

ECPC Leadership Think Tank

Mary Beth Bruder, PhD

Avon , CT

February 19-21, 2019

Early Childhood Personnel Center

Purpose:

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 Personal 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 TA

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

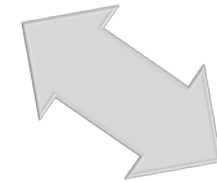
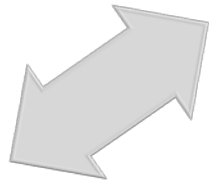
•([Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRRA, 2011](#)).



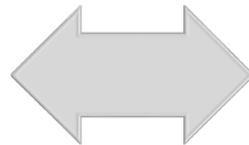
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Identify and Develop
Knowledge



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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Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

IHE Faculty,
Doctoral Students,
& PD Providers

Part C/Part B 619,
EC Administrators,
and Families

Intensive TA for State CSPD Development and Implementation

Expand in 9
Current States

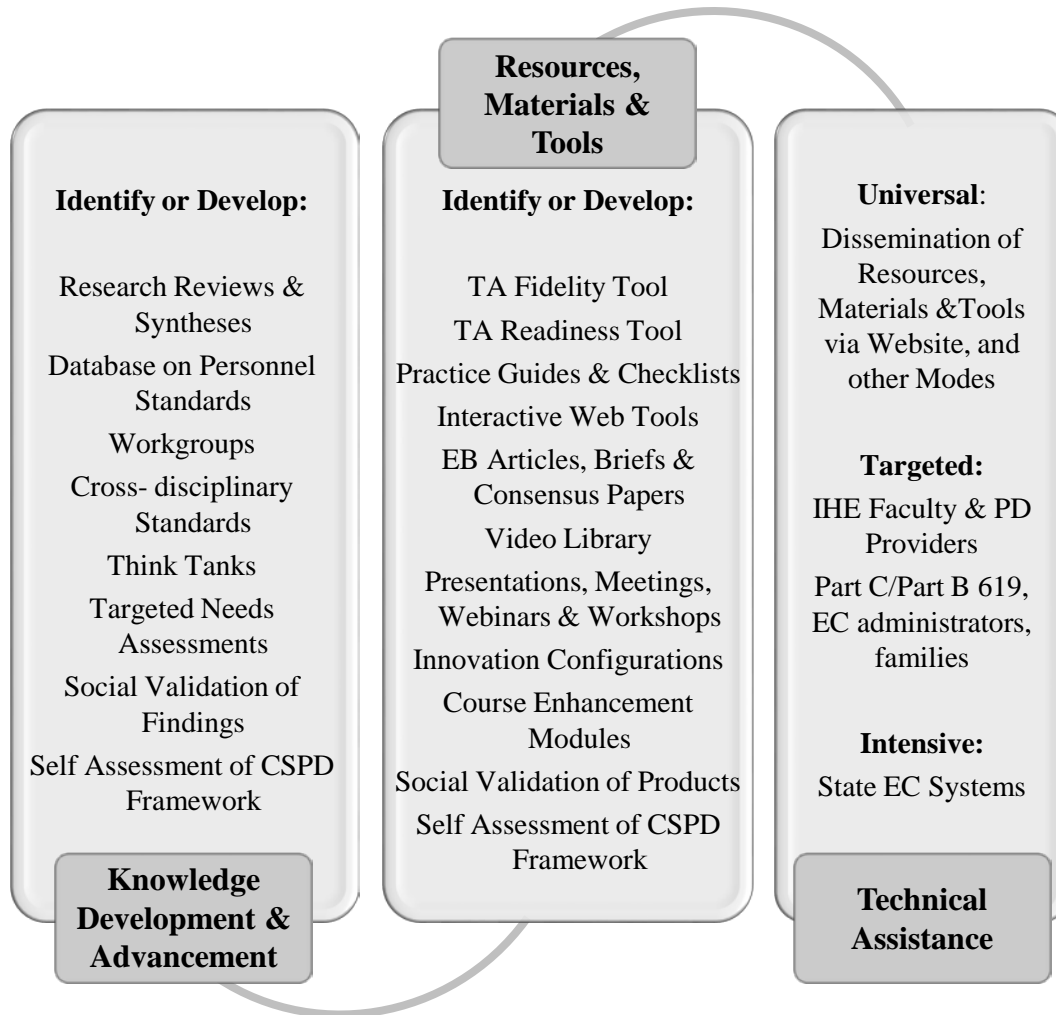
Develop and
Implement in 8
New States



Outputs of the ECPC 2

- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation

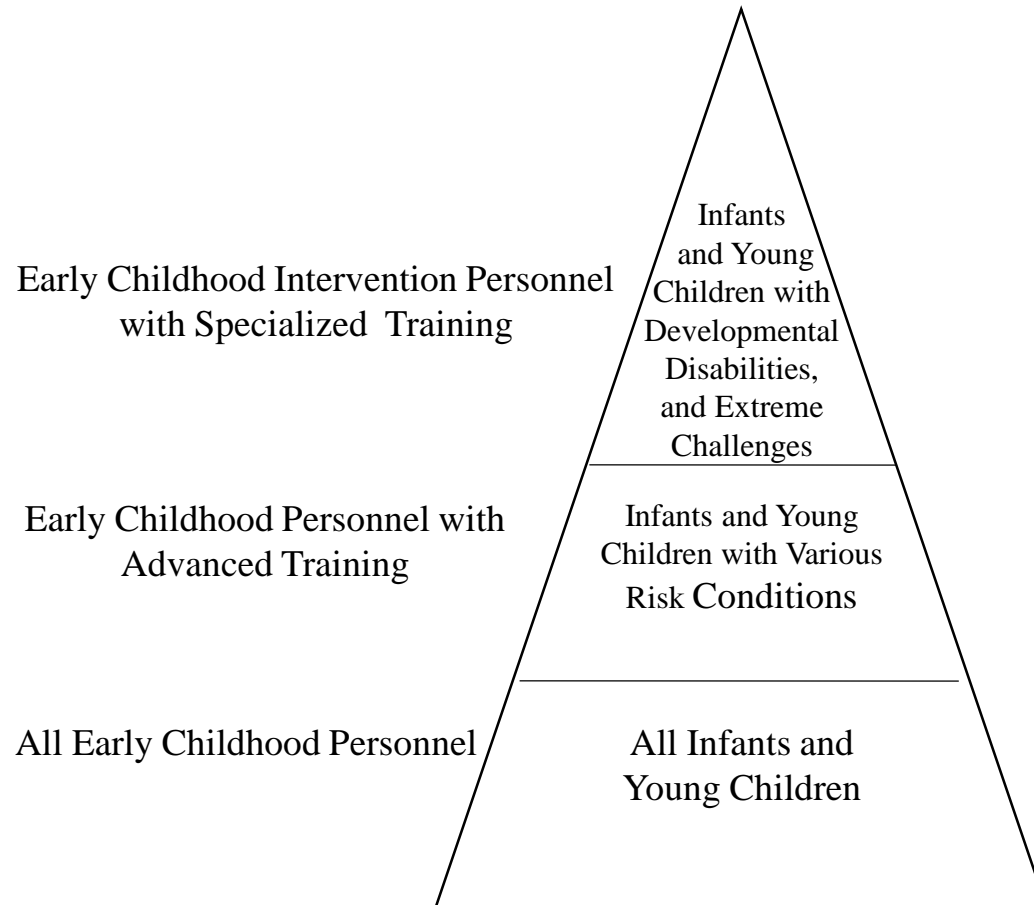




COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



CONTINUUM OF EC PERSONNEL COMPETENCE



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Alignment of CEC and NAEYC Standards and DEC Specialty Sets



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Collaborators



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Rationale for:

- **Develop and/or revise blended IHE and PD curricula**
- **Integrate “general” ECE content/skills into ECSE curricula**
- **Inform state certification requirements**
- **Facilitate development of blended program documents for accreditation review**



NAEYC, CEC, DEC Standards: What Was Aligned?

NAEYC

NAEYC Standards for Early Childhood Professional Preparation Birth through Age 8

- Initial Preparation Standards
