



Early Childhood Personnel Center

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

February 8, 2018

Council for Exceptional Children

University of Connecticut

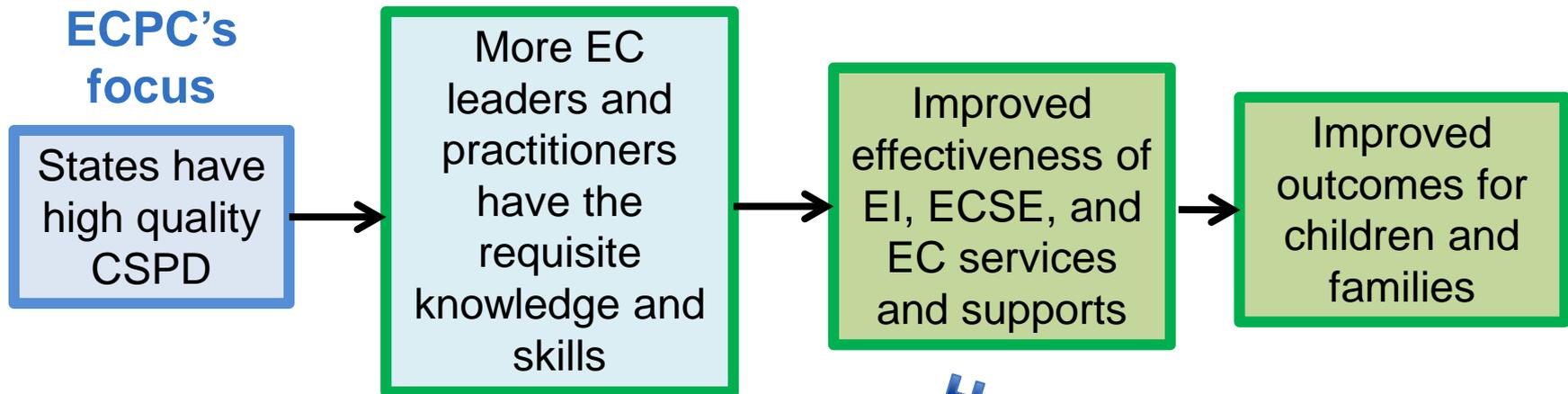
ECPCTA.ORG

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

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

Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

OUTPUTS OF THE CENTER

- Knowledge Development
 - Technical Assistance
- Leadership and Coordination

KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards
- National Data Base of CSPD Components as Reported by Part C and 619 Coordinators
- Research Syntheses on Personnel Issues
- National Initiative on Cross Disciplinary Standards

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

Dunst, C.J., Bruder, M.B. and Hamby, D.W. (2015)

CROSS-DISCIPLINARY COMPETENCIES

- Council for Exceptional Children (CEC)
- 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

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 inservice preparation (MA, RI, UT, HI)
- **Intensive:** To develop an EC CSPD within 12 states

Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators **(25 states across 4 cohorts)**
- Collaborative with other OSEP Early Childhood TA Centers
- Collaborate with other DoE and HHS TA Centers

HOW WILL WE DO THIS ?

