Early Childhood Personnel Center

ECPC Personnel Preparation Grantees Meeting
Purpose With Passion

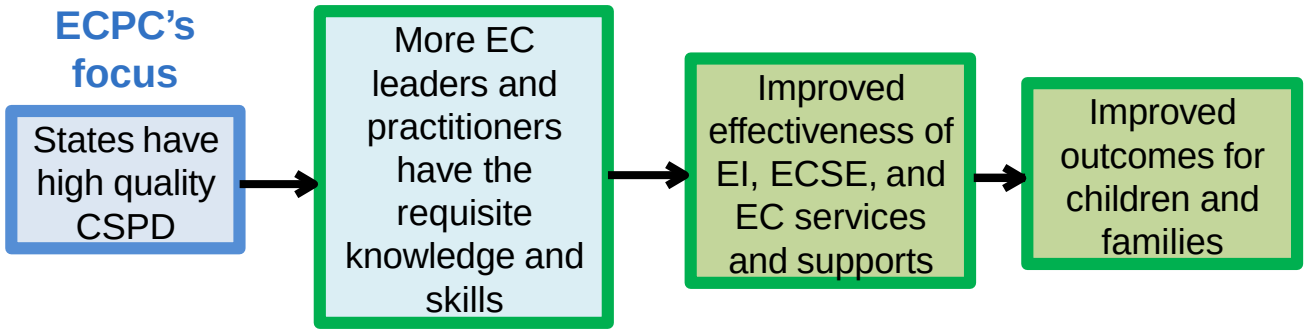
Mary Beth Bruder, Ph.D.
University of Connecticut
263 Farmington Avenue, MC6222
Farmington, CT 06030
Phone: (860) 679-1500
Fax: (860) 679-1571
E-mail: bruder@.uchc.edu
Website: www.uconnucedd.org

IDEAs that Work

"If you treat an individual as he is, he will stay as he is, but if you treat him as he ought to be, and could be, he will become what he ought to be and could be."

~ Goethe

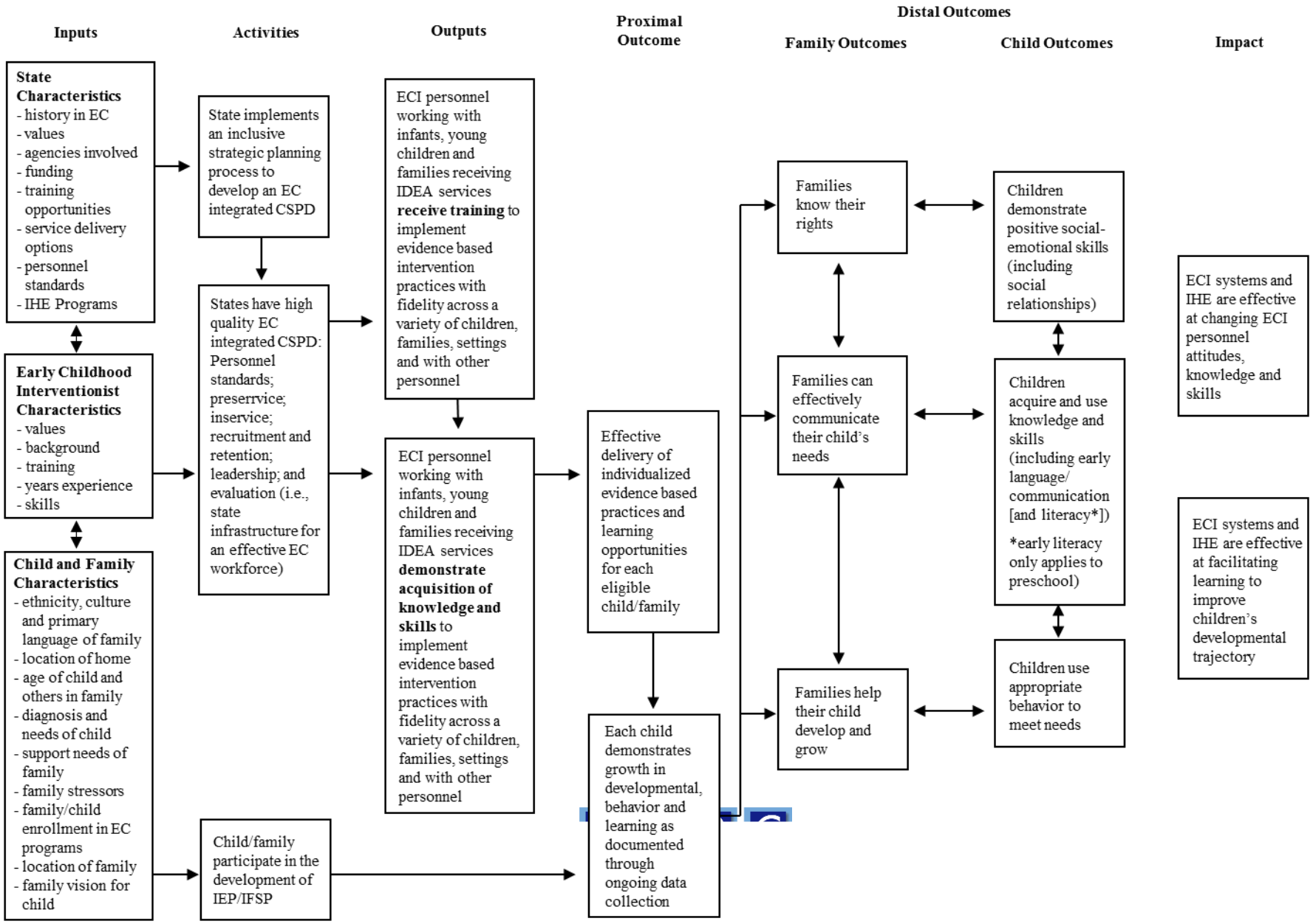
If we want improved outcomes for infants and young children with disabilities and their families, then…….