 - 6 standards; 22 key elements
- Advanced Preparation Standards
 - 6 standards, 23 key elements

Special Educator Professional Preparation Standards

Birth through Age 21

- Initial Preparation Standards
 - 7 standards, 28 key elements
- Advanced Preparation Standards
 - 7 standards, 28 key elements

CEC

1 of Multiple
CEC Specialty Sets

Early Childhood Special Education

Birth through Age Eight

- Initial Specialty Set
 - 23 knowledge statements; 57 skills statements
- Advanced Specialty Set
 - 9 knowledge statements; 21 skills statements

DEC



Alignment Process for Standards, Elements, Specialty Sets: NAEYC with CEC/DEC

- DEC Alignment Workgroup (n=11) appointed 2014
- Development of alignment rules/guidelines
- Consensus rule determined ($\geq 73\%$, n=8-11)
- Two individual alignments of both Initial and Advanced NAEYC and CEC Standards and Elements
 - 2nd review of elements with 36% - 64% (n=4-7)
- Conference calls to discuss alignments
- Similar process for alignment of Initial and Advanced NAEYC Standards and Elements with DEC Initial and Advanced Specialty Sets



DEC, CEC, NAEYC Alignment Results

Standards/Elements, Specialty Set K & S Aligned	Number of Elements or K & S Statements Aligned \geq 73%
Initial CEC, NAEYC Elements	22 (79%)
Advanced CEC, NAEYC Elements	15 (54%)
Initial DEC Specialty Set K & S, NAEYC Elements	44 (54%)
Advanced DEC Specialty Set K & S, NAEYC Elements	13 (39%)



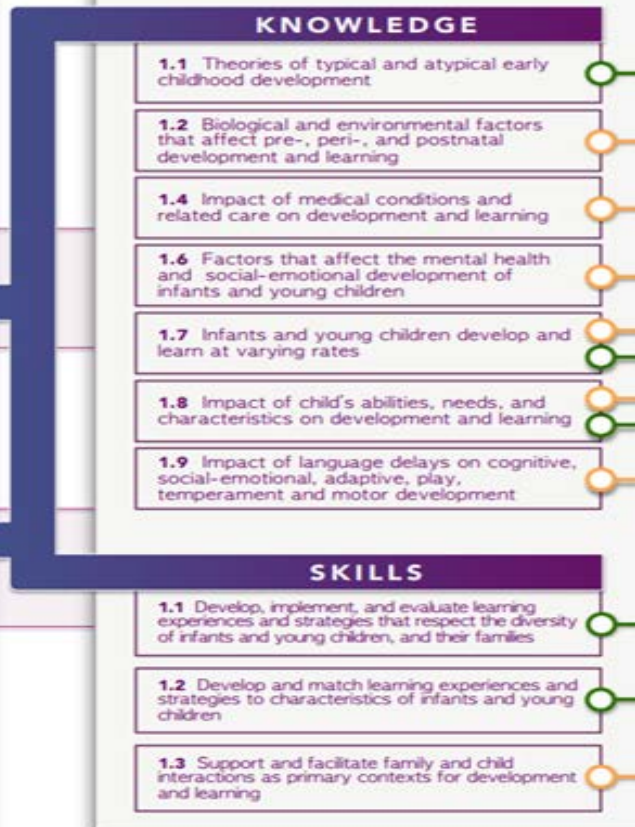
STANDARD 1.0

Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.



STANDARD 1 Promoting Child Development and Learning

STANDARD 2 Building Family and Community Relationships



<https://ecpcta.org/wp-content/uploads/sites/1337/2018/08/Final-Official-Initial-Standards-Alignment.pdf>

Standards Alignments Cross Walked with DEC Recommended Practices



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Cross-Disciplinary Core Competencies

