

Early Childhood Personnel Center
Cross Disciplinary Meeting
October 26, 2022

University of Connecticut

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Center for Excellence in Developmental Disabilities

Education, Research, and Service

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The Purpose of this Meeting

Provide an overview of the ECPC's 10-year outcomes

Share resources from the ECPC website

Share updates from partner organizations

Brainstorm ECPC products for Cross-disciplinary competencies



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



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Our Vision for an Effective Early Childhood Intervention System

- Equitable Access for ALL Children to Early Childhood Systems that Track, Screen, Identify, Refer, Assess, and Enroll in Appropriate Intervention Services.
- Families as Partners From First Contact with the System.
- Service Provision in Natural and Inclusionary Environments.
- Functioning Cross Disciplinary Teams
- Inter-Agency Collaborations



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"We're not sure what you have,
but whatever it is, we have it
outnumbered."



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No Sharpies on the wall

Nagisa Kimura
Yamaguchi University
Pharmaceutical Sciences

Shireli Kim
Yamaguchi University
Pharmaceutical Sciences

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.
- Objective IV: Create marketing & outreach plan**
- create brand
 - create info packet
 - create a website
- EC Community will know about + engage w/ the CSPD system
- Timeline to be determined at next meeting w/in 3 mo.
- Objective V: Align**
- Ensure





“My question is: Are we making an impact?”

If 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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Are Personnel Prepared To Facilitate Outcomes Through Interventions with Families and Their Children?

QUALIFIED PERSONNEL IDENTIFIED IN IDEA

Part C (ages 0-3)

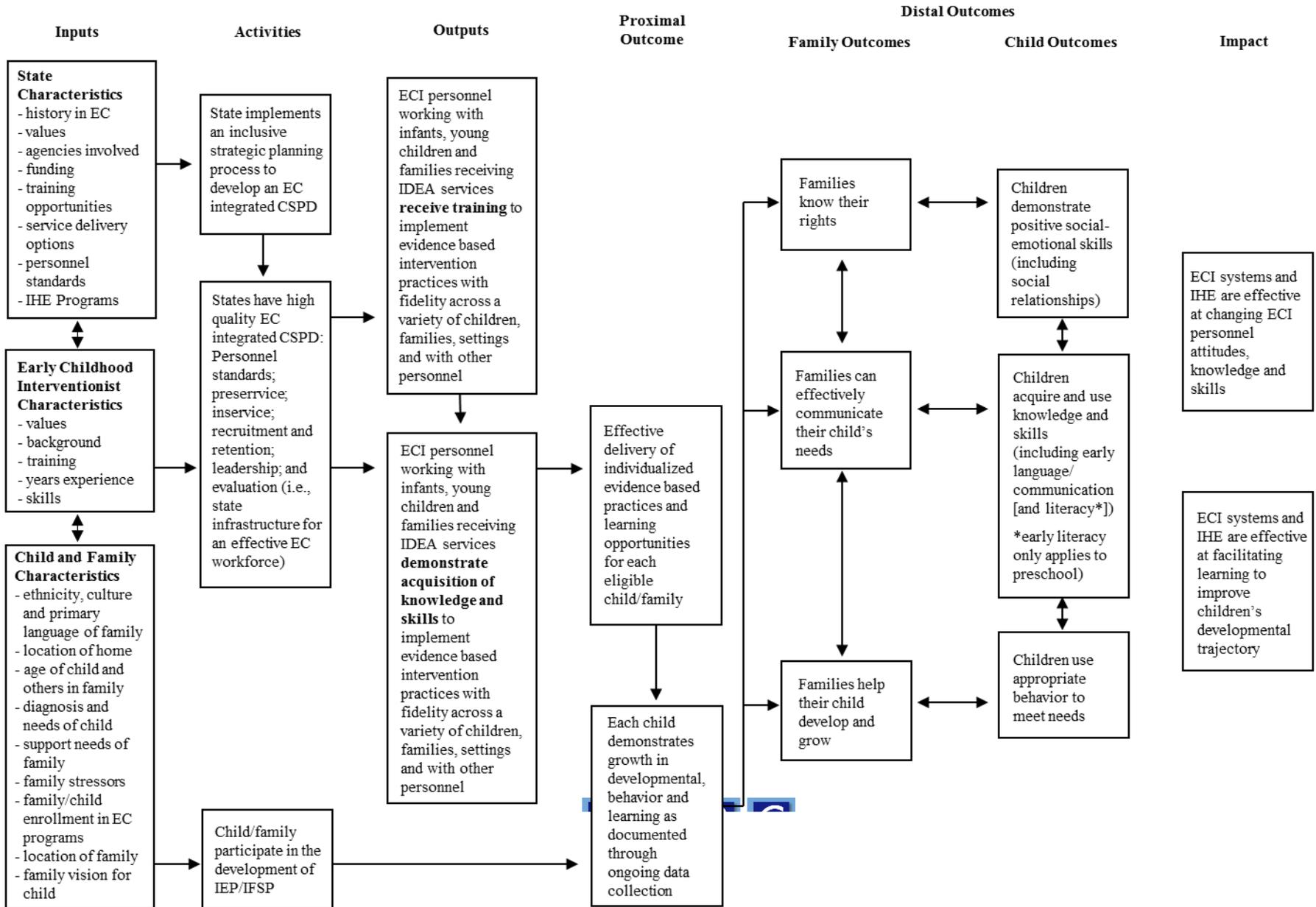
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

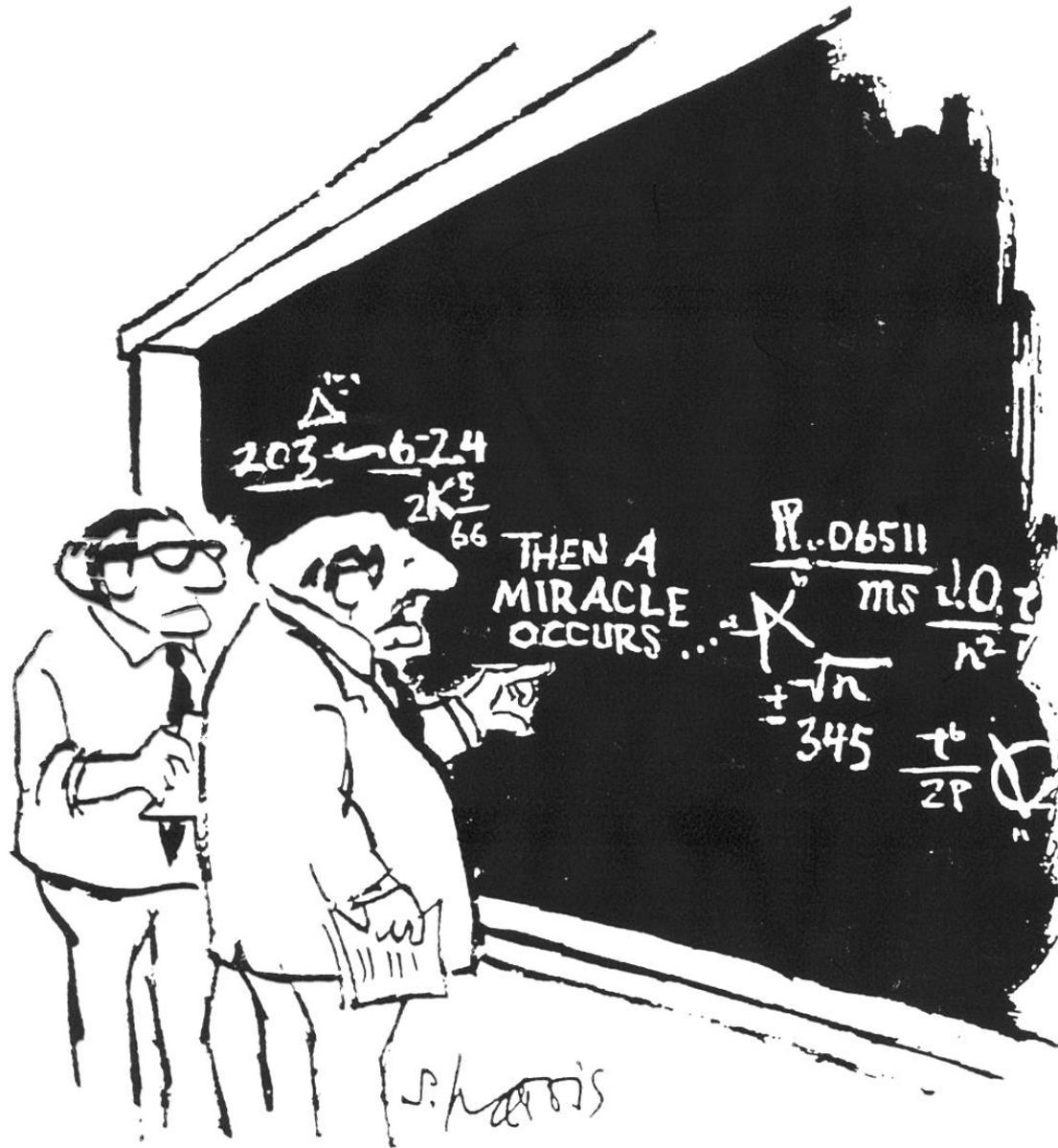
Part B (ages 3-5)

- 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



Personnel Development Logic Model





"I think you should be more explicit here in step two."