Theory of Action

How improved CSPD leads to improved outcomes

Personnel Development Logic Model



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;

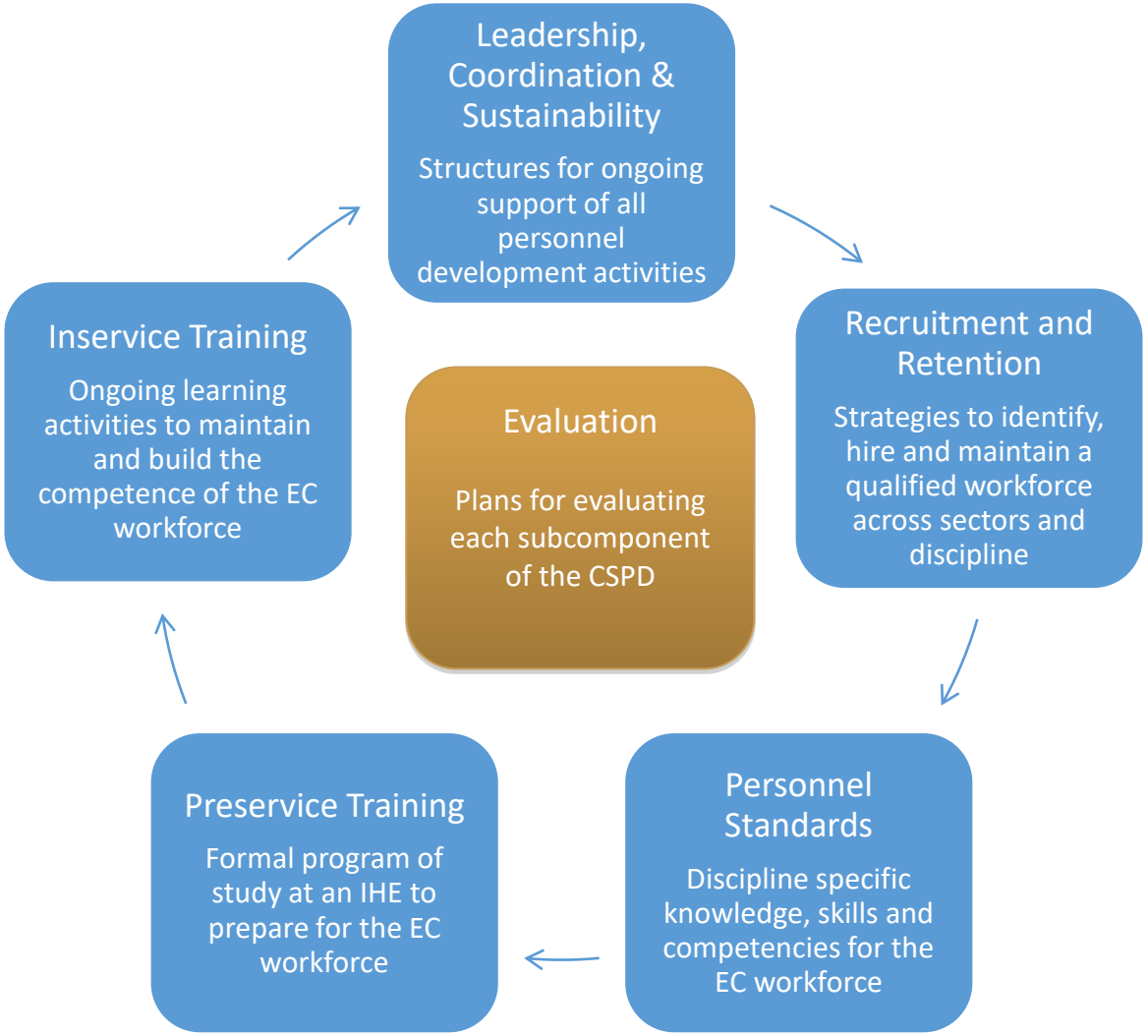
Part B (ages 3-5)

- 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

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



Definition of Systems

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

A Comprehensive System of Personal Development

is a *necessary* and *integral*

quality indicator of

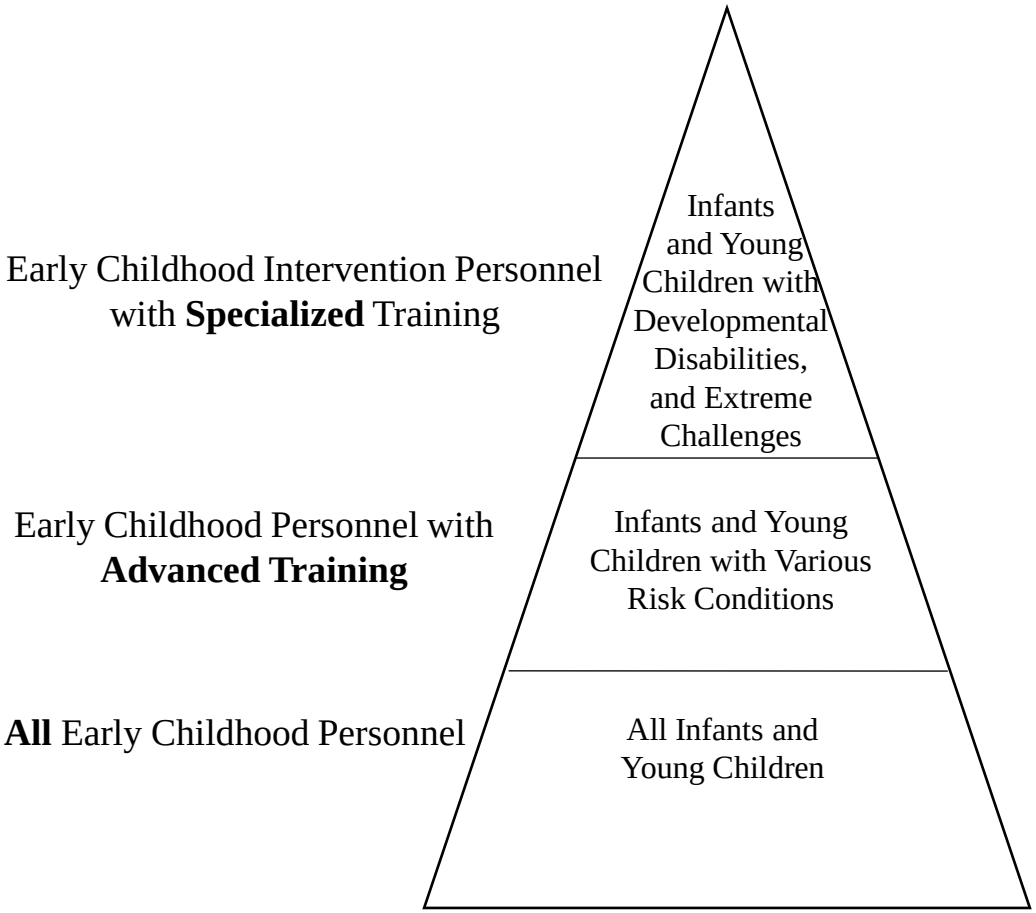
an early childhood service system

AND

the early childhood workforce

who serve infants, toddlers and preschool children with disabilities and their families

Continuum of Early Childhood Personnel Competence



Definition of Technical Assistance

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).
-

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?