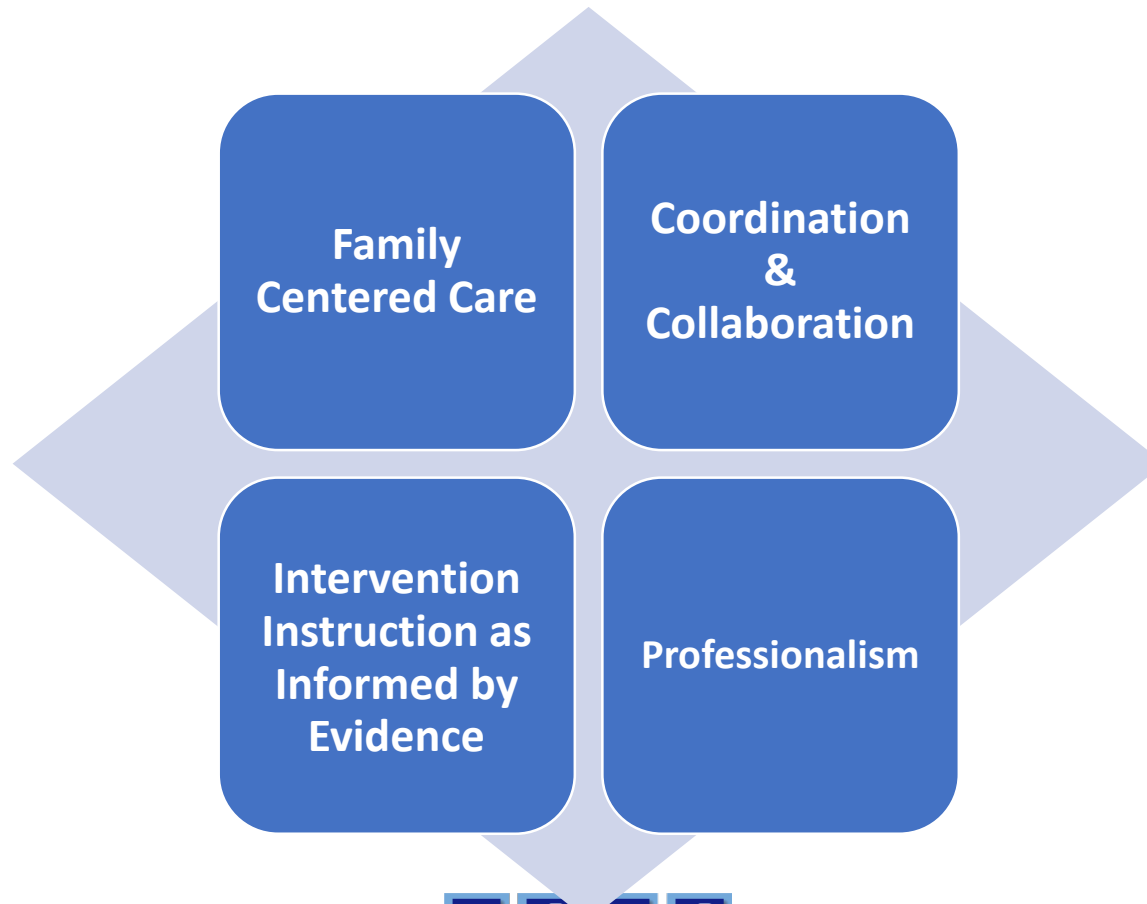
- **Council for Exceptional Children**
- **Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)**
- **National Association for the Education of Young Children (NAEYC)**
- **American Occupational Therapy Association (AOTA)**
- **American Physical Therapy Association (APTA)**
- **American Speech-Language-Hearing Association (ASHA)**
- **Zero to Three**



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Core Competencies across Disciplines



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Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support

Higher Education Programs in Early Childhood/Early Childhood Special Education



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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)

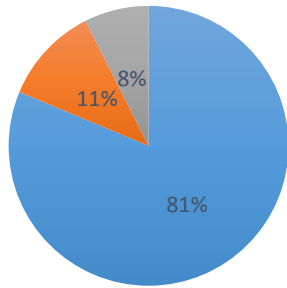
ECE/ECSE Higher Education Program Data Collected

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



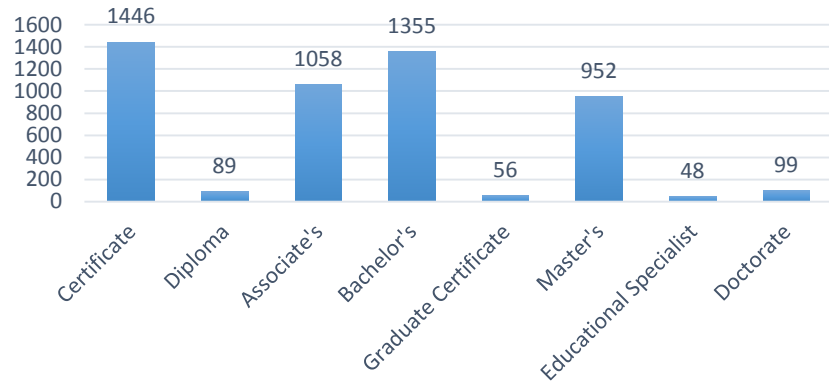
ECE/ECSE Higher Education Programs Results (N=5,199)

Program Type

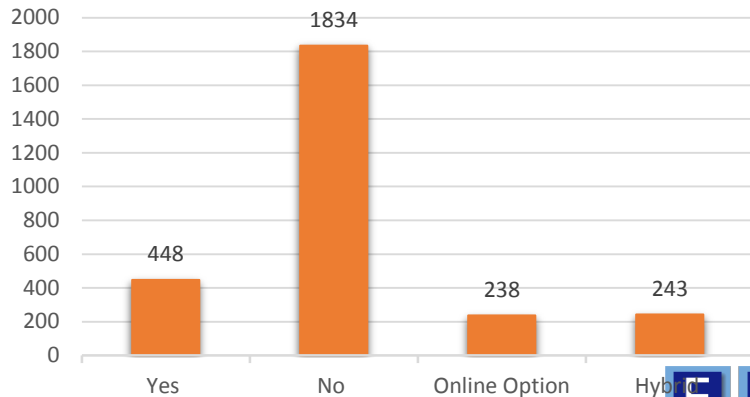


■ ECE (n=4226) ■ ECSE (n=586) ■ BLEND (n=387)