We see things not as they are

But

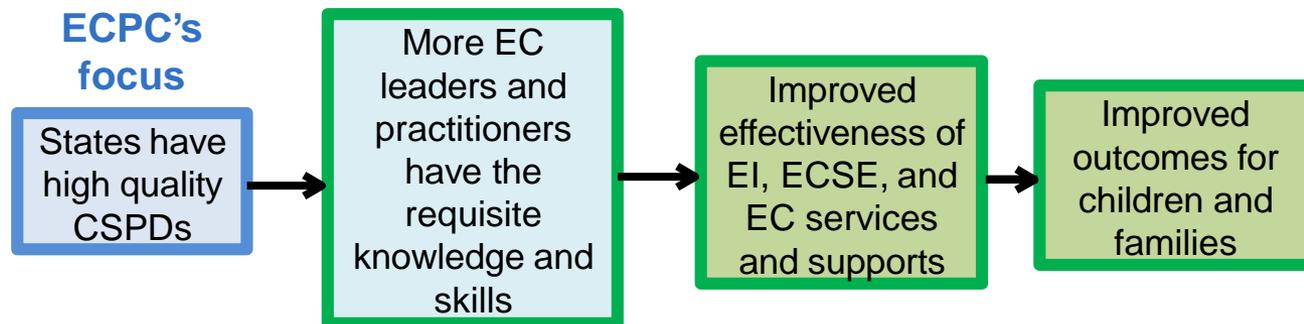
As we are



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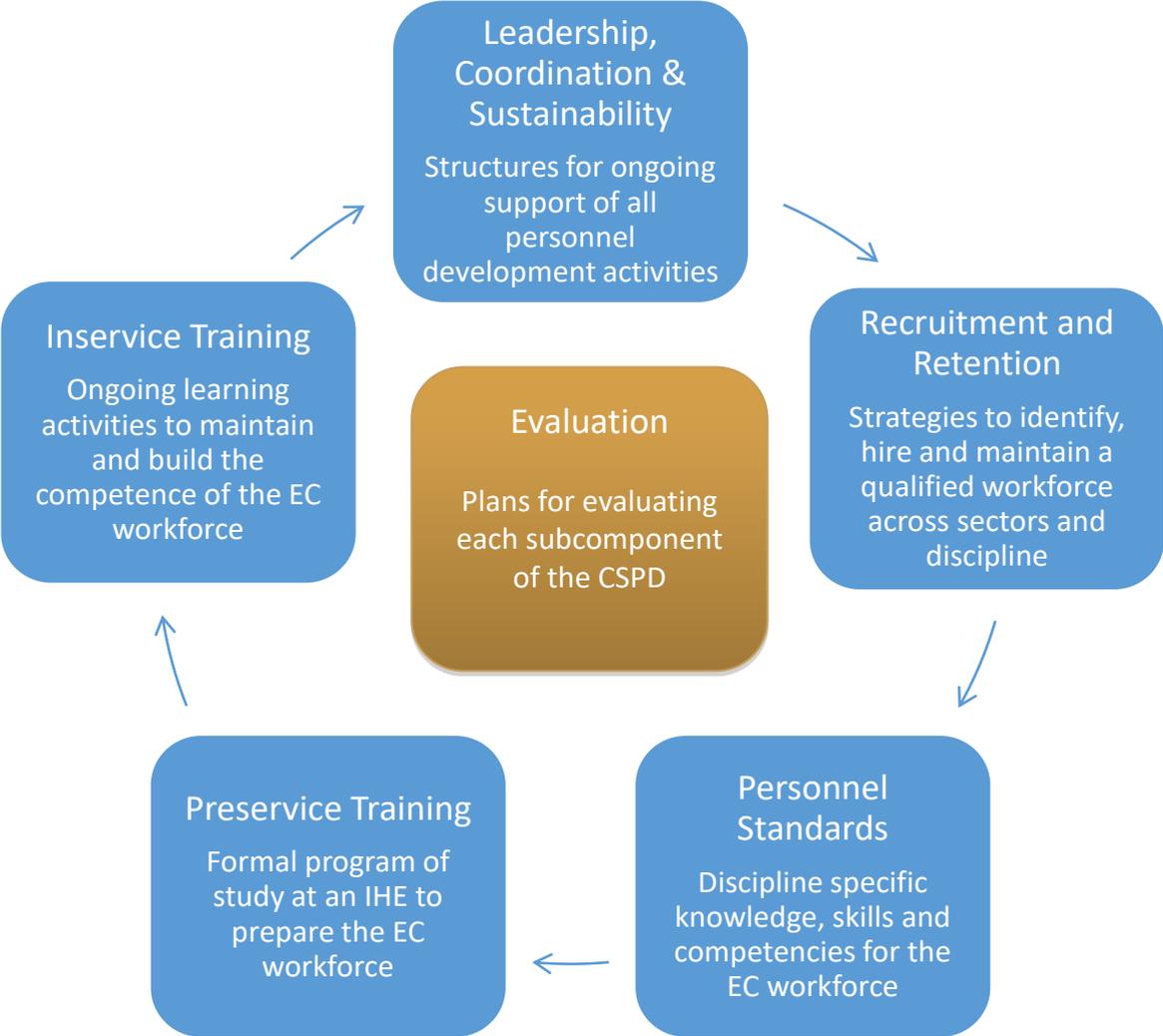
To provide *Technical Assistance*
to facilitate the implementation of
Comprehensive Systems
of Personnel Development (CSPD)
for **all** disciplines
serving infants and young children
with disabilities and their families



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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



A Comprehensive System of Personnel Development

is a *necessary* and *integral*
quality indicator of
an early childhood service system

AND

the early childhood workforce
who serve infants, toddlers and preschool children
with disabilities and their families



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Definition of a System

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



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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.

ECPC

ECPC 1- 6.2 million dollars over 6 years

ECPC 2- 9.4 million dollars over 5 years



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ECPC 1

- **Universal TA Outcomes:** 107,268 separate visits to our website to access and download ECPC information and materials.
- **Targeted TA Outcomes:** 5 leadership training cohorts for Part C and 619 teams from 28 states to facilitate:
the integration of IDEA early childhood programs in 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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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



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">*Identify and recruit core leadership team to include 619, Part C, ECE (Child Care), IHE, Head Start, Parent, and Graduate Student*Develop and Vision Statement with leadership team that includes children with disabilities across state PD Systems*Develop key stakeholder leadership team and priorities*Identify opportunities to include UCEDD representative*Develop a leadership team that is representative of cross agency personnel*Establish a CSPD group on improving the quality of early childhood workforce



Intensive TA Outcomes: State CSPDs

DE, IA, 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.*





“What if we don’t change at all ...
and something magical just happens?”

ECPC 2

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

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

QUALIFIED PERSONNEL IDENTIFIED IN IDEA

Part C (ages 0-3)

- Special Educators;
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- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
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- Pediatricians and other Physicians;

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but whatever it is, we have it
outnumbered."

The Way We Addressed These Requirements.....

