

Growing Leaders Within the Part C and Part B 619 Systems

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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



Early Childhood Personnel Center
www.ecpca.org

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

~John Quincy Adams





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Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks with Part C/619 coordinators (2; N=21 states)
 - 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. Intensive Leadership Academy COHORT 2 currently in progress!

Hierarchy of Leadership 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

Pilot Leadership Framework

Foundational Leadership

- Self-Knowledge
- Ethics and Professionalism
- Laws, Policies and Regulations

Programmatic Leadership

- Pedagogy and Early Learning
- Stakeholder Engagement and Collaboration
- Program Implementation

Transformational Leadership

- Strategic Thinking and Planning
- Influencing and Leading Others
- Implementing and Sustaining Systems Change



Action Plan Template

Goals/Objectives/ Activities	Person(s) Responsible	Resources (Needed)	Outcome	Projected Date of Completion	Criteria for Success
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Activity 1.1.2.					
Objective 1.2.					
Activity 1.2.1.					
Activity 1.2.2.					
GOAL 2.					
Objective 2.1.					
Activity 2.1.1					
Activity 2.1.2					
Objective 2.2.					
Activity 2.2.1					
Activity 2.2.2					



Projects from Cohort 1

- Development of a professional development plan for early childhood special education and early intervention leaders aligned with the State's Comprehensive System of Personnel Development Plan.
- Development of a Part C multi -tiered state leadership program for Part C personnel and families, utilizing national research, stakeholder input and current in -state resources and opportunities.
- Development of a state leadership academy modeled after the Early Childhood Personnel Center (ECPC) Leadership Academy and ECPC's Knowledge and Skill Statements to develop leaders and succession plans.
- Development of a professional development program to increase the leadership knowledge and skills of the State Department of Education's Part B Section 619 special education specialists to support and provide quality technical assistance to their local preschool program personnel.
- Development and implementation of a system to understand and use statewide indicator B6 data to influence preschool inclusion initiatives.

**LEADERS DON'T
CREATE
FOLLOWERS,
THEY CREATE
MORE LEADERS**





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Leadership Tools, Resources and Materials



Early Childhood Personnel Center

Mary Beth Bruder
Maureen Greer
Darla Gundler
Jennifer Kaufman



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Leadership Initiative



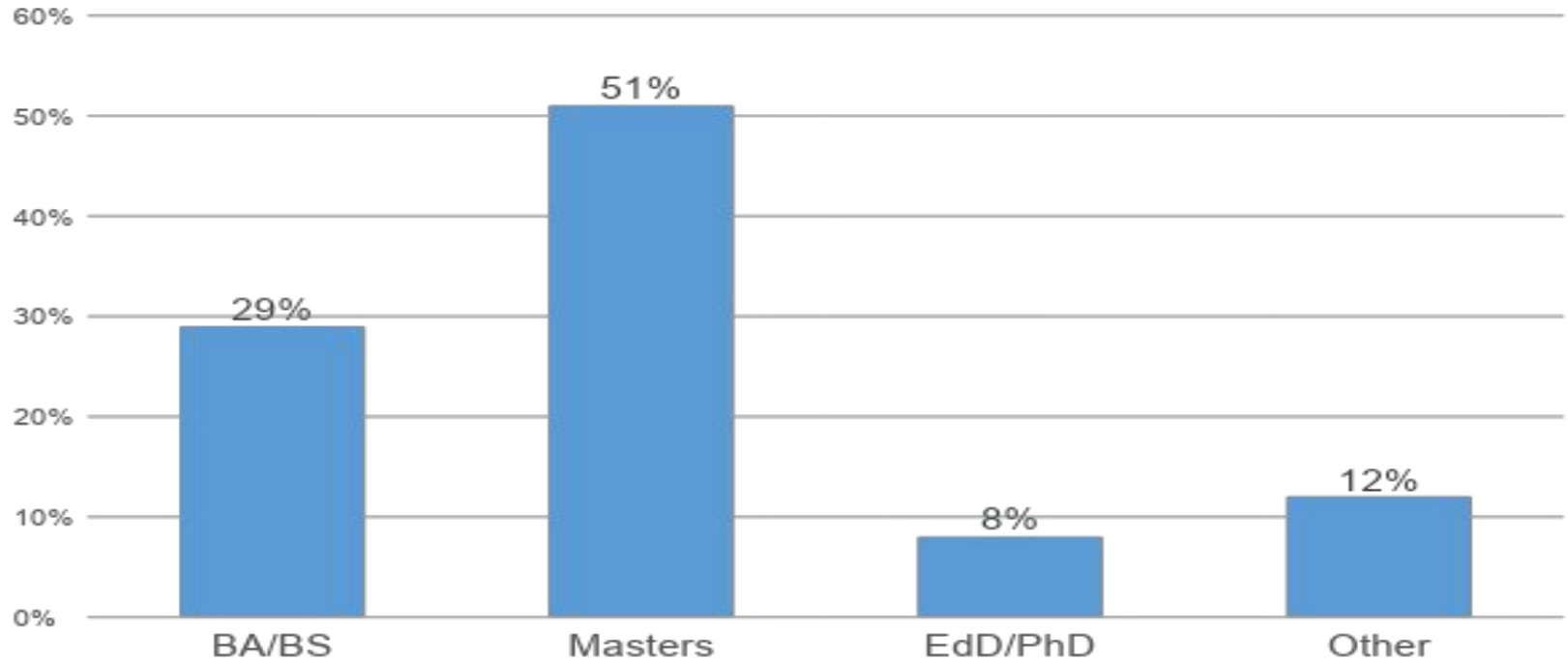
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Part C Coordinator Demographics

