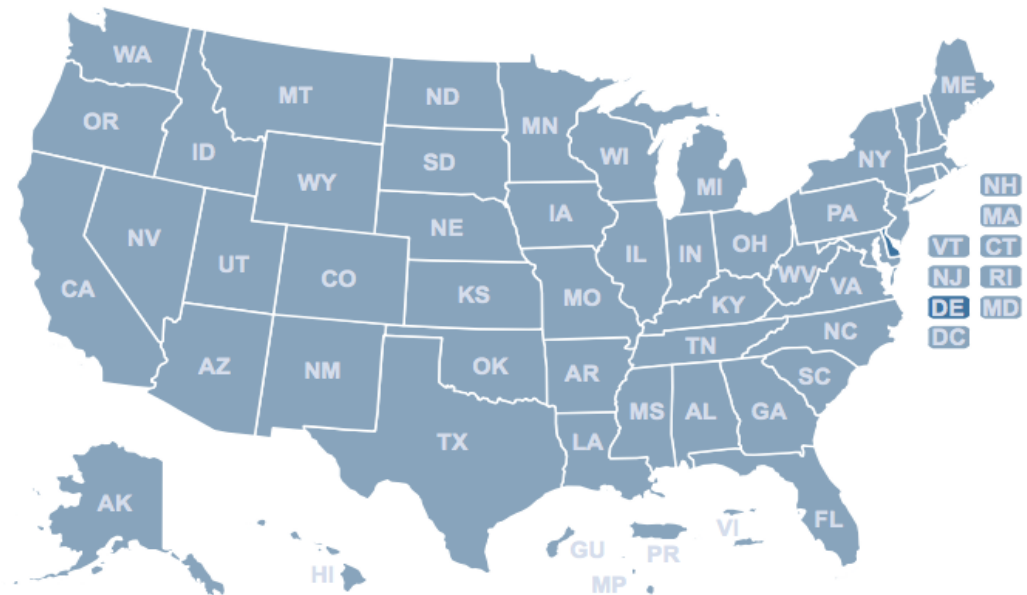
- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
 - Step 1: Internet-based data collection (with inter-rater reliability)
 - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
 - Each state dramatically varied in personnel standards.
 - Related service disciplines had less variance.
 - Less than 1/3 of the states specified additional requirements for working in Part C.

PERSONNEL STANDARDS RESOURCE

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families

Select Which State(s) to Search.

If you don't have a preference, select "Any State".
Once you've made your selections, click "Continue"



LIST PROGRAMS



Early Childhood Personnel Center

www.ecpcta.org

A Closer Look at Standards and Alignments

Cross Disciplinary

DEC



Early Childhood Personnel Center

www.ecpcta.org

Cross-Disciplinary Work Group

- **Council for Exceptional Children**
- **Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)**
- **National Association for the Education of Young Children (NAEYC)**
- **American Occupational Therapy Association (AOTA)**
- **American Physical Therapy Association (APTA)**
- **American Speech-Language-Hearing Association (ASHA)**
- **Zero to Three**



Early Childhood Personnel Center

www.ecpcta.org

Methodology: Identification of Personnel Competency Areas & Sub-Areas

(April-May 2016)

Step	Description/Results
Document Identification	ECPC requested the document(s) containing the most current version of personnel standards from AOTA, APTA, AHSA, CEC, DEC, NAEYC and ZTT . Organizations provided between one and ten documents. Upon review, one document was identified as the organization’s personnel standards (i.e., knowledge and skill statements), with two organizations secondary document containing personnel standards. The remaining documents, including position statements, technical reports and overviews of systematic reviews, were identified as supportive documents.
Categorization of Standards by Competency Area	Two ECPC staff members (1 post doc and 1 research assistant) individually grouped each standard (n=752) into one of the four cross disciplinary personnel competency areas. Upon review, 96% of the items were coded the same between the two staff and remaining 4% of the items (n=27) were categorized by the ECPC Director. Two independent reviewers (early childhood professionals and graduate students in early childhood intervention) then conducted a review to ensure items had been properly assigned to the most relevant interdisciplinary category and identified 37 items (5%) of disagreement with the original coders. The ECPC Director reviewed these items and identified only 20 items (3%) to be re-categorized.



Early Childhood Personnel Center

www.ecpcta.org

Methodology (continued)

Categorization of Standards by Cross-Disciplinary Competency Areas

Organization	Number of Items	Competency Areas			
		Family Centered Practice	Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	752	149	406	98	99
Percent		20%	54%	13%	13%
AOTA	40	1	20	6	13
APTA	40	8	17	11	4
ASHA	263	42	163	36	22
CEC	35	4	21	4	6
DEC	80	12	50	10	8
NAEYC	24	4	12	0	8
ZTT	270	78	123	31	38

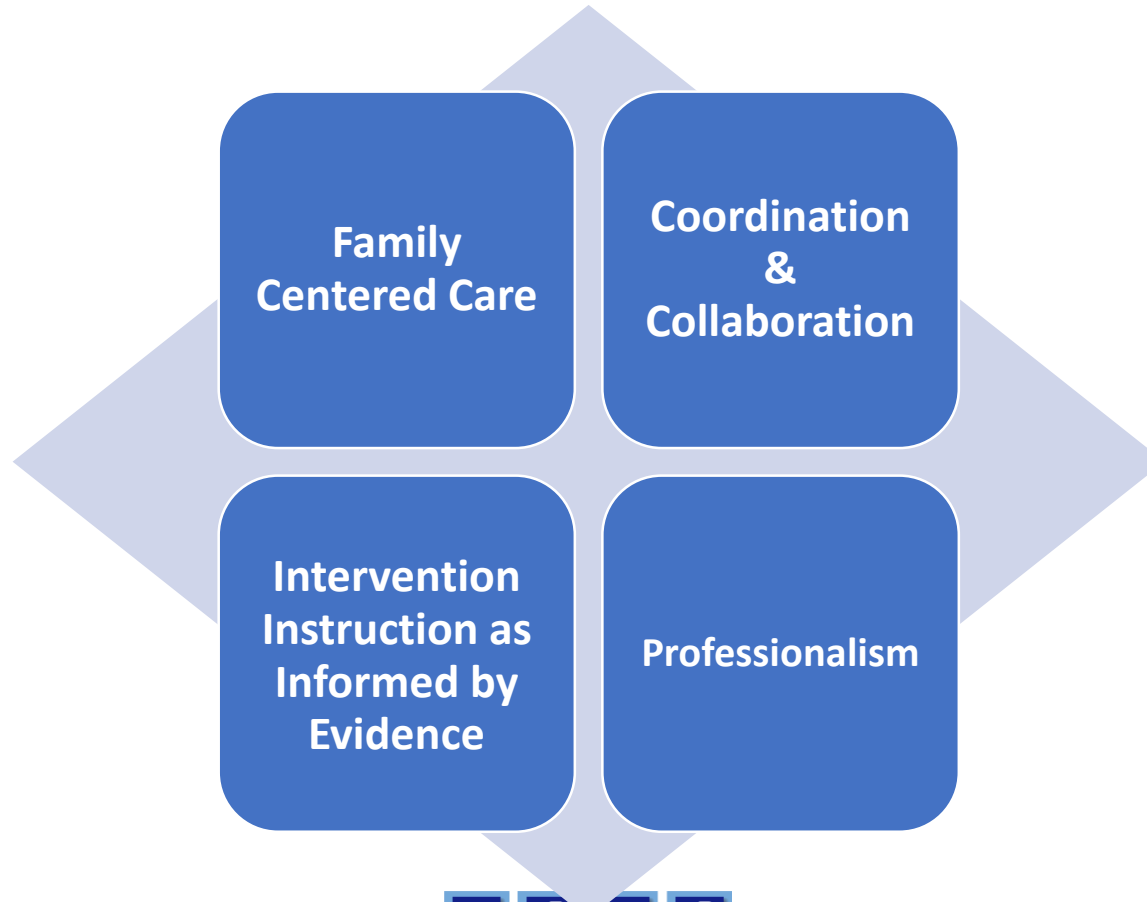


Methodology (continued)

Step	Description/Results
Identification of Personnel Competency Sub-Areas	The two ECPC staff members used a process of thematic analysis to group individual personnel standard items from each of four multi-disciplinary competency areas. All subcomponent titles were developed solely on the basis of the information in the personnel standard items. This categorizing process was iterative and the two staff reviewed and re-reviewed the categories once grouped, and re-grouped items based on discussion. The ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas.



