

Early Childhood Personnel Center  
Partner and Cross Disciplinary Meeting  
January 11, 2022

*University of Connecticut*

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WORKING HARD  
FOR SOMETHING WE  
DONT CARE ABOUT  
IS CALLED STRESS.  
WORKING HARD FOR  
SOMETHING WE LOVE  
IS CALLED PASSION.

HIBRID



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# Our Vision for an Equitable Early Childhood Intervention System

- Equitable Access for All Children to Identification, Screening, Referral and Service Provision
- Families as Partners
- Natural Environment and Inclusionary Practices
- Cross Disciplinary Teams
- Inter-Agency Early Childhood Collaborations

# **Are Personnel Prepared and Supported to do the Job?**



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# ECPC

ECPC 1-6.2 million dollars over 6 years

ECPC 2-10 million over 5 years



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# ECPC 1

- **Universal TA** resulted in 107,268 separate visits to our website to access and download ECPC information and materials.
- **Targeted, and Intensive TA** to 31 states

## Targeted TA

- **6 leadership training institutes for Part C and 619 teams from 25 states to facilitate their integration within their state EC personnel plans, policies or practices.**



# 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



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# Developing an Inclusive State Early Childhood Leadership Team with a Shared Vision and Mission

Definition	State Examples
<p>Identifying and including key stakeholders at the state level, increasing family engagement in leadership teams, building leadership capacity of all early childhood personnel to support children with disabilities across all early childhood environments, create a consistent mission and vision across agencies on the inclusion of children under Part C/B619 in all early childhood environments</p>	<ul style="list-style-type: none"><li>*Identify and recruit core leadership team to include 619, Part C, ECE (Child Care), IHE, Head Start, Parent, and Graduate Student</li><li>*Develop and Vision Statement with leadership team that includes children with disabilities across state PD Systems</li><li>*Develop key stakeholder leadership team and priorities</li><li>*Identify opportunities to include UCEDD representative</li><li>*Develop a leadership team that is representative of cross agency personnel</li><li>*Establish a CSPD group on improving the quality of early childhood workforce</li></ul>



# Leadership Institute Action Plan Statistics

Total Number of States Action Plans	25
Total Number of Goals Across States:	71
Goal Range (Min)	1
Goal Range (Max)	7
Average Goals	2.96
Total Number Objectives	197
Obj. Range (Min)	0
Obj. Range (Max)	9
Average Objectives/Goal	3.23



# Intensive TA States

DE, IO, KS, OR

PA, PR, VT



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# Lessons learned

- *Someone(s) MUST own the process.*
- *The right people MUST be at the table: the core planning team( use the form).*
- *The team MUST be able to focus on CSPD over other competing priorities.*
- *Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.*



## From the RFP.....

ensure personnel have the competencies to deliver high-quality (inclusive)\* services to improve outcomes for young children with disabilities and their families.

- \* added

# Intensive TA

**(a) Increased capacity of State IDEA Part C, Part B, section 619 programs, and other early childhood service sectors (e.g., Head Start, Early Head Start, Child Care, State-funded pre-K) to implement, scale up, and sustain a coordinated CSPD to ensure local personnel have the competencies to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families;**

# Targeted TA

**(b) Increased knowledge, skills, and competencies of State IDEA Part C and Part B, section 619 administrators to lead systemic improvement efforts, actively engage in broader early childhood initiatives, use TA effectively, and build more effective and sustainable State systems that can support a competent early childhood workforce that can improve outcomes for young children with disabilities and their families; and**

# Targeted TA

(c) **Increased knowledge, skills, and competencies of early childhood IHE faculty** to align programs of study to State and national professional organization personnel standards, integrate Division of Early Childhood (DEC) recommended practices throughout early childhood curricula, and design programs of study utilizing adult learning principles.



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## Other Targets:

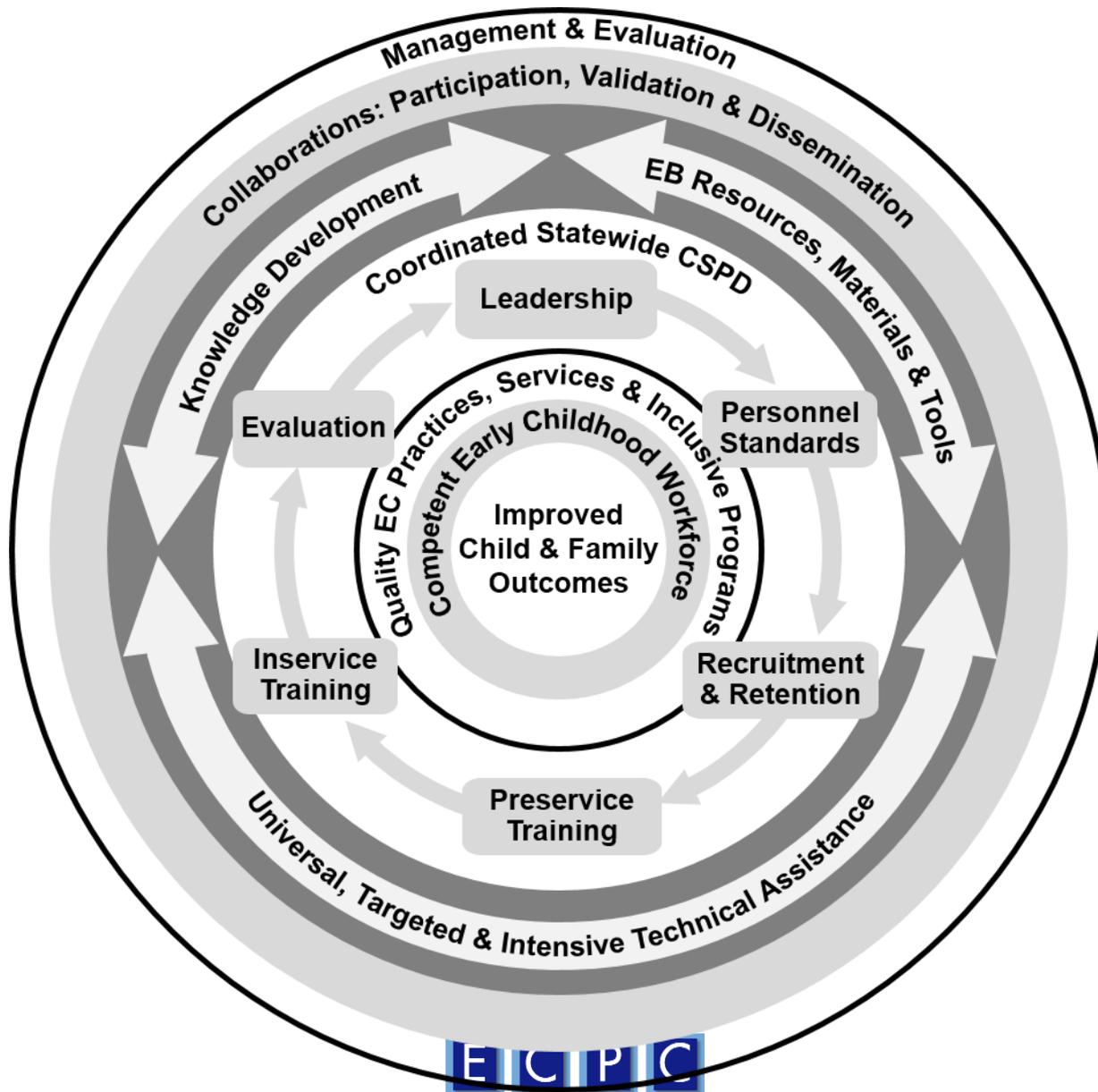
(6) **Engage doctoral students or post-doctoral fellows** in the project to enhance doctoral training and deepen the knowledge, skills, and competencies future leaders in the field need to effectively implement, scale up, and sustain a CSPD and prepare personnel to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families; and

# The Way We Addressed These Requirements.....

## ECPC 2

- Purpose
- Conceptual Model
- Framework for TA
- Goals/Audiences
- Methods
- Personnel
- Logic Model and Evaluation





# Purpose of the 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



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# Definition of Technical Assistance

(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRRA, 2011)

The provision of  
targeted and customized supports;  
to develop or strengthen processes,  
knowledge, application, or  
implementation of services  
**by recipients.**



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# Delivery of TA

**TA techniques are not sufficient, and should be augmented with relationships.**

Trust, collaboration, respect, and encouragement were frequent supports to effective TA;

**Relationships are not sufficient and should be augmented with techniques**

using goals that are specific, measurable, attainable, realistic, and time- bound, or there is a risk that the TA will not be accomplished.

# 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



# If the Child and Family Outcomes are the Dependent Variables

Personnel Are the.....



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- a) Independent Variable
- b) Dependent Variable
- c) Mediator
- d) Moderator
- e) All of the Above**

# Conclusion

Personnel Can Have a Powerful  
Impact....

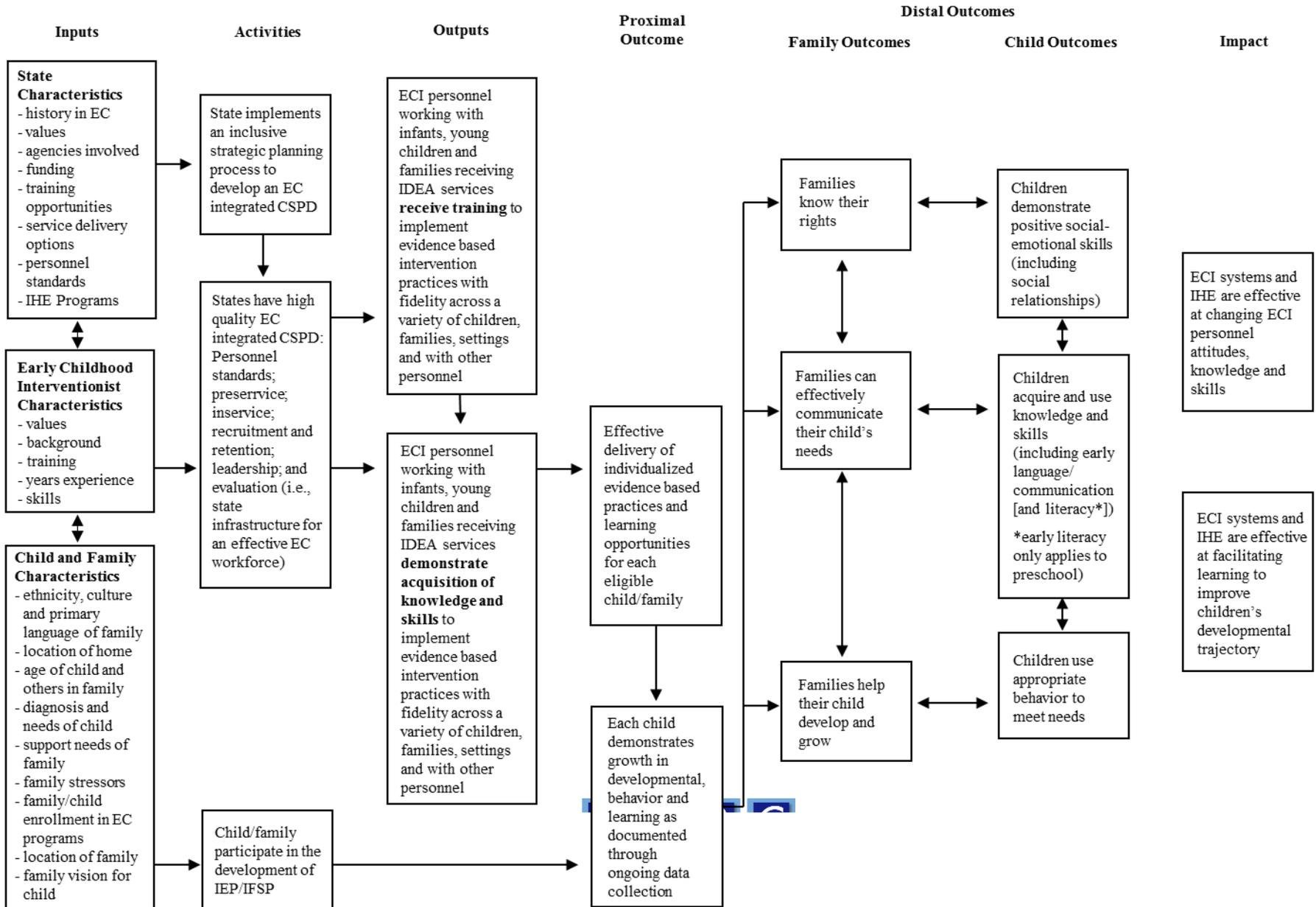
**or NOT**



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# Personnel Development Logic Model



*We see things not as they are*

*But*

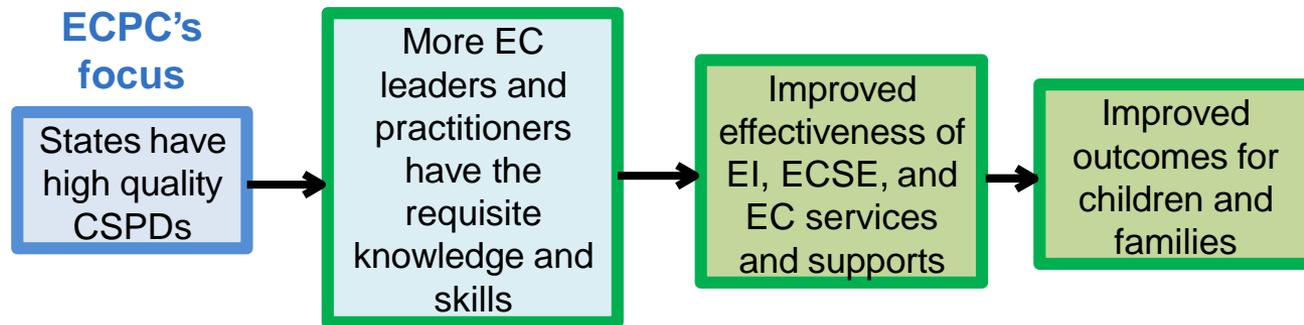
*As we are*



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# If we want improved outcomes for infants and young children with disabilities and their families.....