ECPC 2

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



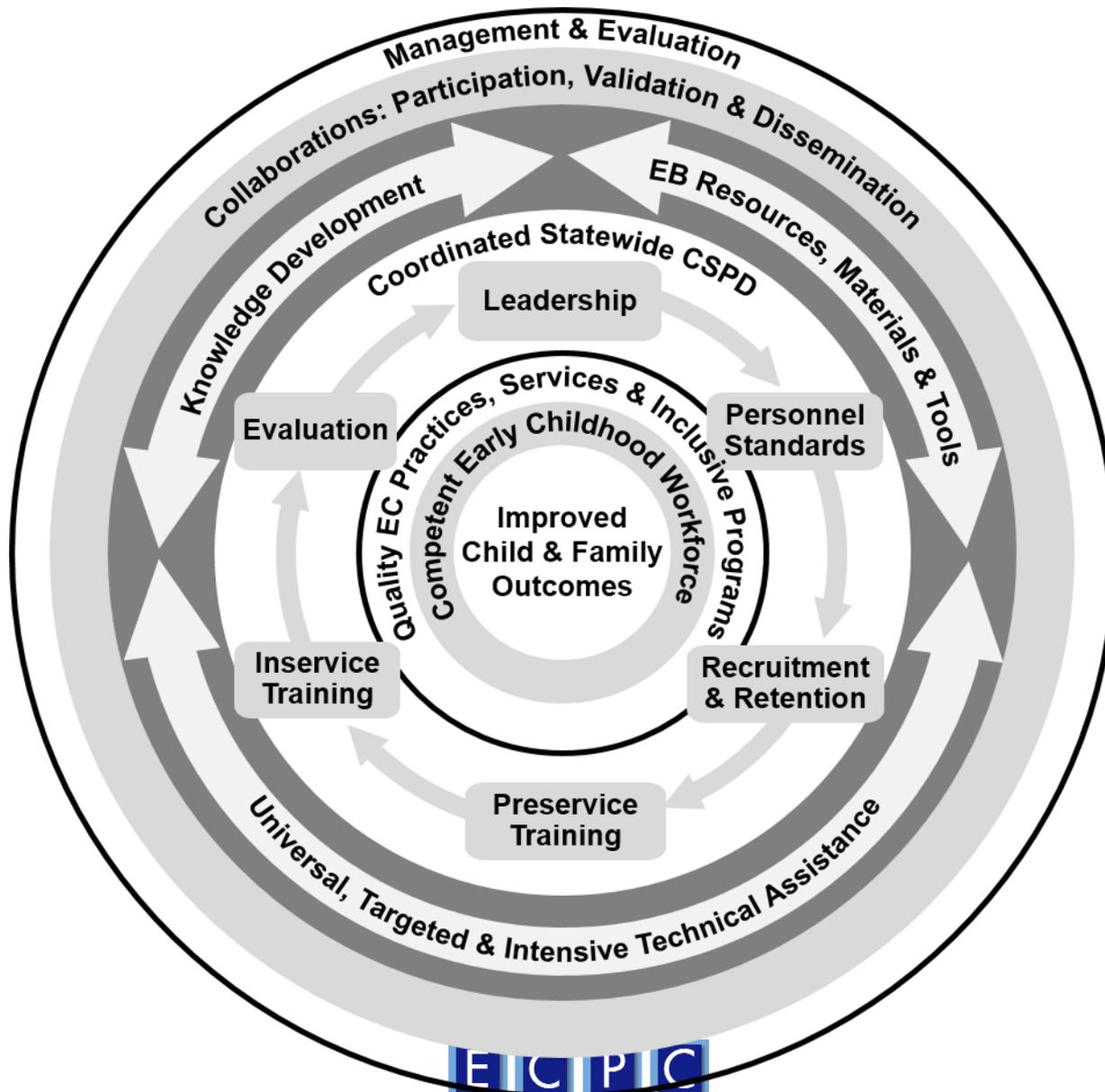
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to facilitate the implementation of
Comprehensive Systems
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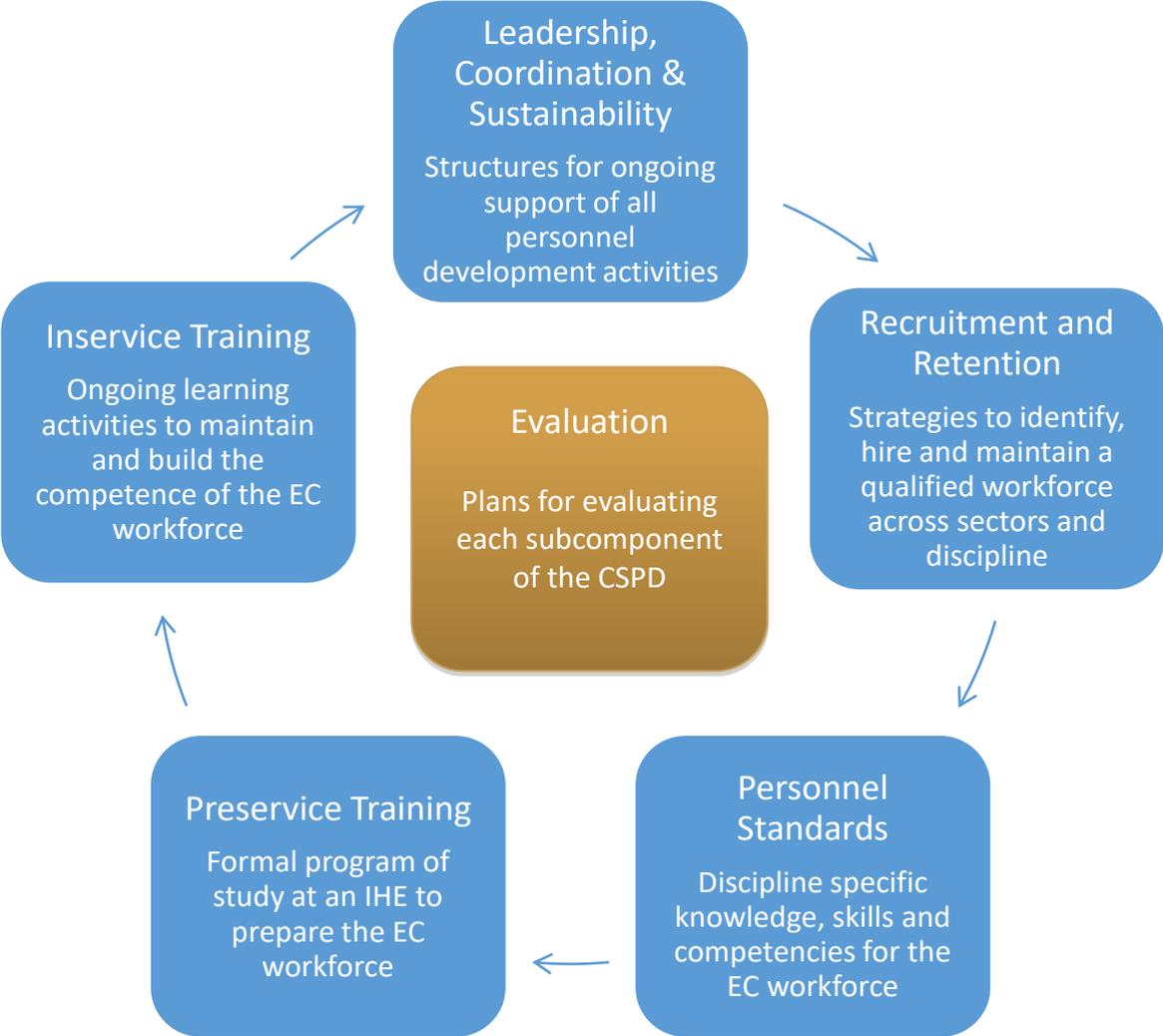


Framework for TA: Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?

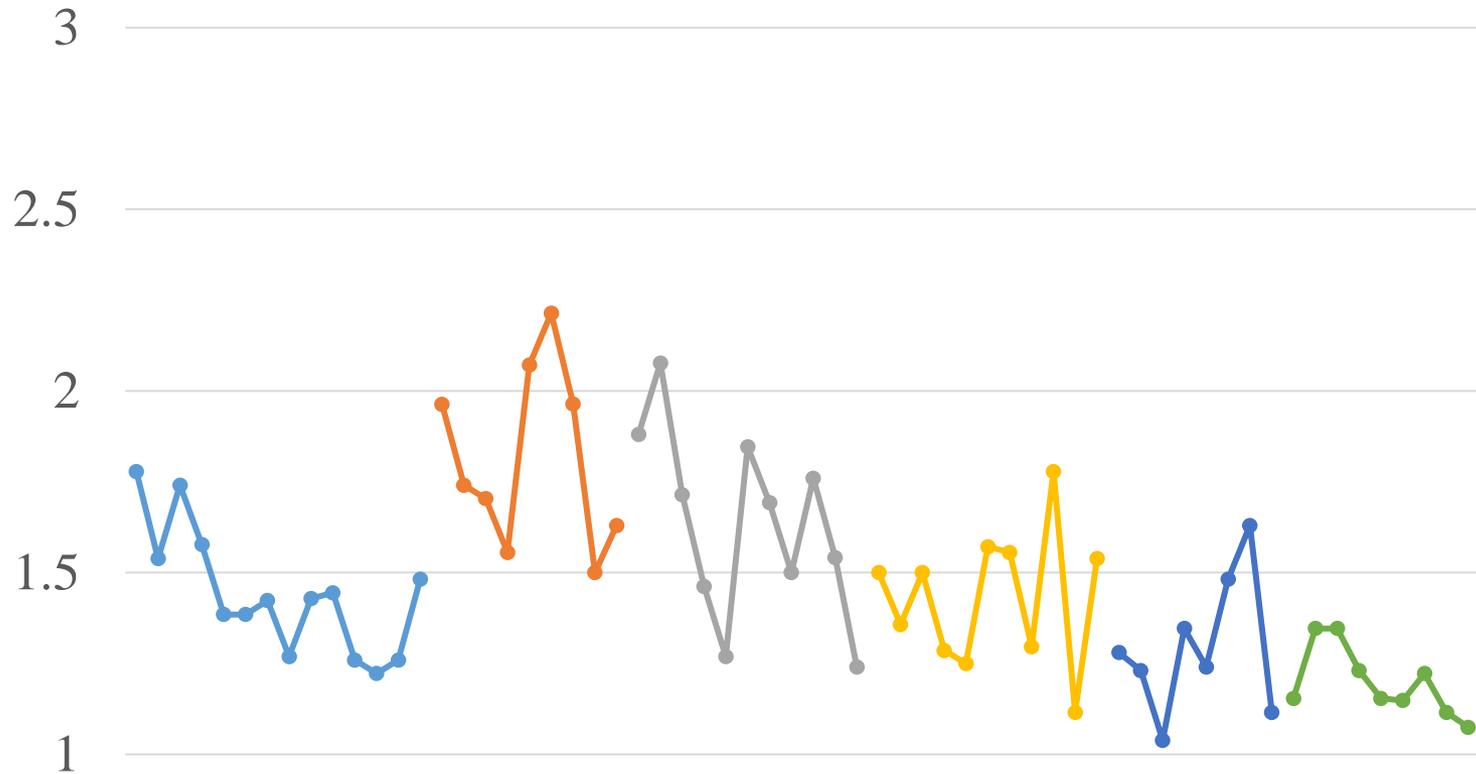


COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Comprehensive System of Personnel Development

