ECPC Personnel Preparation Grantees Meeting
Purpose With Passion

Mary Beth Bruder, Ph.D.
University of Connecticut
263 Farmington Avenue, MC6222
Farmington, CT 06030
Phone: (860) 679-1500
Fax: (860) 679-1571
E-mail: bruder@uchc.edu
Website: www.uconnuceddd.org
“If you treat an individual as he is, he will stay as he is, but if you treat him as he ought to be, and could be, he will become what he ought to be and could be.”

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

Theory of Action

ECPC’s focus
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

How improved CSPD leads to improved outcomes
### QUALIFIED PERSONNEL IDENTIFIED IN IDEA

#### Part C (ages 0-3)
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

#### Part B (ages 3-5)
- Special Education;
- General Education;
- Related Service Personnel:
  - Speech-Language Pathologists and Audiologists;
  - Occupational Therapists;
  - Psychologists;
  - Physical Therapists;
  - Recreational Therapists;
  - Social Workers;
  - Counseling services;
  - Orientation and Mobility Specialists, and
  - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only
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
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Evaluation
Plans for evaluating each subcomponent of the CSPD

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce

ECPC
Early Childhood Personnel Center
www.ecpcto.org
Definition of Systems

a regularly interacting or interdependent group of items or things or principles forming a unified whole
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.
Continuum of Early Childhood Personnel Competence

- **All Early Childhood Personnel**
  - Infants and Young Children
- **Early Childhood Personnel with Advanced Training**
  - Infants and Young Children with Various Risk Conditions
- **Early Childhood Intervention Personnel with Specialized Training**
  - Infants and Young Children with Developmental Disabilities, and Extreme Challenges
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)
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?
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

Early Childhood Personnel Center
www.ecpcta.org
Outputs of the ECPC 2

• Knowledge Development

• Materials, Resources and Tools

• Technical Assistance

• Leadership and Collaboration

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

Provide TA to Specific Populations and State Early Childhood Systems

Identify and Develop Knowledge
Universal:
Dissemination of Resources, Materials & Tools via Website, and other Modes

Targeted:
IHE Faculty & PD Providers
Part C/Part B 619, EC administrators, families

Intensive:
State EC Systems

Knowledge Development & Advancement
- Identify or Develop:
  - Research Reviews & Syntheses
  - Database on Personnel Standards
  - Workgroups
  - Cross-disciplinary Standards
  - Think Tanks
  - Targeted Needs Assessments
  - Social Validation of Findings
  - Self Assessment of CSPD Framework

Technical Assistance

Resources, Materials & Tools
- Universal:
  - Dissemination of Resources, Materials & Tools via Website, and other Modes

- Targeted:
  - IHE Faculty & PD Providers
  - Part C/Part B 619, EC administrators, families

- Intensive:
  - State EC Systems

- Identify or Develop:
  - TA Fidelity Tool
  - TA Readiness Tool
  - Practice Guides & Checklists
  - Interactive Web Tools
  - EB Articles, Briefs & Consensus Papers
  - Video Library
  - Presentations, Meetings, Webinars & Workshops
  - Innovation Configurations
  - Course Enhancement Modules
  - Social Validation of Products
  - Self Assessment of CSPD Framework

- Knowledge Development & Advancement
  - Identify or Develop:
    - Research Reviews & Syntheses
    - Database on Personnel Standards
    - Workgroups
    - Cross-disciplinary Standards
    - Think Tanks
    - Targeted Needs Assessments
    - Social Validation of Findings
    - Self Assessment of CSPD Framework
Literature Syntheses

• Leadership
  • Used to develop a Leadership Brief and Leadership Checklist

• Preservice
  • Dunst, C.J., Hamby, D.W., Howse, R.B., Wilkie, H., Annas, K. Metasynthesis of preservice professional preparation and teacher education research studies
  • Used to create a set of seven briefs on areas of importance in preservice training

• Technical Assistance (TA)
  • Dunst, C.J., Annas, K., Wilkie, H., & Hamby, D.W. Review of studies and evaluations of the effects of technical assistance on program, organization, and systems change.
## Personnel Self Assessment

| 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. |
| Pre-service 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. |
| In-service Personnel Development | Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.  
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. |
| 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 of the System | 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. |
Average Quality Indicator Score