Theory of Action



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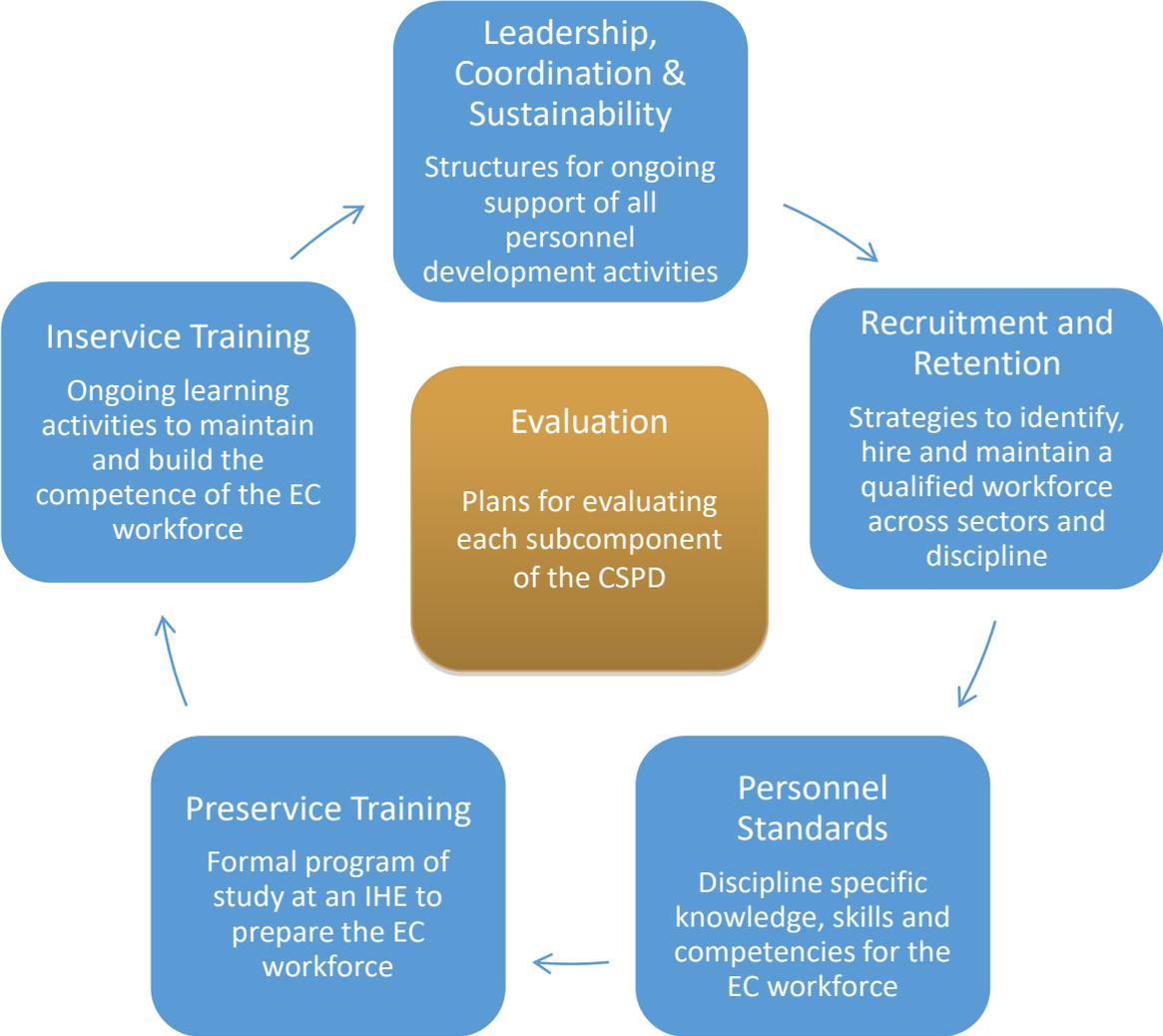
To provide ***Technical Assistance***  
to facilitate the implementation of  
***Comprehensive Systems***  
***of Personnel Development (CSPD)***  
for **all** disciplines  
serving infants and young children  
with disabilities and their families



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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# Definition of a System

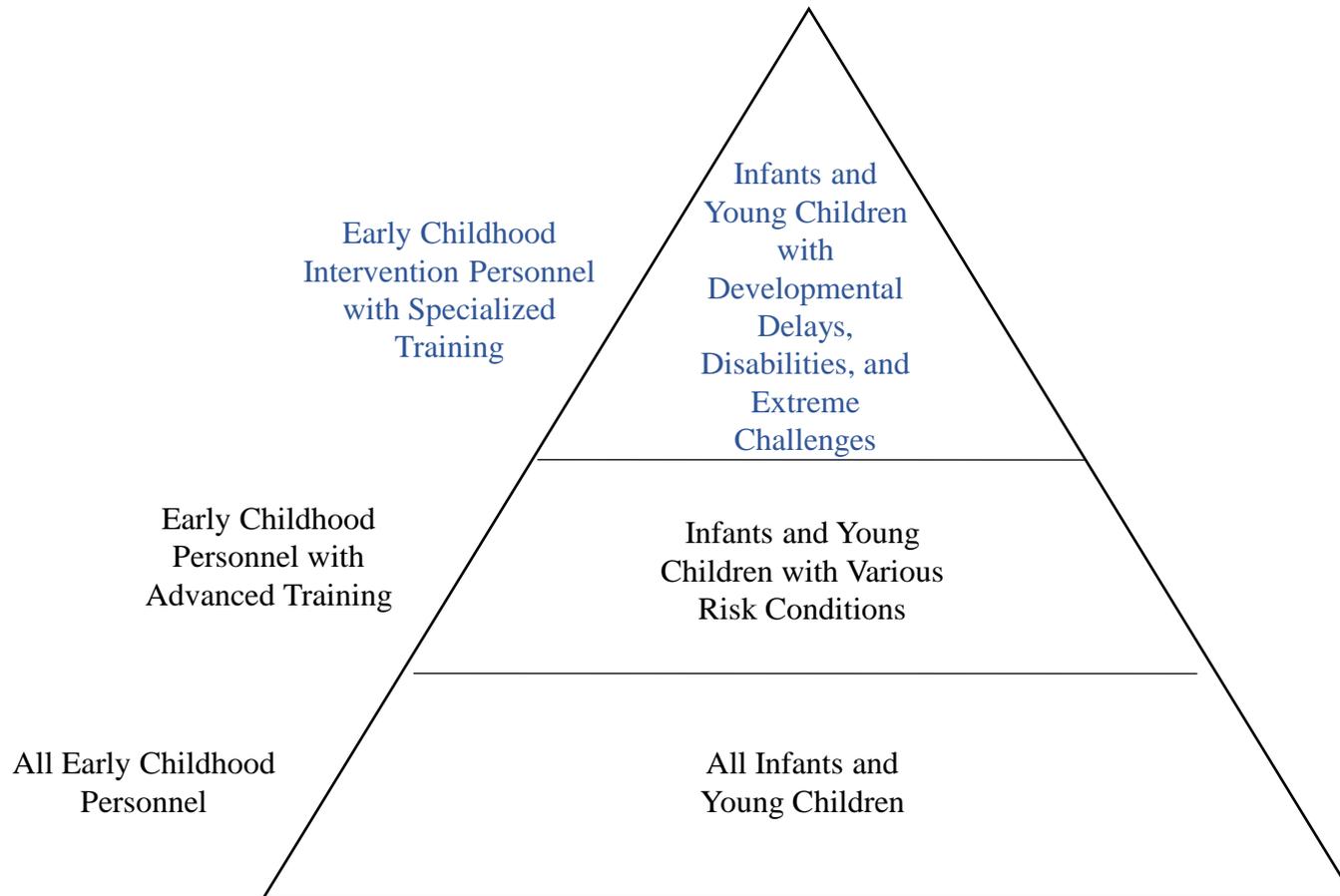
a regularly interacting  
or interdependent group  
of items or things or principles  
**forming a unified whole**



# Methods of ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Among and Between ALL Objectives
- Collaborative

# Continuum of ECI Personnel Competence



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

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



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Danzel & Schoonover, 1988

# 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?



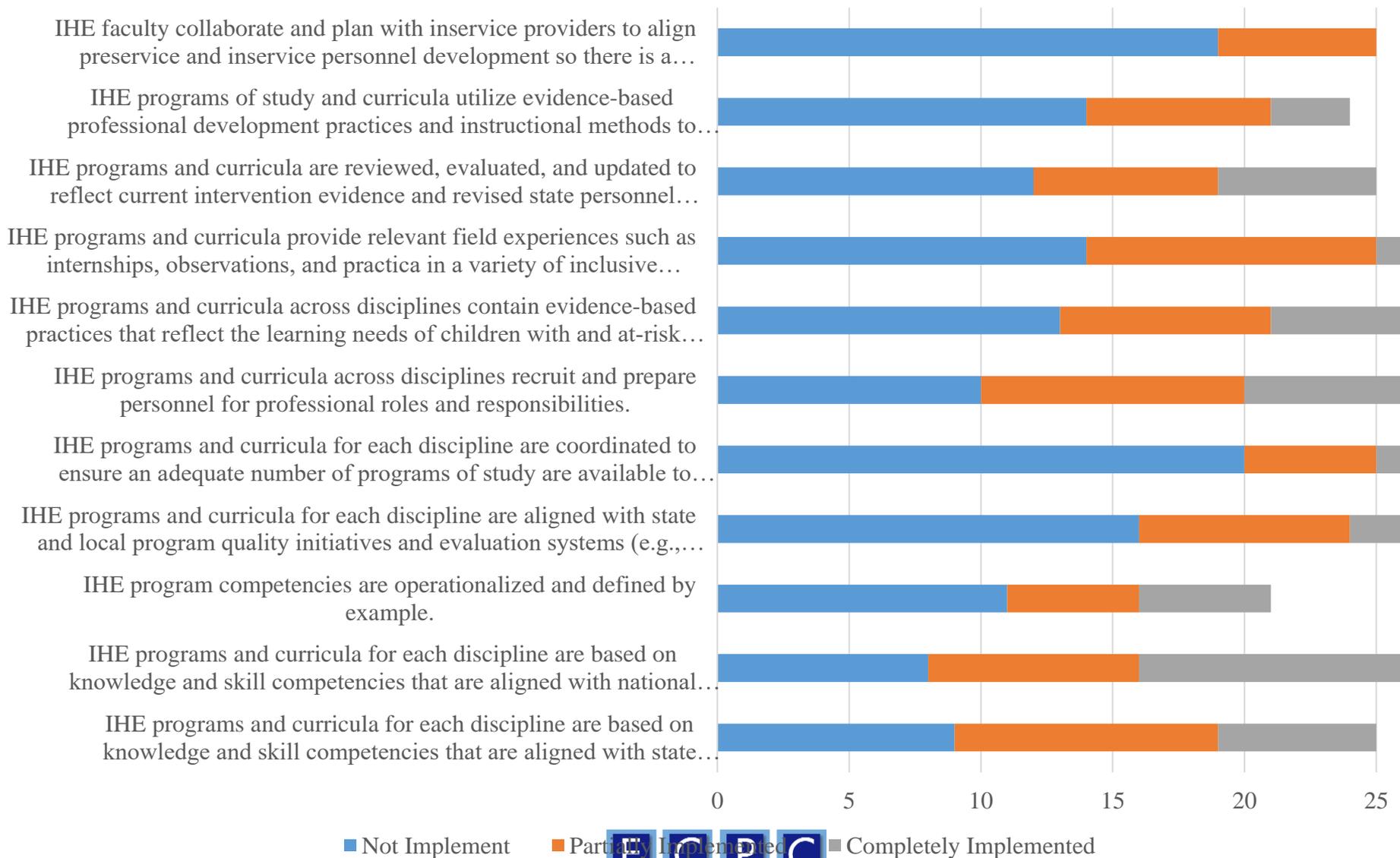
# Comprehensive System of Personnel Development