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



—●— Leadership

—●— Personnel Standards

—●— Pre-service

—●— In-service

—●— Recruitment/Retention

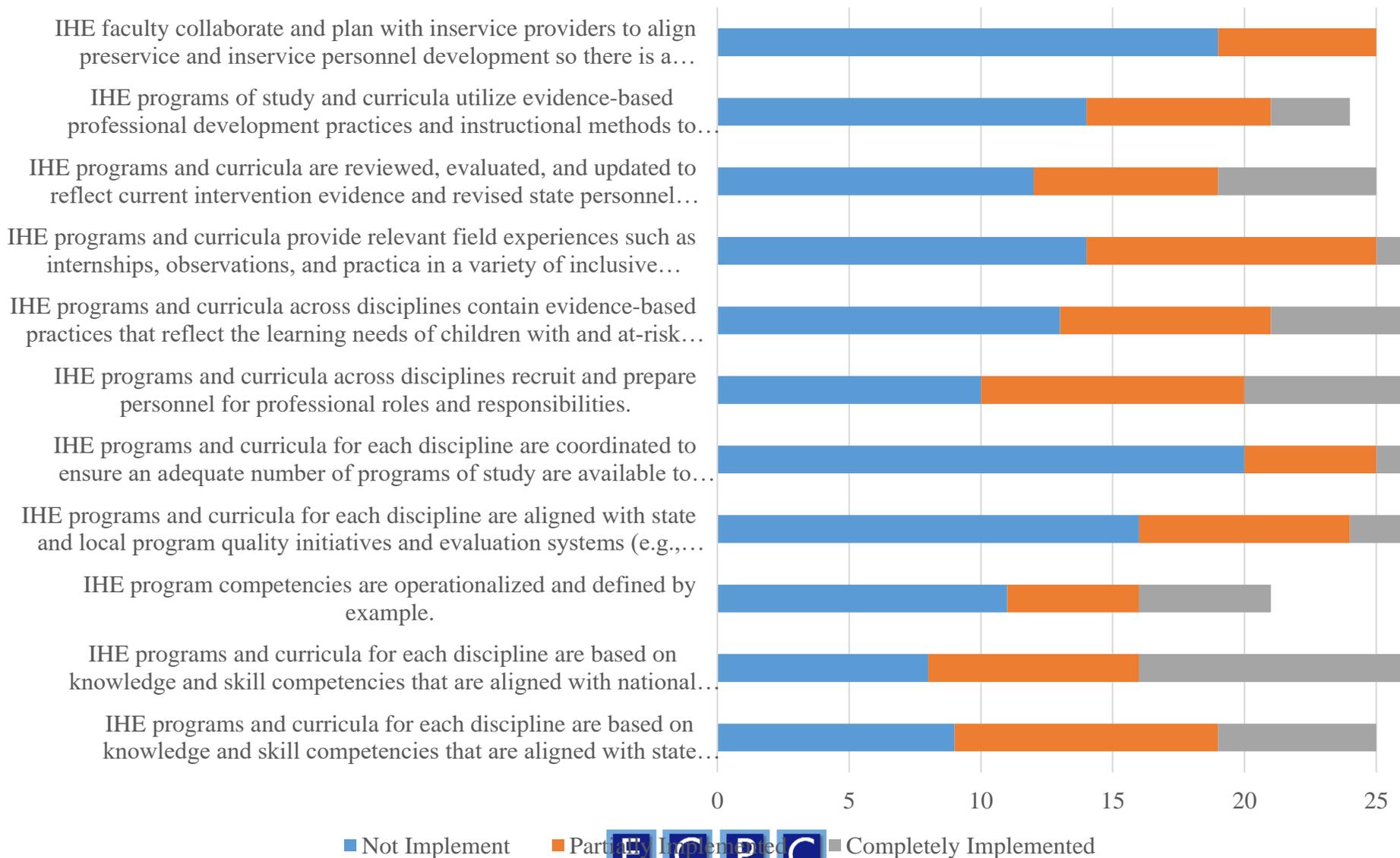
—●— Evaluation



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Baseline Ratings for Pre-Service Items



ECPC 2: Methods For TA

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

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

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

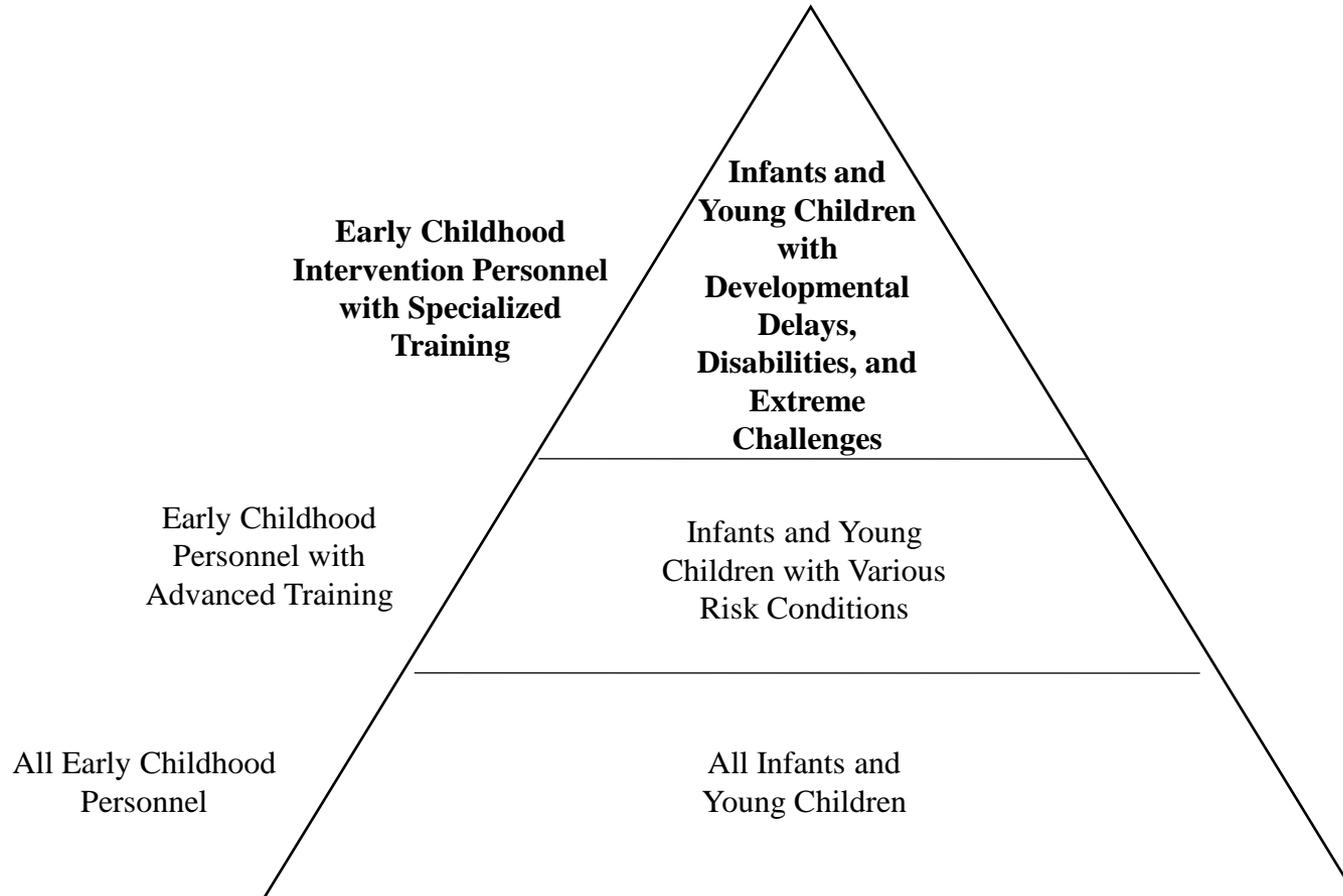
Goals and Audiences of ECPC 2



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Continuum of ECI Personnel Competence



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To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C
and 619, and EC Staff
Leadership

IHE Faculty, Students,
and State PD
Providers

Families

Intensive TA for State CSPD Development and Implementation

CSPD Components:

Develop and
Implement
State CSPD

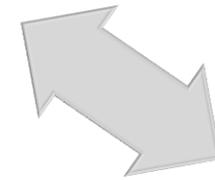
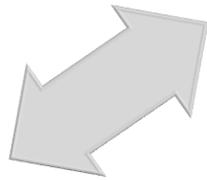