Core Competencies across Disciplines



Early Childhood Personnel Center

www.ecpcta.org

Preservice

Professional IHE Accreditation Standards

State Certifications/Licensure

Competencies

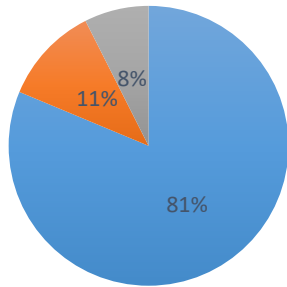
ECE/ECSE Higher Education Program Data Collected

- University
- School/College
- Department
- Program
 - ECE/ECSE/Blended
- Specialty
- Age Range
- Degree/Specific Degree
- Online
 - Yes/No/
 - Online Option/Hybrid
- Teacher Certification
 - Yes/No
- Accreditation
- Link
- Contact Information



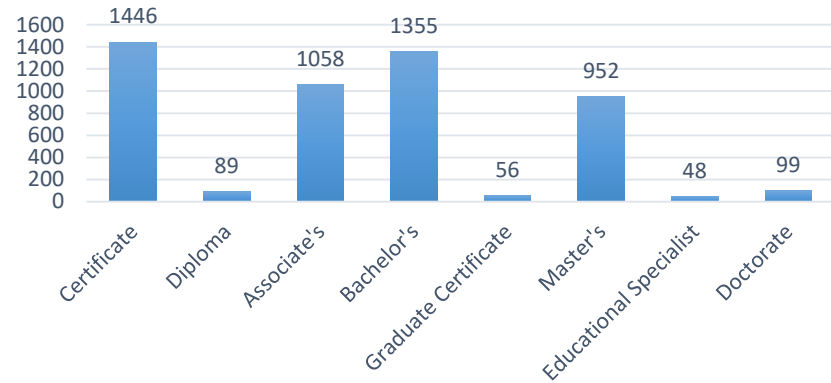
ECE/ECSE Higher Education Programs Results (N=5,199)

Program Type

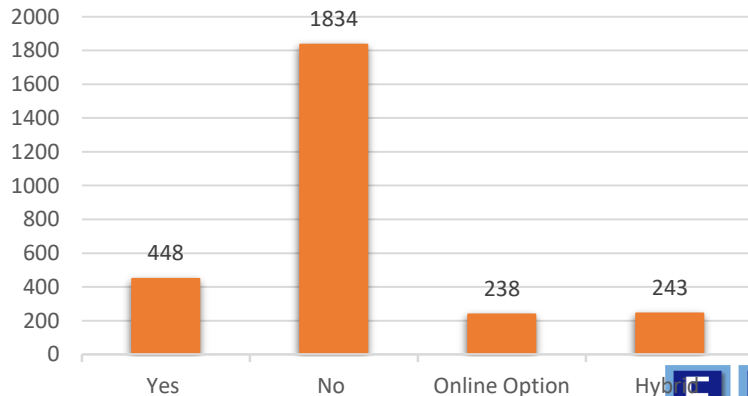


■ ECE (n=4226) ■ ECSE (n=586) ■ BLEND (n=387)

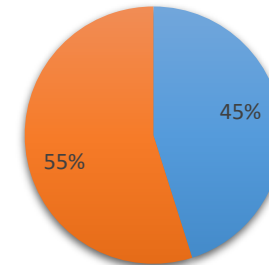
Program Degree



Program Format



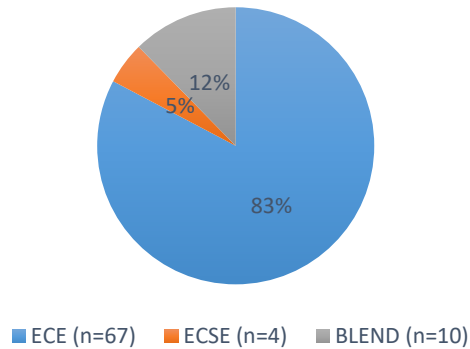
Teacher Certification Program



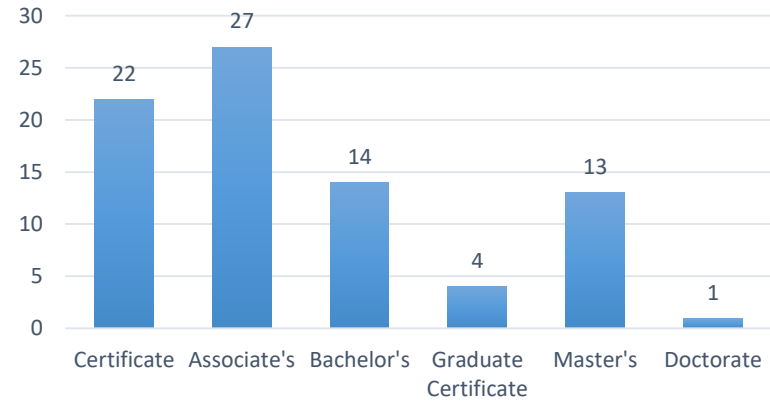
■ Yes (n=1446) ■ No (n=1759)

Example: Arizona (N=81)

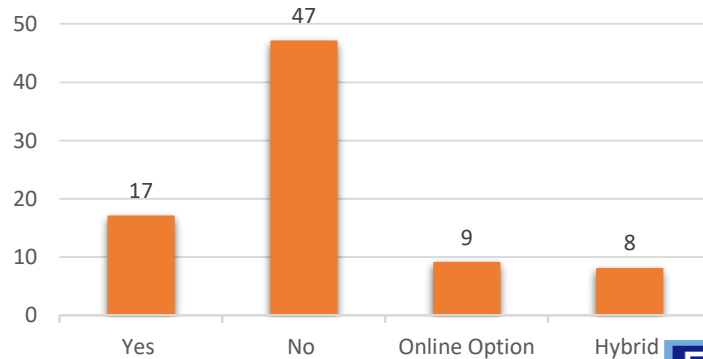
Program Type



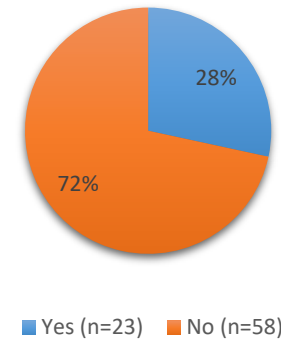
Program Degree



Program Format



Teacher Certification Program



Inservice

- Practices
- Competencies



Early Childhood Personnel Center

www.ecpcta.org

Effective Training

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

Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support



Leadership, Coordination and Sustainability



Early Childhood Personnel Center

www.ecpcta.org

Leadership is.....

Leadership as used here (DEC Position Paper) is defined as the proactive process of influencing others “to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—of both leaders and followers” (Burns, 1978, p. 19).