<p><b>Leadership, Coordination, &amp; Sustainability</b></p>	<p><b>Quality Indicator 1:</b> A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p><b>Quality Indicator 2:</b> There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p><b>State Personnel Standards</b></p>	<p><b>Quality Indicator 3:</b> State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p><b>Quality Indicator 4:</b> 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><b>Pre-service Personnel Development</b></p>	<p><b>Quality Indicator 5:</b> 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><b>Quality Indicator 6:</b> Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p><b>In-service Personnel Development</b></p>	<p><b>Quality Indicator 7:</b> A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p><b>Quality Indicator 8:</b> A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p><b>Recruitment and Retention</b></p>	<p><b>Quality Indicator 9:</b> Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p><b>Quality Indicator 10:</b> Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p><b>Evaluation of the System</b></p>	<p><b>Quality Indicator 11:</b> The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p><b>Quality Indicator 12:</b> The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>





# Baseline Ratings for Pre-Service Items



# 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 Facilitate Systems Change

State Part C, Part B-  
619 Teams

IHE Faculty, Students,  
and State PD  
Providers

Families

## Intensive TA for State EI/ECSE Leaders and State CSPD Teams

Part C-Part B-619  
Coordinator's  
Leadership Academy

State EC CSPD  
Development  
and  
Implementation

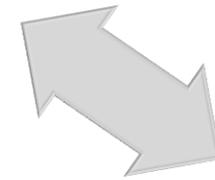
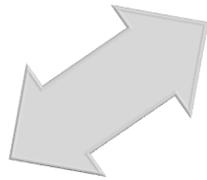


# Outputs of the Center ECPC

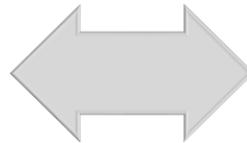
- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance



Identify and Develop  
Knowledge



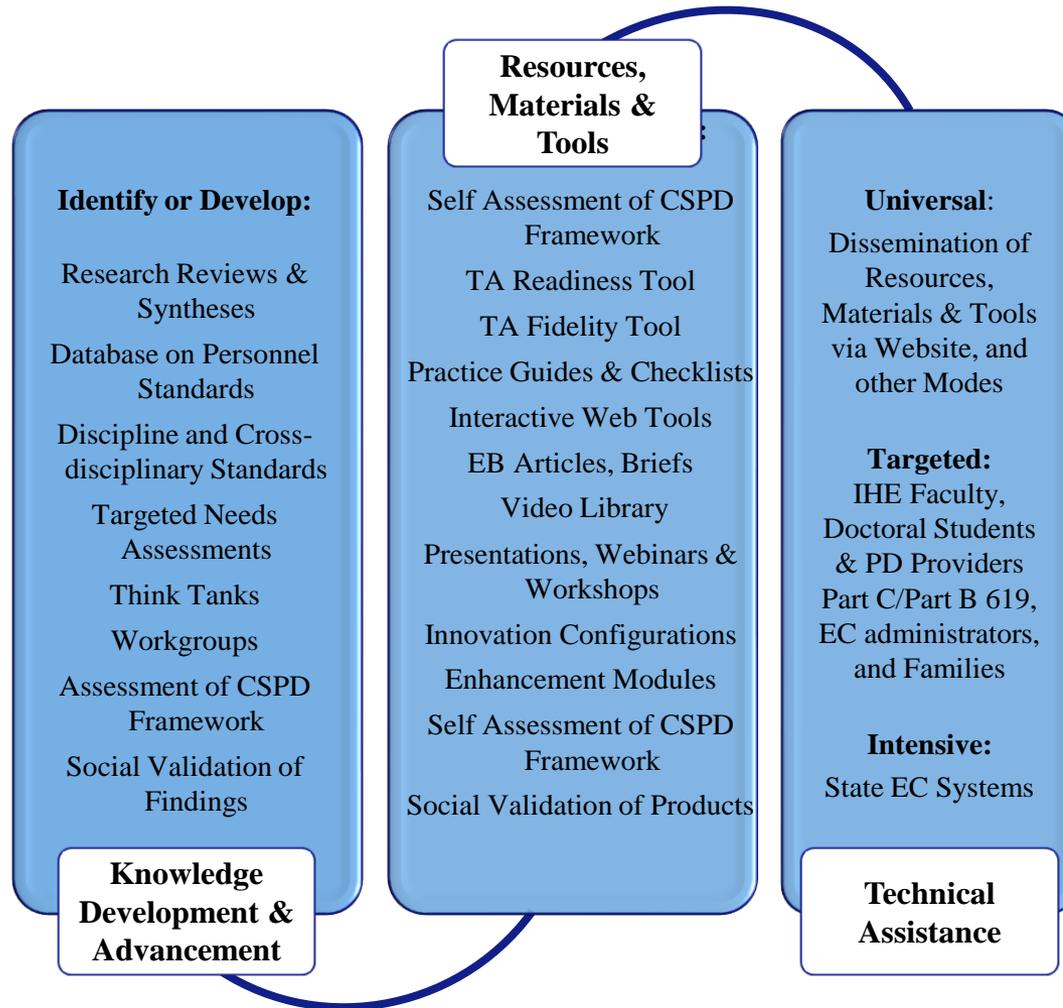
Develop or Identify Materials,  
Resources and Tools for the  
Early Childhood Workforce



Provide TA to Specific  
Populations and State Early  
Childhood Systems



# Relationship Among Phases of TA Development



# Knowledge Development

- Literature Reviews/Syntheses
- Data Reports
- Development of Personnel Standards, Competencies and Alignments
- Data Collection of State Personnel Licensure and Certification and ECE/ECSE IHE Programs of Study

# 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 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**

# 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



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## Think Tank attendees from OSEP Funded Higher Programs 2019

California State University, Los Angeles	University of Alabama
California State University, Northridge	University of Cincinnati
California State University, Northridge	University of Florida
Case Western Reserve University	University of Georgia
CSU Fullerton	University of Illinois
Georgetown University	University of Illinois, Urbana-Champaign
Hofstra University	University of Kansas
Illinois State University	University of Maine
Kent State University	University of Massachusetts
Kent State University	University of Nevada, Reno
MN State University, Mankato	University of New Orleans
Morehead State University	University of Oregon
Northern Arizona University	University of Vermont
U of Wisconsin-Milwaukee	University of Washington
UNC Chapel Hill	Utah State University



# Think Tank - Doctoral Training Programs

Florida State University

University of Colorado Denver

University of Connecticut

University of Florida

University of Georgia

University of Hawai'i

University of Kansas

University of North Carolina - Chapel Hill

Vanderbilt University



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# Standards, Competencies, and Alignments,

Cross Disciplinary Competencies

EI/ECSE Standards

Part C/619 Leadership Competencies



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## Early Childhood Cross Disciplinary Professional Discipline Workgroup

- Council for Exceptional Children (CEC)
- Division for 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
- Infant Mental Health



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# Methodology For Cross Disciplinary Competencies

- Establish Stakeholder Group
- Draft Core Areas & Sub-areas
- Review Preliminary Areas & Sub-areas
- Identify Personnel Standards and Practice Documents Across Disciplines
- Align and Categorize into Competency Areas
- Define Personnel Competency Areas
- Final Review and Revision of the Four Areas into Observable and Measurable Competencies



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# Definitions of Competency Areas

Coordination and Collaboration	The alignment of early childhood services, interventions and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families
Family Centered Practice	The delivery of culturally competent and family responsive early childhood intervention that respects and facilitates a family's active partnership and participation in the assessment, planning, implementation and monitoring of the interventions delivered to their child and themselves.
Evidenced Based Practice	The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor and make decisions about the effectiveness of the intervention practices used with each individual child and family
Professionalism	The application of ECI and discipline specific laws, policies, ethical standards and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development which they share with others through teaching, mentoring, and coaching; and the demonstration of advocacy and leadership skills at the local, state and national level.



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# Evidenced Based Intervention

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- Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress
- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process
- Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to document a) eligibility for IDEA services b) child and family strengths and needs and c) child and family progress as a result of interventions
- Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP)
- Uses evidenced based practices during interventions with a child, family and/or other caregivers/teachers
- Incorporates evidenced based practices across learning opportunities (activities and routines) within the child's home, community and classroom
- Uses evidenced based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments
- Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness

# EI/ECSE Personnel Preparation Standards:

1. Child Development and Early Learning
2. Partnering with Families
3. Collaborating and Teaming
4. Assessment Processes
5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction
7. Professionalism and Ethical Practices

# Leadership Initiatives Partnership

Working in collaboration with IDEA Infant Toddler Coordinator Association, Early Childhood Technical Assistance Center and the Affinity Board for Section 619 coordinators, National Association for State Directors of Special Education.

**ecta** Early Childhood  
Technical Assistance Center



**IDEA**  
INFANT & TODDLER  
COORDINATORS ASSOCIATION



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**NASDSE**  
GUIDING CHANGE

National Association of State Directors of Special Education

# Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks with Part C/619 coordinators (21 states in 2 tanks )
  - a. Job description as a leader: What you do/What do you need to know
  - b. Refined/reduced into critical knowledge and skills by level
  - c. Themed statements of K and S into categories
  - d. Translated into competency statements
4. Survey/Delphi for validation/consensus with 70 Part C/619 coordinators
5. Focus groups with Part C/619 coordinators (summer meeting) to revise Delphi
6. Refined competencies and sequenced into level
7. Think Tank with Part C/619 (17 states) to further revise and refine
8. Indicators of K and S developed for each competency
9. K and S indicators used as self assessment to guide Intensive TA Academy
10. Intensive Leadership Academy piloted learning activities for K and S (2020-2021)
11. Framework and indicators were refined
12. Curriculum materials will be available for TA and self guided use
13. Cohorts continue



# Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Project

# ECPC Leadership Curriculum

## 1.0 Foundational Leadership

1.1 Self Knowledge

1.2 Ethics and Professionalism

1.3 Laws, Regulations and Policy

1.4 Early Learning and Pedagogy

## 2.0 Operational Leadership

2.1 Communication and Collaboration

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

## 3.0 Strategic Leadership

3.1 Leading Others

3.2 Strategic Thinking and Planning

3.3 System Change

Key:

\* Diverse (e.g., representing linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds).

\*\*Stakeholders (e.g., including families, administrators, staff, school and other board or council members, community members, faculty, policy makers, and historically underrepresented populations).



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## **1. Self-Knowledge:**

**After completion of this module, you will be able to develop and implement a professional development plan to guide the acquisition of leadership goals.**

### **Objectives/Performance Indicators:**

**1.1.1.** Describe the history and status of federal and state programs and agencies serving infants and young children and their families.

**1.1.2.** Identify your personal values, beliefs, strengths, needs, and learning style.

**1.1.3.** Identify professional development and/or learning communities where you can increase your professional knowledge and skills.

**1.1.4.** Demonstrate the use of data, reflection, and collective input to guide professional decisions you make about your needs as a leader.