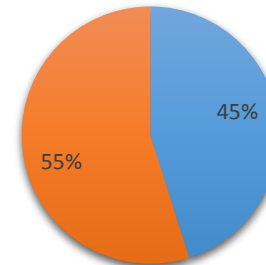
Program Degree



Program Format



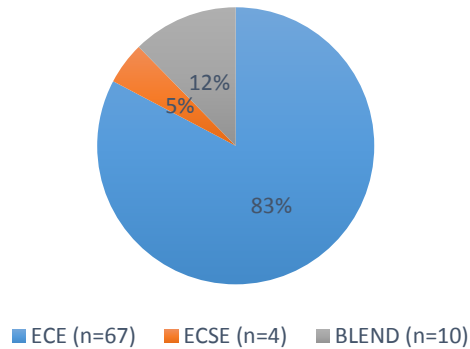
Teacher Certification Program



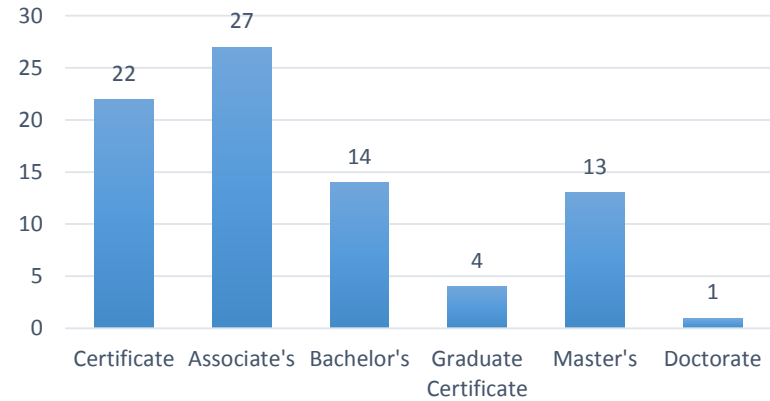
■ Yes (n=1446) ■ No (n=1759)

Example: Arizona (N=81)

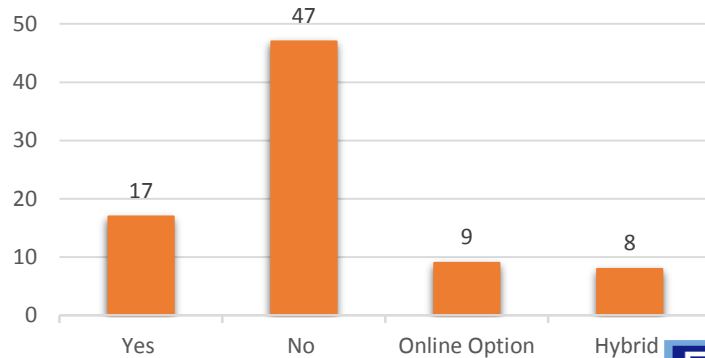
Program Type



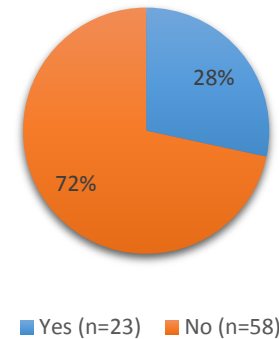
Program Degree



Program Format

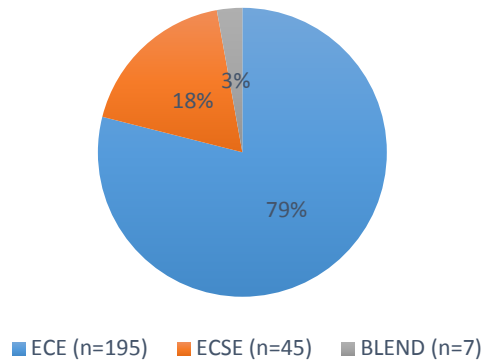


Teacher Certification Program

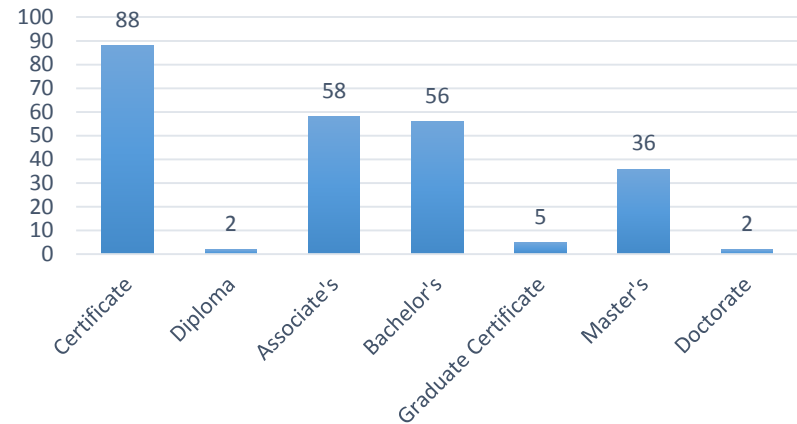


Example: Illinois (N=247)