Outputs of the Center ECPC

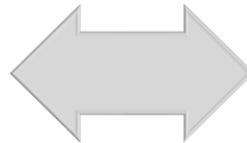
- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance



Identify and Develop
Knowledge



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



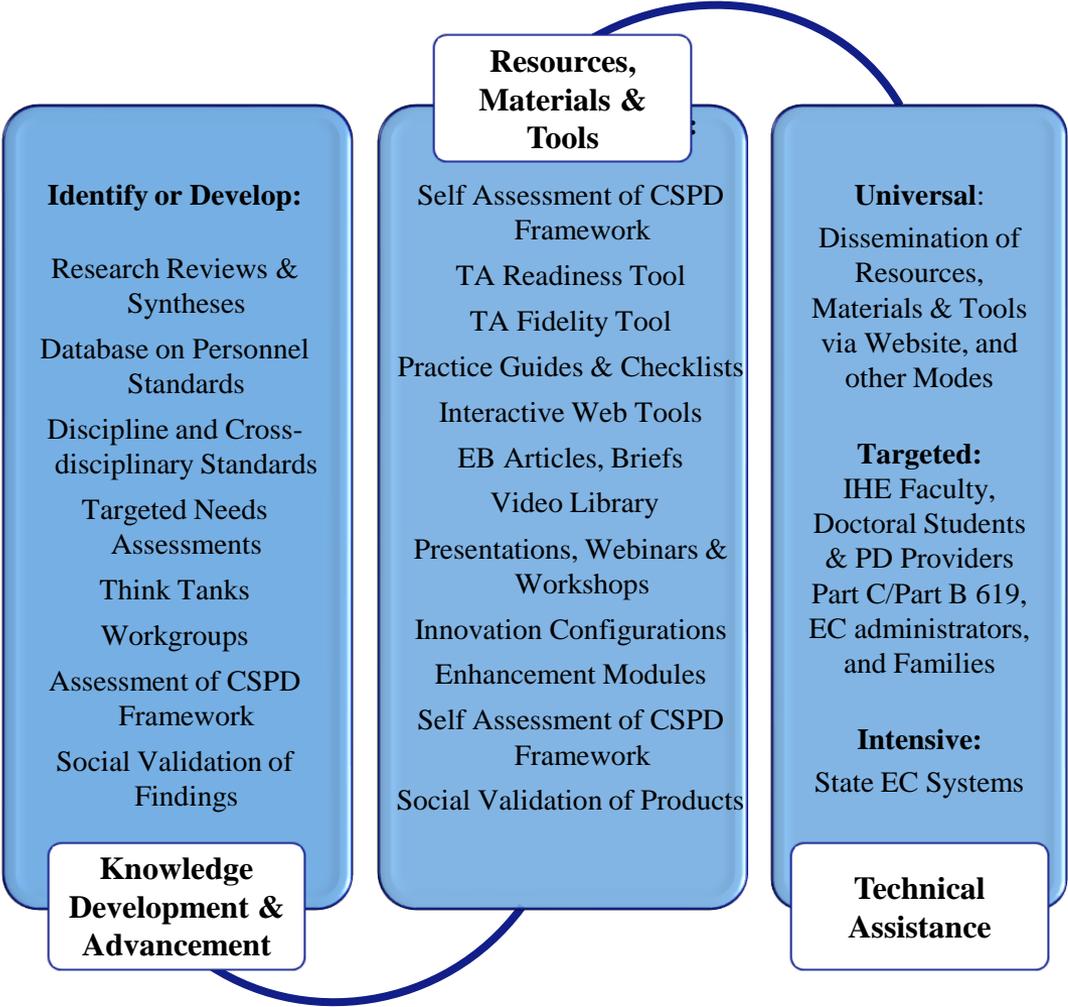
Provide TA to Specific
Populations and State Early
Childhood Systems



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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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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

Standards, Competencies, and Alignments,

Cross Disciplinary Competencies

EI/ECSE Standards

Part C/619 Leadership Competencies



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THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

"How are we supposed to teach them professional skills when they come to us not even knowing basic curses and elementary hexes?"

Cross-Disciplinary 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.

Evidenced Based Intervention

- 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 Standards



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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

Part C/619 Administrative Leadership Competencies



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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



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

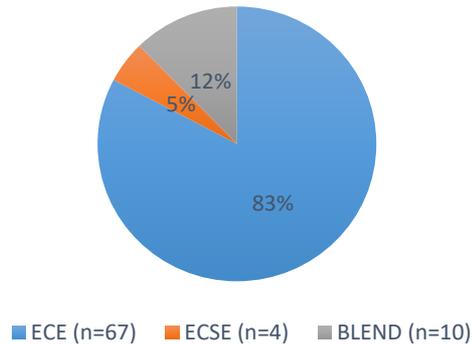


Study Information

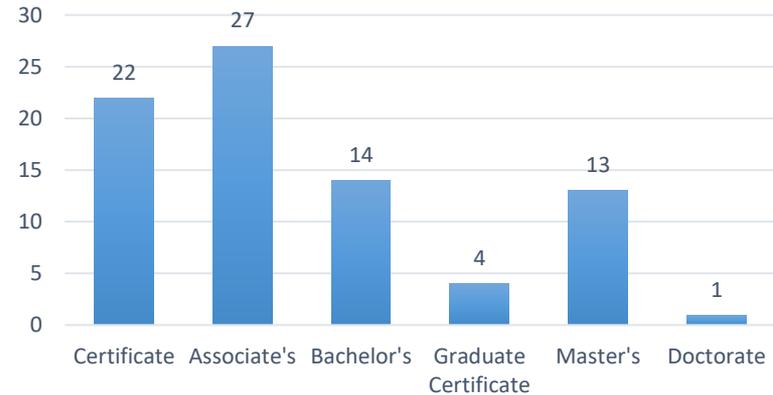
- Purpose: To create a directory of all early childhood, early childhood special education, and blended higher education programs.
- Method:
 - Initial Search
 - <https://nces.ed.gov/collegenavigator/>
 - Select state, refine search for “Education” programs
 - Go to each school’s website and search for 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)

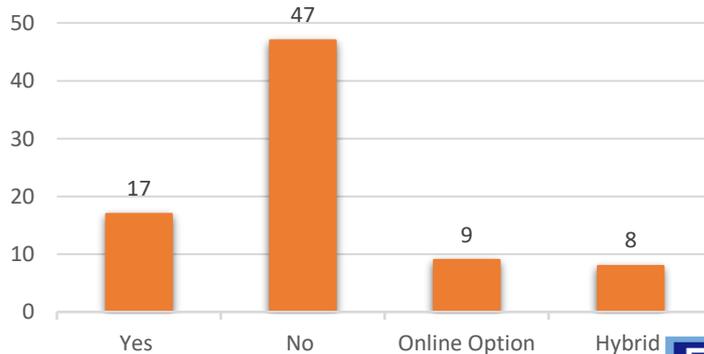
Program Type



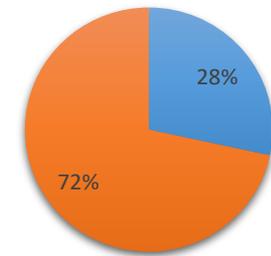
Program Degree



Program Format



Teacher Certification Program



■ Yes (n=23) ■ No (n=58)



Universal, Targeted, Intensive Technical Assistance



Early Childhood Personnel Center

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Universal TA

- Website
- Materials, Tools and Resources
- Webinars
- Presentations



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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
- 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
		TOPIC:
Instructor / Trainer	Introduction: <i>Explain</i> the practice/topic/ concept	
Instructor / Trainer	Illustration: <i>Show</i> the practice/topic/ concept	
Learner	Authentic learning: <i>Implement</i> the practice/topic/concept	
Learner	Reflection: <i>Discuss</i> with others how the practice/topic/concept works	
Instructor / Trainer	Guidance: <i>Prompt</i> and <i>guide</i> the implementation of the practice/topic/ concept	
Instructor / Trainer	Performance feedback: Give <i>concrete</i> reinforcement or corrections	
Instructor / Trainer Learner	Follow-up activities: <i>Plan</i> 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
		TOPIC: Using authentic child assessment practices
Instructor/ Trainer	Introduction: Explain the practice/topic/concept	Example: Introduce and explain 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 ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices..</i>
Instructor/ Trainer	Illustration: Show the practice/topic/concept	Example: Share the ECPC e-learning video about authentic child assessment practices. Show 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	Authentic learning: Implement the practice/topic/concept	Example: Using the ECPC e-learning authentic child assessment checklist, have students implement 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	Reflection: Discuss with others how the practice/ topic/concept works	Example: In small groups, have students discuss 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:
Value: Objectives in the plan are clearly and directly related to the goal (<i>e.g. development of CSPD</i>).			
Value: Activities in the plan target the system at multiple levels (<i>e.g. state & local administration, providers, practitioners, service recipients</i>)			
Value: The plan addresses most of the elements of quality in the CSPD framework			
Value: Activities in the plan, when completed, can reasonably be expected to result in achieving the objective			
Ethical: Activities in the plan include clearly identified feedback loops (<i>e.g. eliciting stakeholder input; providing information; seeking feedback</i>)			
Ethical: 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			
Feasibility: Activities in the plan are logical in sequence			
Feasibility: Timelines are realistic and the plan is feasible given the time and resources			
Measurable: Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth			
Measurable: The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan			
Timing: Action plans are complete, including timelines, dates, and individual responsibilities and assignments			

Preservice Brief



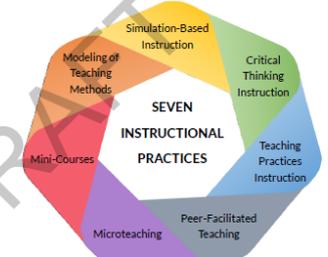
Research on Pre-Service Personnel Preparation

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? [RESEARCH]

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.