What characteristics are most important in your role? (n=72)

- Ability to Advocate (3)
- Ability to be a Systems Thinker (3)
- Ability to Categorize Needs
- Ability to Delegate (2)
- Ability to Disseminate Information
- Ability to Negotiate
- Ability to Prioritize (2)
- Accountable (2)
- Adaptable
- Analytical (3)
- Approachable (2)
- Articulate (3)
- Attentive
- Balance
- Being a “Cheerleader”
- Being a Good Listener (17)
- Being an Enforcer
- Being Present
- Clarity
- Collaborative (13)
- Communicative (18)
- Compassion
- Confidence
- Consistency (3)
- Contemplative (2)
- Creative (4)
- Credible
- Curious (4)
- Decisive (3)
- Dedicated
- Diligent
- Diplomacy
- Empathy
- Empowering
- Encouraging
- Engaged (2)
- Fair (2)
- Fiscally Savvy
- Flexible (10)
- Focused (6)
- Generous
- Good at Facilitation (3)
- Good at Stress-Management
- Good Problem Solving Skills (4)
- Good Relationship Skills (12)
- Good Team Building Skills (2)
- Good Time-Management Skills (2)
- Honest (4)
- Humble (6)
- Hungry
- Inclusive
- Inspiring
- Integrity
- Kind (2)
- Knowledgeable (12)
- Managerial
- Motivated
- Objective
- Open-Minded (11)
- Optimistic
- Organized
- Passionate (3)
- Patient (7)
- Perceptive
- Persistent (3)
- Persuasive
- Positive (3)
- Realistic
- Receptive
- Reflective
- Relaxed
- Reliable (2)
- Resilient (4)
- Resourceful
- Respectful
- Responsive (4)
- Self-Driven
- Self-Monitoring
- Self-Motivated (2)
- Sense of Humor (4)
- Service Mentality
- Steadfast
- Strategic thinking
- Strong (3)
- Supportive (14)
- Teamwork (3)
- Tolerant
- Transparent (2)
- Trustworthy
- Understanding (5)
- Visionary
- Willing



Leadership Training Content and Methods and Measurable Competencies

A Multi-Tiered Curriculum for Those
Preparing or Supporting
Infants, Young Children with Disabilities and
Families

**State Administrative Staff; IHE Faculty;
and Families**



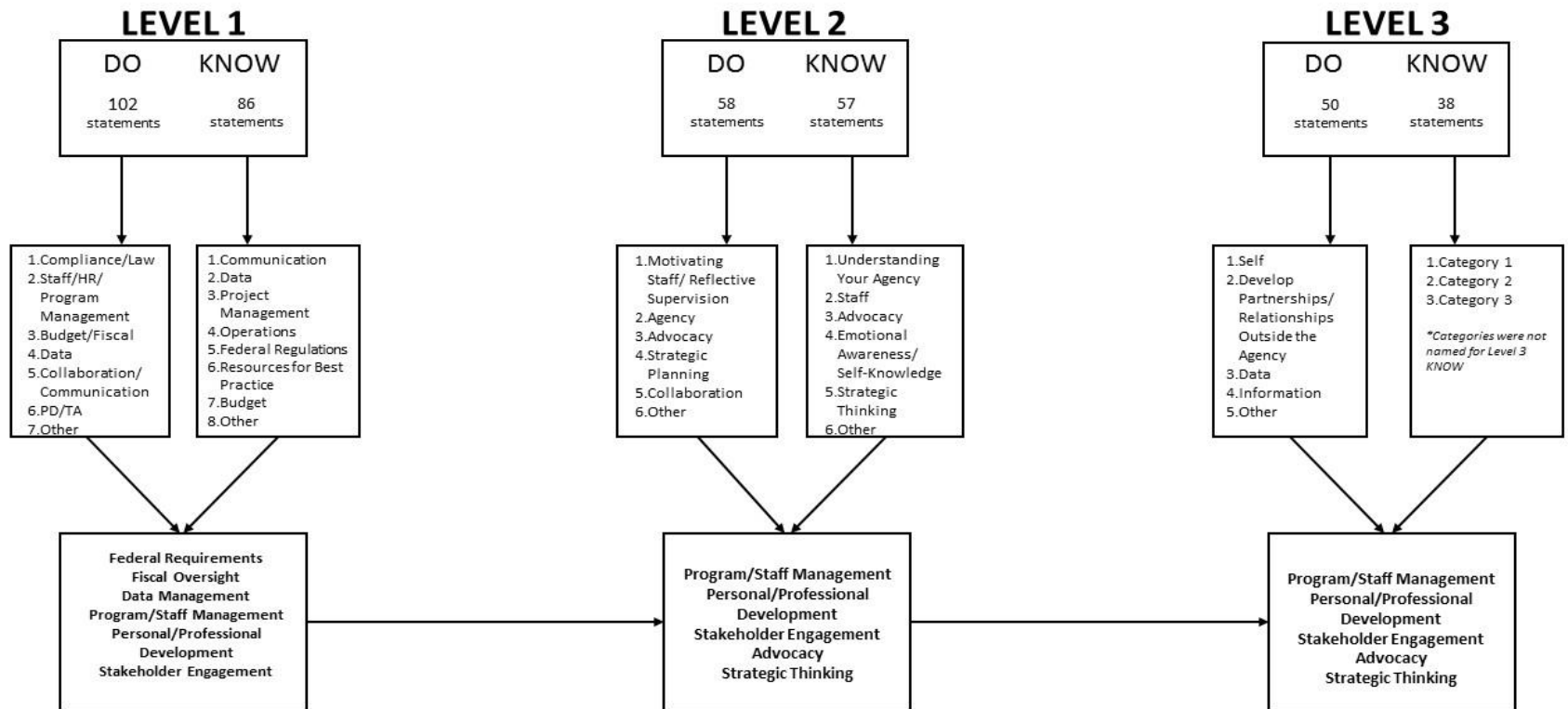
Early Childhood Personnel Center

www.ecpcta.org

Leadership Methodology






1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks Part C/619 (2; N=21 participants)
 - a) Job descriptions/What you do/Need to know
 - b) Refine/reduce into critical knowledge and skills by level
 - c) Translate into competency statements
4. Survey/Delphi for validation/consensus
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities

Data Collection/Reduction Methodology



Performance Categories

- Federal Program Requirement
- State Program Management
- Professionalism
- Stakeholder Engagement
- Strategic Thinking

Level 3					
Level 2					
Level 1					
	Federal Program Requirement	State Program Management	Professionalism	Stakeholder Engagement	Strategic Thinking



Example: Strategic Thinking

- Initial Raw Data
 - Be mindful of bigger picture
 - Bring audacious ideas
 - Long-term prep—your success is our success
 - Need to be successful after exiting the system
- Data Reduction Category
 - Strategic Thinking
 - Develop Partnerships/Relationships Outside the Agency
- Final Competencies
 - Uses a team approach for problem solving and program management of the state early childhood system
 - Facilitates statewide meetings in the early childhood system
 - Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery
 - Develops a logic model to evaluate the state early childhood system