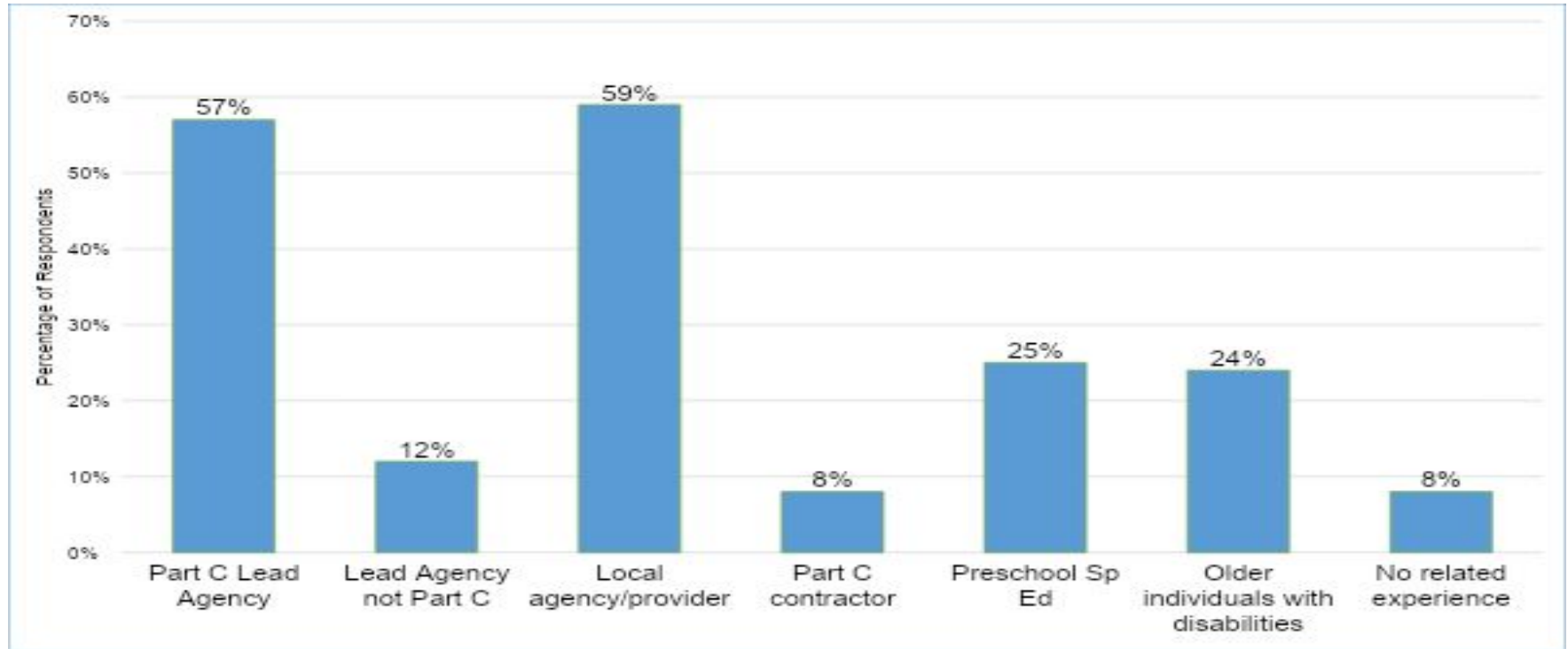


All data on demographics from the 2020 ITCA Tipping Points Survey

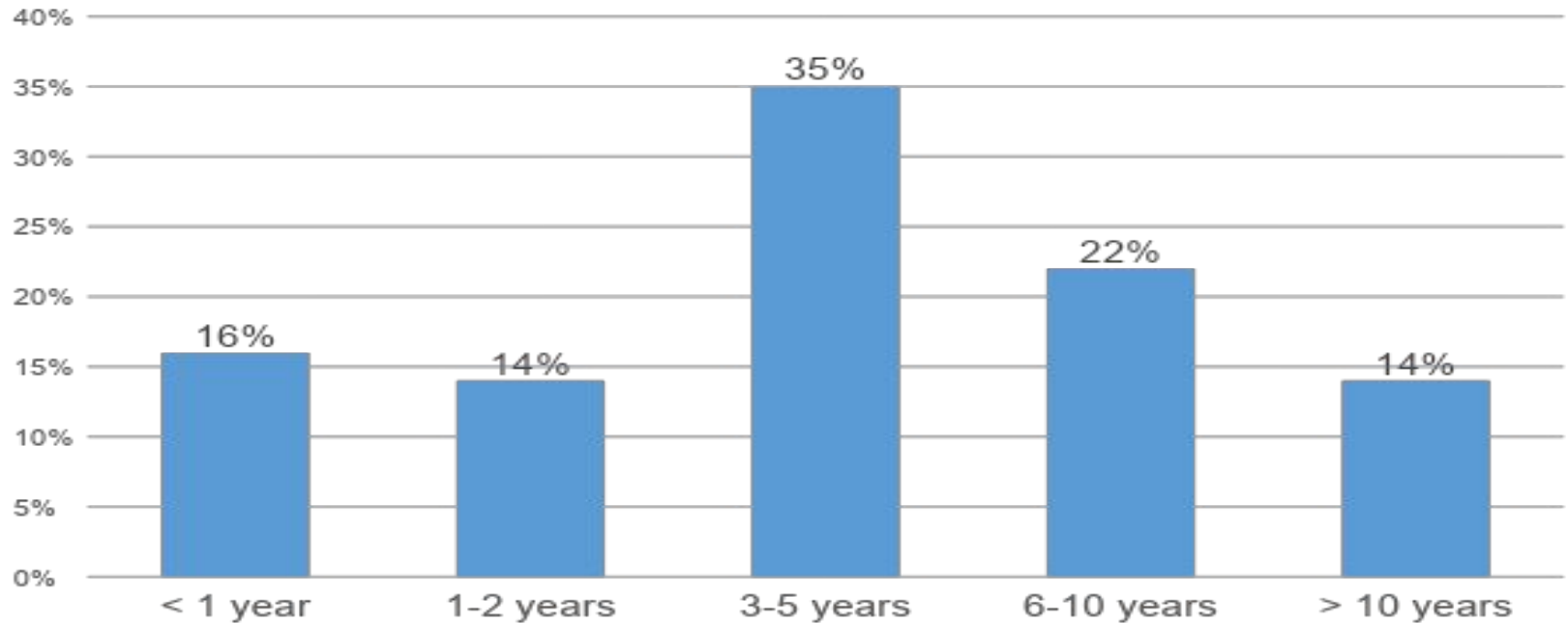
Education