- Cross-sector Leadership Team
- Written Multi-year Plan
- State Standards Aligned to National
- Certification Aligned to State/National
- IHE Aligned to National Standards
- IHE Address EC Dev. and Discipline
- Statewide In-service PD-TA System
- In-service Aligned with IHE
- Data-based Recruitment/ Retention
- Comprehensive Recruitment/ Retention
- CSPD Evaluation Plan
- Ongoing Evaluation

Legend:
- Part C
- Part B/619
- Total
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
Methods

• **Purpose:** To evaluate early childhood faculty members, doctoral students, practitioners, state coordinators/PD providers, and families prior experience and training, future goals, and interest in trainings and resources in the area of leadership

• **Method:**
  • Online via Survey Monkey
  • 111 items; number of items varied by role
    • Faculty= 18 items
    • Doctoral students= 9 items
    • Practitioners= 15 items
    • State coordinators/PD providers= 7 items
    • Families= 12 items
  • Collected via paper/pencil at DEC Pre-Conference Institute and via iPad throughout remainder of DEC conference
### Results: Overall (N=283)

<table>
<thead>
<tr>
<th>State</th>
<th>N (%)</th>
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<tbody>
<tr>
<td>Higher Education Faculty</td>
<td>90 (32)</td>
</tr>
<tr>
<td>Doctoral Students</td>
<td>25 (9)</td>
</tr>
<tr>
<td>Practitioners</td>
<td>61 (22)</td>
</tr>
<tr>
<td>State Coordinators/PD Providers</td>
<td>60 (22)</td>
</tr>
<tr>
<td>Family Members</td>
<td>43 (15)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you a member of DEC?</th>
<th>N (%)</th>
<th>Do you participate in any DEC workgroups or committees?</th>
<th>N (%)</th>
<th>Do you participate in DEC state subdivision activities?</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>162 (61)</td>
<td>85 (32)</td>
<td>57 (21)</td>
<td></td>
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</tr>
<tr>
<td>No</td>
<td>104 (39)</td>
<td>182 (68)</td>
<td>155 (58)</td>
<td></td>
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</tr>
</tbody>
</table>
## Results: Faculty (N=99)

<table>
<thead>
<tr>
<th>University Setting (n=95)</th>
<th>N (%)</th>
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</thead>
<tbody>
<tr>
<td>Community/junior/technical college</td>
<td>3 (3)</td>
</tr>
<tr>
<td>Four-year private college/university</td>
<td>14 (15)</td>
</tr>
<tr>
<td>Four-year public college/university</td>
<td>71 (75)</td>
</tr>
<tr>
<td>Minority/Historically Black college/university</td>
<td>6 (6)</td>
</tr>
<tr>
<td>Online college/university</td>
<td>1 (1)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Taught (n=93)</th>
<th>N (%)</th>
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<tbody>
<tr>
<td>0-5 years</td>
<td>30 (32)</td>
</tr>
<tr>
<td>6-10 years</td>
<td>32 (34)</td>
</tr>
<tr>
<td>11-20 years</td>
<td>17 (18)</td>
</tr>
<tr>
<td>21+ years</td>
<td>14 (15)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Practitioner Experience (n=96)</th>
<th>N (%)</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>86 (90)</td>
</tr>
<tr>
<td>No</td>
<td>10 (10)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other EC/EI Faculty (Yes; n=75)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 faculty</td>
<td>60 (80)</td>
</tr>
<tr>
<td>6-10 faculty</td>
<td>8 (11)</td>
</tr>
<tr>
<td>11-20 faculty</td>
<td>5 (7)</td>
</tr>
<tr>
<td>21+ faculty</td>
<td>2 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Growth (n=97)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grown</td>
<td>44 (45)</td>
</tr>
<tr>
<td>Remained the same</td>
<td>31 (32)</td>
</tr>
<tr>
<td>Decreased in size</td>
<td>22 (23)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduating Students (n=93)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 students</td>
<td>14 (15)</td>
</tr>
<tr>
<td>11-25 students</td>
<td>31 (33)</td>
</tr>
<tr>
<td>26-50 students</td>
<td>27 (29)</td>
</tr>
<tr>
<td>51-100 students</td>
<td>14 (15)</td>
</tr>
<tr>
<td>&gt;100 students</td>
<td>7 (8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor PhD students (Yes; n=40)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 students</td>
<td>18 (45)</td>
</tr>
<tr>
<td>3-4 students</td>
<td>15 (38)</td>
</tr>
<tr>
<td>5-7 students</td>
<td>7 (18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAEP Accredited (n=88)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 (69)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blended EC/ECSE program (n=91)</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 (47)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certifications (n=92)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>29 (32)</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>33 (36)</td>
</tr>
<tr>
<td>Blended Early Childhood/Early Childhood Special Education</td>
<td>30 (33)</td>
</tr>
</tbody>
</table>
Results: Faculty (N=99; cont.)