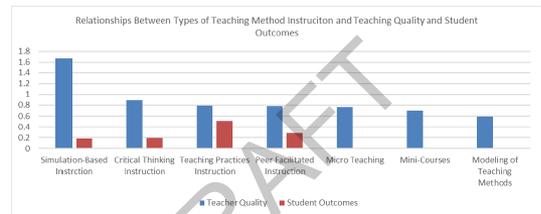
- 1 Student Field Experiences
- 2 Teaching Methods of Instruction
- 3 Clinical Supervision
- 4 Faculty Coaching & Instructional Practices
- 5 Course-Based Learning Practices
- 6 Web-Based & E-Learning Practices
- 7 Cooperative Learning Practices



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	~1.5	~0.2
Critical Thinking Instruction	~0.8	~0.2
Teaching Practices Instruction	~0.8	~0.4
Peer-Facilitated Instruction	~0.8	~0.3
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 [RESEARCH]

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

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The Early Childhood Personnel Center is a project of the A.J. Pappanilou Center for Excellence in Developmental Disabilities at UConn Health. The Center is funded through cooperative agreement number H325B170008 from the Office of Special Education Programs, U.S. Department of Education.

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

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

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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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

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

Instructor: Office: Email: Phone:	Primary Delivery Format: Class Location: Office hours:
--	---

**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* (7th 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

Locating the Tools on the ECPC Website

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
Early Childhood Personnel Center

ECPC
Early Childhood Personnel Center

Search this

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

PART C & B/619 STAFF <ul style="list-style-type: none">Cross Disciplinary CompetenciesLeadership Materials	IHE FACULTY / DOCTORAL STUDENTS <ul style="list-style-type: none">Cross Disciplinary CompetenciesCourse DevelopmentEI/ECSE Standards	STATE CSPD TEAMS <ul style="list-style-type: none">Action PlanningGuide to Intensive TAStrategic Planning
FAMILIES <ul style="list-style-type: none">Acronym ListSelf-AssessmentsTip Sheets	PRESENTATIONS <ul style="list-style-type: none">CohortsConferencesInstitutes	ECPC RESEARCH <ul style="list-style-type: none">Data ReportsLiterature Synthesis & ReviewsBriefs and Checklists

Targeted TA

ECPC-DEC Cohorts:

IHE Faculty

PD Providers

Doctoral Students

Families

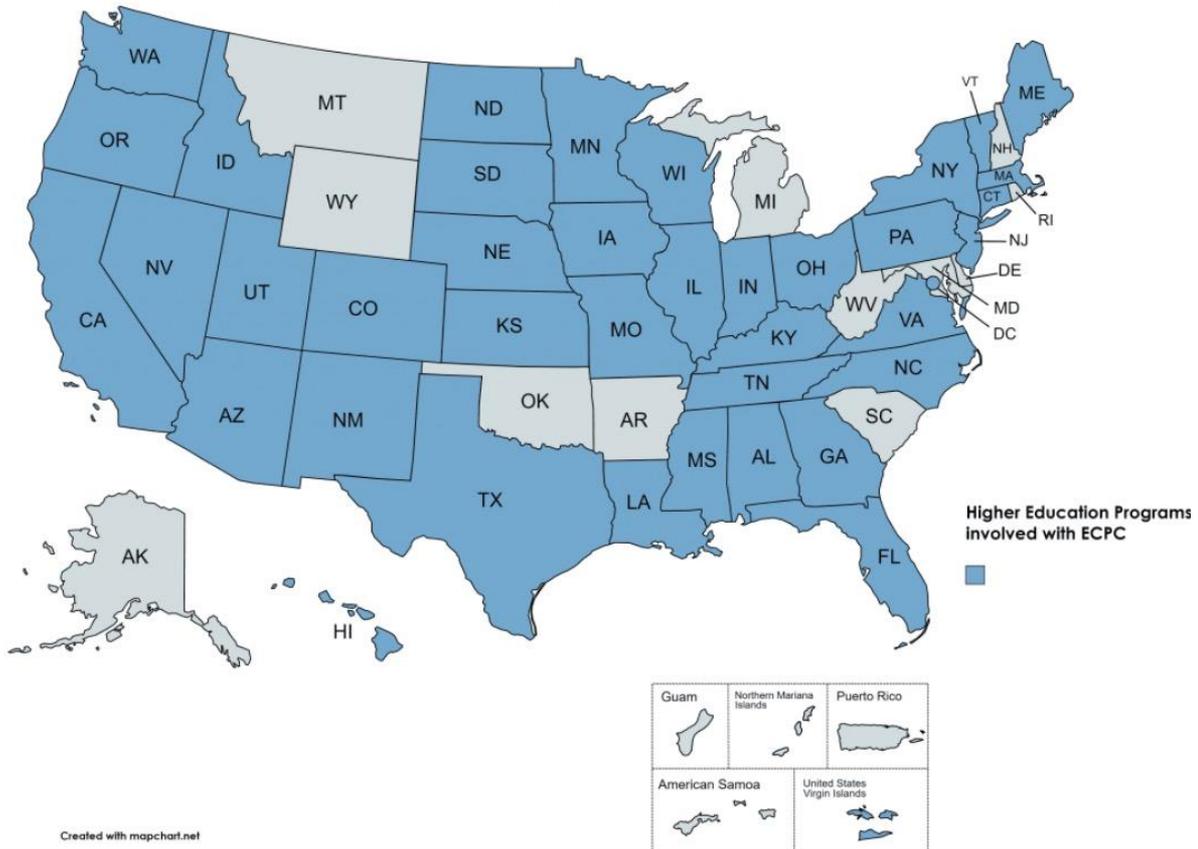


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Outcomes for: Higher Education Faculty and Doctoral Students

- 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"> • 1 program • 2 syllabi • 3 successful grants • 4 CSPD partnerships
IHE Cohort 2 (n=25)	n=25	n=39	n=25	n=4	n=21	<ul style="list-style-type: none"> • 8 syllabi • 3 PD tools



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

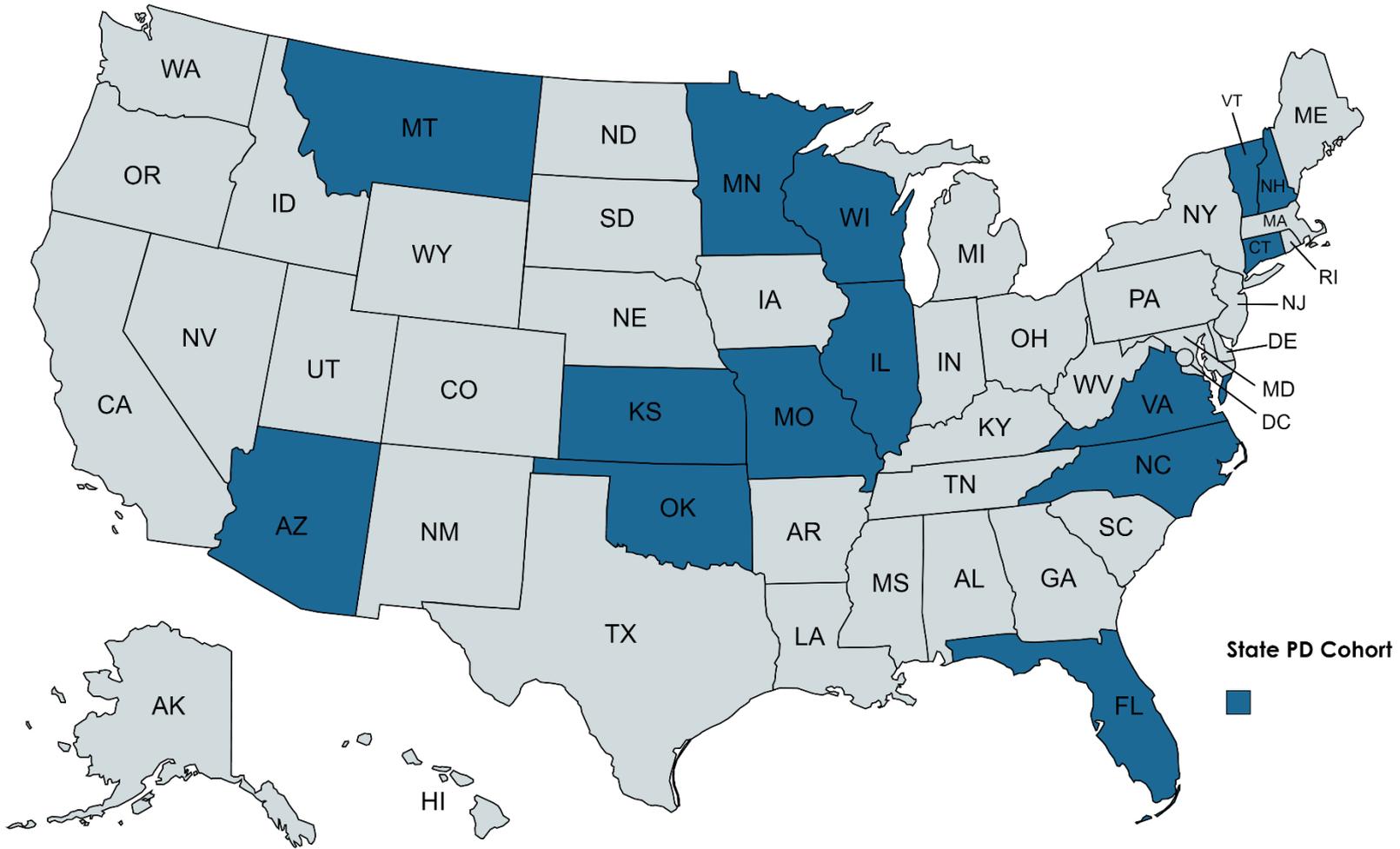
Creating and Sustaining a High Quality, Equitable. Early Childhood Intervention Statewide System of Professional Development