**1.1.5.** Identify your professional leadership strengths, history, and style.

**1.1.6.** Identify informal and formal leadership positions national, state, or local organizations you are in now, or wish to be in the future.



**3.2 Strategic Thinking and Planning:**

**After completion of this module, you will be able to facilitate \*diverse \*\*stakeholder groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve and service issue/need for the state Part C and/or Part B (619) service system.**

**Objectives/Performance Indicators:**

**3.2.1.** Describe the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) service system.

**3.2.2.** Describe scenario-planning strategies to guide strategic decisions for the Part C and/or the Part B (619) service system and other early childhood initiatives.

**3.2.3.** Develop strategic partnerships with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities (birth to five) and their families.

**3.2.4.** Identify a service system or program need for the Part C and/or Part B (619) service system through the collection of national and state data, including data from \*diverse \*\*stakeholders.

**3.2.5.** Facilitate \*diverse \*\*stakeholders to develop a shared and equitable vision and collective mission to address an issue/need in the Part C and/or Part B (619) service system or program.

**3.2.6.** Develop a collaborative work plan through a problem-solving process with \*diverse \*\*stakeholders that has equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to meet the Part C and/or Part B (619) service system or program issue/need.

**3.2.7.** Facilitate the implementation and ongoing evaluation of the work plan (s), and revise it as needed, in collaboration with \*diverse \*\*stakeholders.

**3.2.8.** Evaluate the outcomes of the strategic work plan(s) with \*diverse \*\*stakeholders through the collection and analysis of data from multiple sources.

# National Inventories of Licensure, Certifications, and IHE programs

- Licensure and Certification Map Across Disciplines in EI/ECSE by State
- ECE and ECSE IHE Programs of Study by State



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# National Data Base of Personnel Standards

- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
  - Step 1: Internet-based data collection (with inter-rater reliability)
  - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
  - Each state dramatically varied in personnel standards.
  - Related service disciplines had less variance.
  - Less than 1/3 of the states specified additional requirements for working in Part C.

# Data Base of ECE/ECSE Higher Education Programs

- University
- School/College
- Department
- Program
  - ECE/ECSE/Blended/Dual
- Specialty
- Age Range
- Degree/Specific Degree
- Online
  - Yes/No/
  - Online Option/Hybrid
- Teacher Certification
  - Yes/No
- Accreditation
- Course Content
- Link
- Contact Information

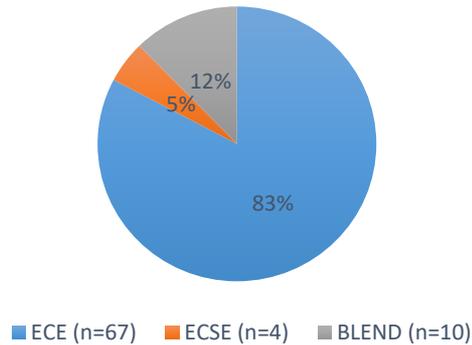


# Study Information

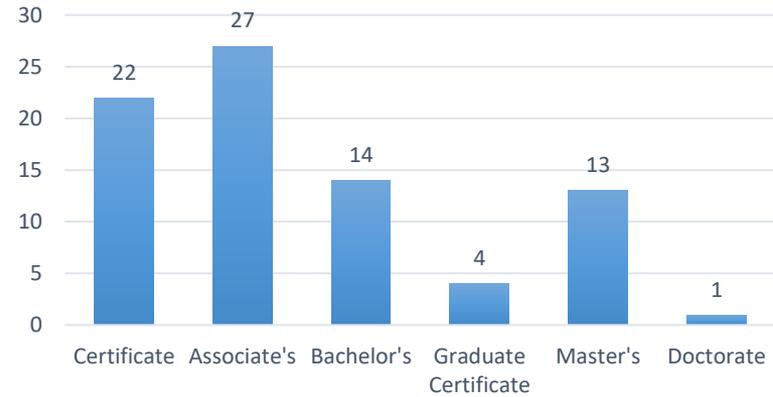
- Purpose: To create a directory of all early childhood, early childhood special education, and blended higher education programs.
- Method:
  - Initial Search
    - <https://nces.ed.gov/collegenavigator/>
    - Select state, refine search for “Education” programs
    - Go to each school’s website and search for programs in “Early Childhood Education” and “Early Childhood Special Education”
      - Inclusion Criteria: Age range for education program must include Early Childhood (i.e. K-5 programs not included)

# Example: Arizona (N=81)

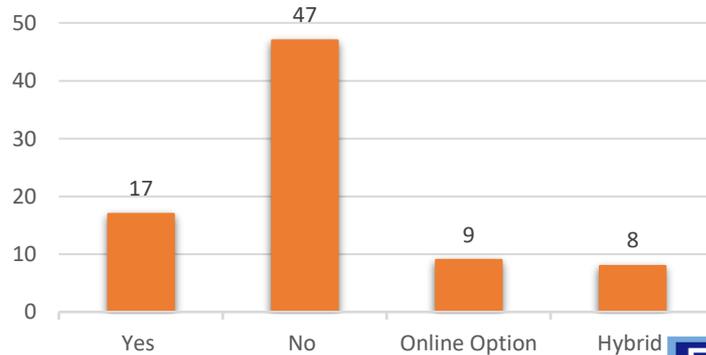
### Program Type



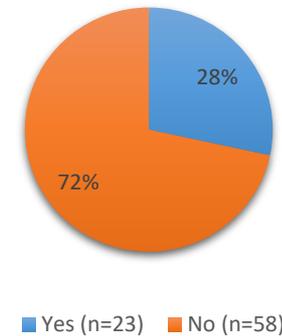
### Program Degree



### Program Format



### Teacher Certification Program



# Materials, Tools and Resources

- CEC, DEC & NAEYC Personnel Standards Alignment
- Alignment of Cross-Disciplinary Personnel Competencies with Other Standards
- Alignments of EI/ECSE Standards with Other Standards and Recommended Practices
- Interactive Database of State Personnel Standards and IHE Programs
- Briefs and Data Tools from Syntheses and Data Collection
- Curriculum Modules for EI/ECSE Standards and other Topics
- Case Studies for Cross Disciplinary Competencies
- E-Learning Modules
- Video Library
- Leadership Curriculum
- Family Guides for Families, IHE Faculty and PD Systems on Partnering with Families for Training of Practitioners
- Presentations and Powerpoints
- Recruitment Video and Materials

# Key Features of Professional Development

Dunst, C.J., Bruder, M.B. and Hamby, D.W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes. *Educational Research and Reviews*, 10(12), 1731-1744.

---

- Professional development specialists' explicit explanation and illustration of the specific content knowledge and practice to be learned
- Active and authentic job-embedded practitioner opportunities to learn to use a practice and to engage in evaluation of their experiences
- Explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of a practice
- Coaching, mentoring, or performance feedback by a professional development specialist during inservice training
- Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers, etc. to reinforce inservice learning sessions
- Inservice professional development of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of a practice
- **Inservice professional development that includes all or most of the six sets of key features described above is more likely to be effective compared to professional development including fewer features**



# ECPC Adult Learning Tool

Examples of how to use this tool:

- Develop an assignment/activity and purposefully embed the adult learning practices during development of the material
- Review the adult learning practices embedded within an existing training/course and identify strengths and gaps



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# ECPC Adult Learning Tool

Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		<b>TOPIC:</b>
Instructor / Trainer	<b>Introduction: <i>Explain</i></b> the practice/topic/ concept	
Instructor / Trainer	<b>Illustration: <i>Show</i></b> the practice/topic/ concept	
Learner	<b>Authentic learning: <i>Implement</i></b> the practice/topic/concept	
Learner	<b>Reflection: <i>Discuss</i></b> with others how the practice/topic/concept works	
Instructor / Trainer	<b>Guidance: <i>Prompt</i></b> and <b><i>guide</i></b> the implementation of the practice/topic/ concept	
Instructor / Trainer	<b>Performance feedback:</b> Give <b><i>concrete</i></b> reinforcement or corrections	
Instructor / Trainer Learner	<b>Follow-up activities: <i>Plan</i></b> for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept	



# ECPC Adult Learning Tool

Seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners (Dunst, Bruder, & Hamby, 2015).

Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		<b>TOPIC: Using authentic child assessment practices</b>
Instructor/ Trainer	<b>Introduction: Explain</b> the practice/topic/concept	<b>Example:</b> Introduce and <b>explain</b> authentic child assessment practices by saying “Authentic child assessment practices involve the purposeful gathering of information when observing the everyday activities of a child. This includes identifying child behavior during the activity and determining the adult behavior and/or materials that influence the child’s actions and behavior. Using this information, you can decide the activities, adult behaviors and materials that can be used as naturally occurring learning opportunities for the child and family.” <i>Use the <a href="#">ECPC e-learning lesson</a>, practice guide, and checklist as learning resources for authentic child assessment practices..</i>
Instructor/ Trainer	<b>Illustration: Show</b> the practice/topic/concept	<b>Example:</b> Share the ECPC e-learning <a href="#">video</a> about authentic child assessment practices. <b>Show</b> students specific practices as they occur during each segment including the adult’s behaviors, child-lead activities, and materials the child interacts with during the activity that support child learning.
Learner	<b>Authentic learning: Implement</b> the practice/topic/concept	<b>Example:</b> Using the ECPC e-learning authentic child assessment checklist, have students <b>implement</b> assessment practices by observing one child at the campus childcare facility. Have students identify the behaviors the child is learning during the activity, and the adult behaviors (interactions and instruction) that are helping to promote child learning.
Learner	<b>Reflection: Discuss</b> with others how the practice/ topic/concept works	<b>Example:</b> In small groups, have students <b>discuss</b> the authentic child assessment practices observed and share what child learning may have occurred.



# Core Elements of Technical Assistance

The following are the core elements that were found in a scoping review of technical Assistance models and frameworks (Dunst, Annas, Wilkie & Hamby, 2019) and incorporated into this self assessment as you prepare to deliver technical assistance to an program, organization or system.

Preparation		
<input type="checkbox"/>	Needs Assessment	Did you determine the gap between current conditions, practices and outcomes?
<input type="checkbox"/>	Decision Making	Did you involve staff to identify priorities that fit the organizations mission or goals?
<input type="checkbox"/>	Visioning	Did you determine how the organization would look if it made the desired change?
<input type="checkbox"/>	Readiness for Change	Did you have the staff commitment to change program, organization, or systems practice to achieve desired changes or outcomes?
<input type="checkbox"/>	Organizational Capacity	Did you have the ability to commit resources needed for program, organization or systems changes to produce desired results?



# Action Plan Evaluation Tool

Criteria	Yes	No	Improvements Needed:
<b>Value:</b> Objectives in the plan are clearly and directly related to the goal ( <i>e.g. development of CSPD</i> ).			
<b>Value:</b> Activities in the plan target the system at multiple levels ( <i>e.g. state &amp; local administration, providers, practitioners, service recipients</i> )			
<b>Value:</b> The plan addresses most of the elements of quality in the CSPD framework			
<b>Value:</b> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective			
<b>Ethical:</b> Activities in the plan include clearly identified feedback loops ( <i>e.g. eliciting stakeholder input; providing information; seeking feedback</i> )			
<b>Ethical:</b> Criteria ( <i>e.g. will include these elements; will address these issues; will meet this standard</i> ) and purpose(s) ( <i>e.g. in order to...; to be used by...</i> ) are clearly stated in objectives and select activities			
<b>Feasibility:</b> Activities in the plan are logical in sequence			
<b>Feasibility:</b> Timelines are realistic and the plan is feasible given the time and resources			
<b>Measurable:</b> Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth			
<b>Measurable:</b> The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan			
<b>Timing:</b> Action plans are complete, including timelines, dates, and individual responsibilities and assignments			

# Preservice Brief



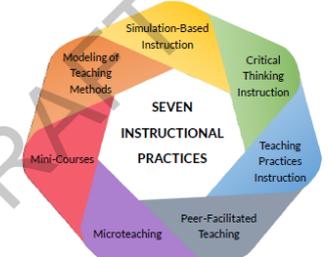
## Research on Pre-Service Personnel Preparation

At a Glance: Core Pre-Service Practice - Teaching Method Instruction
2019

A meta-synthesis of high impact practices for pre-service professional preparation (Dunst et al, 2018) was conducted to inform teacher education programs and university faculty teaching-related practices. Specific objectives of the study included determining practices associated with university student outcomes and benefits to student learning, and identifying categories of practices associated with optimal outcomes and benefits. A total of 130 studies were included in the meta-analysis, with a combined total of 3 million+ study participants. Findings from this analysis will contribute to the improvement of pre-service teacher education programs in preparing highly qualified educators ready to be able to use practices that improve student learning in the preschool, elementary, middle school and high school levels. The focus of this *At a GLANCE* is the core pre-service practice of teaching method instruction.