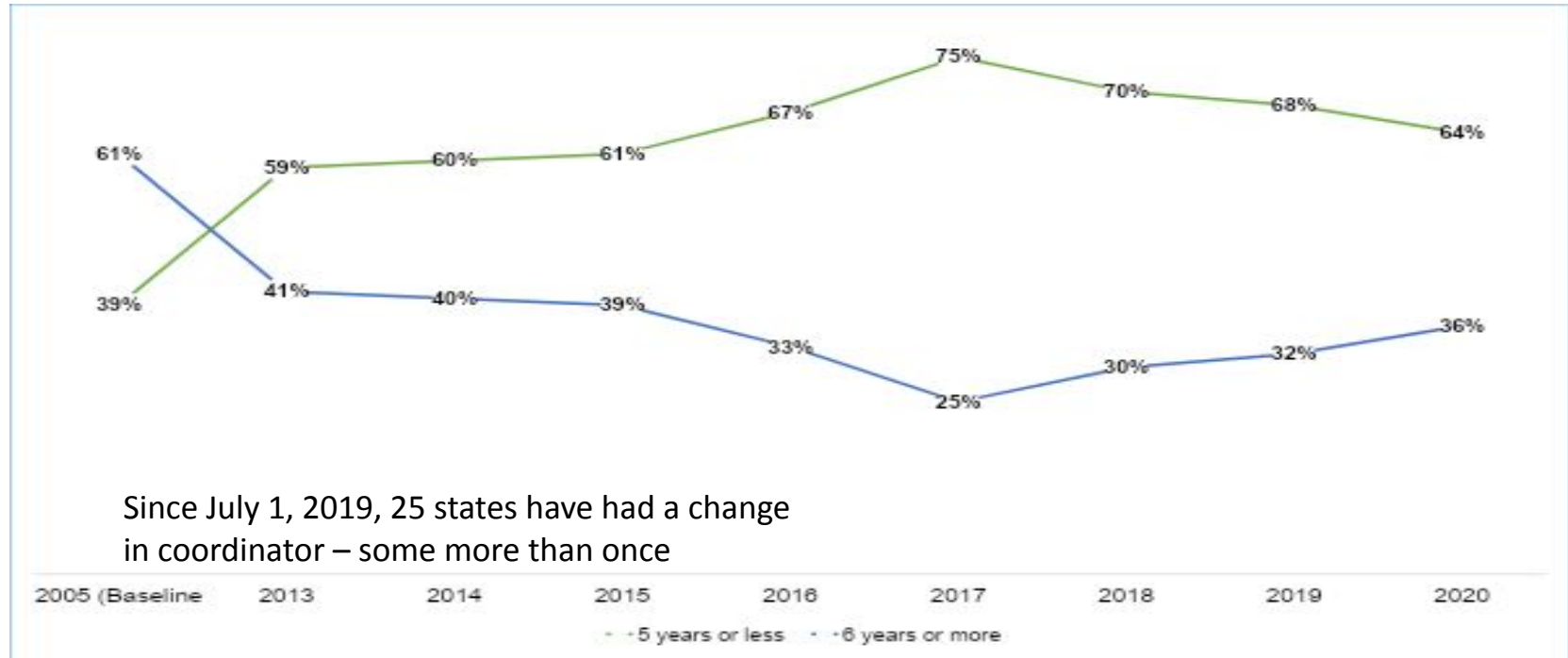
Background Experience



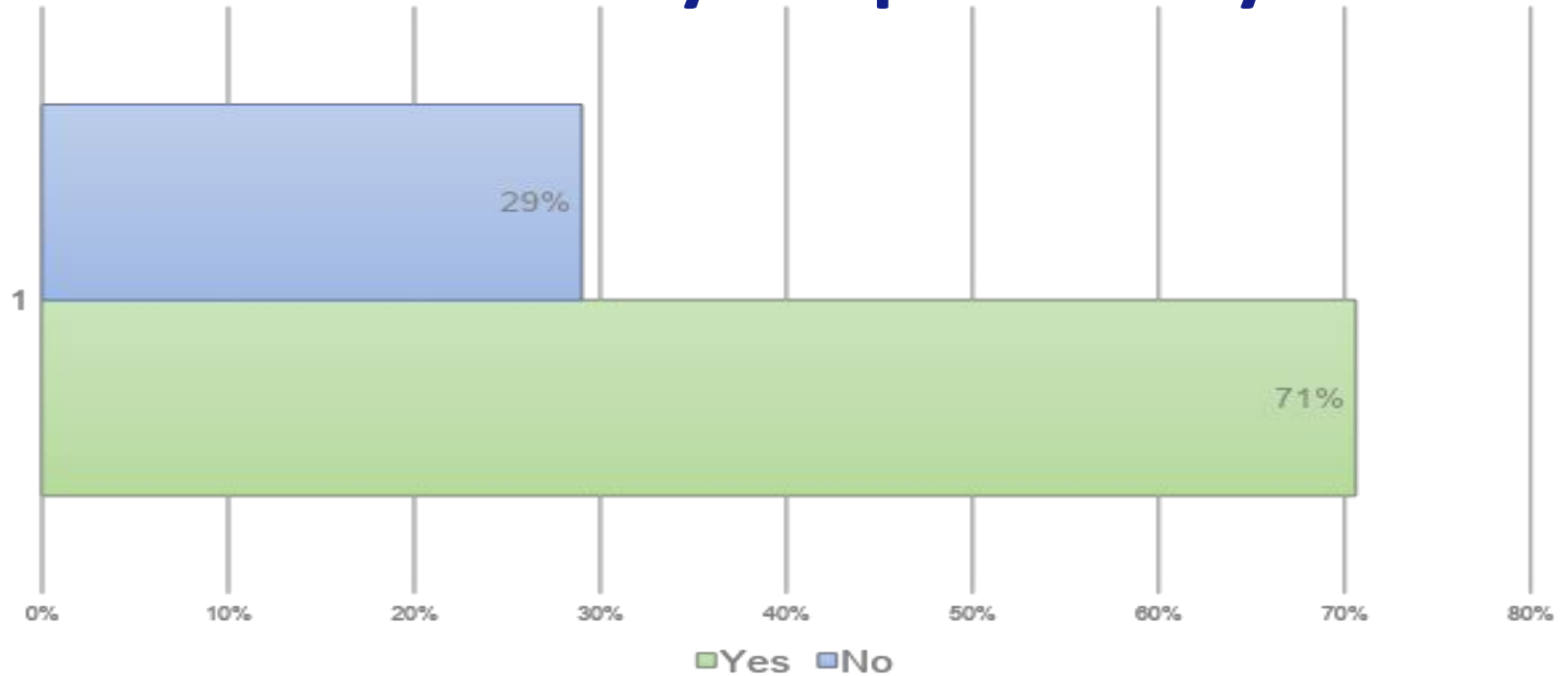
Tenure



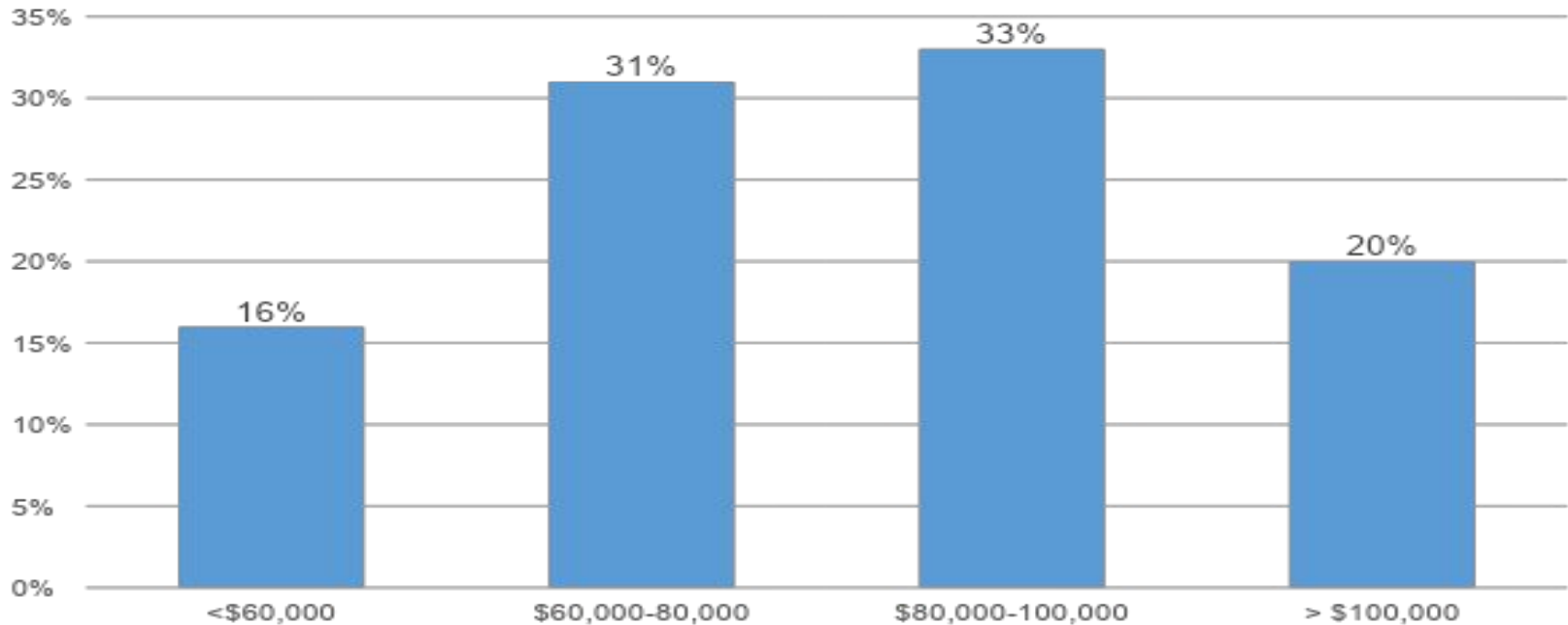
Trend Analysis of Tenure