- **Content:**

CSPD

- **Method:**

Implementation frame through strategic planning

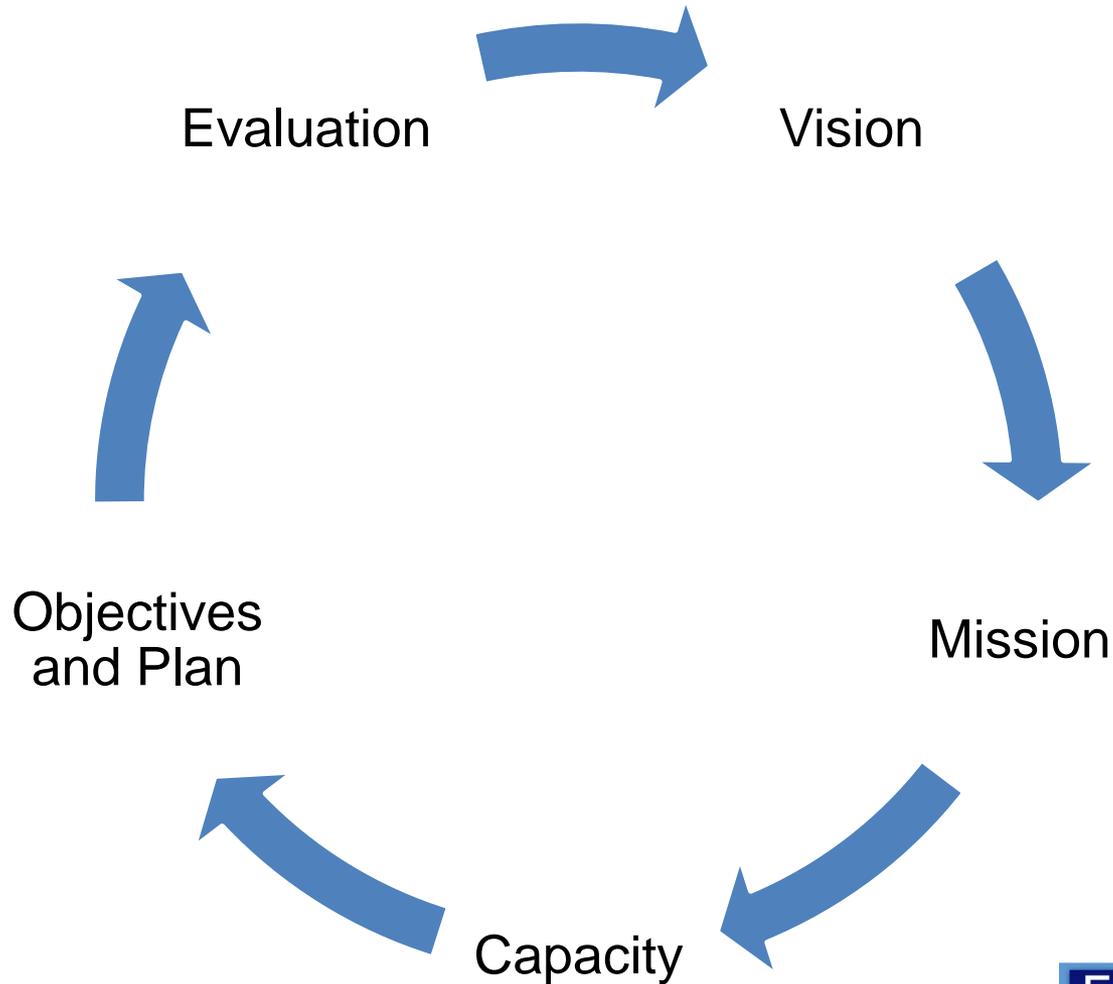
- **Outcome:**

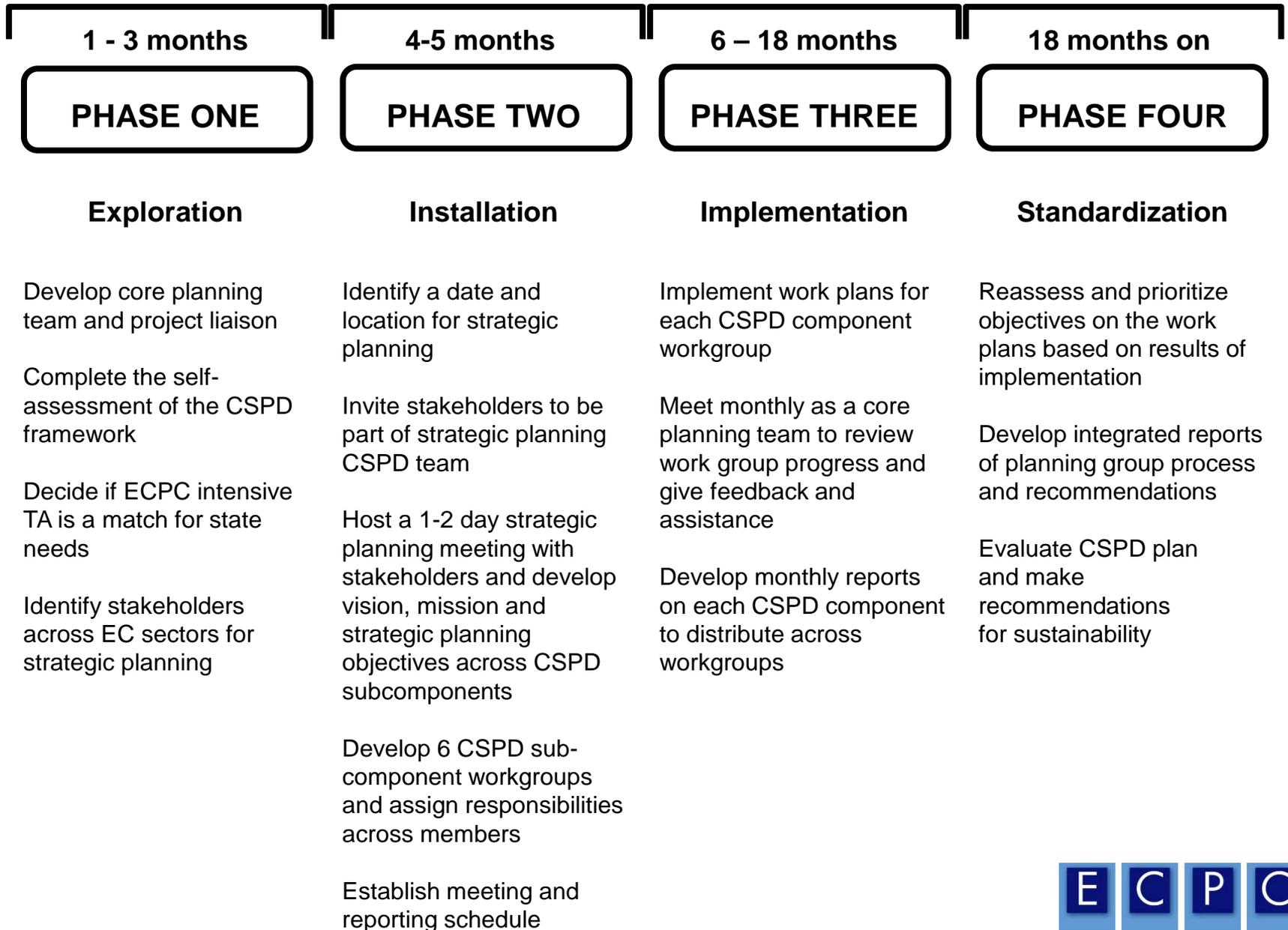
Scaling up of effective practices for personnel development

Comprehensive System of Personnel Development: Six Subcomponents



STRATEGIC PLANNING

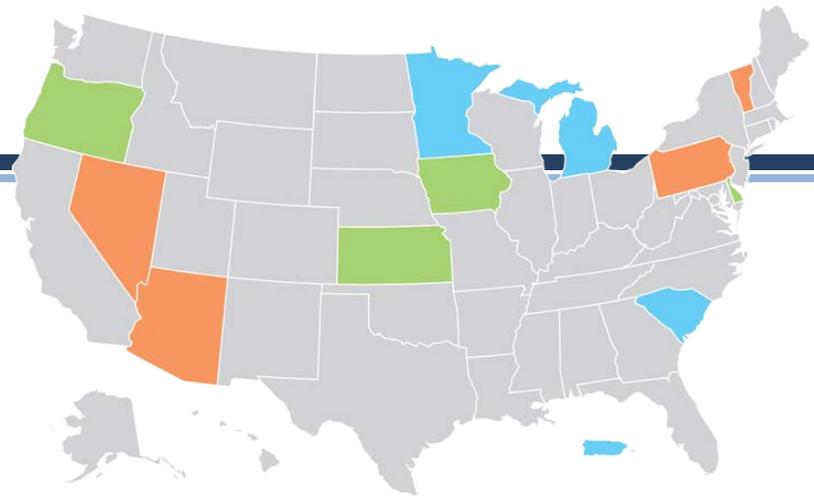




COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<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>

