

## What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

- Shortages of personnel
- Need for additional training at both the pre-service and in-service levels
- Inconsistent alignment of state and national competencies and standards
- Challenges faced by EC personnel due to the diversity of needs of young children and their families
- Inequities of preparation and compensation among those providing services

An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families



## What is the In-Service PD Subcomponent?

This subcomponent workgroup ensures on-going training to maintain/extend existing skills and knowledge, with a focus on evidence-based practice (EBP) and adult learning principles.

The In-Service Personnel Development workgroup does the following:

- Establishes a statewide system of in-service personnel development that is aligned to national professional organization and state personnel standards across disciplines.
- Creates a statewide system for in-service personnel development that includes a variety of technical assistance opportunities to meet the needs of EC personnel in a variety of disciplines.
- Recommends that in-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate.
- Ensures that families and/or parent organization participate in the design and delivery of in-service personnel development.

## Why is In-Service PD important?

Ensuring that practitioners across disciplines working with young children have access to high quality in-service training will lead to improved practices which will positively affect outcomes for children and families.

## Who is on the In-Service PD Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- Direct Service Providers
- TA Providers

# Quality Indicators: In-Service Personnel Development

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **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.

- A statewide system for in-service personnel development is aligned to national professional organization personnel standards across disciplines.
- A statewide system for in-service personnel development is aligned to state personnel standards across disciplines.
- The statewide system for in-service personnel development provides a variety of technical assistance opportunities to meet the needs of personnel.
- The in-service personnel development component of the CSPD plan is guided by updated needs assessments of the capability of the workforce in relation to the desired knowledge and skill competencies.
- In-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate.
- In-service personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring.
- In-service learning opportunities are individualized to the needs of the participants and the objectives of the personnel development.
- Families and/or parent organization participate in the design and delivery of in-service personnel development.

**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.

- The content for in-service personnel development is based on evidence-based practices.
- Faculty from IHEs and in-service staff meet on a quarterly basis to plan for, coordinate, and collaborate on in-service content.
- Content for in-service personnel development extends the depth of core knowledge and skills acquired in pre-service programs and addresses updated knowledge on evidence-based practices and changes in state policies and initiatives.

## References

<sup>1</sup>Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>

<sup>2</sup>Early Childhood TA Center (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>