- **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.



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Family Cohort Interviews

2020

DEMOGRAPHICS

- The data from interviews and document review represent results from **12 Family Cohort members** representing **9 states**.
- Cohort members have vast experience in early childhood systems ranging from **5 to over 20 years** in the field.



LEADERSHIP ACTIVITIES

NAVIGATORS



Referring families; helping them understand the ECI systems

CONNECTORS



Working with professionals across agencies to include the family voice

RECRUITERS



Enlisting families to serve on committees & to provide testimony to legislatures

EDUCATORS



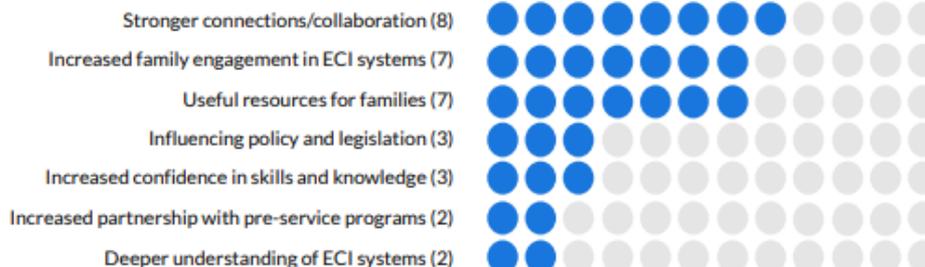
Speaking to preservice students & other families about their experiences

PROFESSIONALS



Heading foundations, working at UCEDDs, and running their own businesses

OUTCOMES ACHIEVED



ECPC SUPPORTS

"ECPC gave us not only the emotional aspect, but the tools, the web site, and the research-based data to make it real."

"I'm connecting more with people across the state and from other states and surprisingly, people are being referred to me... I collaborate more effectively than I did 3 years ago."

- 1. PROVIDED CONTENT AND RESOURCES**
that have broadened and deepened their understanding of ECI systems.
- 2. FACILITATED CONNECTION**
with family leaders in other states and extended their network of support.
- 3. SERVED AS COACH/MENTOR**
as they implemented their action plan.

"It was very eye-opening to be around moms from other states and learn on an intimate level what other states were doing and how it impacted families. It helped me understand that our voice is important and gave me more drive to say that families are important, and we should be at the table."

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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Intensive TA: CSPDs in States

- Arizona
- Hawaii
- Minnesota
- Mississippi

- Georgia
- South Carolina
- Washington



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



Strategic Plan Work Plan

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



Evaluation Plan Example (abbreviated)

Evaluation Questions	Data/Variables	Data Collection Plan (from whom, how & frequency)	Data Analyses & Reporting	Dissemination Plan
Leadership, Coordination, and Sustainability 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>
Recruitment & Retention: 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>
Personnel Standards 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>
Pre-Service personnel Development What are the areas of strength and need as reported by IHE faculty and staff?	<i>Items on the Endorsement 1 & 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>
In-Service Personnel Development 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>

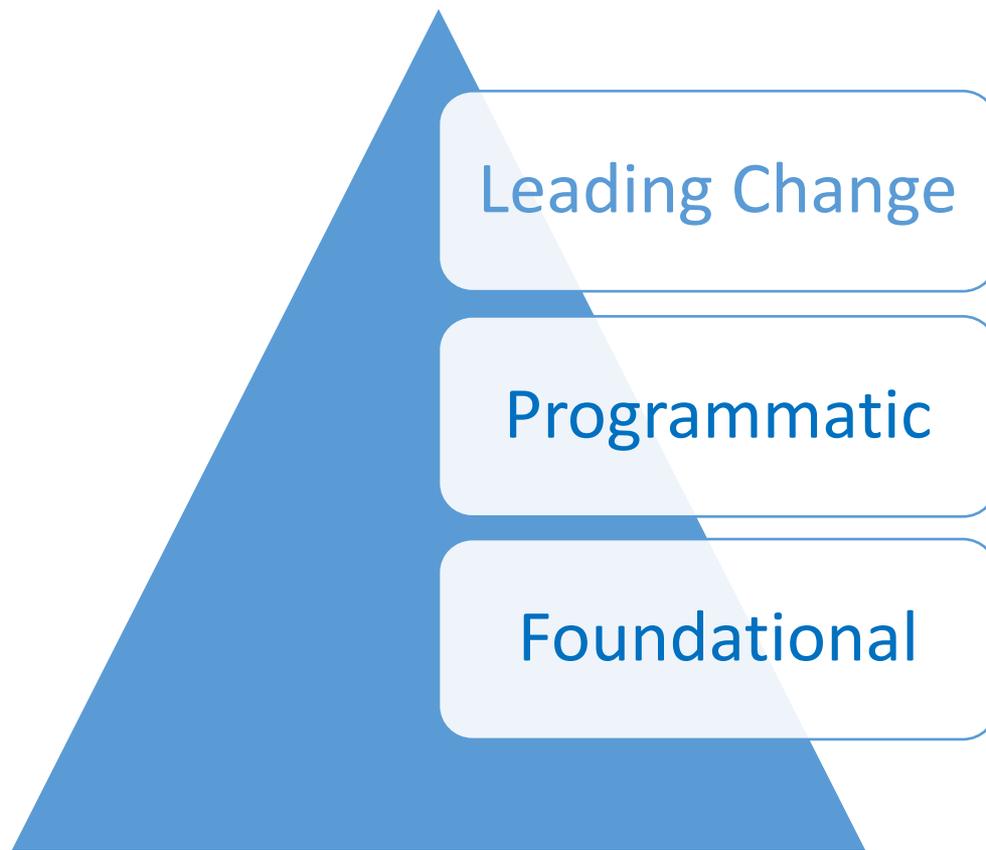


Leadership Academy



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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.