### What is Teaching Method Instruction? ?

Teaching Method Instruction refers to the instructional techniques and strategies used by IHE faculty in the classroom to improve student outcomes. Seven instructional practices were related to student teaching quality outcomes.



**SEVEN INSTRUCTIONAL PRACTICES**

### How Was it Measured? 📊

Eight meta-analysis were examined to identify instructional practices used by faculty to influence students' knowledge and use of teaching practices during preservice coursework. Proxy measures for teaching method instruction, including simulation-based instruction and micro counseling, were included in the study due to a low number of meta syntheses located for pre-service teaching methodology. Instructional practices were measured to identify the relationship between types of teaching method instruction and teaching quality and student outcomes.

- 1 Student Field Experiences
- 2 Teaching Methods of Instruction
- 3 Clinical Supervision
- 4 Faculty Coaching & Instructional Practices
- 5 Course-Based Learning Practices
- 6 Web-Based & E-Learning Practices
- 7 Cooperative Learning Practices



## Early Childhood Personnel Center

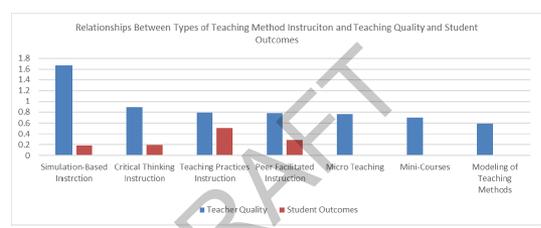
www.ecpcta.org
2019

### What Did the Research Find? 🔍

The results showed:

- ALL seven practices were related to student teaching quality outcomes.
- The most effective practice for increasing teaching quality was the use of simulation-based instruction with deliberate or intentionally designed opportunities to improve students' clinical practice. Simulation-based instruction, without intentionally designed opportunities, had a smaller positive effect.
- Critical Thinking Instruction and simulation-based instruction had small effect sizes for increasing student knowledge and skill acquisition.
- All seven practices used explicit activities to teach students different types of instructional practices.

### Relationships Between Types of Teaching Method Instruction and Teaching Quality and Student Outcomes



Teaching Method	Teaching Quality	Student Outcomes
Simulation-based Instruction	1.4	0.2
Critical Thinking Instruction	0.8	0.2
Teaching Practices Instruction	0.8	0.4
Peer-Facilitated Instruction	0.8	0.2
Micro Teaching	0.7	0.0
Mini-Courses	0.6	0.0
Modeling of Teaching Methods	0.5	0.0

### How Pre-Service Preparation Programs Can Use this Information i

Pre-Service Preparation Programs can:

- Review coursework to determine if and how intentionally designed simulation-based instruction is used to deliver teaching practices content.
- Review coursework to identify how critical thinking instruction is used to deliver content.
- Provide IHE faculty resources and research to increase their use of different types of teaching methods.

### References 📖

Dunst, Hamby, Howse, Wilkie & Anna. (2019). Metasynthesis of preservice professional preparation and teacher education research studies. *Education Sciences*, 9(50), 1-36.

# ECPC Curriculum Planning Tool

A tool for higher education faculty to:

- Develop EI/ECSE and blended ECE/ECSE programs aligned with personnel preparation standards and recommended practices, and
- Embed the standards and recommended practices within and throughout the curriculum.

Each tab represents one of the seven EI/ECSE Practice-based Professional Preparation Standards.

Personalize the tool for your program.

# ECPC Curriculum Planning Tool

- ❖ EI/ECSE Practice-based Professional Preparation Standards
  - ❖ DEC Recommended Practices
  - ❖ ECPC Cross-disciplinary Competencies
  - ❖ NAEYC Professional Standards
- 
- Course Title
  - Student Learning Objectives
  - Topics/Activities
  - Readings
  - Field Experiences/ Practicum Activities
  - Assignments



# ECPC Curriculum Planning Tool

 <b>ECPC Curriculum Planning Tool</b>							
<small>Early Childhood Personnel Center www.ecpcta.org</small>							
<b>EI/ECSE Standard 2: Partnering with Families</b>							
<b>EI/ECSE Practice-based Professional Preparation Standards</b>	<b>DEC Recommended Practices</b>	<b>NAEYC Professional Standards and Competencies for Early Childhood Educators</b>	<b>ECPC Cross-disciplinary Early Childhood Competencies</b>	<b>Personalize this Tool</b> <i>For example, insert your state early learning standards or add a column for discipline-specific standards</i>	<b>Course Number and Title</b> <i>What courses across your curriculum /program support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</i>	<b>Student Learning Objective (SLO)</b> <i>What SLOs align with the identified standards, knowledge &amp; skills, and recommended practices?</i>	<b>Course Topics/Activities</b> <i>What topics and course activities will you design to support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</i>
<b>Standard 2: Partnering with Families</b>		<b>Standard 2: Family-Teacher Partnerships and Community Connections</b>	<b>2: Family-centered Practice</b>				
<b>2.1:</b> Apply knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting,	<b>F1:</b> Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and		<b>FCP 2.1:</b> Develops a partnership with each child's caregiving family to support their participation in their child's intervention and				

# EI/ECSE Personnel Preparation Standards:

1. Child Development and Early Learning
2. Partnering with Families
3. Collaborating and Teaming
4. Assessment Processes
5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction
7. Professionalism and Ethical Practices

# Curriculum Modules: EI/ECSE Standards

- Overview
- Topics and PD Guides
- Sample Syllabi
- Multimedia Illustrations
- Learning Activities
- Resources

Websites

Modules

Glossary

References



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[www.ecpcta.org](http://www.ecpcta.org)

# Topical Curriculum Modules

- Autism in Early Intervention Practice
- Augmentative/Alternative Communication
- Field Placements and Practicum Experiences
- Authentic Assessment



# ECPC Example Syllabi



## ECPC Example Syllabus Standard 2: Partnering with Families

This **example** syllabus provides ideas, resources, activities, readings, and assignments, aligned with the Practice-Based Professional Preparation Standards Early Intervention/Early Childhood Special Education (2020) and DEC Recommended Practices. Consider state and university policies and add as appropriate. This is an example only and is not a complete syllabus.

### ECPC Example Syllabus Topic: Partnering with Families Semester Year

<b>Instructor:</b> <b>Office:</b> <b>Email:</b> <b>Phone:</b>	<b>Primary Delivery Format:</b> <b>Class Location:</b> <b>Office hours:</b>
--	---

*\*\*Indicate preferred method of communication and response time to be expected.*

### Course Information

#### Course Description

Faculty will insert their course description here. This example is Standard 2.

**Example.** This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. Students will engage families in opportunities that build on their existing strengths, reflect current goals and foster family competence and confidence to support their children's development and learning. 3 Credits.

### Required Text

#### Example:

Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7<sup>th</sup> ed), Pearson.

### Standard 2 Components - Student Learning Objectives

Faculty will break down the Standard 2 Components and describe the knowledge, skills, and dispositions students are expected to learn upon successful completion of the course.

**Examples:** As a result of active participation and successful completion of course requirements, students will:

- 2.1 Students demonstrate application of their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family's lives to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.
- 2.2 Students observe and practice communication of clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

# ECPC Example Syllabi

## Tentative Course Schedule

*Example: Include a course schedule for transparency of expectations. Example topics, readings and assignments below. Consider the field placement and/or practicum requirements.*

Week	Standard 2 Components	Topic and Readings	Activity Bank <i>(examples of course activities)</i>
1	2.1	Family systems theory Family centered practice Changing needs and priorities in family's lives Turnbull, 1-2	Begin a relationship/ partnership with a family. This will extend beyond the semester. See assignment 1.
2	2.1	Developing trusting, respectful, culturally responsive and affirming partnerships Exchanging knowledge and information with families Turnbull, 1-2	Complete an ecomap you're your partner family.
3	2.1	Contemporary family issues Supporting families in vulnerable circumstances	Conduct a family interview with your partner family.
4	2.1	Role of families as partners Turnbull, 5 Diversity in families, Hanson, Ch. 1	Interview a current Part C provider about the role of families as partners and support of family diversity.



# State CSPD TA Products

- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual

# Universal, Targeted, Intensive Technical Assistance



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[www.ecpcta.org](http://www.ecpcta.org)

# Universal TA

Website: [ECPCTA.ORG](http://ECPCTA.ORG)

# Locating the Tools on the ECPC Website

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES  
**Early Childhood Personnel Center**

ECPC  
Early Childhood Personnel Center

Search this site

HOME ▾ ABOUT US ▾ RESOURCES AND TOOLS BY AUDIENCE ▾ COLLABORATORS RESOURCE BANK ▾ ▾ COVID 19 RESOURCES

<b>PART C &amp; B/619 STAFF</b> <ul style="list-style-type: none"><li>Cross Disciplinary Competencies</li><li>Leadership Materials</li></ul>	<b>IHE FACULTY / DOCTORAL STUDENTS</b> <ul style="list-style-type: none"><li>Cross Disciplinary Competencies</li><li>Course Development</li><li>EI/ECSE Standards</li></ul>	<b>STATE CSPD TEAMS</b> <ul style="list-style-type: none"><li>Action Planning</li><li>Guide to Intensive TA</li><li>Strategic Planning</li></ul>
<b>FAMILIES</b> <ul style="list-style-type: none"><li>Acronym List</li><li>Self-Assessments</li><li>Tip Sheets</li></ul>	<b>PRESENTATIONS</b> <ul style="list-style-type: none"><li>Cohorts</li><li>Conferences</li><li>Institutes</li></ul>	<b>ECPC RESEARCH</b> <ul style="list-style-type: none"><li>Data Reports</li><li>Literature Synthesis &amp; Reviews</li><li>Briefs and Checklists</li></ul>

# Targeted TA

ECPC-DEC Cohorts of:

IHE Faculty

PD Providers

Doctoral Students

AND

Families

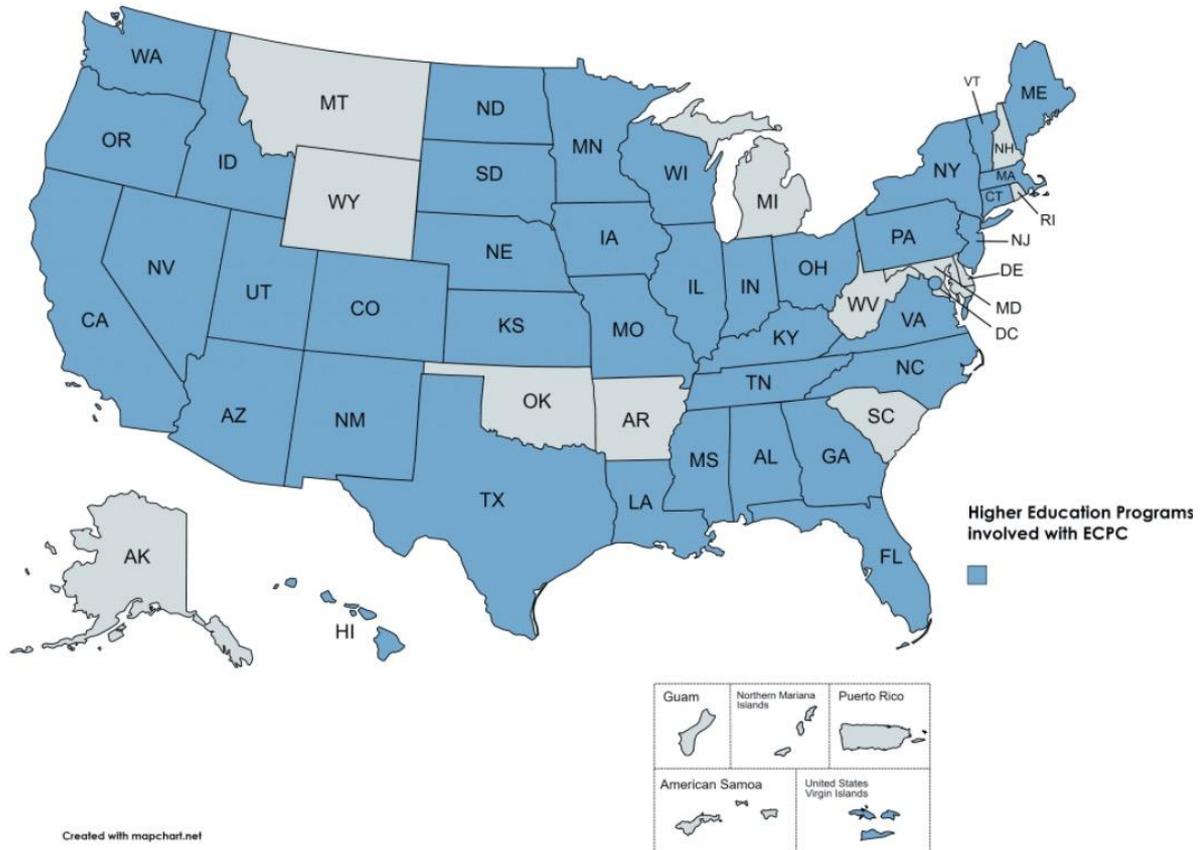


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# Outcomes for: Higher Education Faculty and Doctoral Students

