

Leadership Tiers
1.0 Foundational Leadership
1.1 Self Knowledge
1.2 Laws, Policies, and Regulations of IDEA
1.3 Pedagogy and Early Learning
1.4. Ethics and Professionalism
2.0 Administrative and Program Leadership
2.1 Communication and Collaboration
2.2. Part C and/or Part B (619) Program Requirements
2.3 System Implementation
3.0 Strategic Leadership
3.1. Leading Others
3.2. Strategic Thinking, Planning, and Implementation
3.3. Systems Change

1.0 Foundational Leadership	
1.1 Self Knowledge	
1.1.1.	Is knowledgeable about personal strengths and needs.
1.1.2. Demonstrates	the ability to identify personal values, beliefs, strengths, needs, and learning style.
1.1.3. Demonstrates	the ability to develop and implement a plan to meet personal goals.
1.2. History, Law, and Regulations of IDEA	
1.2.1.	Is knowledgeable about the history, research, practice, and status of state and national early childhood intervention and early childhood systems.
1.2.2.	Is knowledgeable about the history and content of federal and state laws and regulations affecting infants and young children with disabilities and their families.
1.2.3. Demonstrates	the ability to interpret and monitor the implementation of federal and state laws and regulations for the Part C and/or Part B (619) system.
1.3 Pedagogy and Early Learning	
1.3.1.	Is knowledgeable about child development and the interrelationship of developmental domains.
1.3.2.	Is knowledgeable about child (e.g., biological, and environmental) and family (racial, cultural, socio-economic, educational, and linguistic background) characteristics and experiences that may affect child development and relationships with families.
1.3.3.	Is knowledgeable about early childhood intervention pedagogy.
1.3.4.	Is knowledgeable about criteria that establishes evidence-based practice for infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families.
1.3.5. Demonstrates	the ability to establish personnel standards and policies for the Part C and/or Part B (619) workforce that reflect national standards and evidence-based practices.
1.4 Ethics and Professionalism	
1.4.1.	Is knowledgeable about professional codes of ethics that guide practitioners in the Part C and/or Part B (619) systems.
1.4.2.	Is knowledgeable about models for ethical decision making.
1.4.3. Demonstrates	the use of an ethical decision-making process for the Part C and/or Part B (619) system.
1.4.4. Demonstrates	the ability to establish and implement standards, guidelines, and expectations for ethical decision-making and professional behavior for the staff of the Part C and/or Part B (619) system.
1.4.5. Demonstrates	participation in relevant professional organizations.

2.0 Administrative Leadership

2.1 Communication and Collaboration

2.1.1. Is knowledgeable about effective verbal, nonverbal, and written communication practices to use with a variety of audiences representing racial, cultural, socio-economic, educational, and linguistic diversity in the Part C and/or Part B (619) system (e.g., families, administrators, practitioners, IHE faculty, policy makers and historically underrepresented populations).

2.1.2. Is knowledgeable about other programs and agencies serving infants and young children (ages birth to 5) and their families.

2.1.3. Is knowledgeable about team models, team process, and facilitation skills.

2.1.4. Is knowledgeable about verbal negotiation and conflict management strategies to use in individual and/or group interactions.

2.1.5. Demonstrates effective verbal, nonverbal and written communication with a variety of audiences representing racial, cultural, socio-economic, educational, and linguistic diversity in the Part C and/or Part B (619) system (e.g., families, administrators, practitioners, IHE faculty, policy makers and historically underrepresented populations).

2.1.6. Demonstrates the ability to communicate and disseminate information about the purpose, vision, and mission of the Part C and/or Part B (619) state system to families and other stakeholders (e.g., referral sources; community early childhood programs) through a variety of formats and languages.

2.1.7. Demonstrates the ability to identify, gather, and use input from diverse stakeholders to effectively administer the Part C and/or Part B (619) system.

2.1.8. Demonstrates the ability to facilitate stakeholder engagement (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations) in the Part C and/or Part B (619) system.

2.1.9. Demonstrates the ability to facilitate individual, team and interagency collaborative meetings to achieve individual, program or system goals.

2.1.10. Demonstrates the ability to build state and local collaborations with programs, agencies, and organizations, to meet needs of all infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, regardless of racial, cultural, socio-economic, educational, and linguistic characteristics.

2.2 Part C and/or Part B (619) Program Requirements

2.2.1. Is knowledgeable about the program requirements for the submission and management of the state application and performance plan and reporting requirements for the Part C and/or Part B (619) system.

2.2.2. Is knowledgeable about federal and state policies and procedures for managing federal and state funding.

2.2.3. Is knowledgeable about state policies and procedures for hiring, supervising, and evaluating staff and/or contractors.

2.2.4. Demonstrates the ability to successfully develop, submit, and implement the state performance plan, and annual performance report (SPP/APR) for the Part C and/or Part B (619) system.

2.2.5. Demonstrates the ability to successfully develop and/or monitor a statewide program budget that addresses equitable allocation of resources.