INTENSIVE TA STATES



- 12 States total
- Currently assisting 8 States:
 - Cohort 1: DE, IA, KS, OR – *completed!***
 - Cohort 2: AZ, NV, PA, VT – *in progress!***
 - Cohort 3: MI, MN, PR, SC – *in progress!***

Sample vision and mission statements can be found on our website under “Technical Assistance”: <http://ecpcta.org/cspd/>

State Team Strategic Plan Participants

- Part C = 35
- 619 = 35
- Head Start = 15
- Child Care = 16
- Race to the Top = 4
- Home Visiting = 2
- Pre-Service/IHE= 15
- In-Service/TA/ = 13
- UCEDD = 7
- Family = 11
- State/Other Early Childhood = 72

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

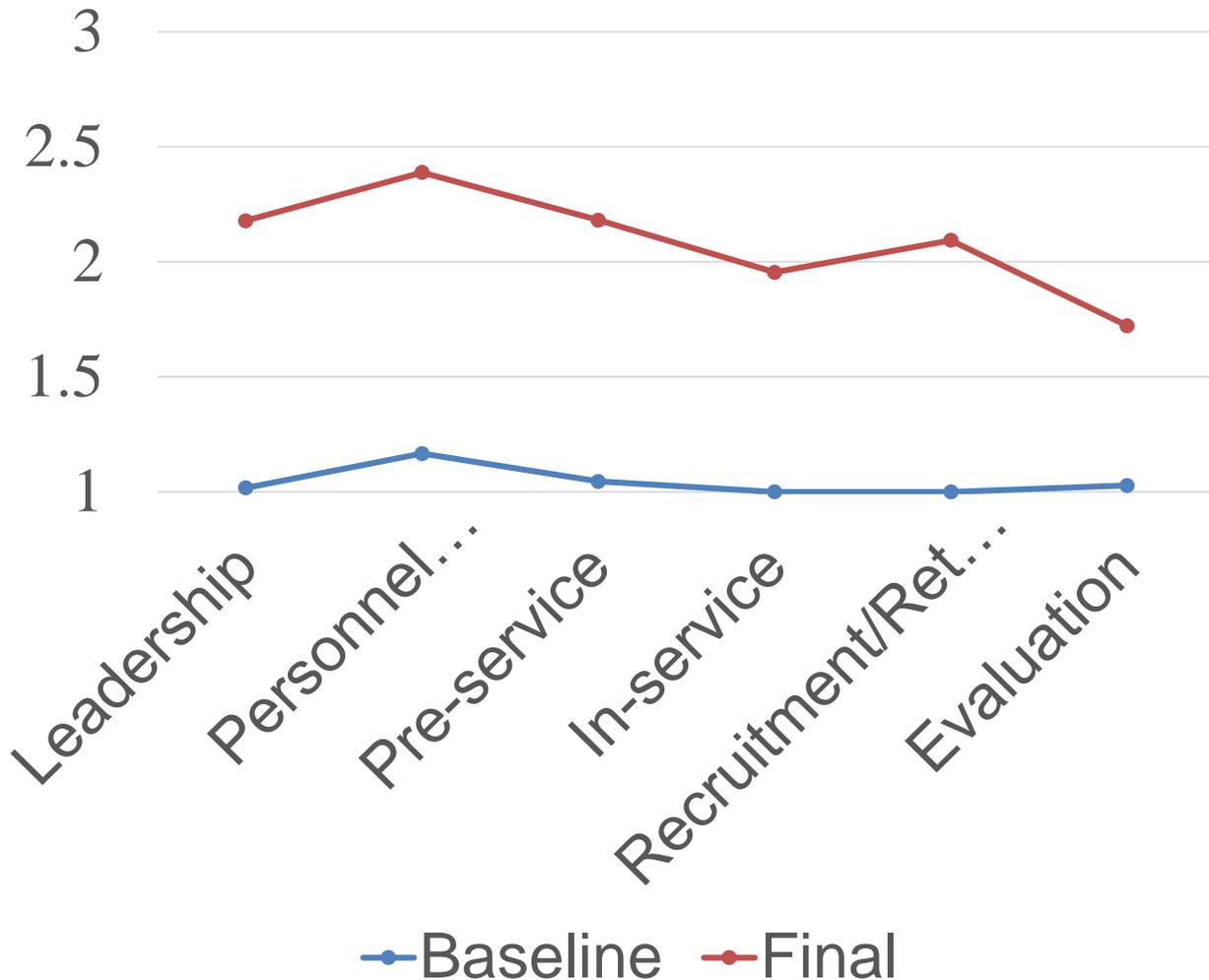
We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