- Create or revise program of study to meet EI/ECSE standards
- Create or revise syllabi to meet EI/ECSE standards and RPs
- Embed adult learning practices in all courses and practica
- Related Services: Create or revise syllabi or program of study to meet ECPC Cross Disciplinary Competencies




Faculty  
100 Faculty



85 Universities



34 States

# Cohorts 1 and 2

IHE Cohort 1: 18 Participants representing 16 institutions - began in 2018

IHE Cohort 2: 28 Participants representing 25 institutions - began in 2019

	# of IHE action plans developed	# of IHE goals developed	# of active goals	# of IHE goals completed	# of IHE goals in process	IHE products developed
IHE Cohort 1 (n=16)	n=16	n=40	n=30	n=16	n=14	<ul style="list-style-type: none"> <li>• 1 program</li> <li>• 2 syllabi</li> <li>• 3 successful grants</li> <li>• 4 CSPD partnerships</li> </ul>
IHE Cohort 2 (n=25)	n=25	n=39	n=25	n=4	n=21	<ul style="list-style-type: none"> <li>• 8 syllabi</li> <li>• 3 PD tools</li> </ul>



# Cohort 1

Name	IHE Affiliation
Jessica Amsbury	UNC School of Medicine
Zhen Chai	California State University
Jennifer Francois	Kansas State U.
Summer Gunn	U. Of Utah
Johanna Higgins	U. of Nebraska - Lincoln
Jen Hurley	U. of Vermont
Kellie Irving	U. Of Maine - Orono
Melissa Jackson	Hunter College
Lori Meyer	U. of Vermont
Kristen Peterson	U. Of Kansas
Amy Piper	Indiana U.
Anni Reinking	Southern Illinois U. - Edwardsville
Susan Shapiro	Touro College
Angie Stone-McDonald	U. of Massachusetts
Jamie Swindell	Fontbonne U.
Kristen Votava	U. Of North Dakota
Brooke Winchell	U. Of North Dakota



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# Cohort 2

Name	IHE Affiliation	Name	IHE Affiliation
Michael Barla	U. of Colorado	Katherine Bateman	U. Of Virginia
Jennifer Buchter	Eastern Illinois U.	Jackie Davis	U. Northern Colorado
Kristi Godfrey-Hurrell	UNC Charlotte	Summer Gunn	Utah State U.
Alison Gunter	Muskingham U.	Gerry Marini	U. Of the Sciences
Bonnie Henning	St Thomas U.	Meredith Jones	UNC Wilmington
Tracy Lyman	Binghamton U.	Laura McCorkle	UNC Charlotte
Marnie Morneault	U. Of Maine	Maria Mayrides	Hunter U.
Mariana Mereoiu	Bowling Green State U.	Kerry Miller	U. Of Nebraska - Lincoln
Alicia Mrachko	Bowling Green State U.	Megan Purcell	Purdue U.
Naomi Rahn	U. Wisconsin - Whitewater	Julie Rutland	Eastern Kentucky U.
Kelly Brown	U. Of Massachusetts	Stephanie Silva	U. Of Massachusetts
Sondara Stengenga	University of Utah	Sloan Storie	UNC Charlotte
Tsao Ling	University of Idaho	Jenna Weglarz-Ward	U. of Nevada, Las Vegas
Anna Winneker	U. Of South Florida	Jessica Zanton	Black Hills State U.



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# Cohort 3

- Began in 2020: 18 Participated from 16 institutions
- 12 participants submitted syllabi with revised student objectives/outcomes
- 6 faculty updated goals on revision of program of study to align with the EI/ECSE Standards

# Cohort 3

Name	IHE Affiliation	Syllabus or Program Alignment Focus
Serra Acar	U. Of Massachusetts - Boston	Program
Audra Classen	U. of Southern Mississippi	Syllabus
Aaron Deris	Minnesota State U. – Mankato	Syllabus
Donna Ewing	U. Of Texas - Dallas	Syllabus
Summer Gunn*	Utah State U.	Program
Marie Hardenberg	Montclair State U.	Program
Kimberly Hile	U. Of Alabama - Huntsville	Syllabus
Carolyn Jester	Henderson State U.	Syllabus
Lynn Johnson	U. Of Hartford	Program
Cindy McGaha	Berea College	Program
Kim Muschaweck	Georgia College and State U.	Syllabus
Pamela Norcross	Meredith College	Syllabus
Beverly Sande	Prairie View A and M U.	Syllabus
Diana Valle-Riestra	Albizu U. - Miami	Program
Kathie Walker-Brown	Roanoke Rapids GH Pre-K	Syllabus
Peishi Wang	Queens College, CUNY	Syllabus
Sara Woolf	Queens College, CUNY	Syllabus
Songtian Zeng	U. Of Massachusetts - Boston	Syllabus



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# Cohort 4

- Began in 2021: 26 participants joined from 23 IHEs
- 9 have submitted actions plans from this cohort
- 5 are revising their programs of study
- 3 are revising their program syllabus/syllabi
- 8 are working on updating program materials to align with the Cross-Disciplinary Competencies

# Cohort 4

Name	IHE Affiliation	Syllabus or Program Alignment Focus
Jun Ai	U. Of Northern Iowa	Program
Pamela Epley	Erikson Institute	
Sophia D'Agostino	Utah State U.	Program
Ching-I Chen	Kent State U.	Program
Dione Jordan-Hamilton	Alabama A and M U.	Syllabus
Akilah Heggs	Georgia State U.	Cross-Disciplinary
Delilah Gonzalez	Texas Southern University	
Emily Graybill	Georgia State U.	Program
Katy Green	U. Of West Georgia	Program
Summer Gunn*	Utah State University	Program
Sabrina Hinton	Winston-Salem State U.	
Cathy Leslie	MGH Institute of the Health Professions	Cross-Disciplinary
Maryssa Mitsch	San Francisco U.	Syllabus
Sylvia Morrison	U. Of the District of Columbia	
Amanda Passmore	Purdue U. Northwest	Program
Lorelei Pisha	Georgetown University	Cross-Disciplinary
Donna Pitts	Athens State U.	
Erin Redle Sizemore	Mt. Saint Joseph U.	Cross-Disciplinary
Elizabeth Rosenzweig	Mass. G. Hospital Inst of Health Professions	Cross-Disciplinary
Michelle Sands	U. Of Wisconsin – Osh Kosh	
Elizabeth Short	Case Western Reserve U.	
Natasha Spellman	Winston-Salem State U.	Syllabus
Jenna Voss	Fontbonne University	Cross-Disciplinary
Diana Valle-Riestra*	Albizu U.	Cross-Disciplinary
Heather Walter	George Mason University	



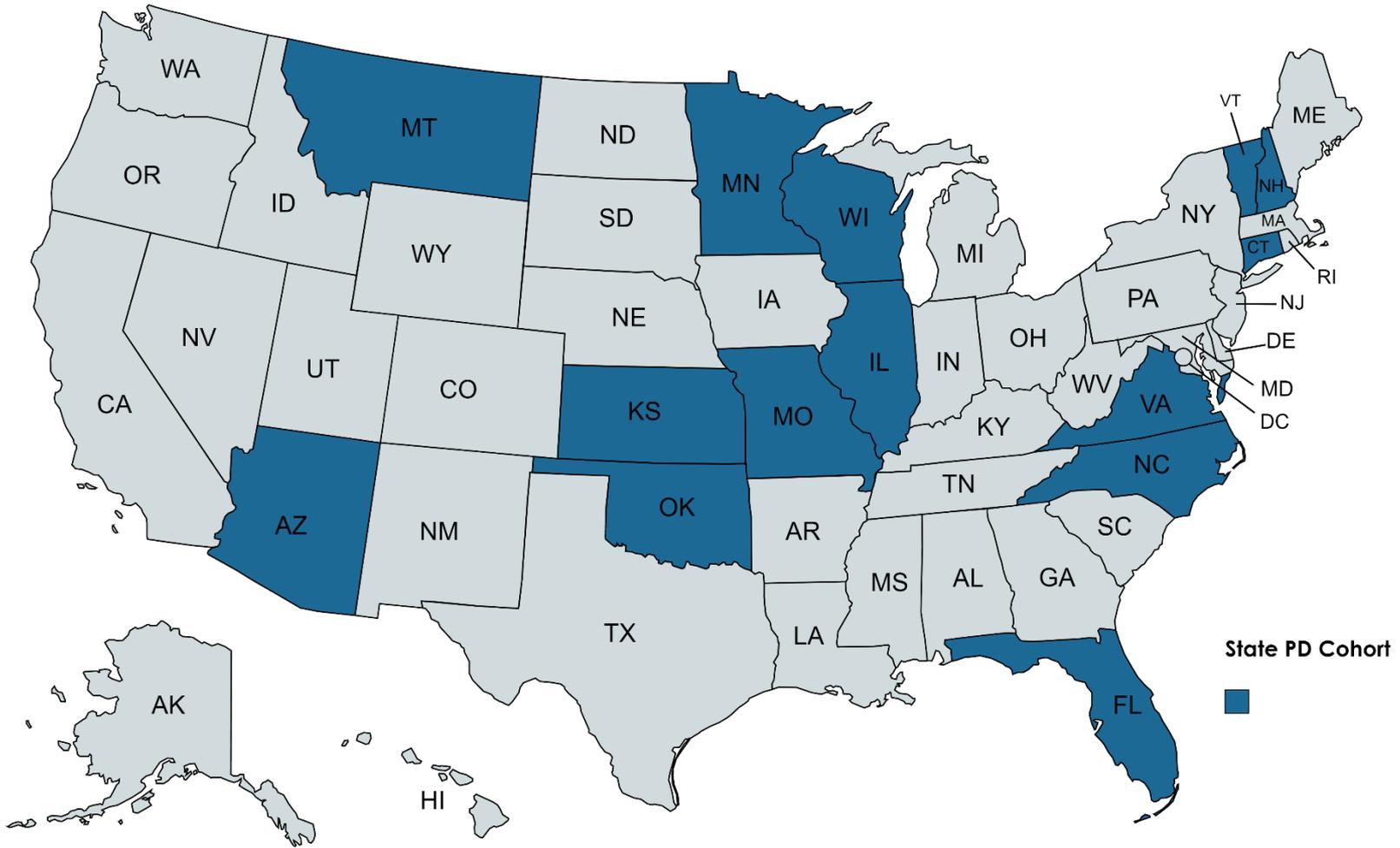
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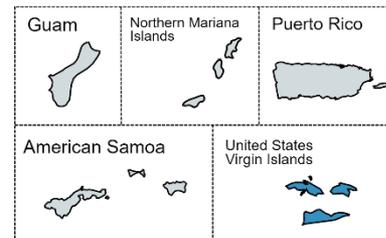
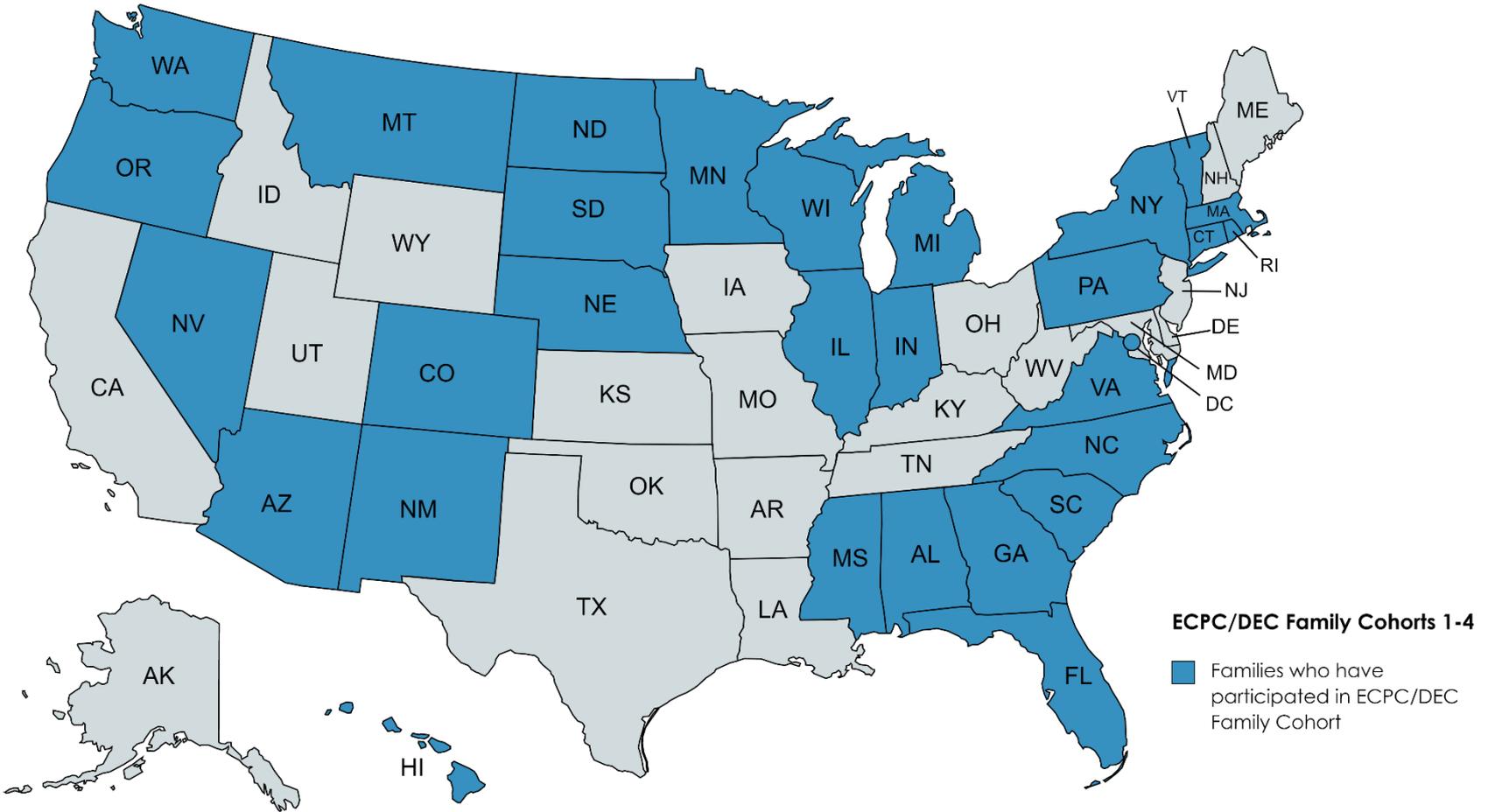
# State PD Cohort