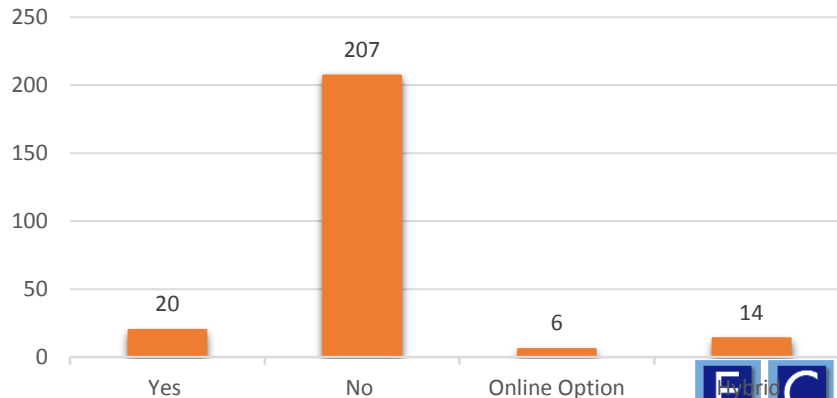
Program Type



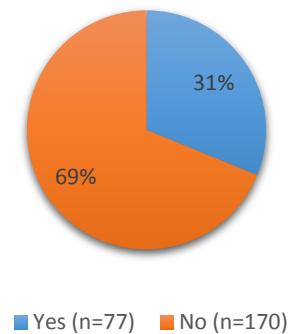
Program Degree



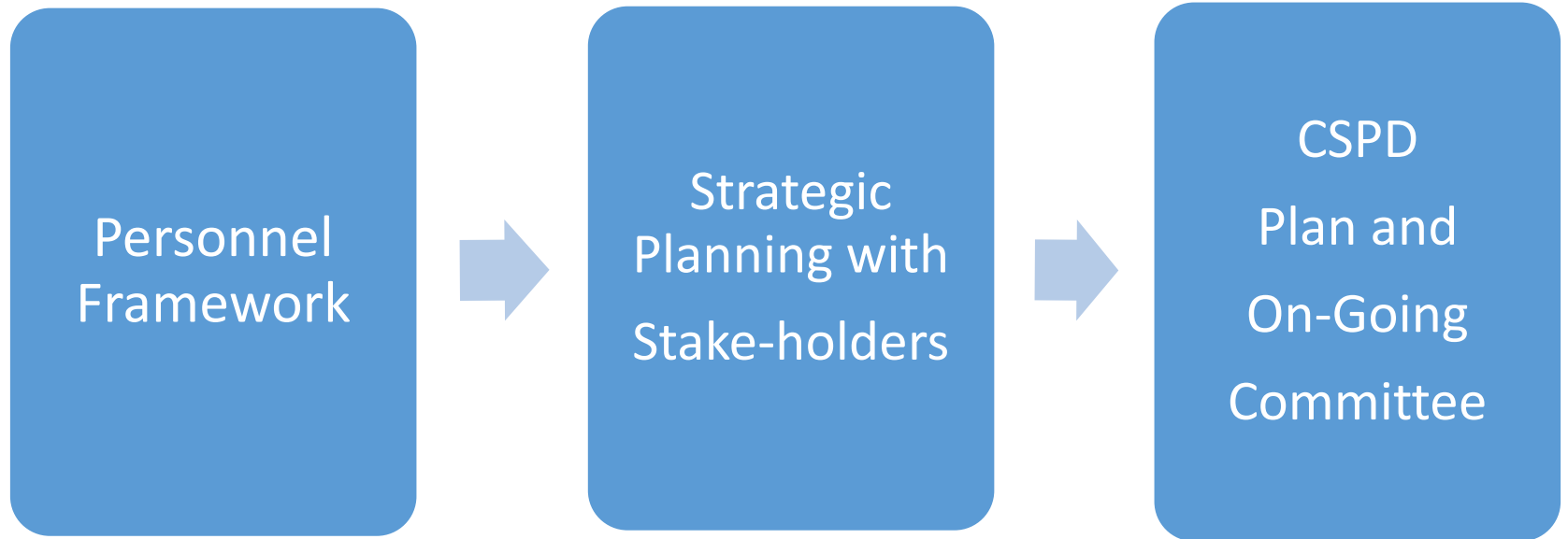
Program Format



Teacher Certification Program



Intensive TA= 5 states in 2018



How Will We Do This ?

- Content:

CSPD

- Method:

Implementation frame through
strategic planning

- Outcome:

Scaling up of effective practices
for personnel development



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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>Preservice 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>Inservice Personnel Development</p>	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice 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</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>

PHASE ONE Exploration

Develop core planning team and project liaison

Identify stakeholders for strategic planning team

Identify a date and place for strategic planning

Complete self assessment of the framework

PHASE TWO Installation

Invite stakeholders to be part of strategic CSPD team

Develop strategic plan

Assign stakeholder to CSPD component workgroup

Establish meeting and reporting schedule

PHASE THREE Implementation

Objectives and activities of strategic plan

Engage in problem solving activities

Workgroups document, evaluate, and report findings recommendations on tasks

Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives

PHASE FOUR Standardization

Reassess and prioritize objectives and outcomes based on results of implementation annually

Prepare annual report of planning group process and recommendations

Develop an evaluation process of the state's CSPD components

Evaluate CSPD and recommend needed modifications for sustainability

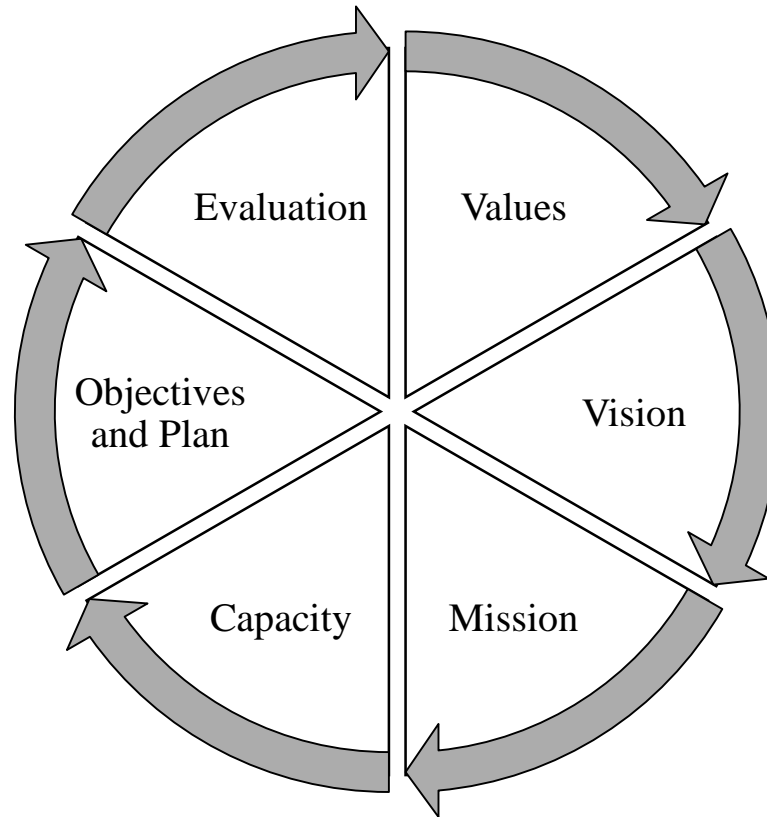


Principles of Strategic Planning

- **Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.**
- **The process of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.**
- **Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.**



Strategic Planning Sequence



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The Strategic Planning Process: Key Characteristics

- Focused and Decision Related
- Future Oriented
- Fact-Based
- Avoids Over-Generalization
- Explores Alternative Solutions
- Reassesses Decisions Over Time
- Politically Realistic



CSPD should include:

- Clear statement of the problem the strategic plan intends to address
- Broad goal statement of what to be accomplished
- Outcome-oriented objectives which move toward that accomplishment
- Strategies and actions which will enable the accomplishment of objectives
- Operational guidelines for implementation



Lessons Learned:

- *Someone(s) needs to own this process.*
- *Need to have the right people at the table: on the core planning team(use the form).*
- *Ability to focus on CSPD over other competing priorities.*
- *Use of data from the self-assessment to CSPD component planning.*
- *Reach out of the initial SWG to expand the input into the CSPD planning*



Systems Think



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Systems Last beyond People....