Evaluation

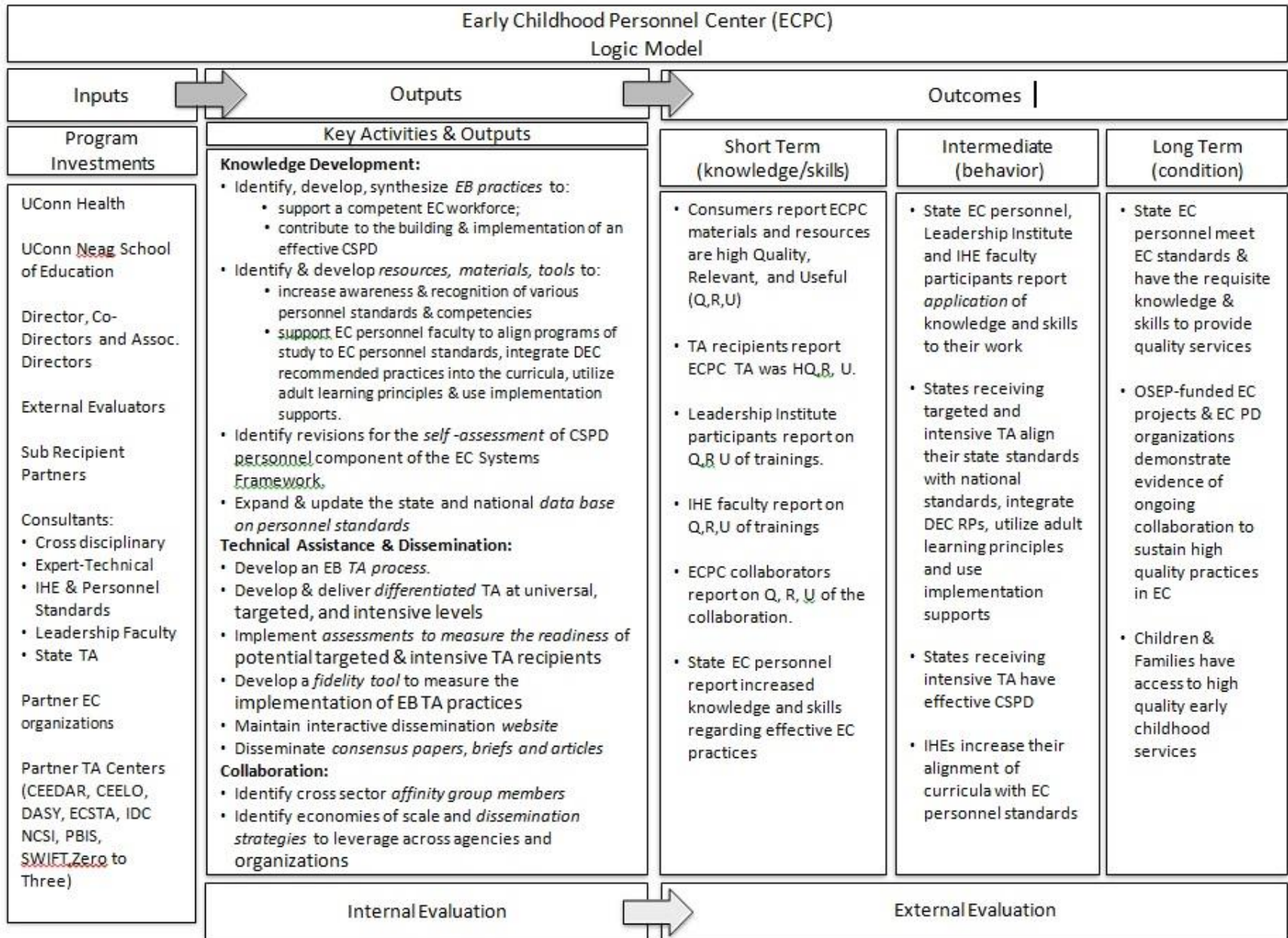
Fully implement evaluation activities that are systematically used to identify modifications and highlight successes of CSPD.



Early Childhood Personnel Center

www.ecpcta.org

Logic Model



Evaluation Activities



Early Childhood Personnel Center

www.ecpca.org

Goals,
Objectives
Activities &
Performance
Measures
ARE

Aligned with:

- Work Plan
- Cooperative Agreement

Aligned with:

- Logic Model
- Evaluation Plan

Used for:

- Project Management
- Continuous Improvement



Sample Evaluation Methods

- Quality Assurance Surveys & Interviews
- Specific measures for each goal/objective/activity
- Specific measures & tailored items for each type of TA
 - Pre-post measures for knowledge/skill gains & application
 - Document reviews of actions plans & TA tracker
 - Case studies
 - TA Quality Rating Rubric (adapted from IDC)
 - Partner surveys & interviews



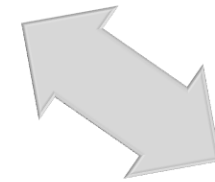
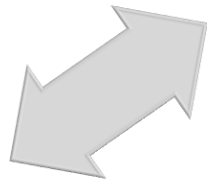
Key Outputs of the ECPC 2