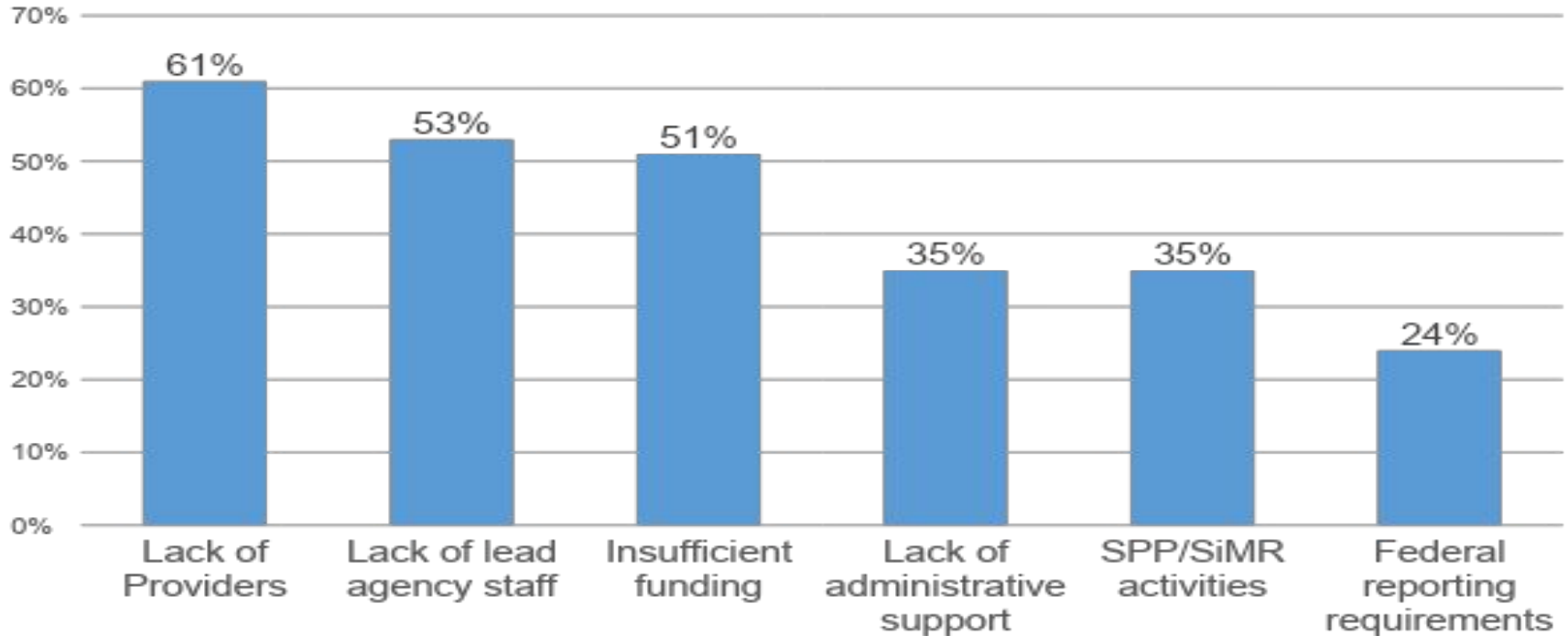
Coordinator Experience Part C Only Responsibility



Salary



Coordinator Demographics - Stress



Challenges

- With the diverse