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

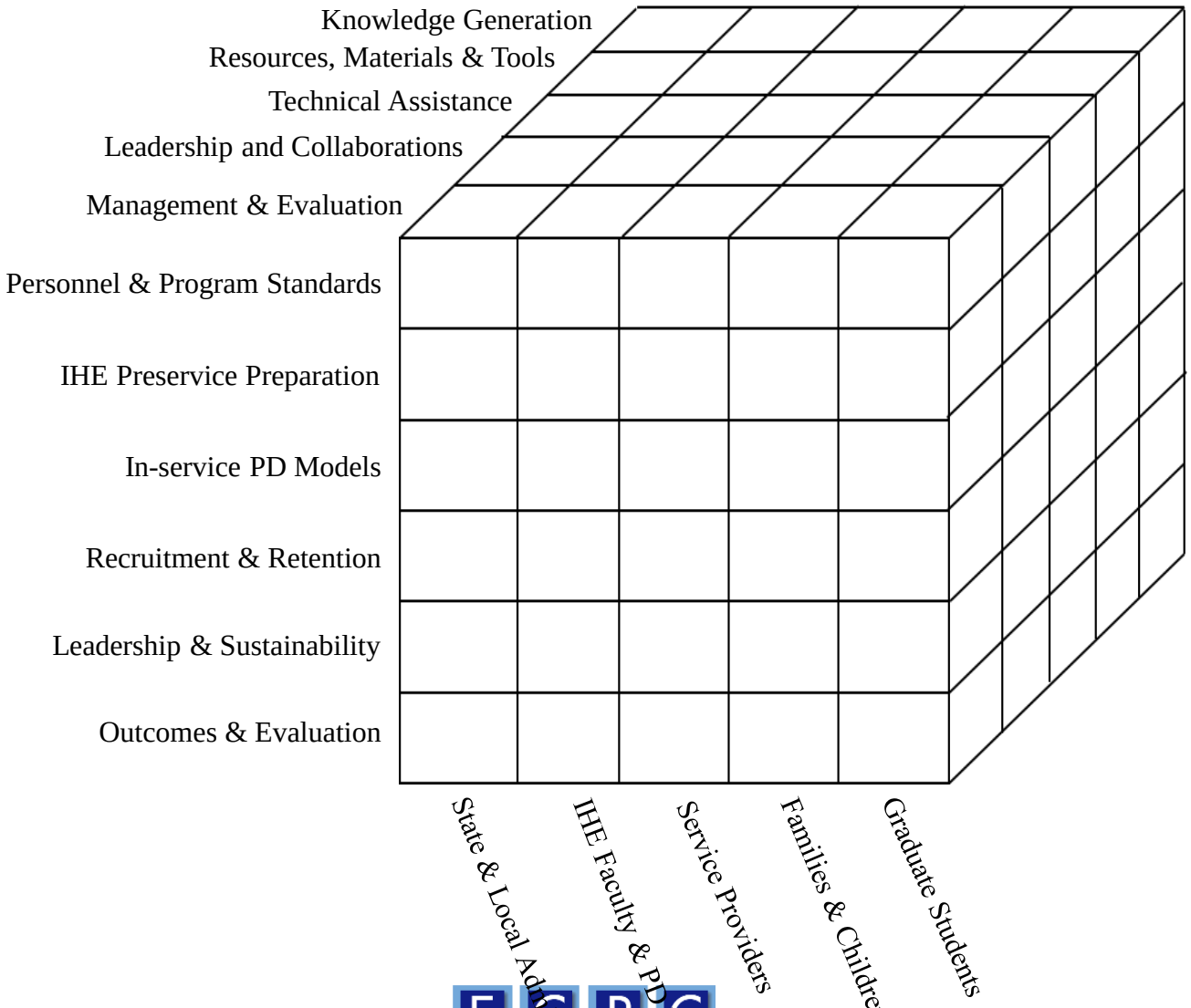
IHE Faculty, Students, and State PD Providers