Interest in Trainings

- Yes: 79
- No: 12

Desired Materials, Tools, and Resources

- Recommended Practices Alignment: 77
- State/National Certification Alignment: 48
- Adult Learning: 49
Results: Doctoral Students (N=30)

<table>
<thead>
<tr>
<th>Program</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education (ECE)</td>
<td>2 (6)</td>
</tr>
<tr>
<td>Early Childhood Special Education (ECSE)</td>
<td>2 (6)</td>
</tr>
<tr>
<td>Blended EC/ECSE</td>
<td>16 (53)</td>
</tr>
<tr>
<td>Other</td>
<td>10 (33)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Goals</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Clinical Faculty</td>
<td>1 (3)</td>
</tr>
<tr>
<td>Research Faculty</td>
<td>8 (27)</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td>7 (23)</td>
</tr>
<tr>
<td>Combined Faculty</td>
<td>11 (37)</td>
</tr>
<tr>
<td>State/Local Administrator</td>
<td>3 (10)</td>
</tr>
</tbody>
</table>

Interest in ECPC Training
- Yes: 25
- No: 5

Would participate in interactive learning groups
- Yes: 25
- No: 0

Would come to ECPC Institute in CT
- Yes: 15
- No: 15
Embedding personnel standards into coursework and practicum

Embedding DEC recommended practices and other competencies (state competencies; infant mental health; zero to three; cross disciplinary) into coursework and practicum

Identifying/developing appropriate practicum sites

Using adult learning strategies in classes and assignments

Utilizing families in all aspect of your program

Coursework and Practica

0 2 4 6 8 10 12 14 16

15 13 9 12 9
Developing relationships with other faculty at your IHE, or other IHEs in your state

Developing relationships with state agency administrators for part C/619/EC

Developing relationships with local service provider agency administrators for part C/619/EC

Working with other IHE programs at this institute with similar goals
Results: Practitioners (N=80)

<table>
<thead>
<tr>
<th>Discipline (n=78)</th>
<th>N (%)</th>
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</thead>
<tbody>
<tr>
<td>ECE/ECSE</td>
<td>40 (51)</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>4 (5)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>4 (5)</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>8 (10)</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>2 (3)</td>
</tr>
<tr>
<td>Professional Development</td>
<td>8 (10)</td>
</tr>
<tr>
<td>Psychology</td>
<td>2 (3)</td>
</tr>
<tr>
<td>Social Work</td>
<td>4 (5)</td>
</tr>
<tr>
<td>Other</td>
<td>6 (8)</td>
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<table>
<thead>
<tr>
<th>Preservice Training (n=62)</th>
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<tbody>
<tr>
<td>0-5 years ago</td>
<td>15 (24)</td>
</tr>
<tr>
<td>6-10 years ago</td>
<td>8 (13)</td>
</tr>
<tr>
<td>11-20 years ago</td>
<td>17 (27)</td>
</tr>
<tr>
<td>&gt;20 years ago</td>
<td>22 (36)</td>
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<thead>
<tr>
<th>Currently Taking Coursework (n=78)</th>
<th></th>
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<tbody>
<tr>
<td>19 (24)</td>
<td></td>
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</tbody>
</table>

| Ongoing PD (n=77)                  | 76 (99) |
| PD Feedback (n=77)                 | 32 (42) |

**PD Sponsor**

- State Department
- School District of Early Intervention Program
- Professional Organization

**Areas of Minimal Training**

- Working with Families
- Peer Mediated Instruction
- Inclusion
- Data-Based Instructional...
- Curriculum Development
- Assistive Technology
- Assessment
ECE/ECSE Higher Education Program Data Map

- 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=5,286)