-Oregon CSPD

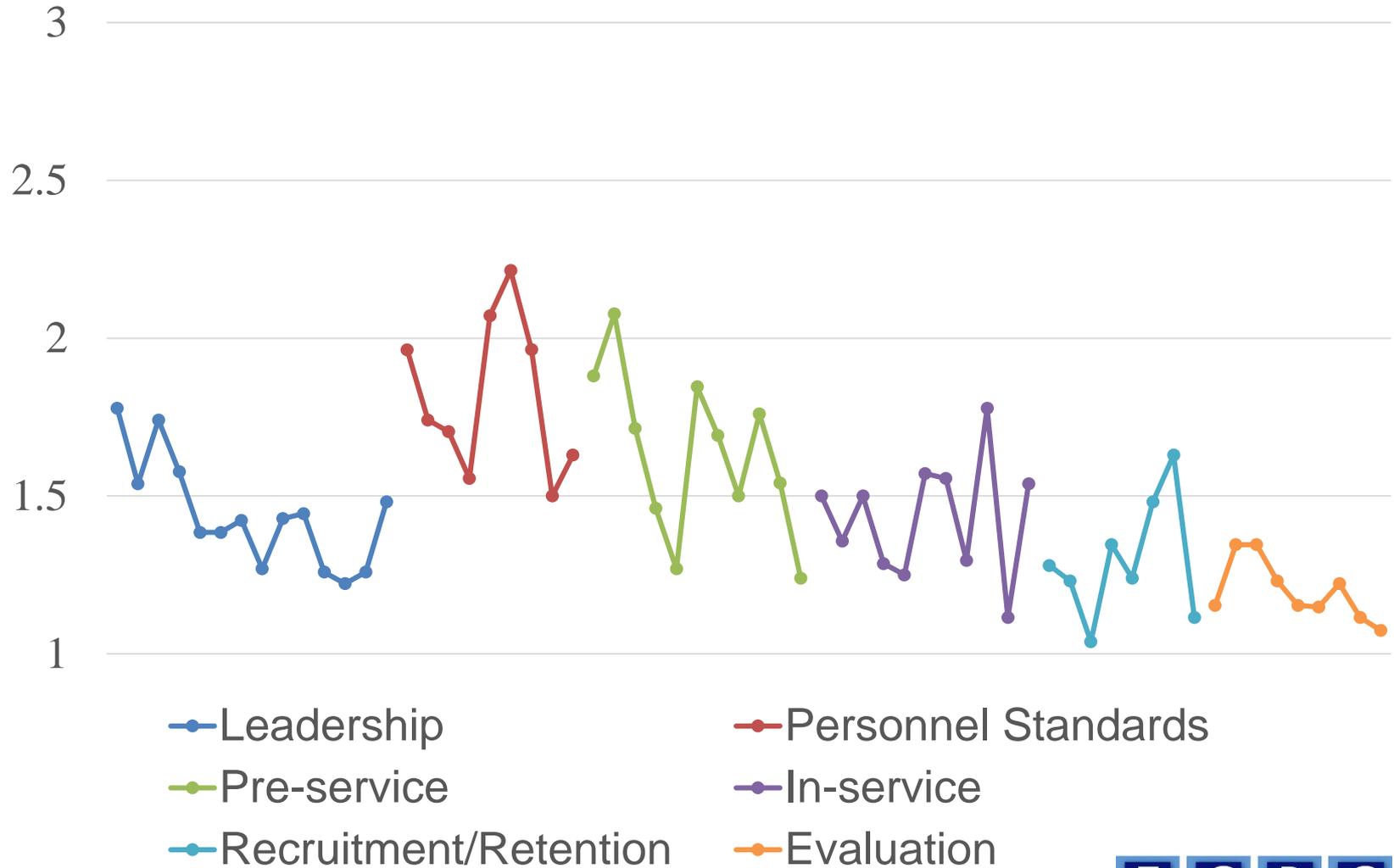
STRATEGIC PLAN WORK PLAN

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.					

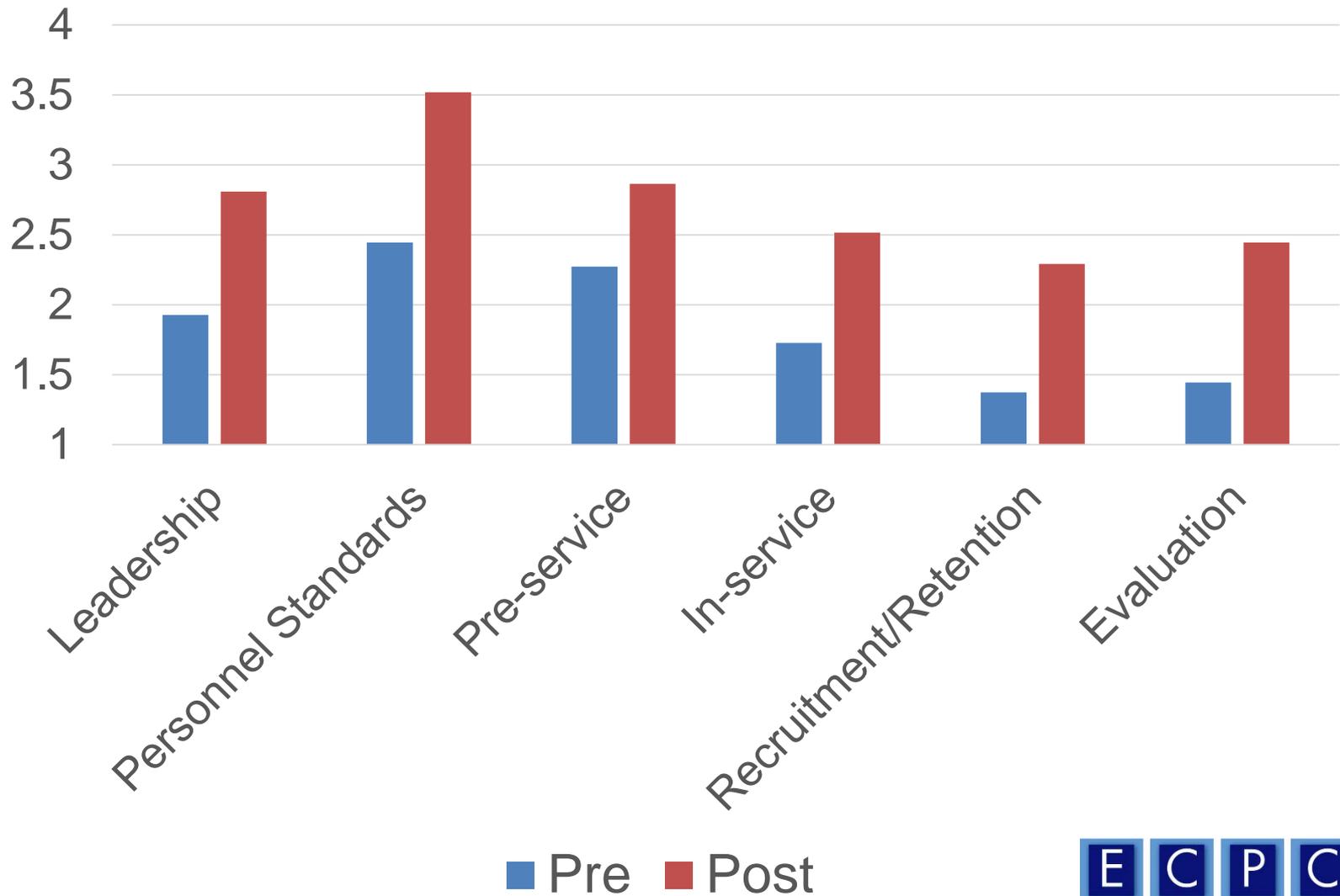
Cohort 1 Intensive State Average CSPD Self-Assessment Ratings