Sometimes



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Early Childhood Comprehensive System of Personnel Development Survey of State Leaders: Quantitative Analysis



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Study Information

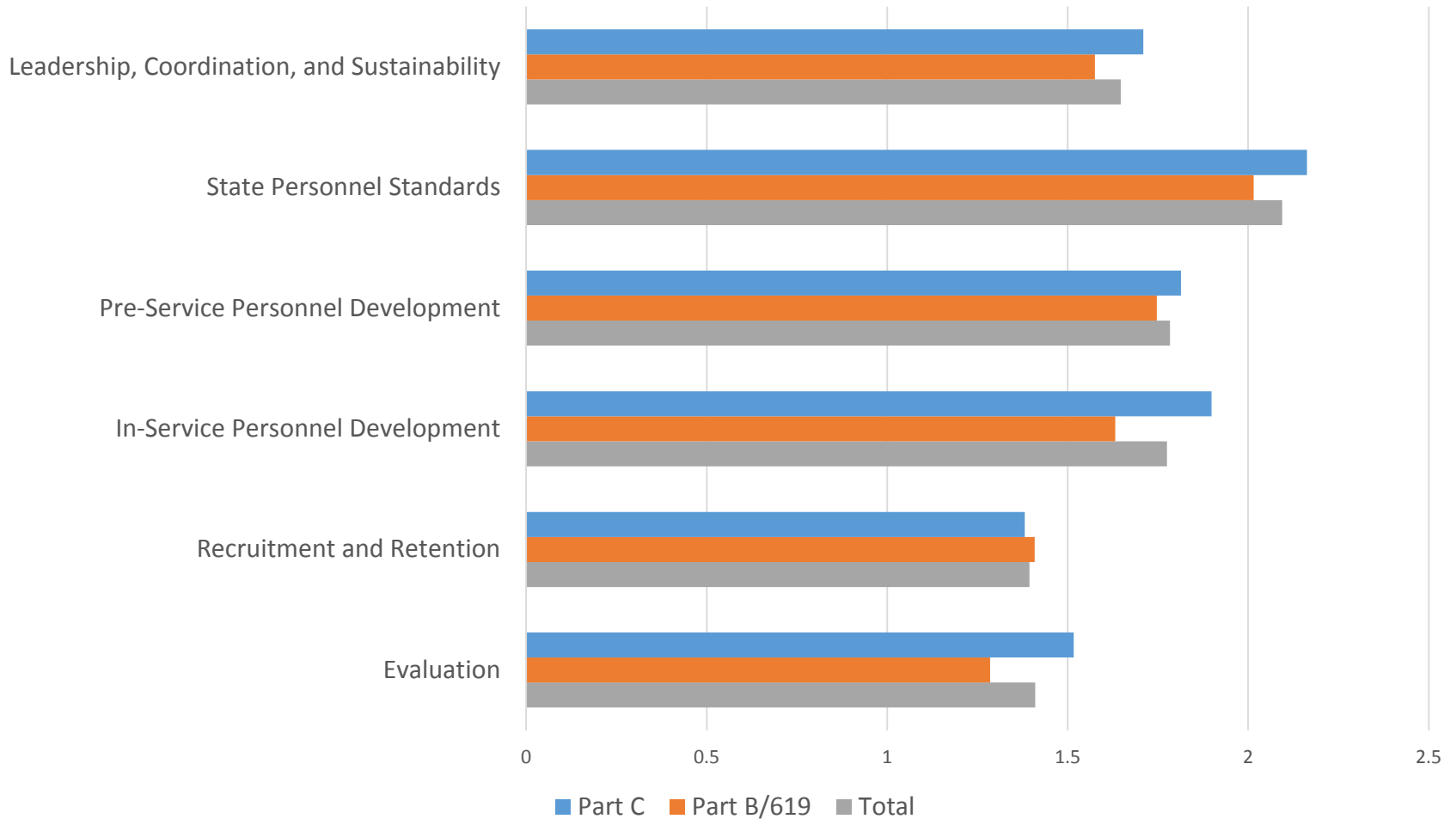
- Purpose: To describe the national landscape of early childhood comprehensive systems of personnel development across Part C and Part B/619.
- Method: Phone interview were conducted with Part C and Part B/619 Coordinators (and their staff). These data were reviewed by the data collectors, who examined websites and documents to validate the ratings.
- Participants: 80 systems participated in this study (43=Part C, 37=Part B/619)

Subcomponent	Quality Indicators	N of items
Leadership, Coordination, & Sustainability	Cross-sector Leadership Team	8
	Written Multi-year Plan	6
State Personnel Standards	State Standards Aligned to National	4
	Certification Aligned to State/National	5
Pre-service Professional Development	IHE Aligned to National Standards	5
	IHE Address EC Dev. and Discipline	6