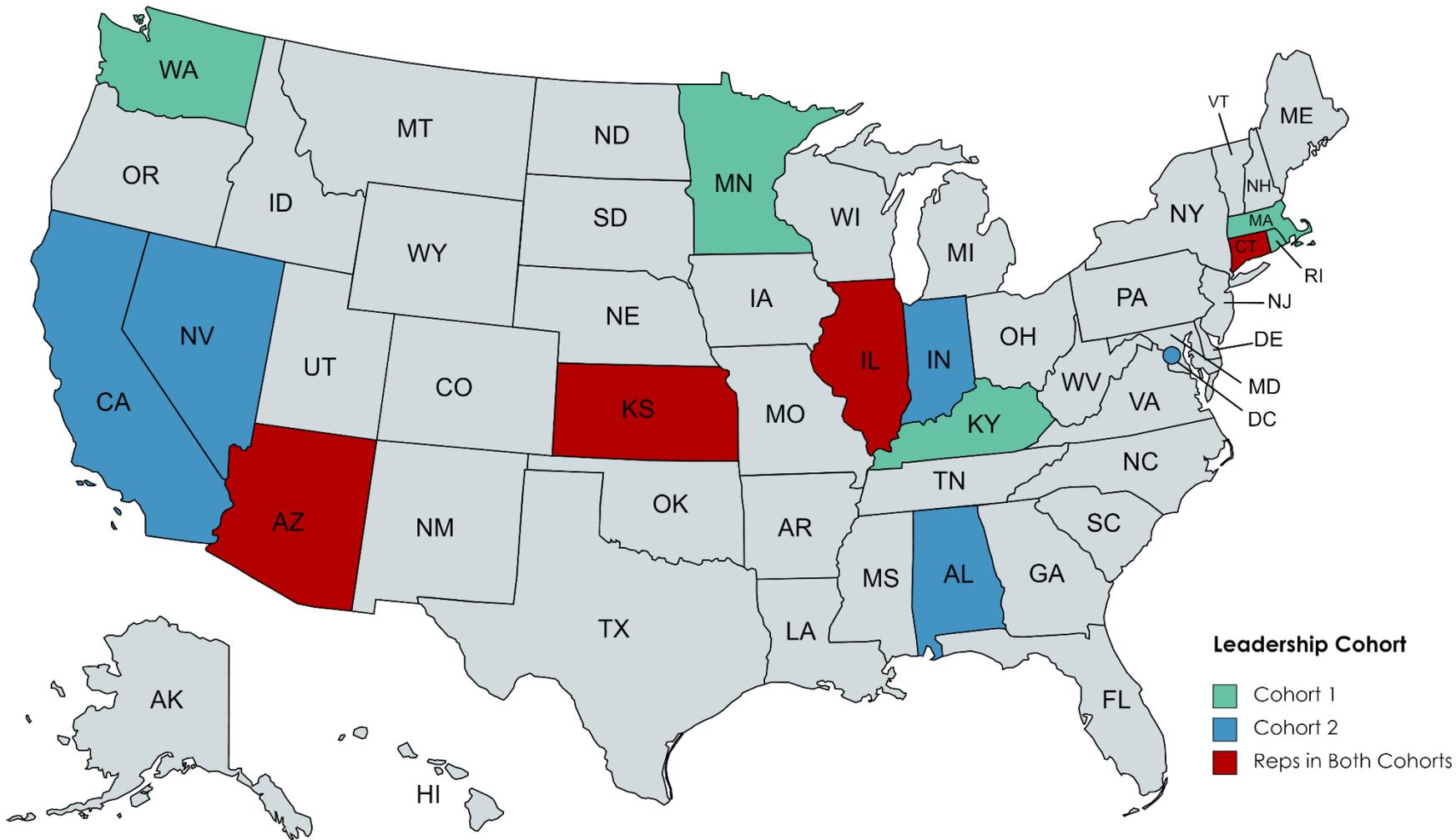
Leadership Cohort 1 & 2

- Cohort 1 – 13
- 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
- **Grant Writing:** 4 Personnel Preparation Grants; 2 State Leadership Grants; 3 R and R grants; 1 Doctoral Consortium Grant in ECI Leadership through our Faculty Cohorts
- **Doctoral Students:** From ECIDC Consortium are Leading/Participating in CSPD Work.
- **Leaders:** Over 80 participants from ECPC-DEC Cohorts have taken on State and National Leadership Roles
- **Workforce Recruitment:** TA to 2 States; Video Campaign with DEC



Next Steps



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No Cost Extension: What are we going to do?

Knowledge

- Update self assessment survey on CSPD with all states
- Update survey on programs and course content with all PP programs
- 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
- Recruitment materials for the field

Continued

Technical Assistance

- CSPD States
- Faculty/State PD Providers on:
 - Cross disciplinary Competencies
 - Recruitment



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.***

Cross Cohort Institute



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Family Cohort



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IHE Faculty/Doc Students Follow up institute



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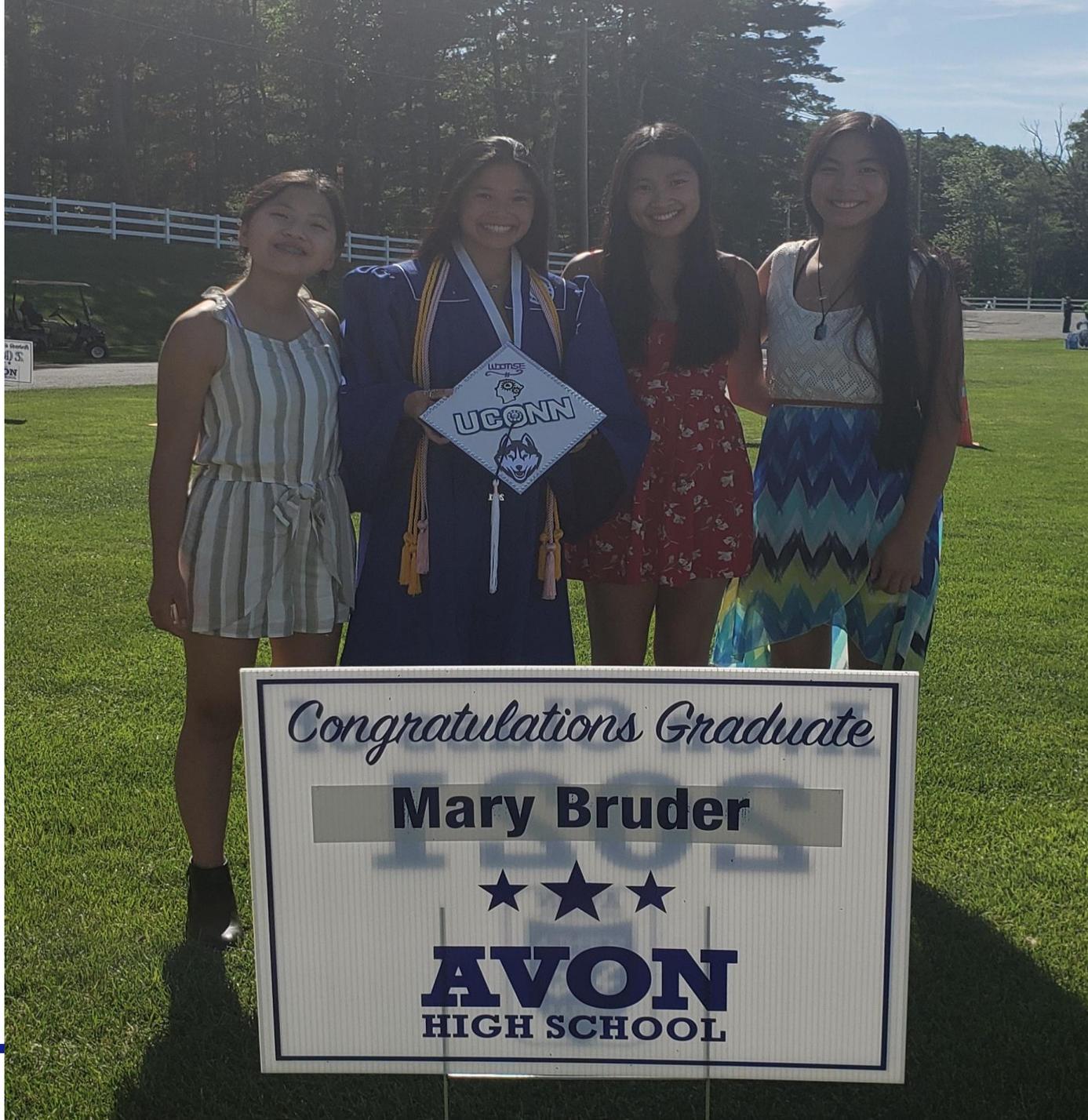


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Congratulations Graduate

Mary Bruder



AVON
HIGH SCHOOL



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Family Centered Practice

- Develops a partnership with each child's caregiving family to support their participation in their child's intervention and learning
- Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds
- Supports families in their caregiving role
- Includes the family in all components of the early childhood intervention service delivery process
- Provides information, guidance and education to families about a) child development and their child's health and safety needs
- Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transitions under IDEA and other early childhood programs
- Provides information, guidance and education to families about early childhood intervention and inclusive service delivery models
- Together with the family, identifies the family's strengths, need, concerns and priorities
- Prepares the family to participate and contribute to the development, implementation and evaluation of their child's IFSP or IEP, including transition options
- Refers families to resources and services to help them meet the needs of their child, their family and themselves
- Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family and their child



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Evidenced Based Intervention

- 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



Coordination and Collaboration

- Uses effective communication skills (listening, information and resources with service agencies speaking, writing)
- Shares Demonstrates leadership at meetings with service providers and agencies to facilitate a team approach to early childhood intervention
- Demonstrates negotiation skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family
- Collaborates with the family, service providers and agencies to develop, implement, monitor (and revise when necessary), an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), or an intervention or learning plan
- Collaborates with service providers and agencies to identify roles and responsibilities when delivering during intervention
- Coordinates the delivery of early childhood intervention services, resources and supports with service providers and agencies
- Facilitates transitions from the Part C or 619 programs to another program with the family and service providers from different disciplines and agencies

Professionalism

- Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention
- Demonstrates ethical decision making and professional behavior
- Demonstrates knowledge of one's own discipline practice standards and guidelines
- Demonstrates awareness of other discipline's practice standards and guidelines for early childhood intervention
- Uses self-reflection and professional development to stay in evidenced based disciplinary and interdisciplinary practices
- Learns from, with, and about all team members within an interprofessional collaborative practice framework
- Uses collaborative consultation practices when working with service providers and families
- Mentors, teaches and provides performance feedback and reflective supervision to other service providers
- Demonstrates disciplinary and interdisciplinary leadership skills in the field of early childhood intervention.
- Advocates at the local, state and national level for high quality, timely, and effective early childhood intervention services to improve outcomes for children and families.

