

Background and Methodology

The Early Childhood Personnel Center collaboratively developed a leadership curriculum for State Coordinators for the Part C Infant and Toddlers Program, and the Coordinators for the Preschool Program under Part B (619) of the Individuals with Disabilities Education Act (IDEA).

The process began with a scan of the literature and other relevant leadership curriculum, and a meta synthesis of the construct of leadership. The curriculum was then developed with Part C and Part B (619) coordinators over a 3-year period during which all coordinators gave input through think tanks, surveys, and focus group meetings held by the ECPC. The result is a hierarchy of leadership knowledge and skills statements, and competencies that are unique to Part C and Part B (619) state administrators.

Methodology

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 knowledge and skills 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 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 knowledge and skills developed for each competency
9. Knowledge and skills indicators used as self assessment to guide Intensive TA Academy
10. Intensive Leadership Academy piloted learning activities for knowledge and skills (2020-2021 Cohort 1 and 2021-2022 cohort 2)
11. Knowledge and skills revised at the completion of cohorts 1 and 2 using feedback from participants

Hierarchy of Curriculum

- Competencies (Knowledge and Skills)
- Self Assessment (Pre/Post of Knowledge and Skills)
- Learning Opportunities Structured By Knowledge and Skills Peer and Expert Mentoring
- Measurement of Acquisition of Competencies
- Final Capstone Project



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ECPC Knowledge and Skills

After completion of these modules, you will be able to:

1.0 Foundational Leadership

1.1 Self Knowledge

Develop and implement a professional development plan to guide the acquisition of leadership goals.

1.2 Ethics and Professionalism

Develop and implement standards, guidelines, and expectations for equitable and ethical decision-making and professional behavior by the staff in the Part C and/or Part B (619) service system.

1.3 Leading Others

Motivate and lead diverse stakeholders to develop, revise, and implement components of the state Part C and/or Part B (619) system in collaboration with other early childhood initiatives.

2.0 Operational Leadership

2.1 Law, Regulations, and Policy

Analyze, interpret, monitor, and revise (as necessary) federal and state laws, regulations, and policies to improve programs, services, and outcomes for infants and young children and their families eligible to receive services in the IDEA Part C and the Part B (619) system.

2.2 Early Learning and Pedagogy

Establish policy to guide the adoption, implementation and evaluation of evidence-based assessment, intervention and transition practices for all infants, young children and their families in early intervention and early childhood special education under the IDEA Part C and/or Part B (619) service system.

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

Develop and/or facilitate the implementation of plan(s) to address Part C and/or Part B (619) service system needs with measurable and equitable goals, objectives, activities, identified resources, timelines, and outcomes.

3.0 Strategic Leadership

3.1 Communication and Collaboration

Build state and local collaborations with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities and their families who represent diverse backgrounds.

3.2 Strategic Thinking and Planning

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 a service issue/need for the state Part C and/or Part B (619) service system.

3.3 Systems Change

Scale up, implement and evaluate a practice(s), program, or policy for eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, who represent diverse linguistic, racial, ethnic, cultural, socioeconomic, educational, and historically underrepresented backgrounds.

Capstone Projects and Quotes

Capstone 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.
- 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 ECPC Leadership Academy using the 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 (619) special education specialists to support and provide quality technical assistance to their local preschool program personnel.

Quotes from Participants

"Developing the action plan during this leadership academy taught me to think about, and work through, all the components necessary to ensure success. This activity not only gave me an opportunity to create a plan for something that has been on my "to do" list but has taught me how to approach large projects in the future."

"Leadership Skills: Pass Them On! The skills I learned are only beneficial if others also have them, so I decided to make it my focus for the next couple of years. I've been highlighting the skills, the techniques, the tools, and supporting staff to coach and facilitate conversations with the programs in most need."

"As a result of learning the Action Planning Process, I have been able to use the method in developing action plans for my internal team, measure progress toward goals and identify additional gaps in our system. This process has supported our Part C program to make progress in the quality of our work and enabled us to report within our Department and to key stakeholders."

"The process of writing and refining the action plan helped me, document my day-to-day work and look at my work on a deeper level. It helped me think of the work in a sustainable way while pushing me to keep the goals at the forefront while looking at them from different perspectives."

"I have a much higher self-awareness of my current skills and abilities and how these make me a better leader, how to utilize my team, and how to seek help in the areas where I need more support."

"This process has helped to improve my perspective of leadership internally and externally while making connections, and increasing understanding of policy, practice, and systems change."

"Being able to learn the competencies to move a system forward despite adversity is a huge kudos to this academy."