Creating and Sustaining a High Quality, Equitable. Early Childhood Intervention Statewide System of Professional Development

- **Goal 1.** All partners agree to work towards a shared equitable professional development plan that aligns with the EI-ECSE Standards and provides the next step on the IHE/PD preservice to inservice continuum of workforce development.
- **Goal 2:** Creating and sustaining intentional, equitable professional development.







Created with mapchart.net



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# Family Action Plans

- Partnering with the Parent Center within state to complete action plan.
- Using their story to teach to the EI/ECSE standards with the state pd training system and within higher education.
- Developed statewide training for families involved on state CSPD teams and workgroups.
- Taking an active role in state system level work focused on workforce development.
- Joining a committee or applying for other leadership roles within state and/or national level focused on workforce development.
- Partnering with higher education faculty to revise program to embed family role within coursework.
- Using their voice to inform the EC system on the importance of partnering with families.
- Submitted proposals and presented at state and national conferences.



Leadership  
Supportive  
building Engaged engagement  
Guidance Support Learning  
Collaboration Changing  
Agents Family Energizing  
Connected inspired  
**Empowering**  
Life Connection Encourage  
Together Awareness Resourceful  
Collegial **Change**  
Collaborative Connections  
Connecting  
Encouragement



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# Intensive TA

## **CSPD with States**

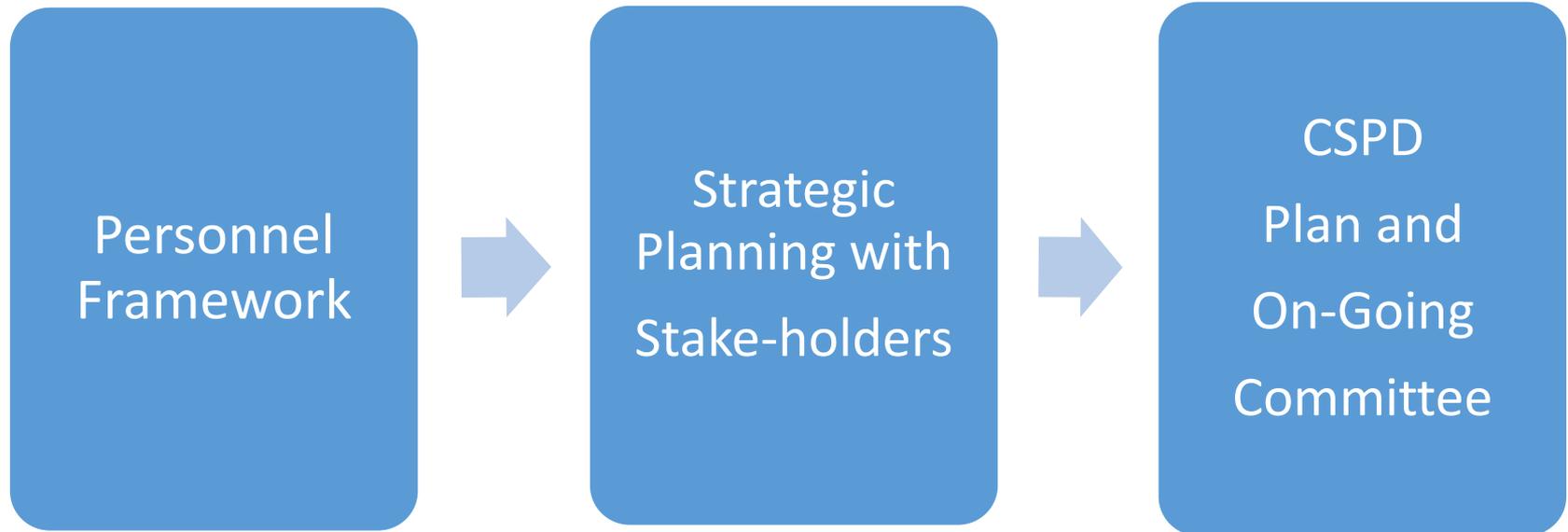
### Leadership with Part C and 619 Administrators



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# Building A CSPD



## PHASE ONE Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework

Decide if ECPC intensive TA is a match for state needs

Identify stakeholders for strategic planning team

## PHASE TWO Installation

Identify a date and location for strategic planning

Invite stakeholders to be part of strategic CSPD team

Facilitate a 1-2 day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD

Establish meeting and reporting schedule for work groups and large strategic planning group

## PHASE THREE Implementation

Implement work plans for each CSPD sub component workgroup

Develop monthly reports on each CSPD workgroup's progress, to distribute across all groups

Meet monthly as a core planning team to review work group progress and give feedback and assistance

Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

## PHASE FOUR Standardization

Prepare integrated CSPD report of process and implementation plan

Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability



# Strategic Planning



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# Core Planning Team

- 6-8 Members
- Representatives
  - State Part C Coordinator
  - State 619 Coordinator
  - Pre-K
  - Child Care
- Responsibilities
  - Obtain agency leadership approval
  - Establish SPT and workgroups
  - Information gathering and sharing with SPT
  - Create vision and mission
  - Oversee CSPD development, implementation, evaluation



# Strategic Planning Team

- 20-25 Members
- Representatives
  - Parents
  - Higher Ed
  - In-service
  - Licensure
  - Local administrators
  - Data managers
  - Direct service providers
  - Other stakeholders
- Responsibilities
  - Provide information on current status
  - Provide feedback on proposed initiatives and changes



# Evaluation Plan Example (abbreviated)

Evaluation Questions	Data/Variables	Data Collection Plan (from whom, how & frequency)	Data Analyses & Reporting	Dissemination Plan
<b>Leadership, Coordination, and Sustainability</b> What growth is seen in the overall CSPD Plan using the Systems Framework?	<i>Consensus scoring by the Leadership Team using the ECTA excel scoring sheet</i>  <i>Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015</i>	<i>Leadership team will prioritize next steps for their plan</i>  <i>Leadership team will update the System Framework 1 x per year, Fall</i>	<i>Trend (positive increases)</i>	<i>Disseminate to PD workgroup</i>
<b>Recruitment &amp; Retention:</b> How many individuals hold regular and conditional licenses for Endorsements 1 & 2? ECSE consultant Endorsement?	<i>State Certification lists from DOE</i>	<i>Conducted annually in Spring</i>	<i>Table of frequencies</i>	<i>Results shared with the ICC and IHEs</i>
<b>Personnel Standards</b> How better prepared are educators who graduate with revised Endorsement I?	<i>Follow-up surveys conducted by key IHEs, DOE, etc.</i>  <i>ICC Personnel Committee facilitates the follow-up on those working in EI</i>	<i>Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year</i>	<i>Percentages and themes of qualitative responses</i>	<i>Results shared with the ICC and IHEs</i>
<b>Pre-Service personnel Development</b> What are the areas of strength and need as reported by IHE faculty and staff?	<i>Items on the Endorsement 1 &amp; 2 needs assessment</i>  <i>Items on the Interdisciplinary needs assessment</i>	<i>Conducted in Spring 2016</i>  <i>Conducted every three years in the Fall</i>	<i>Report</i>  <i>Report</i>	<i>Disseminate to IHEs, link to professional development needs for faculty</i>
<b>In-Service Personnel Development</b> What PD is offered to address the needs identified above? By regions? By LEAs?	<i>Professional development survey to DOE, regions, and LEAs</i>	<i>Conducted every three years in the Spring</i>	<i>Percentages and themes of qualitative responses by region and LEA</i>	<i>Results shared with the ICC and PD workgroup</i>



# Intensive TA States

AZ, HI, MN, MS

GA



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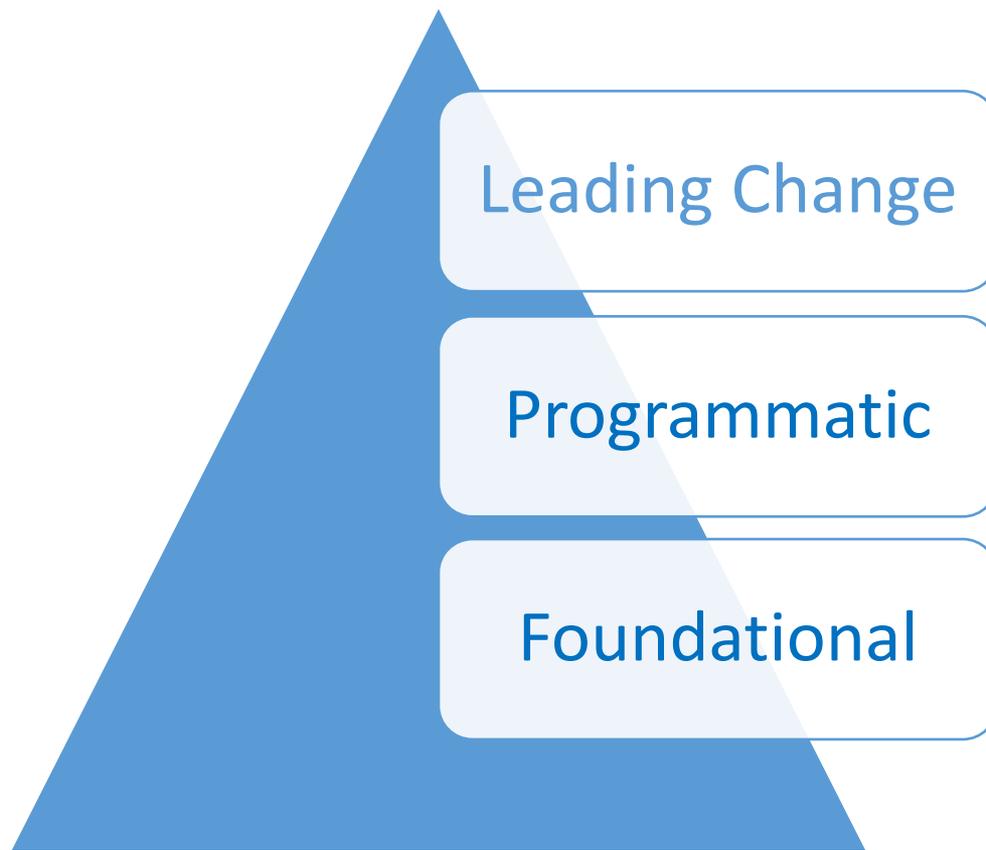
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# Leadership Academy



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# ECPC Leadership Curriculum

## 1.0 Foundational Leadership

1.1 Self Knowledge

1.2 Ethics and Professionalism

1.3 Laws, Regulations and Policy

1.4 Early Learning and Pedagogy

## 2.0 Operational Leadership

2.1 Communication and Collaboration

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

## 3.0 Strategic Leadership

3.1 Leading Others

3.2 Strategic Thinking and Planning

3.3 System Change

Key:

\* Diverse (e.g., representing linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds).