backgrounds, experiences, education, and state systems – how do we develop equity in leadership positions across Part C systems?
- How do we move individuals from competent Part C managers to strong leaders within Part C and across the broader early childhood system?
- The answer to these challenges lies in development of common skills and knowledge that lead to leadership excellence.



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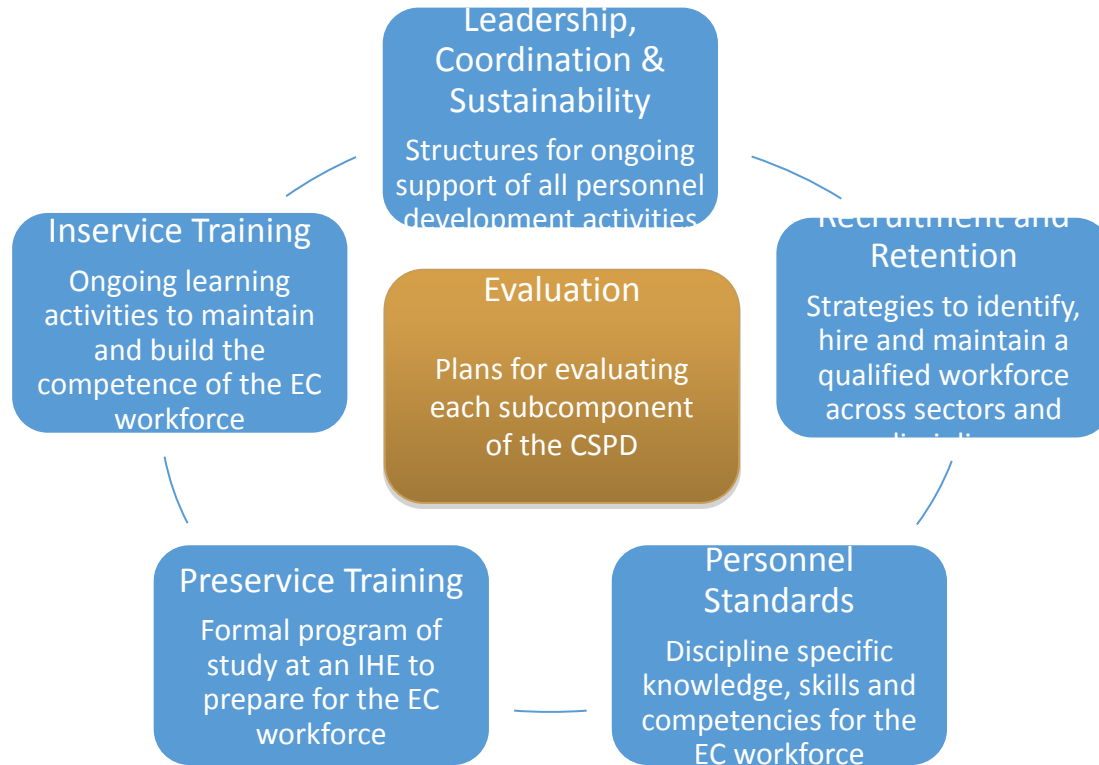
- This has been and remains a priority for the Infant &