Intensive TA for State CSPD Development and Implementation

Reboot in Previous States

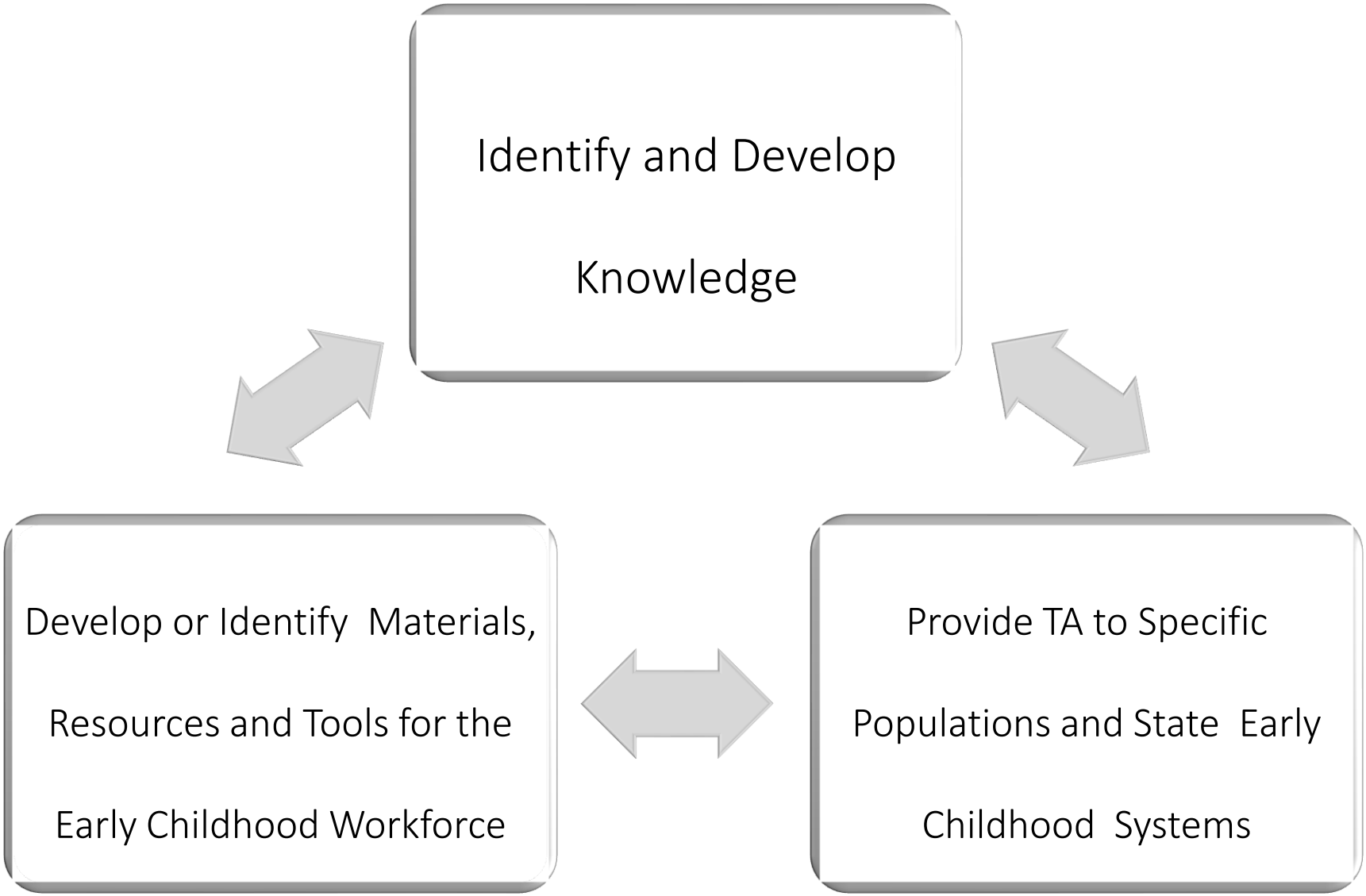
Develop and Implement in New States

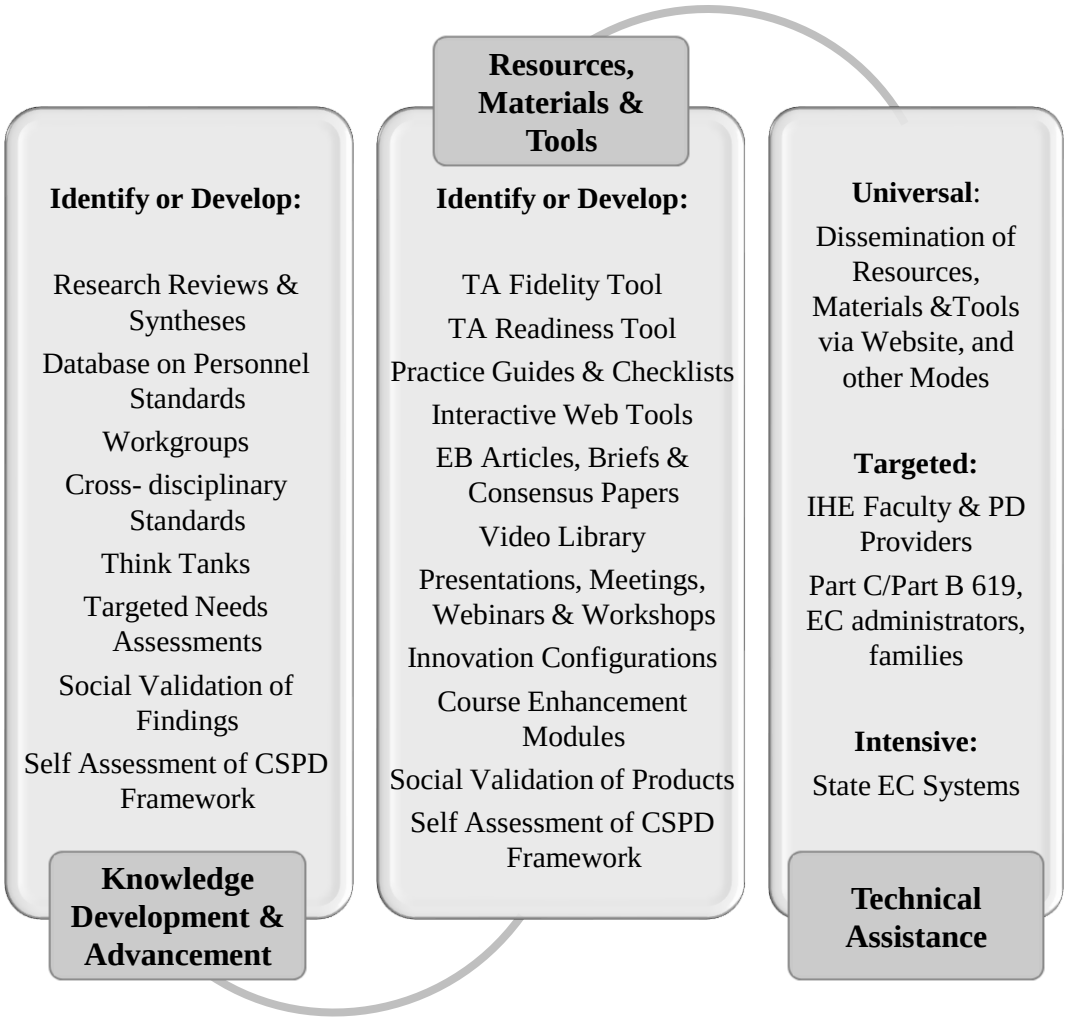
Center Goals, CSPD Components and Stakeholders



Outputs of the ECPC 2

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


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


Resources, Materials & Tools
Identify or Develop:
Research Reviews & Syntheses
Database on Personnel Standards
Workgroups
Cross- disciplinary Standards
Think Tanks
Targeted Needs Assessments
Social Validation of Findings
Self Assessment of CSPD Framework
Knowledge Development & Advancement
Identify or Develop:
TA Fidelity Tool
TA Readiness Tool
Practice Guides & Checklists
Interactive Web Tools
EB Articles, Briefs & Consensus Papers
Video Library
Presentations, Meetings, Webinars & Workshops
Innovation Configurations
Course Enhancement Modules
Social Validation of Products
Self Assessment of CSPD Framework
Universal:
Dissemination of Resources, Materials &Tools via Website, and other Modes
Targeted:
IHE Faculty & PD Providers
Part C/Part B 619, EC administrators, families
Intensive:
State EC Systems
Technical Assistance