CSPD Baseline Average Ratings Across All States by Item

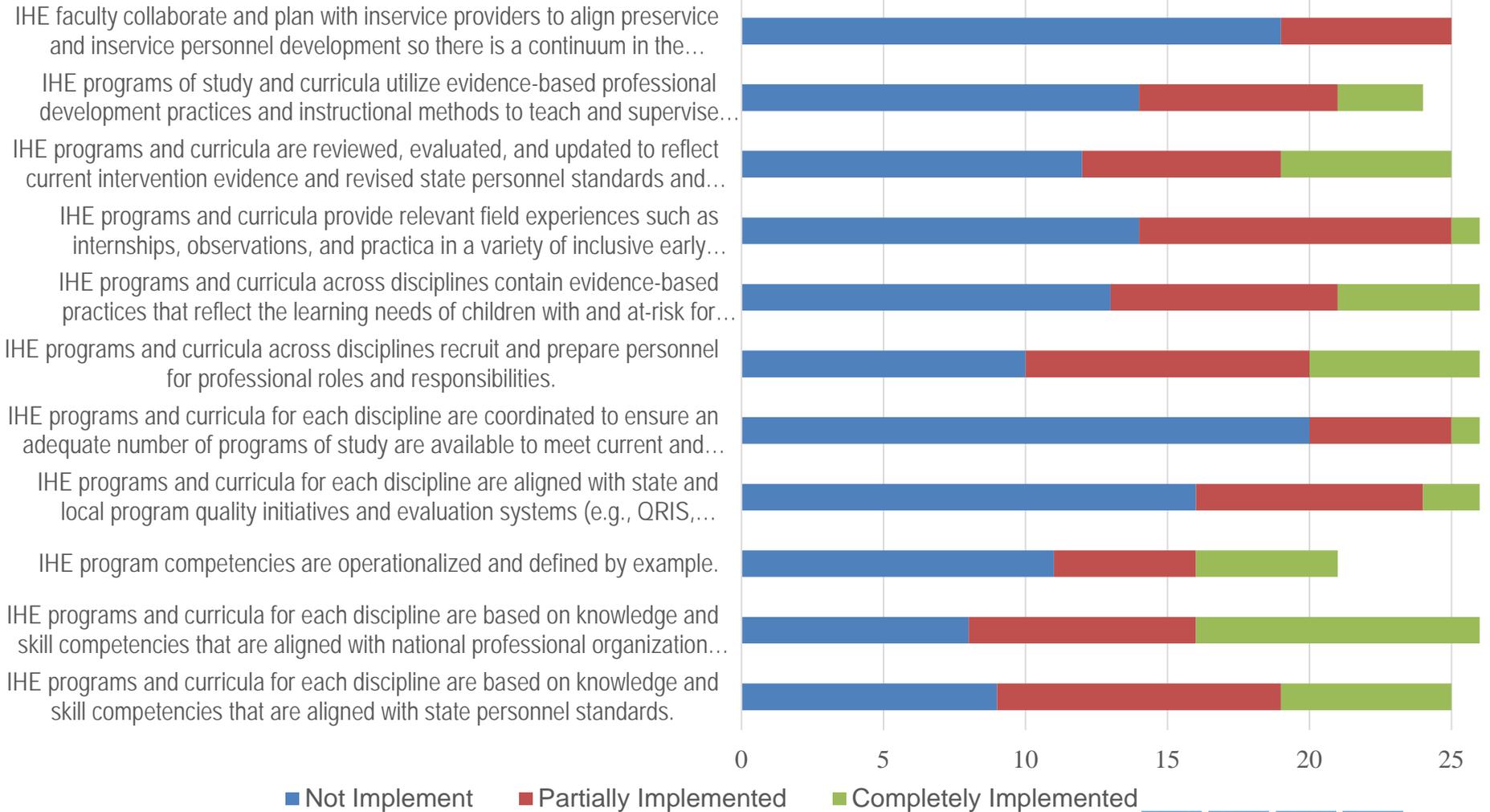


State Average Domain Scores: Pre and Post Technical Assistance



■ Pre ■ Post

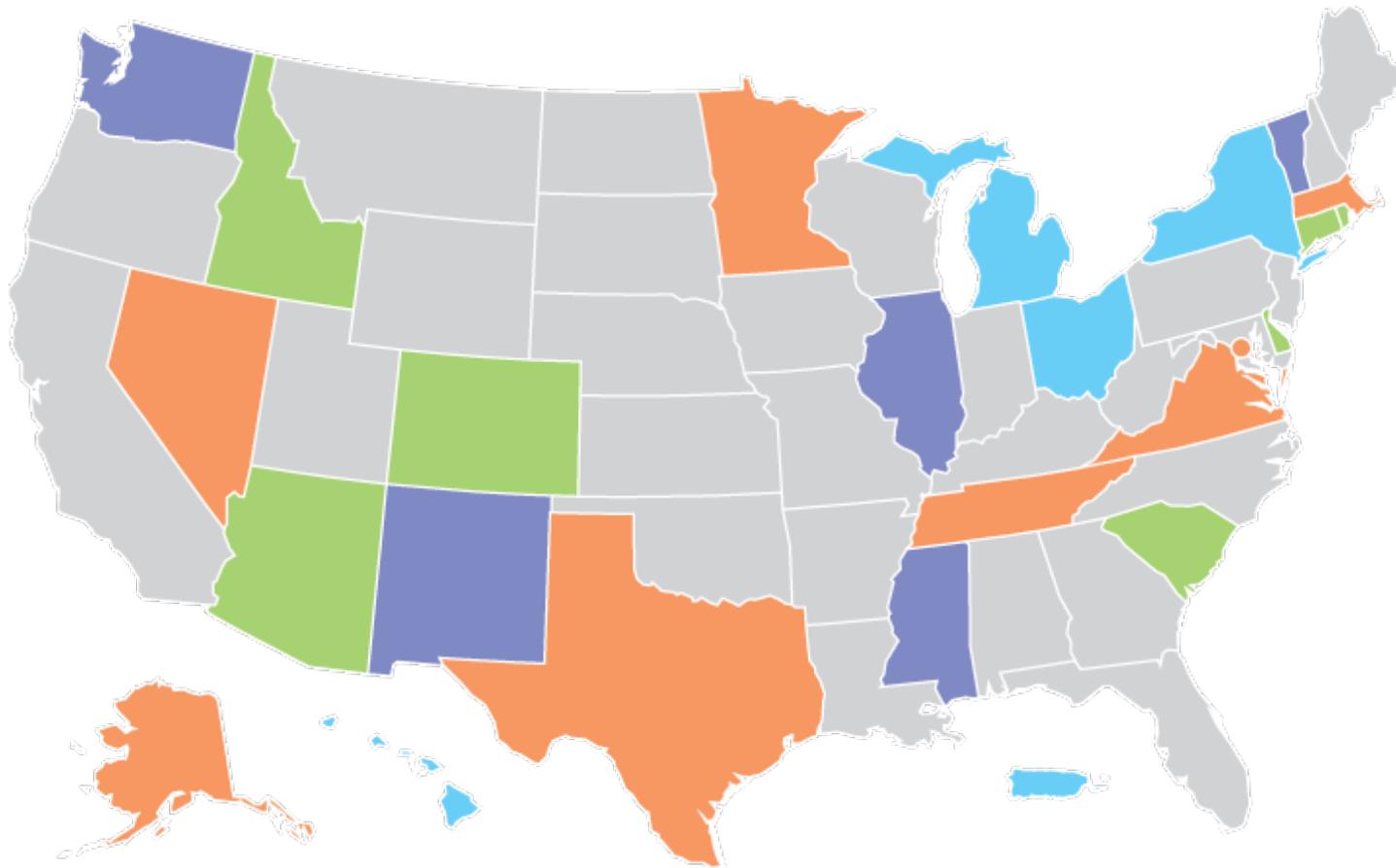
BASELINE RATINGS FOR PRE-SERVICE ITEMS



Scaling UP a CSPD with Fidelity

- Accuracy of Procedures
- Consistency Across Users