Early Childhood Personnel Center

www.ecpcta.org

Identify and Develop
Knowledge



Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce

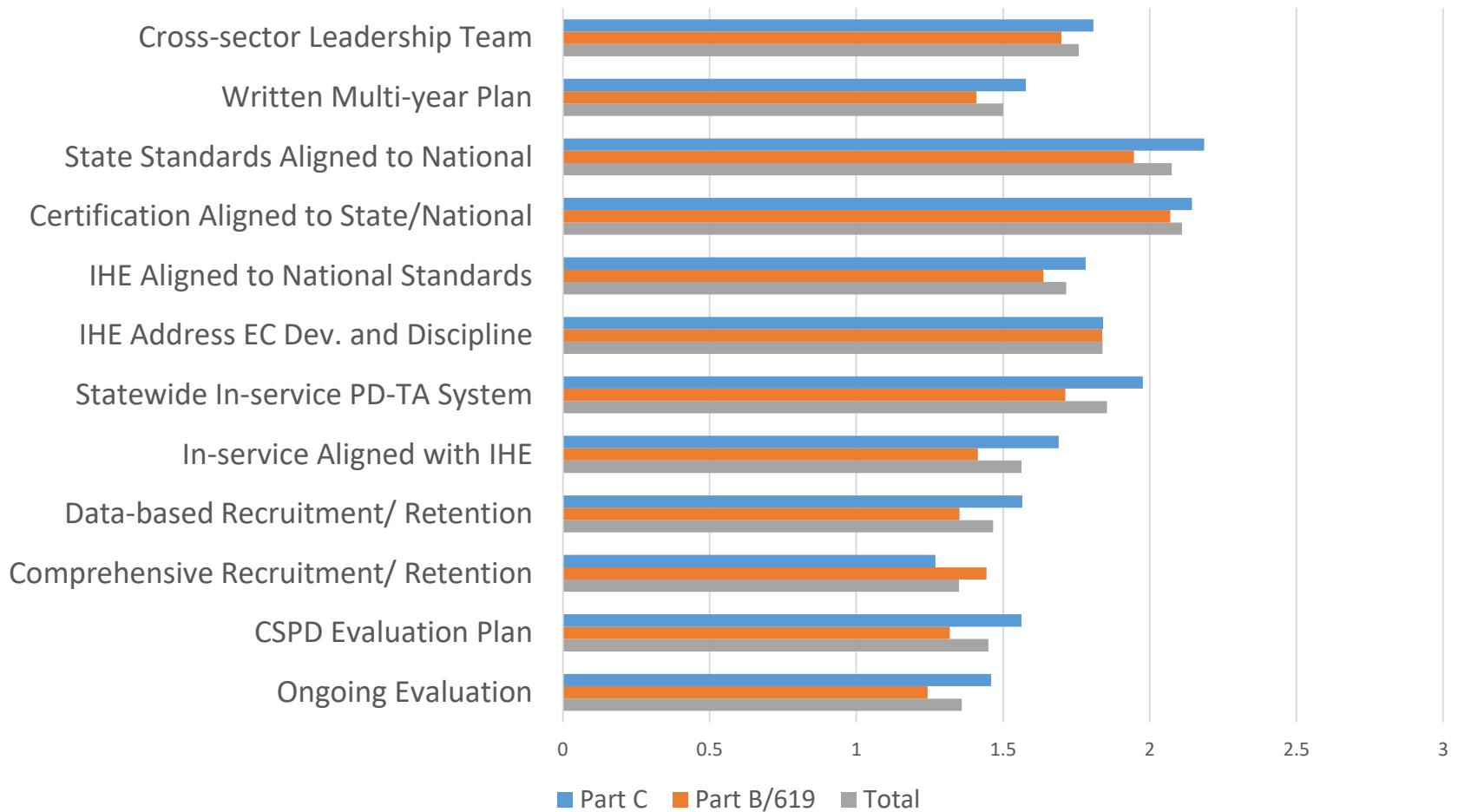


Provide TA to Specific
Populations and State Early
Childhood Systems

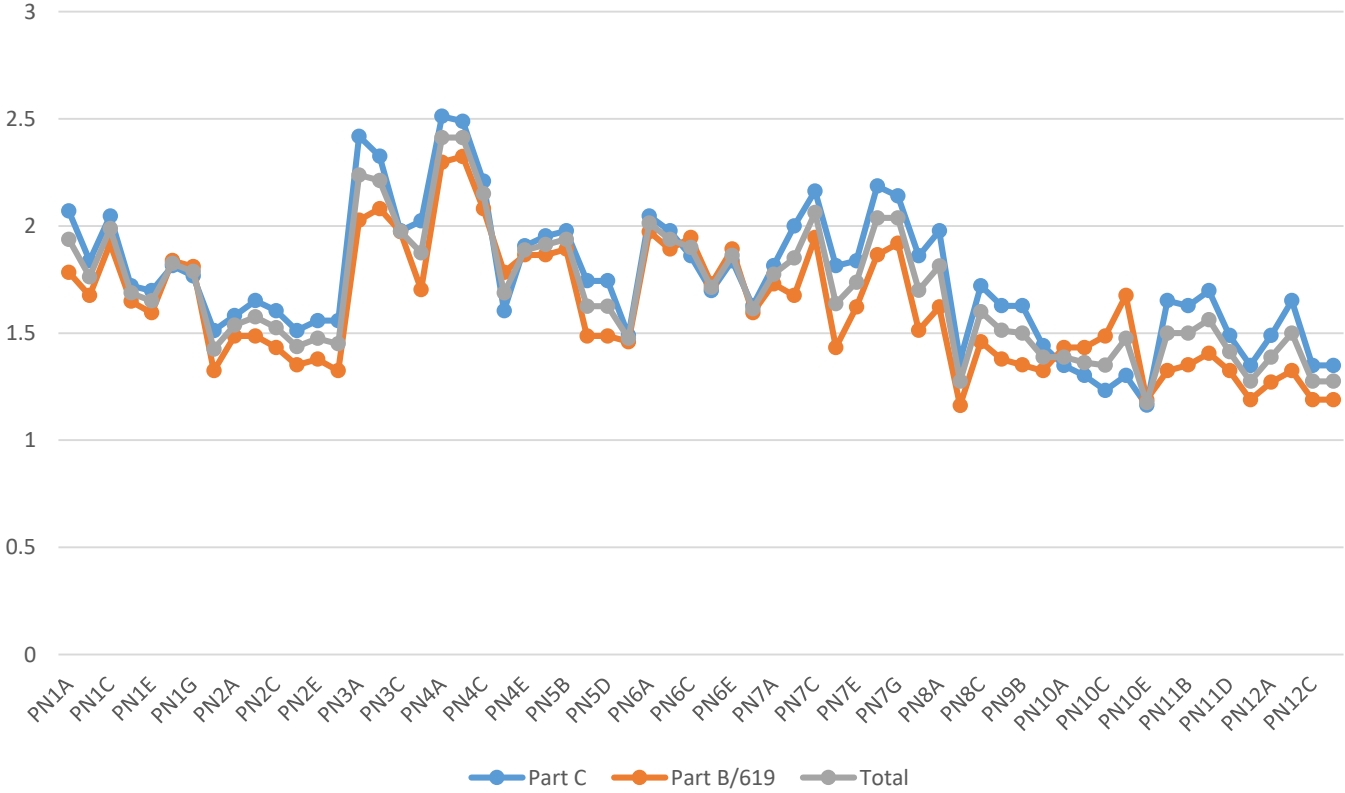
CSPD State Profiles

- Purpose: To describe the national landscape of early childhood comprehensive systems of personnel development across Part C and Part B/619.
- Method: Phone interview were conducted with Part C and Part B/619 Coordinators (and their staff). These data were reviewed by the data collectors, who examined websites and documents to validate the ratings.
- Participants: 80 systems participated in this study (43=Part C, 37=Part B/619)

Average Quality Indicator Score by System Type



Average Item Score by System Type



Early Childhood Personnel Center

www.ecpcta.org

Targeted Needs Assessments

- Conducted at DEC and AUCD Annual Conferences (N=325)
 - Higher Education Faculty (N=109)
 - Doctoral Students (N=31)
 - State Early Childhood Employees/PD Providers (N=62)
 - Practitioners (N=80)
 - Families (N=58)
 - Other (N=17)

(Note: some participants reported more than one role)

- Also conducted a needs assessment prior to the June Higher Education Faculty Institute to determine areas of need for discussion



Think Tanks

- Conducted multiple Think Tanks with C/619 Coordinators to begin development of **Leadership Curriculum**
 - November 2018 N=11
 - February 2019 N= 17
- Conducted Think Tank with IHE Doctoral Faculty (May 2019)
- Conducted Think Tanks about standards (December 2018; May 2019)

Data Reports

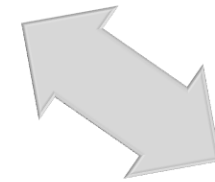
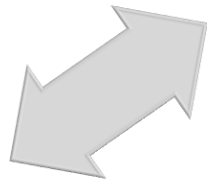
- Data Report 1: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Education Act
- Data Report 2: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Act
- Data Report 3: The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs
- Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level
- The Development of Core Cross Disciplinary Early Childhood Competency Areas
- Personnel Need Assessment
- ECPC Leadership Competency Validation Survey for Part C and Part B (619) Coordinators



Literature Syntheses/Reviews

- #1 Alignment of State Personnel Standards and Competencies with Curricula at IHEs
- #2 Alignment of Preservice and Inservice Training for Early Childhood Interventionists
- #3 Systems Level Integration to Promote Integrated Early Childhood Professional Development
- #4 Inservice Professional Development: Features Associated with Positive Outcomes
- #5 Relationships Between Leadership Practices and Organizational, Leader and Employee Outcomes
- #6 Metasynthesis of Preservice Professional Preparation and Teacher Education Research Studies
- #7 Scoping Review of the Core Elements of Technical Assistance Models and Framework
- #8 Review of Studies and Evaluations of the Effects of Technical Assistance on Program, Organization, and Systems Change

Identify and Develop
Knowledge



Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce



Provide TA to Specific
Populations and State Early
Childhood Systems




Early Childhood Personnel Center

www.ecpcta.org

Preservice Brief

- Currently being evaluated



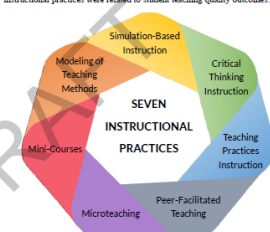
Research on Pre-Service Personnel Preparation

At a Glance: Core Pre-Service Practice - Teaching Method Instruction 2019

A meta-synthesis of high impact practices for pre-service professional preparation (Dunst et al, 2019) was conducted to inform teacher education programs and university faculty teaching-related practices. Specific objectives of the study included determining practices associated with university student outcomes and benefits to student learning, and identifying categories of practices associated with optimal outcomes and benefits. A total of 130 studies were included in the meta-analysis, with a combined total of 3 million+ study participants. Findings from this analysis will contribute to the improvement of pre-service teacher education programs in preparing highly qualified educators ready to be able to use practices that improve student learning in the preschool, elementary, middle school and high school levels. The focus of this *At a Glance* is the core pre-service practice of teaching method instruction.

What is Teaching Method Instruction? ?

Teaching Method Instruction refers to the instructional techniques and strategies used by IHE faculty in the classroom to improve student outcomes. Seven instructional practices were related to student teaching quality outcomes.



SEVEN INSTRUCTIONAL PRACTICES

How Was it Measured? 📊

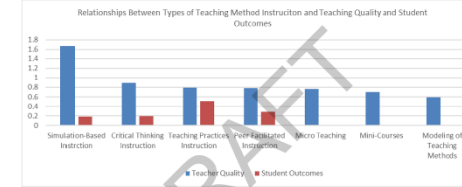
Eight meta-analyses were examined to identify instructional practices used by faculty to influence students' knowledge and use of teaching practices during preservice coursework. Proxy measures for teaching method instruction, including simulation-based instruction and micro counseling, were included in the study due to a low number of meta syntheses located for pre-service teaching methodology. Instructional practices were measured to identify the relationship between types of teaching method instruction and teaching quality and student outcomes.