2.2.6. Demonstrates the ability to establish and implement requirements, policies, and guidance for a comprehensive system of personnel development (CSPD) that meets state and

national standards, licensures, and credentials for each professional discipline in the Part C and/or Part B (619) system.
2.2.7. Demonstrates the ability to manage a data system to collect programmatic information from multiple sources for federal and state reporting and system management.
2.2.8. Demonstrates the ability to oversee the general supervision system (monitoring) for personnel, services, and programs supported by the Part C and/or Part B (619) system.
2.3 System Implementation
2.3.1. Is knowledgeable about the legislative process, policy development, revision, and implementation.
2.3.2. Is knowledgeable about the 6 components of a comprehensive system of personnel development (CSPD) for personnel providing services in the Part C and Part B (619) program.
2.3.3. Is knowledgeable about logic models, evaluation procedures, and data collection systems to measure the implementation of the Part C and/or Part B (619) system.
2.3.4. Demonstrates the ability to analyze the Part C and/or Part B (619) program using the early childhood system framework.
2.3.5. Demonstrates the ability to use a logic model, decision matrices, evaluation procedures, and data collection to prioritize Part C and/or Part B (619) system needs.
2.3.6. Demonstrates the ability to develop and/or facilitate the implementation of work plan(s) to address system needs through goals, objectives, activities, timelines, resources, evaluation, and personnel assigned to the tasks.
2.3.7. Demonstrates the ability to implement a comprehensive system of personnel development (CSPD) for the workforce in the Part C and/or Part B (619) system.
2.3.8. Demonstrates the ability to use data to guide all Part C and/or Part B (619) system, programmatic decisions.
2.3.9. Demonstrates the ability to develop, revise, implement, and evaluate federal and state laws, regulations, policies, and procedures for the administration of the Part C and/or Part B (619) system.
2.3.10. Demonstrates the ability to educate, inform and advocate for needed changes in the Part C and/or Part B (619) system to various decision makers (e.g., state, and federal legislators, policy makers and administrators).

3.0 Strategic Leadership
3.1 Leading Others
3.1.1. Is knowledgeable about leadership theories.
3.1.2. Is knowledgeable about leadership styles.
3.1.3. Demonstrates the ability to identify leadership style and beliefs of others.
3.1.4. Demonstrates the ability to use situational and adaptive leadership skills with diverse stakeholders (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations).
3.1.5. Demonstrates the ability to identify and motivate stakeholder teams and work groups (e.g., administrators, families, IHE faculty, practitioners, policy makers, other state staff, and historically underrepresented populations) to implement components of the state Part C and/or Part B (619) system.
3.1.6. Demonstrates the ability to identify and accept leadership positions in state and national early childhood systems. (e.g., ITCA, 619 Affinity Group).
3.1.7. Demonstrates the ability to identify and promote (through teaching, coaching, and mentoring) leadership opportunities for Part C and/or Part B (619) staff and other stakeholders (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations).
3.1.8. Demonstrates the ability to create a transition/succession plan process that includes program history, political context, policies, procedures, and strategic partnerships for the state Part C and/or Part B (619) lead agency.
3.2 Strategic Thinking, Planning, and Implementation
3.2.1. Is knowledgeable about the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) system.
3.2.2. Is knowledgeable about the elements of scenario planning.
3.2.3. Is knowledgeable about needs identification and strategic planning models.
3.2.4. Demonstrates the ability to build strategic partnerships with programs, agencies, and organizations to meet needs of infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families.
3.2.5. Demonstrates the ability to identify and collect data from diverse stakeholders to document the status of a system or program need.
3.2.6. Demonstrates the ability to identify and bring diverse stakeholders together to participate in a problem-solving process to meet a program or system issue/need.
3.2.7. Demonstrates the ability to facilitate stakeholder groups (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations) to achieve a common understanding of a program or system issue/need, develop a shared vision and collective mission to address the issue/need, and develop a work plan with measurable goals, objectives, activities, timelines, and outcomes to improve the issue/need.
3.2.8. Demonstrates the ability to facilitate the implementation and ongoing evaluation of the work plan, and revise it as needed, in collaboration with stakeholders (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations)
3.2.9. Demonstrates the ability to evaluate the outcomes of the strategic work plan through the collection of data from multiple sources and stakeholders (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations).

3.3 Systems Change
3.3.1. Is knowledgeable about systems theory and thinking.
3.3.2. Is knowledgeable about implementation science frameworks.
3.3.3. Is knowledgeable about sustainability practices to ensure systems changes.
3.3.4. Demonstrates the ability to identify and define describe a new or revised EBP practice(s), program, or policy to improve the Part C and/or Part B (619) system.
3.3.5. Demonstrates the ability to collect data from diverse stakeholders (e.g., families, administrators, practitioners, IHE faculty, policy makers, and historically underrepresented populations) to document the status of a practice(s), program, or policy in the Part C and/or Part B (619) system.
3.3.6. Demonstrates the ability to implement a new or revised practice(s), program, or policy, with fidelity through a model demonstration to meet needs of all eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, regardless of their racial, cultural, socio-economic, educational, and linguistic characteristics.
3.3.7. Demonstrates the ability to design an implementation process to scale up a practice(s), program, or policy to meet the needs of all eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, regardless of their racial, cultural, socio-economic, educational, and linguistic characteristics at additional sites using stages, fiscal projections for each stage, and personnel teams.
3.3.8. Demonstrates the ability to identify evaluation benchmarks, and data needs for each stage and level of the systems change process to ensure effective implementation of the practice(s), program, or policy.
3.3.9. Demonstrates the ability to scale up, implement and evaluate a practice(s), program, or policy with eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, regardless of their racial, cultural, socio-economic, educational, and linguistic characteristics with fidelity.
3.3.10. Demonstrates the ability to sustain the scaled-up practice(s), programs, or policies with fidelity, fiscal accountability, and positive evaluation outcomes for all eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, regardless of their racial, cultural, socio-economic, educational, and linguistic characteristics.



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