Program Type
- ECE (n=4,202) 80%
- ECSE (n=649) 12%
- Blended (n=435) 8%

Program Format
- On-Campus 4003
- Online 544
- Online Option 275
- Hybrid 464

Degree
- Certificate 1408
- Diploma 1114
- Associate's 1330
- Bachelor's 906
- Graduate Certificate 39
- Master's 186
- Specialist 39
- Doctoral

Teacher Certification
- Yes (n=1,798) 34%
- No (n=3,488) 66%
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
# Evidenced Based Education and Training Practices for Adult Learners

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Explanation or illustration of practice</th>
<th>Job embedded opportunities to learn practice</th>
<th>Performance feedback on the practice</th>
<th>Reflective understanding and self-monitoring of the practice implementation</th>
<th>Follow up activities and support</th>
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Leadership Brief

• Evaluated by 46 respondents
• 91% agreed it was high quality
• 87% agreed it was relevant
• 80% agreed it was useful
Preservice Brief

• Currently being evaluated
Think Tanks

• Conducted multiple Think Tanks with C/619 Coordinators to begin development of Leadership Curriculum
  • November 2018 N=11
  • February 2019 N= 17
  • July 2019 N=110
  • September 2019=22

• Conducted Think Tank with IHE Doctoral Faculty (May 2019)

• Conducted Think Tanks about standards (December 2018; May 2019)
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

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
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
### Goals, Objectives, Range, and Average Number of Objectives Across Spring 2018 Leadership State Action Plans (N=12)

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Goals</th>
<th>Number of Objectives</th>
<th>Range of Objectives</th>
<th>Average Number of Objectives/Objective</th>
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<td>Indiana*</td>
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<td>7</td>
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<td>Texas</td>
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<td>2.5</td>
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<td>Vermont</td>
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<td>6</td>
<td>6</td>
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<td>Virginia*</td>
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<td>3.75</td>
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<td>Wash. D.C.</td>
<td>6</td>
<td>15</td>
<td>2-3</td>
<td>2.5</td>
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</table>

*Note. *=State has built on previous action plan
Percent of Themes Across Action Plan Objectives

2018 Institutes

34.7%
30.7%
27.7%
4.0%
3.0%

- Developing an inclusive state EC leadership team with a shared vision and mission
- Dissemination of Policy and Practice Documents to Support Inclusive EC Systems
- Data Collection & Analysis
- Personnel Standards
- Creation and Funding of Inclusive PD Learning Opportunities
States with Part C/619 Participants

ALL!
Family Cohort 1 & 2

Family Cohort 1

Families from 16 states

Family Cohort 2

Families from 16 states

Family Cohort 1 & 2

Families from 25 states between the 2 cohorts

ECPC
Early Childhood Personnel Center
www.ecpca.org
Standards and Alignments

DEC Standards

Cross Disciplinary Competencies
Definitions

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

**Competency:** having the knowledge to demonstrate a skill....a demonstration of knowledge and skills that can be measured

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

**Practice:** the action of doing
Goal Setting

"Can you tell me please which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you walk," said the Cat.

Lewis Carroll
Alice's Adventures in Wonderland
# Strategic Work Plan

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
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<td><strong>GOAL 1.</strong></td>
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<tr>
<td>Objective 1.</td>
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<tr>
<td>Objective 2.</td>
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<tr>
<td>Objective 3.</td>
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<tr>
<td>Objective 2.</td>
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<tr>
<td>Objective 3.</td>
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<tr>
<td><strong>GOAL 3.</strong></td>
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<tr>
<td>Objective 1.</td>
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<tr>
<td>Objective 2.</td>
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<tr>
<td>Objective 3.</td>
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</tbody>
</table>
The world we have created is a product of our thinking. It cannot be changed without changing our thinking.

--Einstein
Leadership, Coordination & Sustainability

Structures for ongoing support of all personnel development activities
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.
Leadership:

• Nature (Characteristic You Were Born With)

• Nurture (Behavior You Can Learn)
"I think you should be more explicit here in step two."
Differentiating between leader development and leadership development. ...