- 1 Student Field Experiences
- 2 Teaching Methods of Instruction
- 3 Clinical Supervision
- 4 Faculty Coaching & Instructional Practices
- 5 Course-based Learning Practices
- 6 Web-Based & E-Learning Practices
- 7 Cooperative Learning Practices

What Did the Research Find? 🔍

The results showed:

- ALL seven practices were related to student teaching quality outcomes.
- The most effective practice for increasing teaching quality was the use of simulation-based instruction with deliberately or intentionally designed opportunities to improve students' clinical practice. Simulation-based instruction, without intentionally designed opportunities, had a smaller positive effect.
- Critical Thinking Instruction and simulation-based instruction had small effect sizes for increasing student knowledge and skill acquisition.
- All seven practices used explicit activities to teach students different types of instructional practices.



How Pre-Service Preparation Programs Can Use this Information 📌

Pre-Service Preparation Programs can:

- Review coursework to determine if and how intentionally designed simulation-based instruction is used to deliver teaching practices content.
- Review coursework to identify how critical thinking instruction is used to deliver content.
- Provide IHE faculty resources and research to increase their use of different types of teaching methods.

References 📖

Dunst, Hanby, Howse, Wilkie & Anna. (2019). Meta-synthesis of preservice professional preparation and teacher education research studies, *Education Sciences*, 9(5), 1-36.

www.ecpcta.org

The Early Childhood Personnel Center is a project of the A.J. Pappanikou Center for Excellence in Developmental Disabilities at UConn Health. The Center is funded through cooperative agreement number H325B170008 from the Office of Special Education Programs, U.S. Department of Education.

Leadership Checklist

- Evaluated by 44 respondents
 - 93% agreed it was high quality
 - 93% agreed it was relevant
 - 85% agreed it was useful



Leadership Practices Checklist

This checklist includes 12 leadership practices that research indicates are related to positive organizational, teaming, leader, and employee outcomes (Dunst, et al., 2018). A leader can use any set of practices to actively engage employees in achieving organizational goals. Choose the set that best fits your organizational needs and plan and rehearse how you will use the practices to improve your leadership skills. Use the checklist to review your leadership practices following leader-staff interactions to self-assess your use of the practices or to have a coach, supervisor, or peer provide feedback and suggestions to improve your leadership skills.

Indicate which of the leadership practices you were able to use with your organization or program staff			<input checked="" type="checkbox"/>
Leader-Centered Practices	1	Clearly describe the vision of your organization and engage staff in activities promoting their commitment to organizational goals	<input type="checkbox"/>
	2	Communicate positively about your organization and how staff contribute to achieving organizational goals	<input type="checkbox"/>
	3	Lead by example by modeling desired behavior in ways consistent with your organization's mission and goals	<input type="checkbox"/>
Shared Responsibility Practices	4	Solicit staff input and feedback to strengthen staff commitment to your organization's goals	<input type="checkbox"/>
	5	Seek staff input in terms of creative and innovative thinking about solutions and new ways to achieve organizational goals	<input type="checkbox"/>
	6	Engage staff in shared leadership in ways that emphasize staff strengths and their contributions to achieving organizational goals	<input type="checkbox"/>
Capacity-Building Practices	7	Engage in communicative and interactional practices that build positive leader-staff relationships by being sensitive and responsive to staff concerns and needs	<input type="checkbox"/>
	8	Provide staff confidence-building learning opportunities that strengthen staff skills and instill	<input type="checkbox"/>
	9	Provide staff supportive guidance and feedback for their contributions to achieving organizational goals	<input type="checkbox"/>
Staff Performance Practices	10	Clearly describe and articulate expected staff behavior and practices consistent with your organizational goals	<input type="checkbox"/>
	11	Clearly communicate how staff behavior expectations contribute to organizational, teaming, and other activities to achieve organizational goals	<input type="checkbox"/>
	12	Provide positive feedback and reinforcement in response to individual and collective staff accomplishments and contributions to achieving organizational goals	<input type="checkbox"/>

Dunst, C. J., Bruder, M. B., Hamby, D. W., Howse, R., & Wilkie, H. (2018). Meta-analysis of the relationships between different leadership practices and organizational, teaming, leader, and employee outcomes. *Journal of International Education and Leadership* 6(2), 1-45. Available at <http://www.jie.usa.org/wp-content/uploads/2018/09/Dunst145Fall2018.pdf>

Copyright ©2018 Early Childhood Personnel Center

Standards and Alignments

Cross Disciplinary Indicators

DEC Standards



Early Childhood Personnel Center

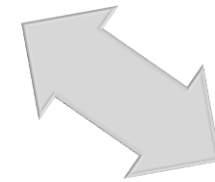
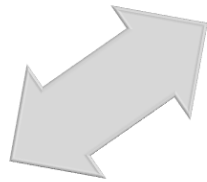
www.ecpcta.org

DEC Standards Resources To Be Drafted BY ECPC and DEC

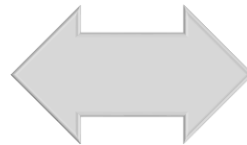
- **Performance indicators**
- **Assessments**
- **Rubrics**
- **Guidance for programs**
- **Guidance for reviewers**



Identify and Develop
Knowledge



Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce



Provide TA to Specific
Populations and State Early
Childhood Systems

Intensive TA States: CSPD

Cohort 1: **DE, IA, KS, OR** – *completed (ECPC 1)*

Cohort 2: **PA, VT** – *completed (ECPC 1)*

All had infrastructure support

*States begun but ECPC dropped because state could not follow through: **MI; NV; SC***

Cohort 3: **AZ, MN, PR** – *begun in ECPC 1 (ECPC 2)*

Cohort 4: **HI, MS** – *starting (ECPC 2)*

every state had changes in key administrator from core planning team



Early Childhood Personnel Center

www.ecpcta.org

Intensive TA Materials

- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual



Lessons Learned

- *Someone(s) MUST own the process.*
- *The right people MUST be at the table (on the core planning team-e.g. Use the form).*
- *The team MUST be able to focus on CSPD over other competing priorities.*
- *Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.*
- *TA must be specific, timely and reinforcing.*
- *TA must support the self efficacy of the team.*



Leadership Institutes for Part C/619 teams

Cohort 1:

- Arizona*
- Colorado
- Connecticut
- Delaware*
- Idaho
- Rhode Island
- South Carolina*

Cohort 2:

- Alaska
- Massachusetts
- Minnesota*
- Nevada*
- Tennessee
- Texas
- Virginia
- Washington D.C.

