

| <b>Leadership Tiers</b>                              |
|--|
| <b>1.0 Foundational Leadership</b>                   |
| 1.1 Self Knowledge                                   |
| 1.2 Laws and Policy                                  |
| 1.3 Early Learning and Pedagogy                      |
| 1.4. Professional Ethics                             |
| <b>2.0 Administrative Leadership</b>                 |
| 2.1 Communication and Collaboration                  |
| 2.2. Part C and/or Part B (619) Program Requirements |
| 2.3 System Implementation                            |
| <b>3.0 Strategic Leadership</b>                      |
| 3.1. Leading Others                                  |
| 3.2. Strategic Thinking and Planning                 |
| 3.3. Systems Change                                  |

| <b>1.0 Foundational Leadership</b>                |   |
|---|---|
| <b>1.1 Self Knowledge</b>                         |   |
| <b>1.1.1.</b>                                     | Is knowledgeable about personal strengths and needs.  |
| <b>1.1.2. Demonstrates</b>                        | the ability to identify personal values, beliefs, strengths, needs, and learning style.   |
| <b>1.1.3. Demonstrates</b>                        | the ability to develop and implement a plan to meet personal goals.   |
| <b>1.2. History, Law, and Regulations of IDEA</b> |   |
| <b>1.2.1.</b>                                     | Is knowledgeable about the history, research, practice, and status of state and national early childhood intervention and early childhood systems.  |
| <b>1.2.2.</b>                                     | Is knowledgeable about the history and content of federal and state laws and regulations affecting infants and young children with disabilities and their families.   |
| <b>1.2.3. Demonstrates</b>                        | 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.  |
| <b>1.3 Pedagogy and Early Learning</b>            |   |
| <b>1.3.1.</b>                                     | Is knowledgeable about child development and the interrelationship of developmental domains.  |
| <b>1.3.2.</b>                                     | 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. |
| <b>1.3.3.</b>                                     | Is knowledgeable about early childhood intervention pedagogy.   |
| <b>1.3.4.</b>                                     | 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.  |
| <b>1.3.5. Demonstrates</b>                        | 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.  |
| <b>1.4 Ethics and Professionalism</b>             |   |
| <b>1.4.1.</b>                                     | Is knowledgeable about professional codes of ethics that guide practitioners in the Part C and/or Part B (619) systems.   |
| <b>1.4.2.</b>                                     | Is knowledgeable about models for ethical decision making.  |
| <b>1.4.3. Demonstrates</b>                        | the use of an ethical decision-making process for the Part C and/or Part B (619) system.  |
| <b>1.4.4. Demonstrates</b>                        | 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.  |
| <b>1.4.5. Demonstrates</b>                        | 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.   |
| <b>2.2.7. Demonstrates</b> the ability to manage a data system to collect programmatic information from multiple sources for federal and state reporting and system management.  |
| <b>2.2.8. Demonstrates</b> 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.  |
| <b>2.3 System Implementation</b>   |
| <b>2.3.1.</b> Is knowledgeable about the legislative process, policy development, revision, and implementation.  |
| <b>2.3.2.</b> 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.   |
| <b>2.3.3.</b> 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.  |
| <b>2.3.4. Demonstrates</b> the ability to analyze the Part C and/or Part B (619) program using the early childhood system framework.   |
| <b>2.3.5. Demonstrates</b> 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.  |
| <b>2.3.6. Demonstrates</b> 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. |
| <b>2.3.7. Demonstrates</b> the ability to implement a comprehensive system of personnel development (CSPD) for the workforce in the Part C and/or Part B (619) system.   |
| <b>2.3.8. Demonstrates</b> the ability to use data to guide all Part C and/or Part B (619) system, programmatic decisions.   |
| <b>2.3.9. Demonstrates</b> 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.                            |
| <b>2.3.10. Demonstrates</b> 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).     |

| <b>3.0 Strategic Leadership</b>   |
|---|
| <b>3.1 Leading Others</b>   |
| <b>3.1.1.</b> Is knowledgeable about leadership theories.   |
| <b>3.1.2.</b> Is knowledgeable about leadership styles.   |
| <b>3.1.3. Demonstrates</b> the ability to identify leadership style and beliefs of others.  |
| <b>3.1.4. Demonstrates</b> 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).  |
| <b>3.1.5. Demonstrates</b> 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.   |
| <b>3.1.6. Demonstrates</b> the ability to identify and accept leadership positions in state and national early childhood systems. (e.g., ITCA, 619 Affinity Group).   |
| <b>3.1.7. Demonstrates</b> 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).   |
| <b>3.1.8. Demonstrates</b> 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.  |
| <b>3.2 Strategic Thinking, Planning, and Implementation</b>   |
| <b>3.2.1.</b> Is knowledgeable about the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) system.  |
| <b>3.2.2.</b> Is knowledgeable about the elements of scenario planning.   |
| <b>3.2.3.</b> Is knowledgeable about needs identification and strategic planning models.  |
| <b>3.2.4. Demonstrates</b> 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.  |
| <b>3.2.5. Demonstrates</b> the ability to identify and collect data from diverse stakeholders to document the status of a system or program need.   |
| <b>3.2.6. Demonstrates</b> the ability to identify and bring diverse stakeholders together to participate in a problem-solving process to meet a program or system issue/need.  |
| <b>3.2.7. Demonstrates</b> 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. |
| <b>3.2.8. Demonstrates</b> 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)   |
| <b>3.2.9. Demonstrates</b> 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).  |

|  |
|--|
| <b>3.3 Systems Change</b>  |
| <b>3.3.1.</b> Is knowledgeable about systems theory and thinking.  |
| <b>3.3.2.</b> Is knowledgeable about implementation science frameworks.  |
| <b>3.3.3.</b> Is knowledgeable about sustainability practices to ensure systems changes.   |
| <b>3.3.4. Demonstrates</b> 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.  |
| <b>3.3.5. Demonstrates</b> 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.  |
| <b>3.3.6. Demonstrates</b> 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.   |
| <b>3.3.7. Demonstrates</b> 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. |
| <b>3.3.8. Demonstrates</b> 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.   |
| <b>3.3.9. Demonstrates</b> 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.  |
| <b>3.3.10. Demonstrates</b> 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.   |



This is a product of the Early Childhood Personnel Center (ECPC) and was made possible by Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

263 Farmington Avenue, Farmington, CT 06030-6222 • 860.679.1500 • infoucedd@uchc.edu  
 © 2021 University of Connecticut Center for Excellence in Developmental Disabilities Education, Research and Service. All rights reserved.