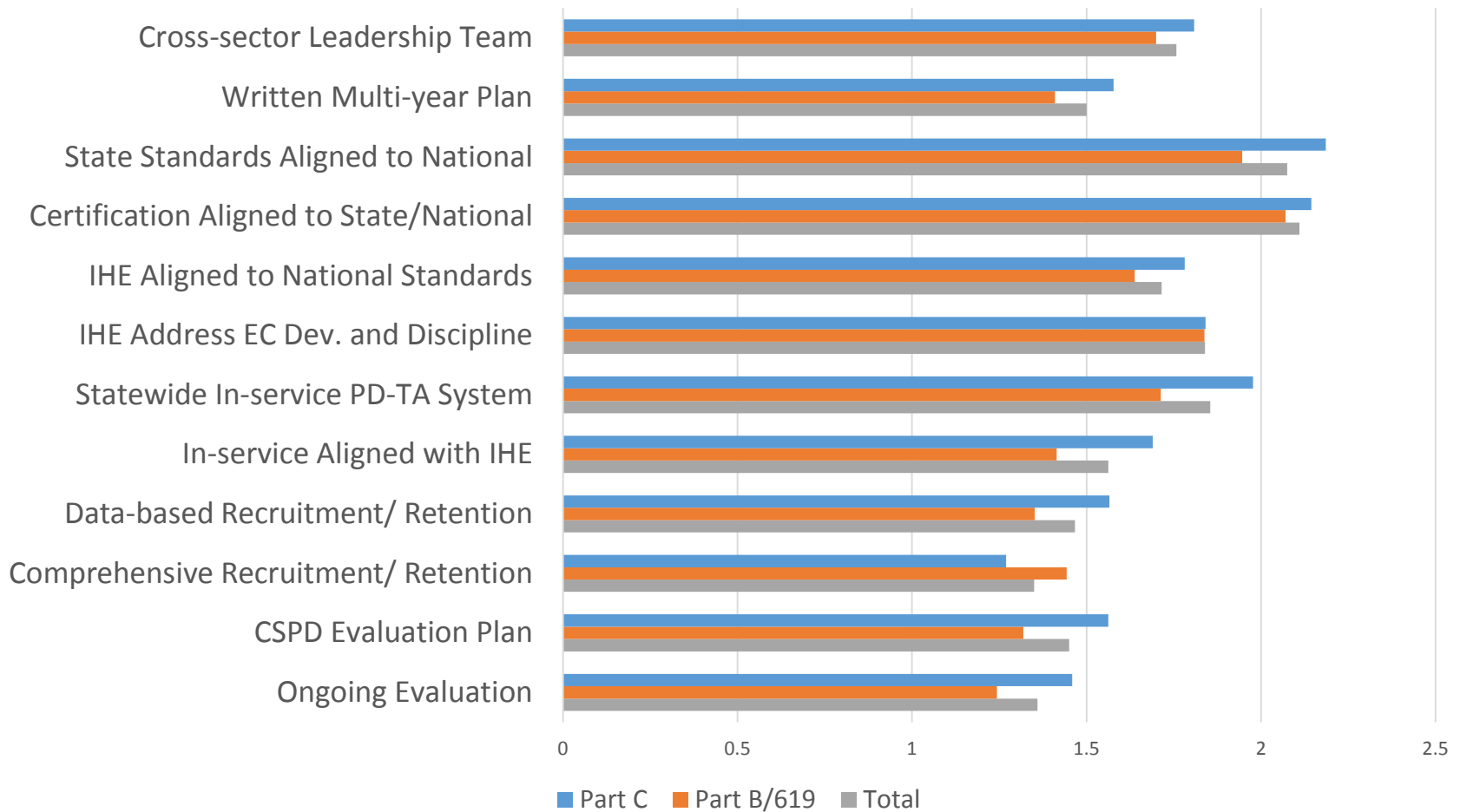


Subcomponent	Quality Indicators	N of items
In-service Personnel Development	Statewide In-service PD-TA System	8
	In-service Aligned with IHE	3
Recruitment/Retention	Data-based Recruitment/Retention	3
	Comprehensive Recruitment/Retention	5
Evaluation Plan	CSPD Evaluation Plan	5
	Ongoing Evaluation	4

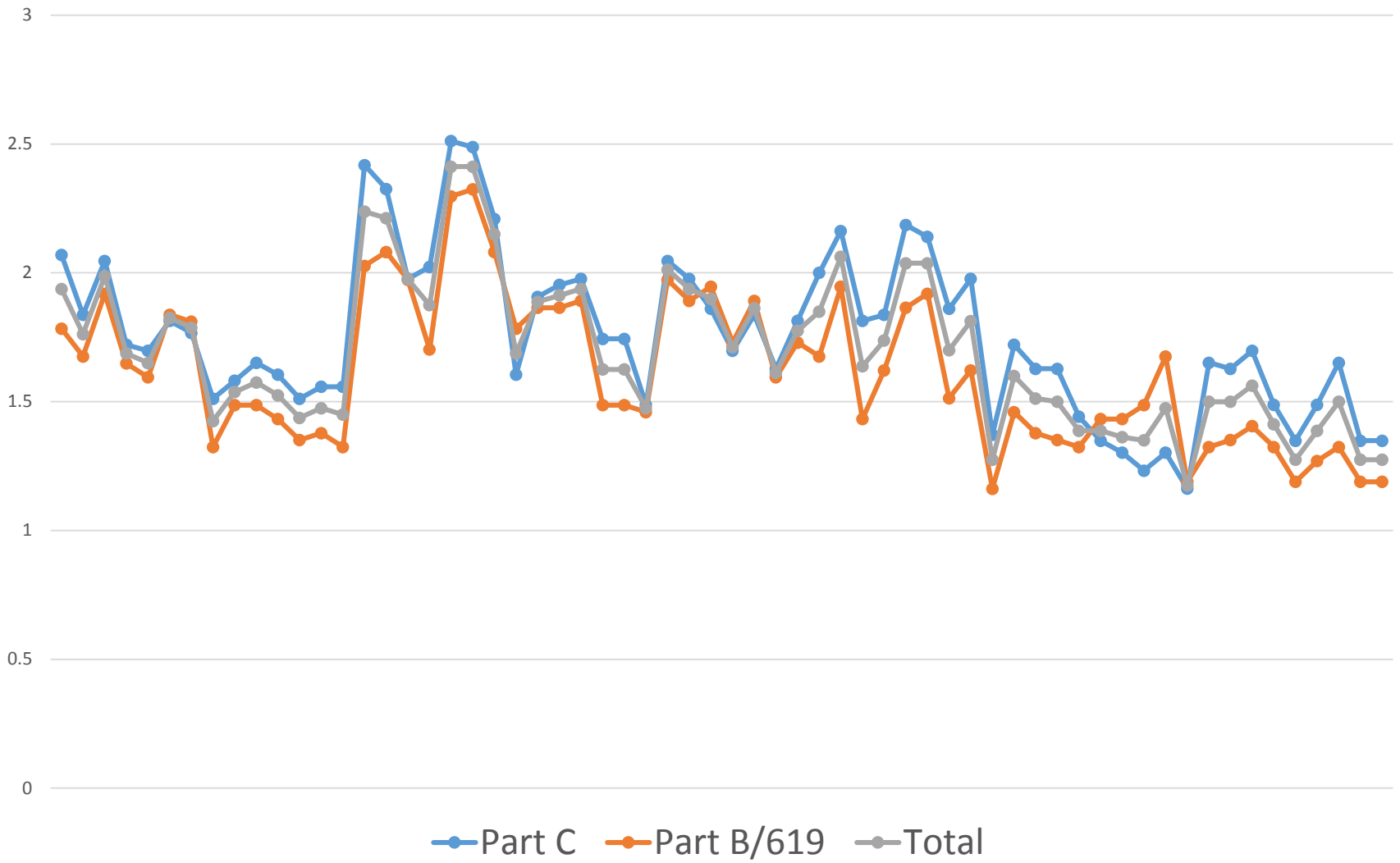
Average Subcomponent Score by System Type



Average Quality Indicator Score by System Type



Average Item Score by System Type



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On the following slides, the percentages indicate states that did not have the Element of Quality in place.