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

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Leadership is a process of mutual influence and shared responsibility set in context.

Essential Characteristics of Leadership

- Contextually Bound
- Can Be Learned
- The Harder the Task, The More Complex the Process of Leadership

Methodology For Leadership Curriculum

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11. Framework and indicators will be refined and curriculum materials will be

Hierarchy of Curriculum

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Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Pilot Leadership Framework

Foundational Leadership

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Transformational Leadership

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- Influencing and Leading Others

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

Pilot Participants

Began with 14 originally (7 Part C and 7 Part B/619)

Ended with 7

Part C Coordinators

- Alicia Amundson - AZ
- Nicole Cossette - CT
- Jennifer Kaufman - RI

Part B/619 Coordinators

- Kristy Doan - IL
- Suzanne Perry - AZ
- Julie Rand - KS
- Susanne Thomas - MN

Cohort 1 - 30 sessions over 12 months

Structure and Schedule

Date/Time	Competency/Knowledge & Skill	Topics	Speaker
July 28, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.1	Leadership and Collaboration	Sharon Lynn Kagan
July 30, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2	CliftonStrengths Knowledge and Skills Statement Historical Perspective of Special Education and Early Intervention Individual Professional Development Plan and Action Planning	Deb Ziegler Mary Beth Bruder Mary Beth Bruder and Maureen Greer Mary Beth Bruder and Darla Gundler
August 5, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5	CliftonStrengths – Step Out With Your Strengths – Energizing Self (Self Assessment)	Beth Fennell - Gallop CliftonStrengths
August 6, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5	CliftonStrengths – Step Out With Your Strengths – Energizing Self	Beth Fennell
August 18, 2020 2:00 – 5:00 pm ET	Ethics and Professionalism 2.1.1, 2.1.2, 2.1.3	Professional Ethics in Early Childhood Education: A Conversation with Coordinators A Model for Ethical Decision – Part C and B/619 Coordinators: Vaccinations	Rud and Ann Turnbull
August 20, 2020 2:00 – 5:00 pm ET	Ethics and Professionalism 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	Professional Associations – Top 2 Benefits Professional Association Ethics Statements	Peggy Kemp

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.					



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?

Projects

- Development of a professional development plan for early childhood special education and early intervention leaders aligned with the State's Comprehensive System of Personnel Development Plan.
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Challenges

- COVID, COVID, and MORE COVID
- TIME Commitment
- Competing Priorities
- Zoomed OUT
- Participants Knowledge and Skills

Revised Leadership Tiers

Foundational Leadership

- Self-Knowledge
- Laws, Policies and Regulations
- Pedagogy and Early Learning
- Ethics and Professionalism

Programmatic Leadership

- Communication and Collaboration
- Part C and/or Part B(619) Program Requirements
- System Implementation

Strategic Leadership

- Influencing and Leading Others
- Strategic Thinking, Planning and Implementation
- Systems Change

Next Steps

- Recruitment of Next Cohort
- Develop Self Paced Modules
- Continue to Collaborate with other TA Centers and States

Be a Leader of Change

- Choose Your Style
- Learn How to Improve It
- Have Content Knowledge and Credibility
- Focus on Outcomes
- Be Kind