**Leader development** focuses on developing individual knowledge, skills, and abilities (human capital).

**Leadership development** focuses on building networked relationships (social capital) among individuals in an organization.
The Top 10 Leadership Competencies, Grouped Into Five Themes
When 195 global leaders were asked to rate 74 qualities, these rose to the top.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Percentage of Respondents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong ethics &amp; safety</td>
<td>67%</td>
<td>Has high ethical and moral standards</td>
</tr>
<tr>
<td>Self-organizing</td>
<td>59</td>
<td>Provides goals and objectives with loose guidelines/direction</td>
</tr>
<tr>
<td>Efficient learning</td>
<td>52</td>
<td>Clearly communicates expectations</td>
</tr>
<tr>
<td>Nurtures growth</td>
<td>52</td>
<td>Has the flexibility to change opinions</td>
</tr>
<tr>
<td>Connection &amp; belonging</td>
<td>43</td>
<td>Is committed to my ongoing training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates often and openly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is open to new ideas and approaches</td>
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<tr>
<td></td>
<td></td>
<td>Creates a feeling of succeeding and failing together</td>
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<tr>
<td></td>
<td></td>
<td>Helps me grow into a next-generation leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides safety for trial and error</td>
</tr>
</tbody>
</table>

Source: Sunnie Giles

© HBR.ORG

Early Childhood Personnel Center
www.ecpctc.org
Fundamental Leadership Skills

Ashkenas & Manville, 2018. HBR

• Translate that vision into a clear strategy about what actions to take, and what not to do.

• Recruit, develop, and reward a team of great people to carry out the strategy.

• Focus on measurable results.

• Foster innovation and learning to sustain your team (or organization) and grow new leaders.

• Lead yourself — know yourself, improve yourself, and manage the appropriate balance in your own life.
Leaders Must:

establish and maintain principles that become inherent in the organization they are leading:

- rationale environments
- clear values
- openness to change and innovation
- maturity
- space for people to grow
- momentum effectiveness
- stewardship

Bloch, 1996; DuPree, 1992
Knowledge

• child development,
• evidence-based practices,
• state laws and regulations,
• family-centered approaches,
• federal laws and regulations, and
• group processes.

Bruns et.al, 2017
Competencies

• professional learning,
• effective relationships,
• shared responsibility,
• data use,
• and effective communication.

Bruns et.al, 2017
Valued Leadership Competencies

Having a clear purpose
Able to navigating complex systems
Able to develop a shared vision for the service delivery system
Able to build trusting relationships,
Able to take risks,
Able to collaborate
Leadership is a process of mutual influence and shared responsibility set in context.
Essential Characteristics of Leadership

• Contextually Bound

• Can Be Learned (Using learning Theory)

• The Harder the Task, The More Complex the Process of Leadership
Leadership defined: 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)
DEC Leadership Position Paper

• *Leadership capital is* human capacities and organizational cultures that support “active engagement in leadership tasks”

• *Leadership capital is* dynamic and can be shaped, built, or drained and used effectively or ineffectively

Bruder et.al, 2015
Leadership Position Statement

• DEC believes the EI/ECSE field should purposefully build and sustain leadership capital across all aspects of practice.
• DEC believes leadership in EI/ECSE is a process that involves mutual influence and shared responsibility
• DEC believes the EI/ECSE field should conduct research to collect evidence about the construct and demonstration of leadership skills across EI/ECSE service systems.
Leadership Beyond Role/Agency: EC Systems

Leadership within the Role/Agency: IDEA Programs

Coordinators Orientation and More
Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks Part C/619 (3; N=38 participants)
   a) Job descriptions/What you do/Need to know
   b) Refine/reduce into critical knowledge and skills by level
   c) Theme statements into categories
   d) Translate into competency statements
4. Survey/Delphi for validation/consensus (N=70)
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities
Administrative Leadership

Pedagogical Leadership

Community Leadership

Advocacy Leadership

Conceptual Leadership
# Leadership Practices Constituting the Focus of Investigation

<table>
<thead>
<tr>
<th>Leader-Centered Practices</th>
<th>Shared Responsibility Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Visioning</strong></td>
<td>Encouraging Employee Input &amp; Feedback</td>
</tr>
<tr>
<td><strong>Motivational Communication</strong></td>
<td>Soliciting Creative Employee Solutions</td>
</tr>
<tr>
<td>Modeling Desired Behavior</td>
<td>Shared Decision-Making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capacity-Building Practices</th>
<th>Behavioral Practices</th>
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</thead>
<tbody>
<tr>
<td><strong>Relationship-Building Practices</strong></td>
<td>Performance Expectations</td>
</tr>
<tr>
<td><strong>Confidence-Building Practices</strong></td>
<td>Performance Rewards</td>
</tr>
</tbody>
</table>

| Coaching Practices |  |
|--------------------|  |
States that participated in Think Tanks