Leadership Institute Participants



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*

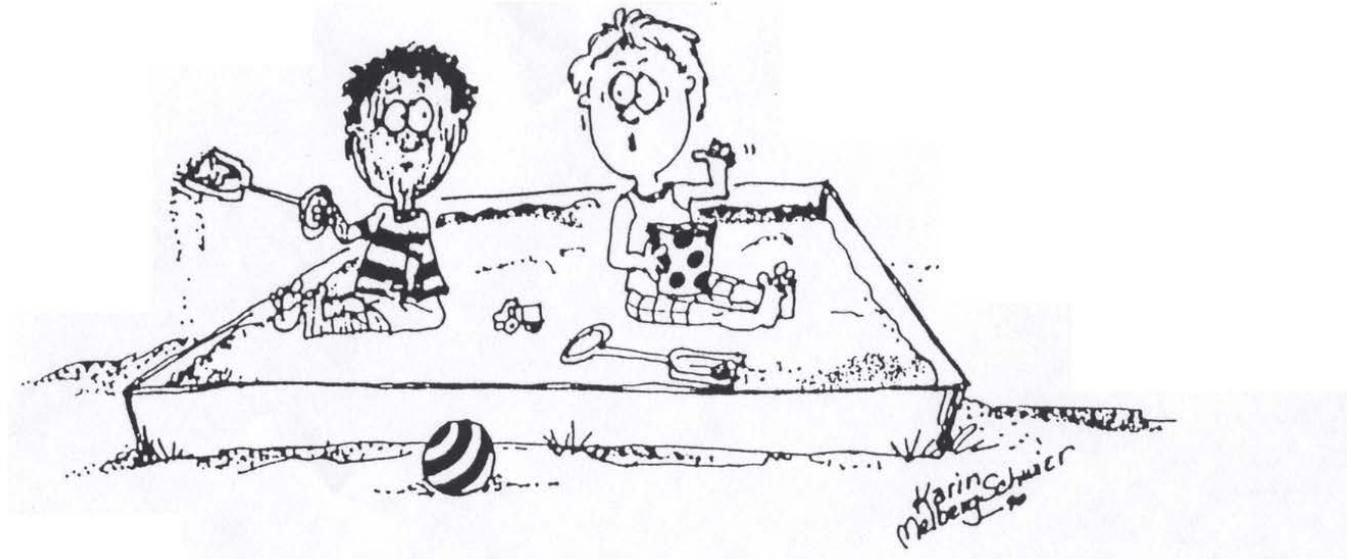
Cohort 4:

- Illinois
- Mississippi
- New Mexico
- Vermont
- Washington

*= Intensive TA State



Early Childhood Personnel Center



*“So, how come I get ”adapted leisure skill / gross and fine motor skill therapy”
and you get to just “play”?”*