Leadership, Coordination, & Sustainability Subcomponent



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Quality Indicator PN1:

A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.



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Item	Part C	Part B/ 619
The composition of the leadership team represents key partners...	34.9%	45.9%
Additional stakeholder input, including from families, is actively solicited and considered ...	44.2%	51.4%
The leadership team members are aware of other related personnel development systems ...	34.9%	40.5%
The leadership team develops an overall vision, mission, and purpose for the CSPD ...	48.8%	54.1%
The CSPD vision, mission and purpose are aligned with the overall early intervention and preschool special education systems.	53.5%	59.5%
The leadership team examines current policies and state initiatives .	39.5%	43.2%
The leadership team advocates for and identifies resources for cross-sector priorities and activities.	46.5%	48.6%
The leadership team disseminates information on the CSPD plan to relevant public and private audiences.	62.8%	75.7%



Quality Indicator PN2: There is a written multi-year plan in place to address all sub-components of the CSPD.

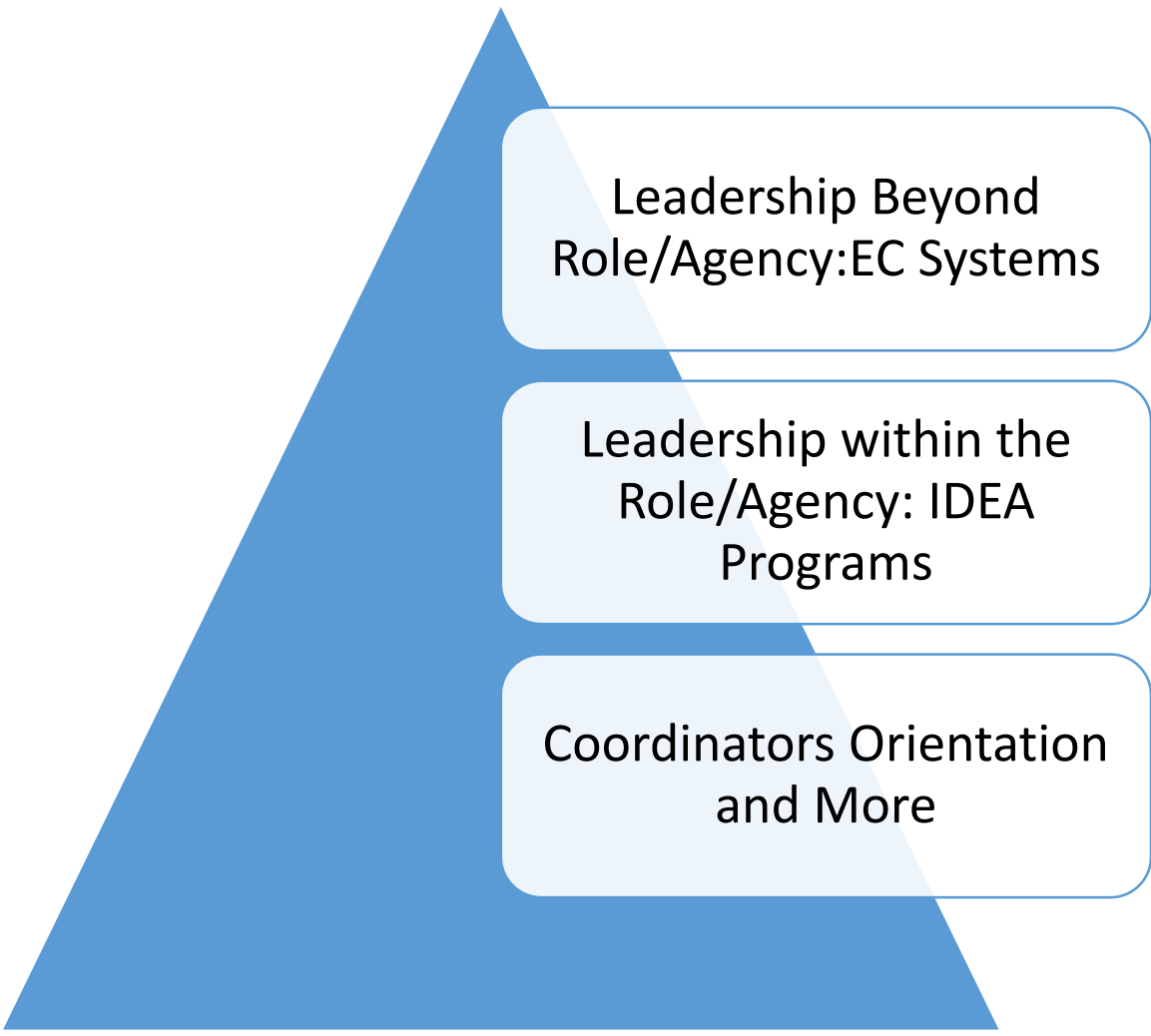


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Item	Part C	Part B/619
The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD.	60.5%	70.3%
The CSPD plan is aligned with and informed by stakeholder input, national professional organization personnel standards, state requirements, and the vision, mission, and purpose of the cross-sector early childhood systems involved in the CSPD.	58.1%	70.3%
The CSPD plan articulates a process for two way communication between stakeholders ...	58.1%	67.6%
The CSPD plan includes strategies for engaging in ongoing formative and summative evaluation of the activities.	67.4%	75.7%
The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan.	60.5%	73.0%
The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan.	67.4%	78.4%





Leadership Beyond
Role/Agency: EC Systems

Leadership within the
Role/Agency: IDEA
Programs

Coordinators Orientation
and More



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Leadership Beyond
Role/Agency: EC Systems

Leadership within the
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Programs

Coordinators Orientation
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Methodology For Content

1. Scan the Literature for leadership types
2. Metasynthesis as frame
3. Think Tanks Part C/619 (1 so far)
 - a) Job descriptions/Need to know
 - b) Refine into critical knowledge and skills by level
4. Delphi for consensus
5. Knowledge and skills will be sequenced by level





**Administrative
Leadership**

**Pedagogical
Leadership**

**Community
Leadership**

**Advocacy
Leadership**

**Conceptual
Leadership**



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Definitions

Standard: What you must know and be able to do (knowledge and skills)

Indicator: a rule for the measure of quality; a sign that shows the condition or existence of something

Practice: the action of doing

Competency: an ability or skill