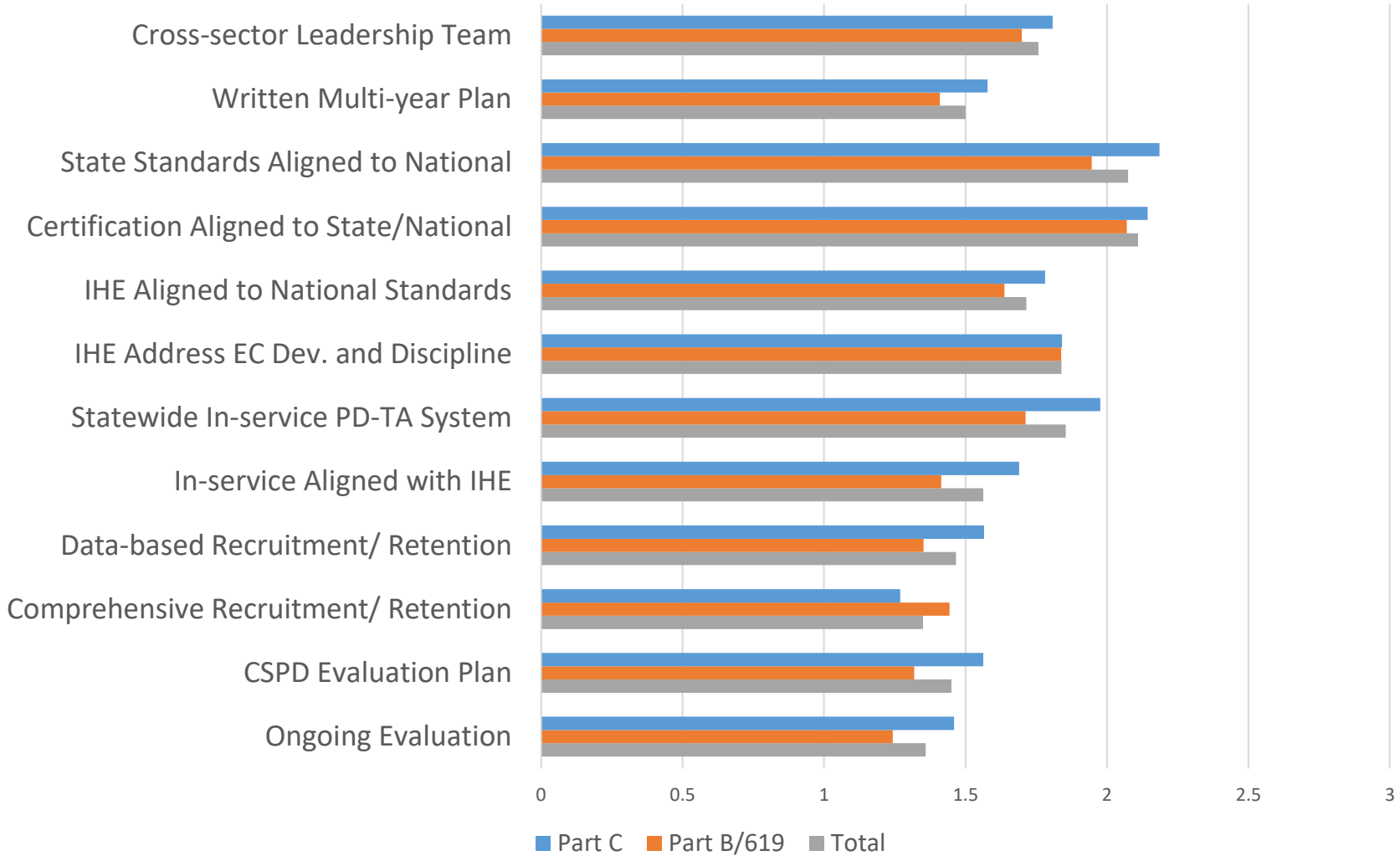
Literature Syntheses

- Leadership
  - Dunst, C.J., Bruder, M.B., Hamby, D.W., Howse, R., & Wilkie, H. (2018) Meta-analysis of the relationships between different leadership practices and organizational, teaming, leader and employee outcomes. *Journal of International Education and Leadership*, *8*(2), 1-45.
    - Used to develop a Leadership Brief and Leadership Checklist
- Preservice
  - Dunst, C.J., Hamby, D.W., Howse, R.B., Wilkie, H., Annas, K. Metasynthesis of preservice professional preparation and teacher education research studies
    - Used to create a set of seven briefs on areas of importance in preservice training
- Technical Assistance (TA)
  - Dunst, C.J., Annas, K., Wilkie, H., & Hamby, D.W. Scoping Review of the Core Elements of Technical Assistance Models and Frameworks (Under Review)
  - Dunst, C.J., Annas, K., Wilkie, H., & Hamby, D.W. Review of studies and evaluations of the effects of technical assistance on program, organization, and systems change.

Personnel Self Assessment

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

Average Quality Indicator Score



Targeted Needs Assessments

- Conducted at DEC and AUCD Annual Conferences (N=325)
  - Higher Education Faculty (N=109)
  - Doctoral Students (N=31)
  - State Early Childhood Employees/PD Providers (N=62)
  - Practitioners (N=80)
  - Families (N=58)
  - Other (N=17)

  (Note: some participants reported more than one role)
- Also conducted a needs assessment prior to the June Higher Education Faculty Institute to determine areas of need for discussion

Methods

- Purpose: To evaluate early childhood faculty members, doctoral students, practitioners, state coordinators/PD providers, and families prior experience and training, future goals, and interest in trainings and resources in the area of leadership
- Method:
  - Online via Survey Monkey
  - 111 items; number of items varied by role
    - Faculty= 18 items
    - Doctoral students= 9 items
    - Practitioners= 15 items
    - State coordinators/PD providers= 7 items
    - Families= 12 items
  - Collected via paper/pencil at DEC Pre-Conference Institute and via iPad throughout remainder of DEC conference

Results: Overall (N=283)

State	N (%)
Higher Education Faculty	90 (32)
Doctoral Students	25 (9)
Practitioners	61 (22)
State Coordinators/PD Providers	60 (22)
Family Members	43 (15)

	Are you a member of DEC? N (%)	Do you participate in any DEC workgroups or committees? N (%)	Do you participate in DEC state subdivision activities? N (%)
Yes	162 (61)	85 (32)	57 (21)
No	104 (39)	182 (68)	155 (58)