***Change is not magic or
inspiration.***

***It's completing many
undramatic, small steps
successfully.***

Danzel & Schoonover, 1988

Early Childhood Personnel Center

ECPC 2

Mary Beth Bruder, Director

Vicki Stayton, Co-Director

George Sugai, Co-Director

University of Connecticut UCEDD

Mission of the Early Childhood Personnel Center 2

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

STAFF OF ECPC 2

Carl Dunst

Maureen Greer

Darla Gundler

Peggy Kemp

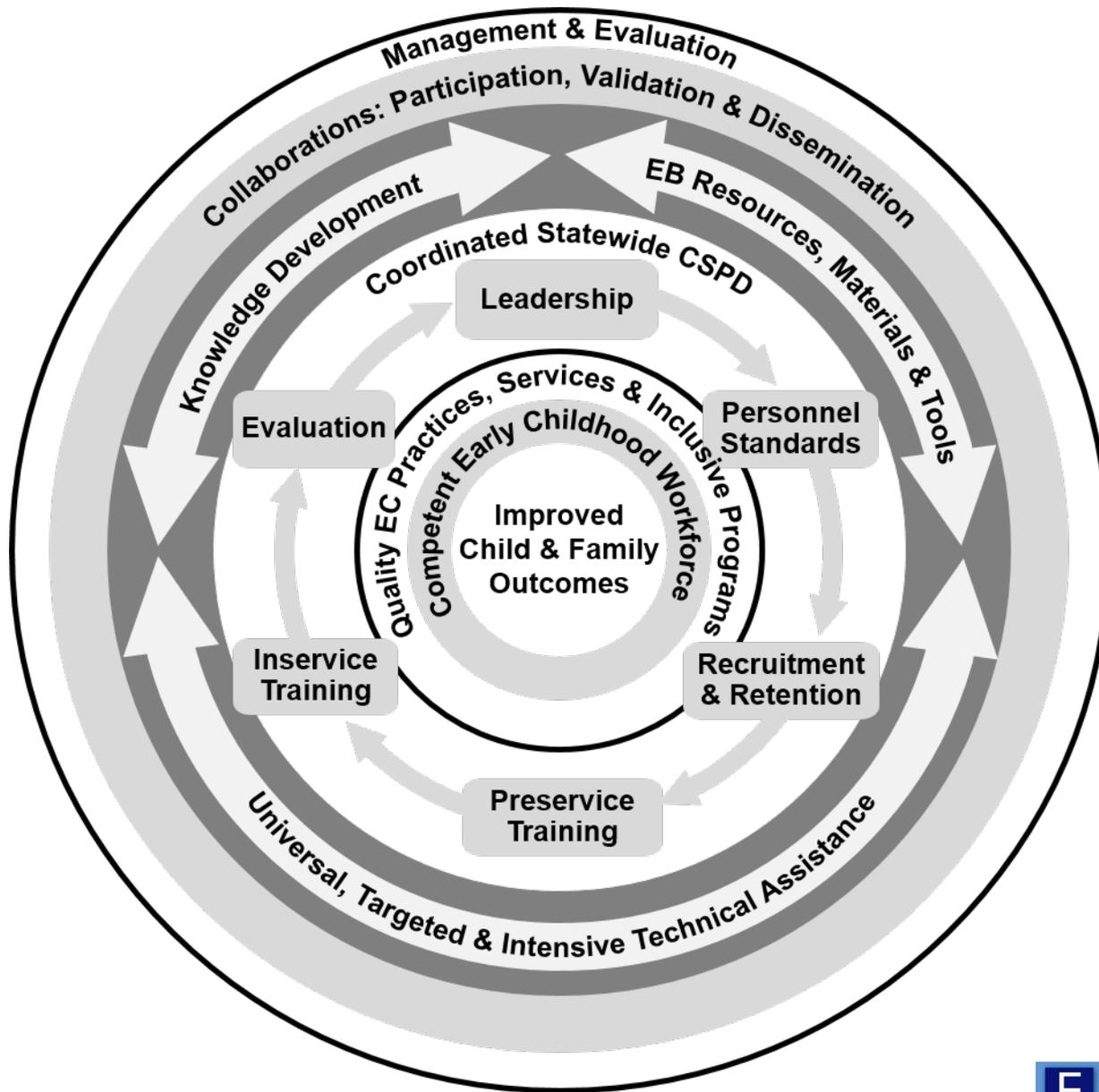
Toby Long

Robin McWilliam

Kim Sopko

Partner Organizations

APTA	HECSE
AOTA	NAECS-SDE
ASHA	NASDSE
ASTHVI	NASDTEC
AUCD	NAEYC
CCAoA	NHSA
CCSSO	Part C ITCA
CEC	619 Affinity Group
Child Trends	TED
DEC	ZERO TO THREE



OUTPUTS OF THE CENTER

- Knowledge Development
- Resources Development and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation

ECPC 2

Universal TA for All on Knowledge, Resources and Tools to Build a Competent EC Workforce for Young Children with Disabilities