- Arkansas
- Connecticut
- Idaho
- Indiana
- Iowa
- Kentucky
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Montana
- Nevada
- New Mexico
- North Carolina
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Texas
- Utah
- Vermont
- Washington
- Washington, D.C.
- West Virginia
## Administrative Leadership

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Implements and Complies with State and Federal Laws</td>
<td>– Completes federal application</td>
<td>–</td>
<td>–</td>
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<tr>
<td></td>
<td>– Implements corrective action as needed</td>
<td></td>
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<tr>
<td></td>
<td>– Completes self-assessment of system</td>
<td></td>
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</tr>
<tr>
<td>Emerging Laws/Policies</td>
<td>– Monitors &amp; provides input as needed</td>
<td>– Develops policies and procedures for emerging issues</td>
<td>–</td>
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<tr>
<td>Develops &amp; Monitors Program State Policies and Procedures</td>
<td>– Implements data system</td>
<td>– Develops a CSPD system</td>
<td>– Participates in state &amp; national early childhood initiatives</td>
</tr>
<tr>
<td></td>
<td>– Provides fiscal oversight</td>
<td>– Integrates components of system</td>
<td>– Integrates C/619 system into state and national early childhood initiatives</td>
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</table>
# Administrative Leadership

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Implements and</td>
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<td>Complies with State</td>
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<tr>
<td>and Federal Laws</td>
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<tr>
<td>Emerging Laws/Policies</td>
<td></td>
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<td>−</td>
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<td></td>
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<td></td>
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<td>− Participates in state &amp; national early childhood initiatives</td>
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<tr>
<td>Program State Policies</td>
<td></td>
<td>− Provides fiscal oversight</td>
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<tr>
<td>and Procedures</td>
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<td></td>
<td>− Integrates components of system</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>− Integrates C/619 system into state and national early childhood initiatives</td>
</tr>
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</table>
Conceptual and Strategic Leadership

Personal and Ethical Leadership

Community Engagement And Collaborative Leadership

Professional and Pedagogical Leadership

Administrative Leadership
Measures for Evaluation

• A measure of acquisition and generalization will be identified for each knowledge and skills statement.
• Part C/619 coordinators will rate each for feasibility, validity and relevance.
• Benchmarks will be developed and tested for each measure.
<table>
<thead>
<tr>
<th>ECPC Metasythesis of Leadership Studies</th>
<th>Kagan</th>
<th>ECPC C/619 Coordinator Developed</th>
<th>CT PreK -3</th>
<th>Aspire</th>
<th>ECSEL</th>
<th>CEC/DEC Advanced Specialty Set</th>
<th>MCHB LEND</th>
<th>ASHA</th>
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<td>Leading Self</td>
<td>Leading Self</td>
<td>Personal Leadership</td>
<td>Self</td>
<td>Emotional Intelligence, Introduction to Leadership</td>
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<td>Organizational Visioning, Coaching, Confidence Building Practices, Soliciting Creative Employee Solutions</td>
<td>Community</td>
<td>Stakeholder Engagement</td>
<td>Leading Others</td>
<td>Collaborative Leadership</td>
<td>Collaboration</td>
<td>Others</td>
<td>Coaching, Influencing Others, Conflict Management,</td>
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<td>Pedagogical</td>
<td>Curriculum and Instruction</td>
<td>Leading Learning</td>
<td>Leadership for Instruction Leadership for Student Services</td>
<td>Curricula Content Knowledge</td>
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<td>Federal and State Program Requirements</td>
<td>Federal and State Program</td>
<td>Leading Implementation of Policies, Laws and Regulations</td>
<td>Institutional Leadership</td>
<td>Programs, Services and Outcomes</td>
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<td>Administrative</td>
<td>Federal and State Program Management</td>
<td>Managing Operations and Resources</td>
<td>Organizational Leadership</td>
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<td>Conceptual</td>
<td>Strategic Thinking</td>
<td>Leading for Equity, Excellence and Early Success</td>
<td>Leading Results</td>
<td>Research and Inquiry</td>
<td>Wider Community</td>
<td>Leadership Styles, Generative Thinking, Change Leadership, SP</td>
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<td>Professionalism</td>
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Definitions

Practice: the action of doing

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

*Competency: an ability or skill to meet a standard*

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