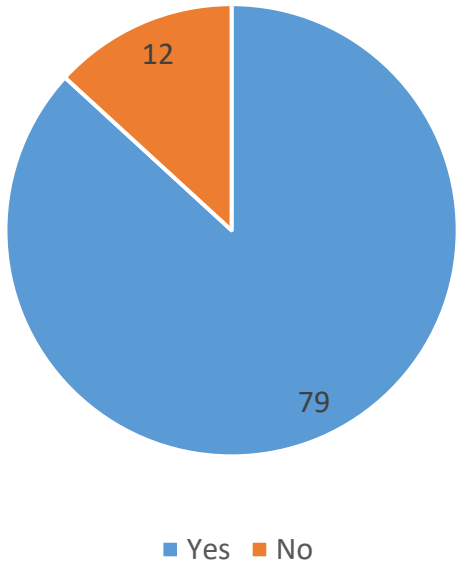
Results: Faculty (N=99)

	N (%)
University Setting (n=95)	
Community/junior/technical college	3 (3)
Four-year private college/ university	14 (15)
Four-year public college/ university	71 (75)
Minority/Historically Black college/university	6 (6)
Online college/university	1 (1)
Years Taught (n=93)	
0-5 years	30 (32)
6-10 years	32 (34)
11-20 years	17 (18)
21+ years	14 (15)
Practitioner Experience (n=96)	
Yes	86 (90)
No	10 (10)

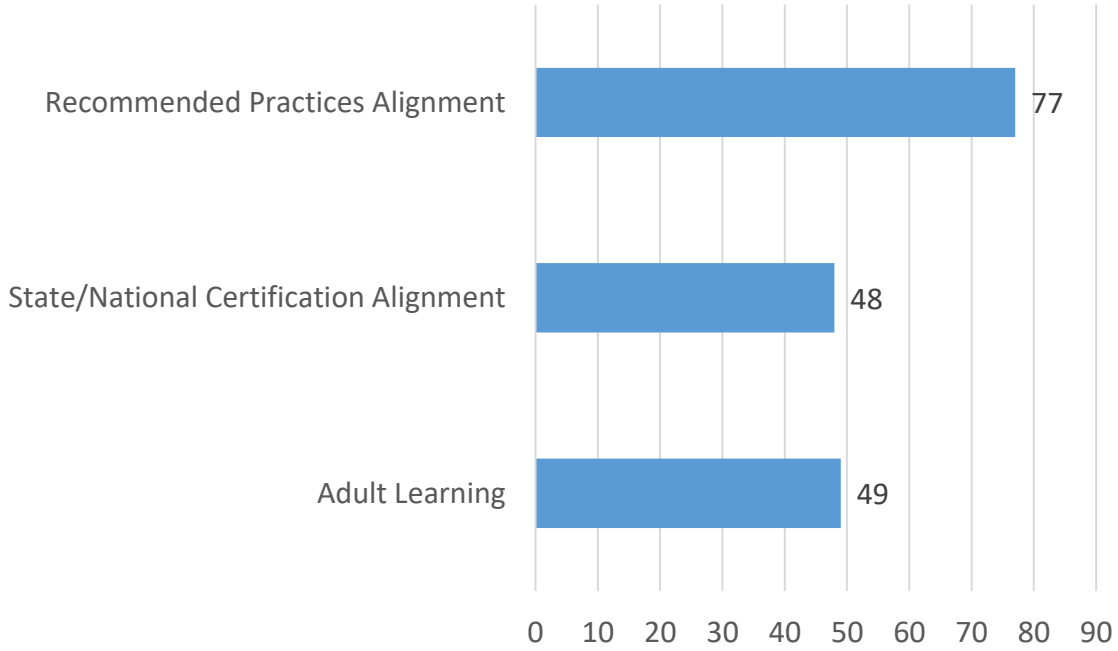
	N (%)
Other EC/EI Faculty (Yes; n=75)	
0-5 faculty	60 (80)
6-10 faculty	8 (11)
11-20 faculty	5 (7)
21+ faculty	2 (3)
Program Growth (n=97)	
Grown	44 (45)
Remained the same	31 (32)
Decreased in size	22 (23)
Graduating Students (n=93)	
0-10 students	14 (15)
11-25 students	31 (33)
26-50 students	27 (29)
51-100 students	14 (15)
>100 students	7 (8)
Mentor PhD students (Yes; n=40)	
1-2 students	18 (45)
3-4 students	15 (38)
5-7 students	7 (18)
CAEP Accredited (n=88)	61 (69)
Blended EC/ECSE program (n=91)	43 (47)
Certifications (n=92)	
Early Childhood	29 (32)
Early Childhood Special Education	33 (36)
Blended Early Childhood/Early Childhood Special Education	30 (33)

Results: Faculty (N=99; cont.)