\*\*Stakeholders (e.g., including families, administrators, staff, school and other board or council members, community members, faculty, policy makers, and historically underrepresented populations).



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# Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Project

## **1. Self-Knowledge:**

**After completion of this module, you will be able to develop and implement a professional development plan to guide the acquisition of leadership goals.**

### **Objectives/Performance Indicators:**

**1.1.1.** Describe the history and status of federal and state programs and agencies serving infants and young children and their families.

**1.1.2.** Identify your personal values, beliefs, strengths, needs, and learning style.

**1.1.3.** Identify professional development and/or learning communities where you can increase your professional knowledge and skills.

**1.1.4.** Demonstrate the use of data, reflection, and collective input to guide professional decisions you make about your needs as a leader.

**1.1.5.** Identify your professional leadership strengths, history, and style.

**1.1.6.** Identify informal and formal leadership positions national, state, or local organizations you are in now, or wish to be in the future.



**3.2 Strategic Thinking and Planning:**

**After completion of this module, you will be able to facilitate \*diverse \*\*stakeholder groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve and service issue/need for the state Part C and/or Part B (619) service system.**

**Objectives/Performance Indicators:**

**3.2.1.** Describe the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) service system.

**3.2.2.** Describe scenario-planning strategies to guide strategic decisions for the Part C and/or the Part B (619) service system and other early childhood initiatives.

**3.2.3.** Develop strategic partnerships with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities (birth to five) and their families.

**3.2.4.** Identify a service system or program need for the Part C and/or Part B (619) service system through the collection of national and state data, including data from \*diverse \*\*stakeholders.

**3.2.5.** Facilitate \*diverse \*\*stakeholders to develop a shared and equitable vision and collective mission to address an issue/need in the Part C and/or Part B (619) service system or program.

**3.2.6.** Develop a collaborative work plan through a problem-solving process with \*diverse \*\*stakeholders that has equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to meet the Part C and/or Part B (619) service system or program issue/need.

**3.2.7.** Facilitate the implementation and ongoing evaluation of the work plan (s), and revise it as needed, in collaboration with \*diverse \*\*stakeholders.

**3.2.8.** Evaluate the outcomes of the strategic work plan(s) with \*diverse \*\*stakeholders through the collection and analysis of data from multiple sources.

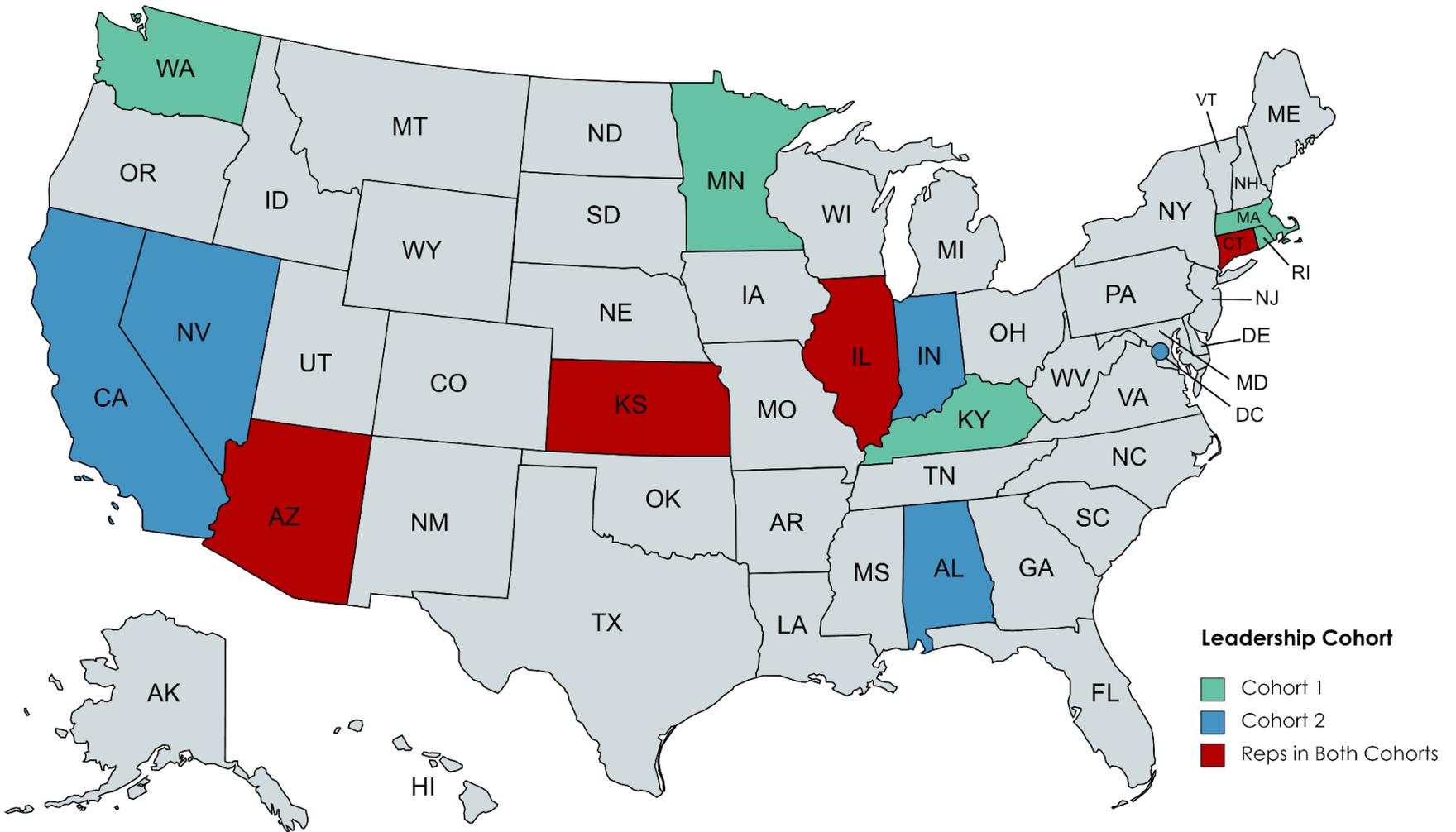
# Leadership Cohort 1 & 2

- Cohort 1 – 13 began 7 finished
- Cohort 2 - 16



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# Value Added Outcomes

- Community College Syllabi Alignment with EI/ECSE and RP and Continuity into 4 year ECI Preparation Programs and Syllabi: CT
- Grant Writing TA: 4 Personnel Preparation Grants; 2 State Leadership Grants; 3 R and R grants; 1 Doctoral Consortium Grant in ECI Leadership
- CSPD: Doctoral Student from Consortium is Leading Work in Georgia; Another Participating in HI
- Over 80 from ECPC-DEC Cohorts have moved into State and National Leadership Roles



# How to Develop and Use a Strategic Plan Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
<b>GOAL 1.</b>					
Objective 1.					
Activity 1.1					
Activity 1.2					
Activity 1.3					
Objective 2.					
Activity 2.1					
Activity 2.2					
Objective 3.					
<b>GOAL 2.</b>					
Objective 1.					
Objective 2.					
Objective 3.					





Next Steps



# YEAR 5

## Knowledge

- Update self assessment survey on CSPD with all states
- Refine self assessment
- Interviews with program directors and students of PP programs
- ECI Work Force Survey
- Think Tanks on B-3 EI Standards and Competencies

## Materials Tools and Resources

- Curriculum Modules for Cross Disciplinary Competencies and Other Areas of Preparation ( UDL; Inclusion etc)
- Rubrics for PP programs
- Modules on leadership
- Self-Paced courses
- Manual for families and for faculty
- Recruitment materials for the field



# Year 5 TA

## IHE- Standards/Competency Based Programs

- Faculty Advocates
- Family Matches
- Community College System Grants
- Leadership for Succession in IHE

## Doc Scholars

- Research on PP systems
- Participation in National initiatives

## Part C/619 coordinators-

- Leadership academy
- Leadership Self Paced Modules
- Management tools

## Families

- State leadership Training

## State Systems

- Institutes on CSPD components



# 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?



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

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



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Danzel & Schoonover, 1988

# Expectations

## Goal: Create CSPD leadership infrastructure

### Evaluation Measurement

Objective I: Expand team to enhance cross-sector representation A complete cross-sector leadership team is in place

- ID who is missing current leadership team @ next leadership team w/in 3 mo.
- Extend & invite current leadership team by September 2019
- Onboard current leadership team decides at next meeting in prep for Dec 2019 onboarding

Objective II: Establish management processes for teams We will have clear management processes

- Determine decision-making processes
  - ID roles & responsibilities
  - ID communication/info sharing processes
  - Establish meeting schedule + venues
- Current leadership team at next meeting w/in 3 mo.

HI CSPD will be self-sustaining

Objective III: Establish sustainability plan

- Create agency/org commitment letter
  - Send out letter & obtain commitment
  - Continue ongoing w/ ECPC
- Current leadership team at next meeting w/in 3 mo.

EC Community will know about + engage w/ the CSPD system

Objective IV: Create marketing & outreach plan

- create brand
  - create info packet
  - create a website
- Timeline to be determined at next meeting w/in 3 mo.

Objective V: Align

Ensure

No Sharpies on the wall

Goal 2: Alignment w/ State policies and initiatives of HI integrated CSPD

Objective: Increase understanding of State policies + initiatives (ie. personnel development/workforce)  
 - ID what exists currently

Goal 1: Create CSPD

Objective I: Expand team  
 - ID who is  
 - Extension in  
 - Onboard

Objective II: Establish roles  
 - Determine  
 - ID roles  
 - ID commu  
 - Establish

Objective III: Establish programs  
 - Create  
 - Send out  
 - Contri

Objective IV: Create materials  
 - create b  
 - create  
 - create

Objective V: Align ensure

- Implemented Across Disciplines
- NGA TA grant (R&R plan)
  - EI SSP Worktype (working identify strategies)
  - HS Retention Policy - primarily direct care staff
  - DOE Incentive Pay for hard fill position - id "hard fill" varies
  - DHH (EI) Shortage Differential (OT, FT, SLP, ?)
  - DOE Grow Your Own Program - need more info
  - Early College (DOE → UH System) - not sure which agency this applies
  - DHS Scholarship / UH Stipend (EC/EL)

In service

2) identify across systems in-service

3) identify/TA that align across systems/agencies

4) write other (what) from agencies that are counterparts of HI/TA in-service

5) determine how to get from 4 to 3, identify gaps in communication

6) identify - if this is address to each agency help identify and going to state

7) identify/TA that align across systems/agencies

8) create roles/positions where both careers are needed

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