Cohort 3:

- Hawaii
- Michigan*
- New York
- Ohio
- Puerto Rico*

Cohort 4:

- Illinois
- Mississippi
- New Mexico
- Vermont
- Washington

Cohort 5:

- Connecticut
- Florida
- Illinois
- Indiana



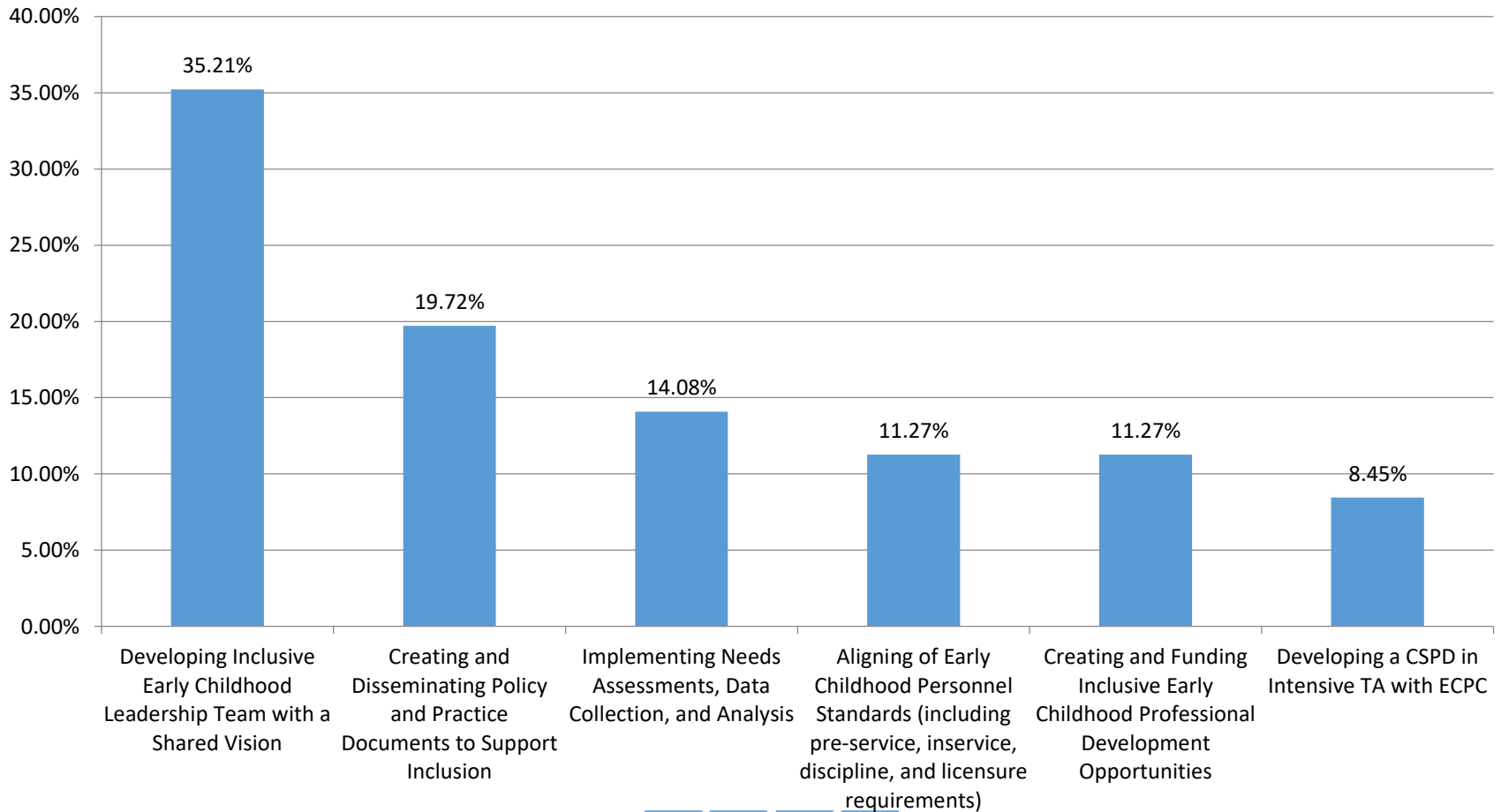
Early Childhood Personnel Center

www.ecpcta.org

Leadership Institute Action Plan Statistics

Total Number of States Action Plans	25
Total Number of Goals Across States:	71
Goal Range (Min)	1
Goal Range (Max)	7
Average Goals	2.96
Total Number Objectives	197
Obj. Range (Min)	0
Obj. Range (Max)	9
Average Objectives/Goal	3.23

Percent of Themes Across All Action Plan Goals



Early Childhood Personnel Center

www.ecpcta.org

Developing an Inclusive State Early Childhood Leadership Team with a Shared Vision and Mission

Definition	State Examples
<p>Identifying and including key stakeholders at the state level, increasing family engagement in leadership teams, building leadership capacity of all early childhood personnel to support children with disabilities across all early childhood environments, create a consistent mission and vision across agencies on the inclusion of children under Part C/B619 in all early childhood environments</p>	<ul style="list-style-type: none">*Identify and recruit core leadership team to include 619, Part C, ECE (Child Care), IHE, Head Start, Parent, and Graduate Student*Develop and Vision Statement with leadership team that includes children with disabilities across state PD Systems*Develop key stakeholder leadership team and priorities*Identify opportunities to include UCEDD representative*Develop a leadership team that is representative of cross agency personnel*Establish a CSPD group on improving the quality of early childhood workforce



Lessons Learned

- *Teams needed help identifying families and IHE faculty (outreach to ICCs, PTIs and AUCD).*
- *Teams needed help to write smart goals, objectives and to break into activities.*
- *Teams needed help in identifying outputs and outcomes and sticking to timelines.*
- *There are lots of competing priorities for states*

Targeted TA Materials: IHE Faculty

- DEC Personnel Standards
- Cross Disciplinary Competency Indicators
- Alignments Of DEC recommended practices/
personnel standards and
competencies/resources to create
syllabi rubrics
- E-learning modules
- Resources by competency areas