Interest in Trainings

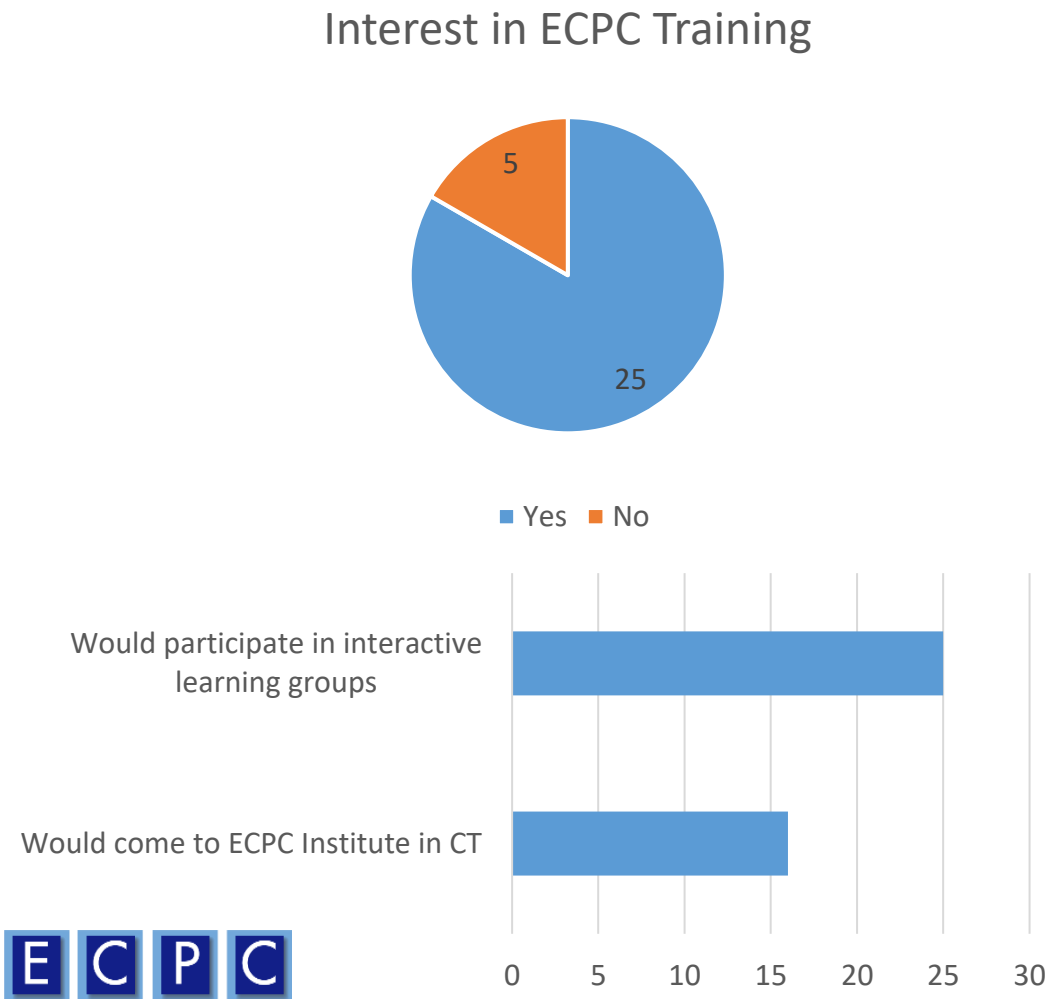


Desired Materials, Tools, and Resources

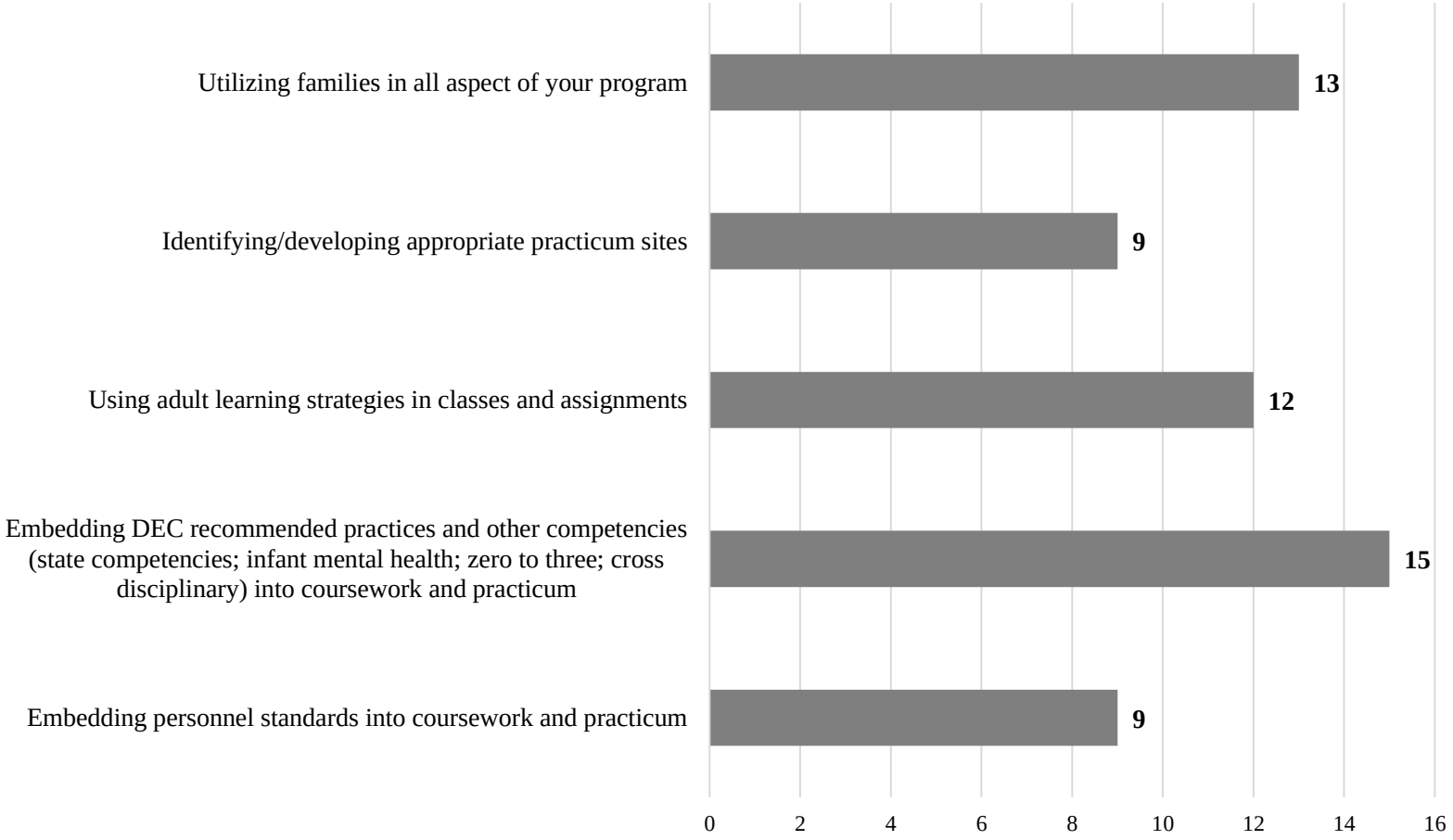


Results: Doctoral Students (N=30)