Web Site

Materials,
Resources
and Tools

Targeted TA to Specific Populations on Leadership

State IDEA Part C,
Part B 619, and EC
Staff

IHE Faculty,
Students, and
State PD Providers

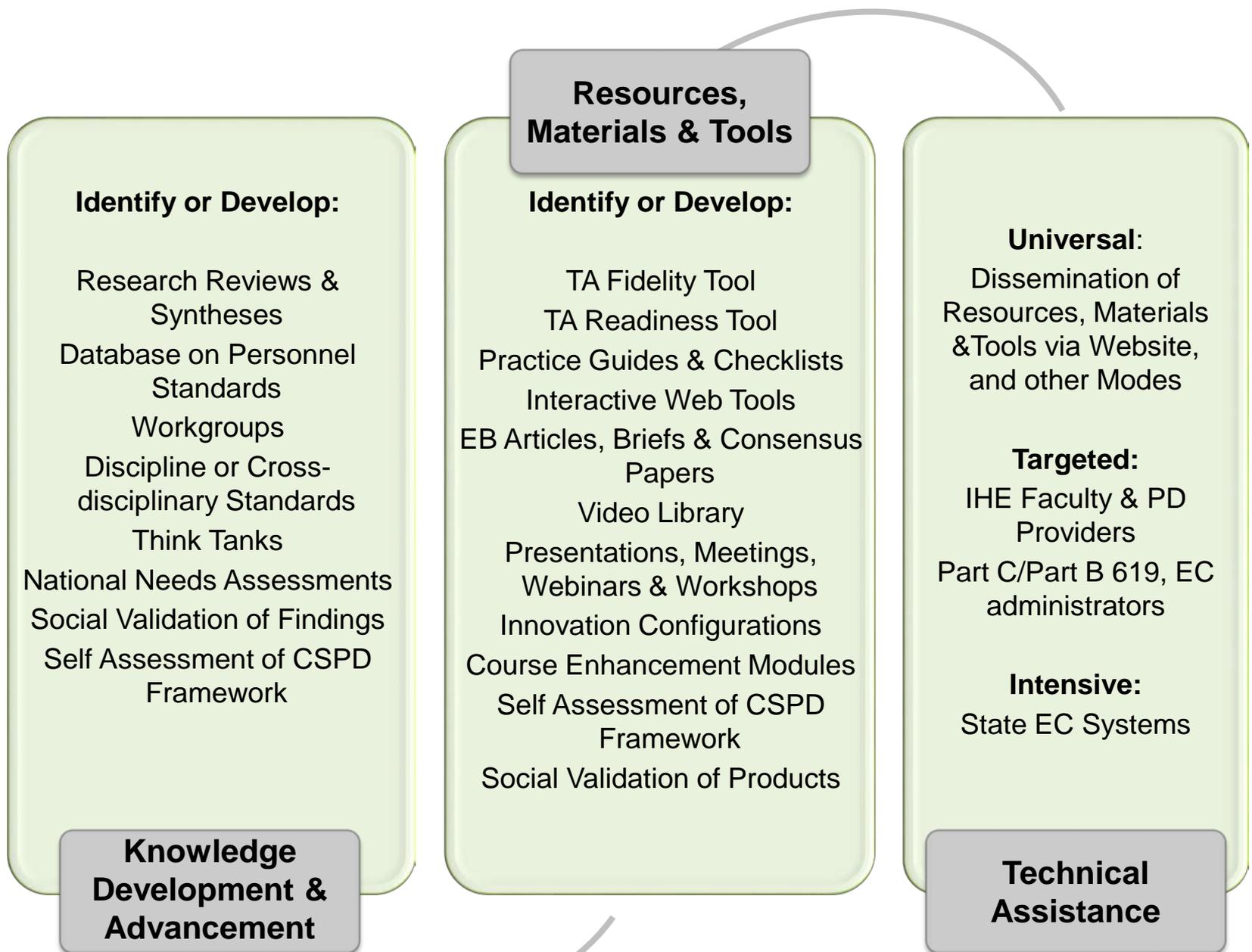
Intensive TA for State CSPD Development and Implementation

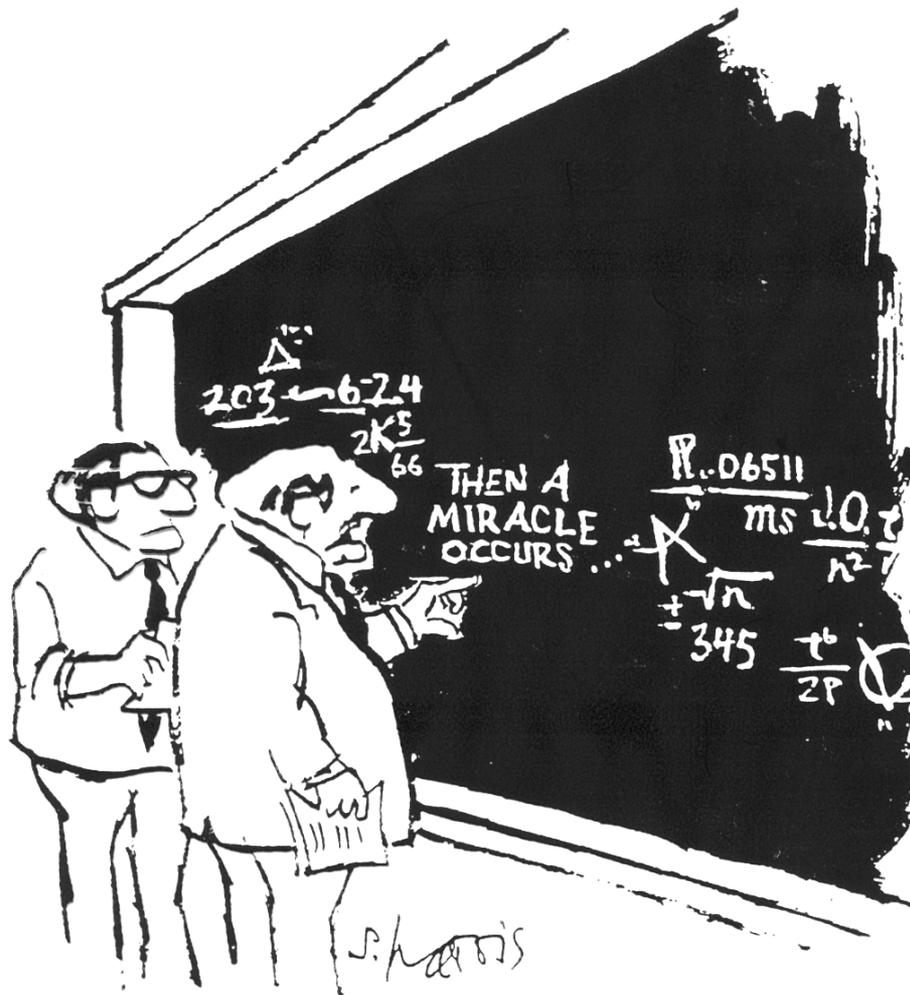
Expand in 12
Current States

Develop and
Implement in 8
New States

IHE FACULTY AND PD STAFF

- to align programs of study to State and national professional organization personnel standards and interdisciplinary competencies
- integrate Division of Early Childhood recommended practices (RP) into programs of study
- utilize adult learning principles





"I think you should be more explicit here in step two."