Targeted TA Materials: State Coordinators

Leadership

Competencies

Indicators for Measurement

Learning Opportunities

Curriculum

Tools and Resources



Early Childhood Personnel Center

www.ecpcta.org

Outcomes Achieved to Date



Early Childhood Personnel Center

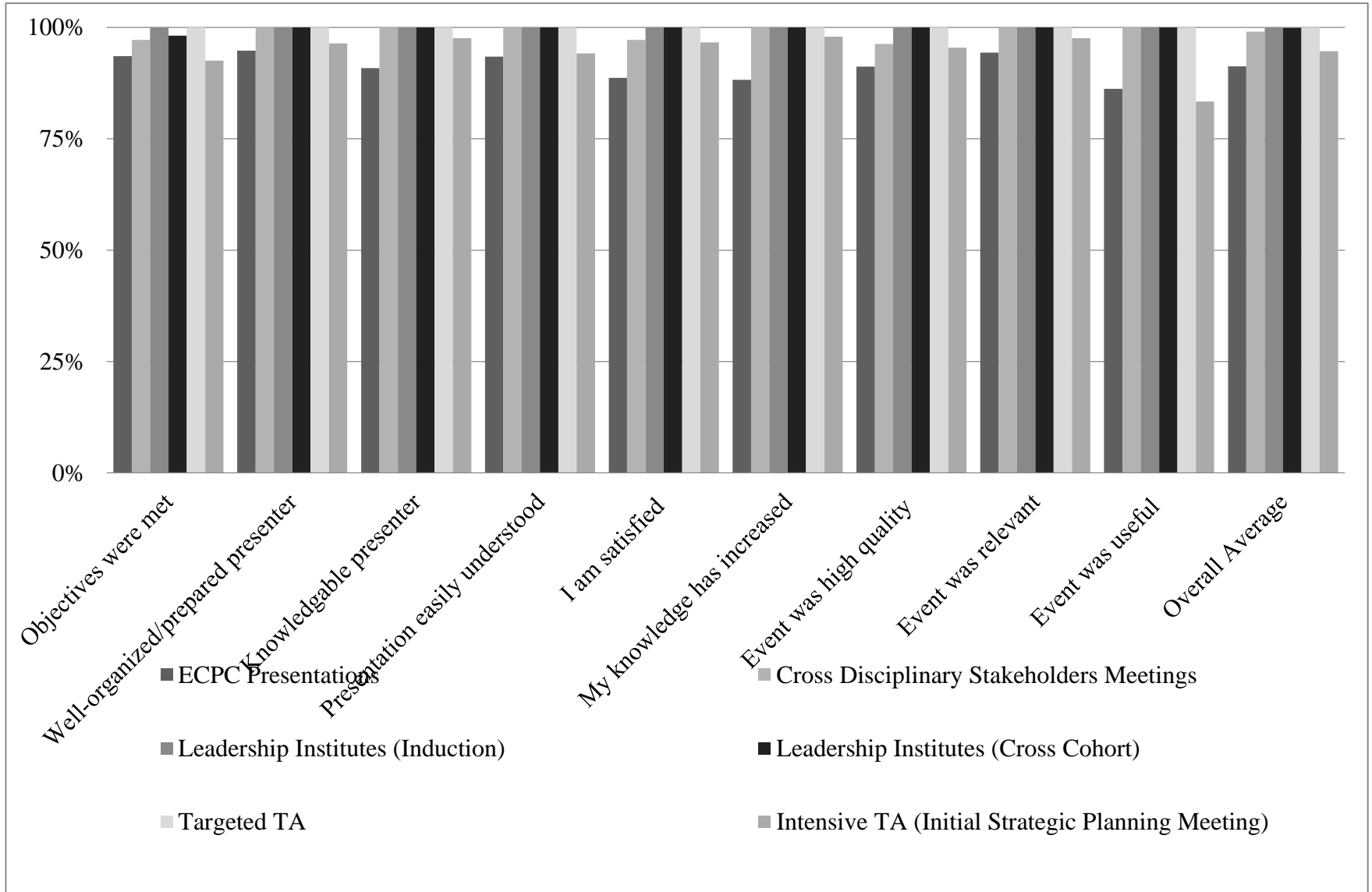
www.ecpcta.org

Short-term Outcomes: Knowledge/Skills

- TA recipients report high Q,R,U: knowledge development products, materials, tools, & resources, and TA. **Syntheses and Checklists**
- TA recipients increase knowledge & skills on effective EC practices. **IHE Faculty**
- Targeted and intensive TA recipients report learning institutes as high Q,R,U. **Satisfaction Data**
- TA is implemented with fidelity. **Completed TA Guides**
- Community of practice participants report collaboration processes and the community, respectively, are high Q,R,U. (**Cross Disciplinary Work Group**)



Aggregated results for items from ECPC I's consumer satisfaction surveys.



Intermediate Outcomes (Application)

- Intensive TA & learning institute recipients apply recommended policies, practices, procedures or operations to their work. **Workplans**
- Intensive TA recipients work to develop and expand CSPDs. **CSPD Plans**
- IHE faculty & other PD staff work to align programs of study to State & national standards. **Syllabi**

Long Term Outcomes (Condition)

- Increased alignment of curricula with EC personnel standards.
- Fully developed & expanded State CSPDs.
- Targeted EC IHE programs meet the CEC/DEC Specialty Set Personnel Standards.
- Parents/Family members who receive TA effectively participate in their state EC systems.
- Key collaborators demonstrate that collaboration results in increased efficiency, quality, & sustainability of their TA.

Lessons Learned

- *Someone(s) MUST own the process.*
- *The right people MUST be at the table (on the core planning team-e.g. Use the form).*
- *The team MUST be able to focus on CSPD over other competing priorities.*
- *Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.*
- *TA must be specific, timely and reinforcing.*
- *TA must support the self efficacy of the team.*



Available Materials, Resources and Tools

- CEC, DEC & NAEYC Personnel Standards Alignment
- DEC Recommended Practices Alignments
- Cross-Disciplinary Personnel Competencies Alignment
- Data Reports and Literature
- National Database of State Personnel Standards
- E-Learning Modules
- Presentations and Powerpoints

What You Can Use:

Everything We Have!

ECPCTA.ORG



Early Childhood Personnel Center

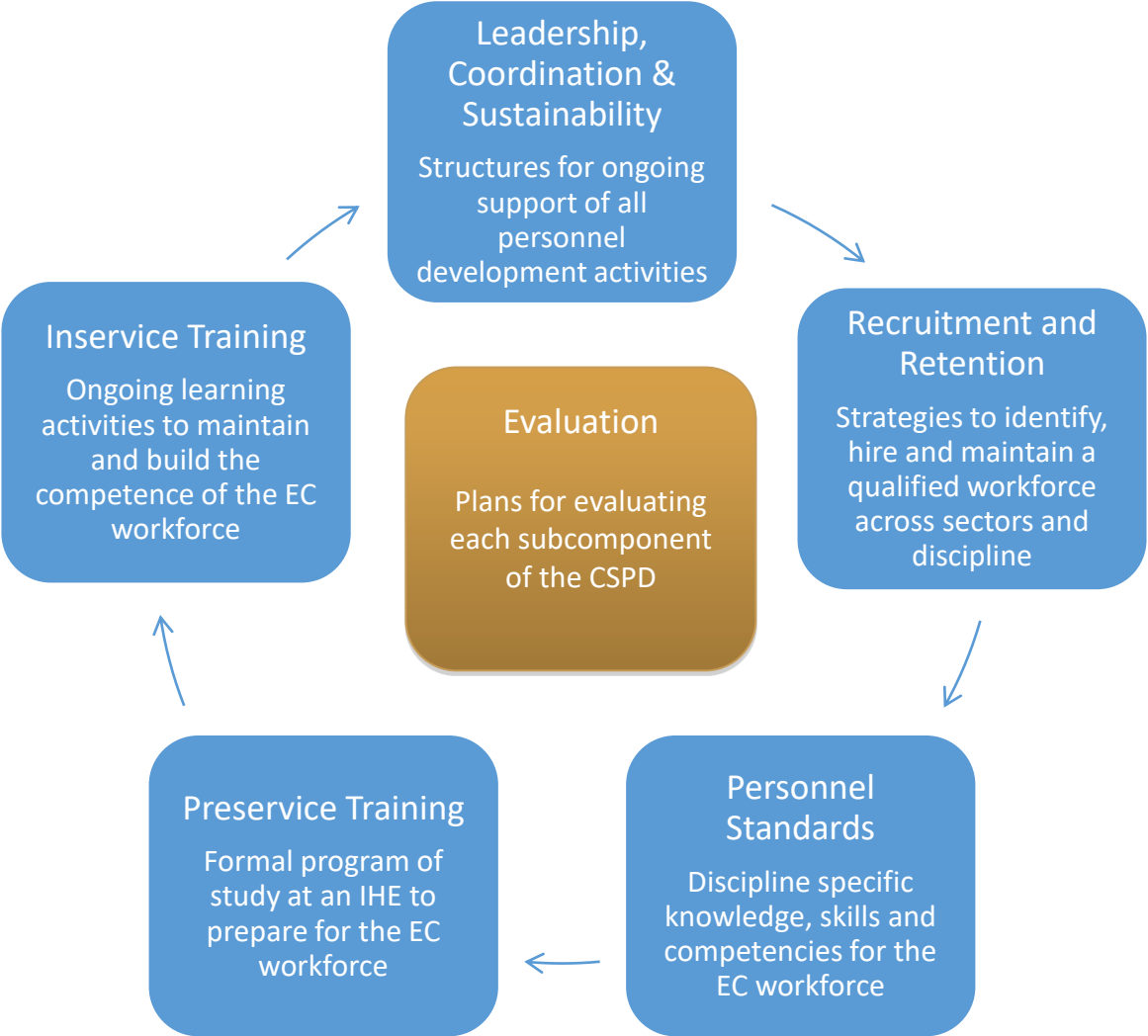
www.ecpcta.org

Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Personnel Self Assessment

<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>Pre-service 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>In-service Personnel Development</p>	<p>Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for in-service 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 of the System</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>



Strategic Work Plan

Goals/Objectives Activities	Resources Needed	Timeline	Person(s) Responsible	Outcome	Criteria for Success
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Objective 1.2.					
GOAL 2.					
Objective 2.1.					
Objective 2.2					
Objective 2.3.					
GOAL 3.					
Objective 3.1					
Objective 3.2					
Objective 3.3					



Start with a Smart Goal

- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Time-bound



Components of an Action Plan

- Goal
- Objective
- Activity
- Resources
- Timeline to Completion
- Person(s) responsible
- Outcome
- Criteria for Success