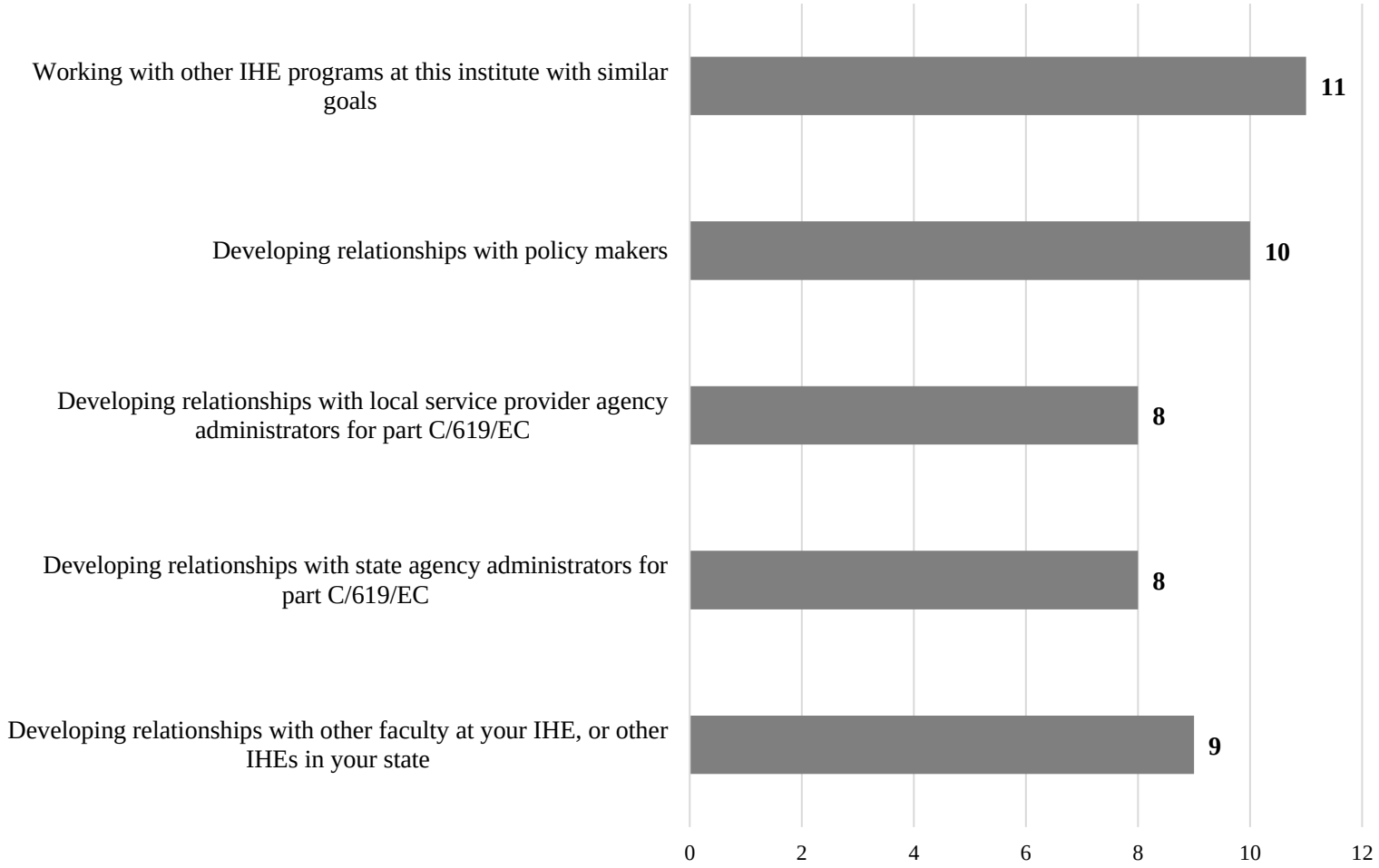
	N (%)
Program	
Early Childhood Education (ECE)	2 (6)
Early Childhood Special Education (ECSE)	2 (6)
Blended EC/ECSE	16 (53)
Other	10 (33)
Career Goals	
Clinical Faculty	1 (3)
Research Faculty	8 (27)
Teaching Faculty	7 (23)
Combined Faculty	11 (37)
State/Local Administrator	3 (10)



Coursework and Practica

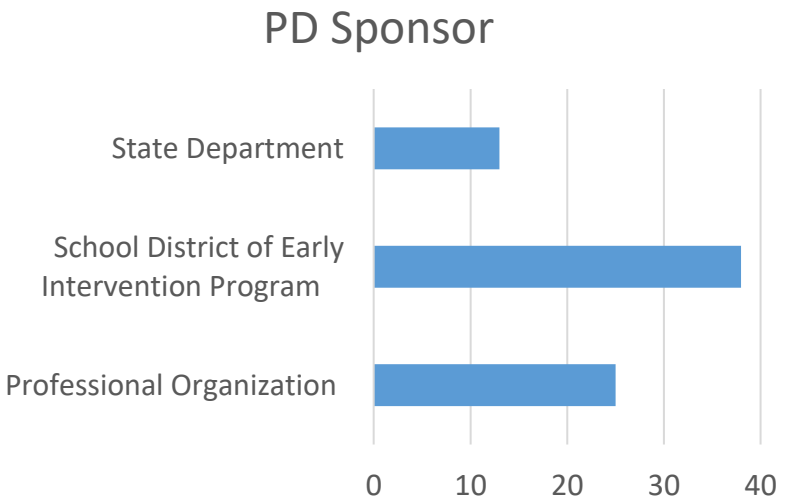


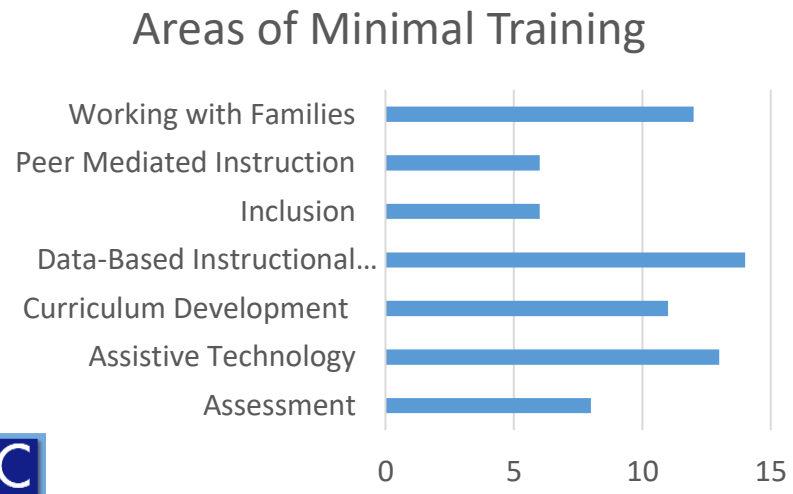
Developing Relationships



Results: Practitioners (N=80)

	N (%)
Discipline (n=78)	
ECE/ECSE	40 (51)
Early Intervention	4 (5)
Occupational Therapy	4 (5)
Speech Language Pathology	8 (10)
Physical Therapy	2 (3)
Professional Development	8 (10)
Psychology	2 (3)
Social Work	4 (5)
Other	6 (8)
Preservice Training (n=62)	
0-5 years ago	15 (24)
6-10 years ago	8 (13)
11-20 years ago	17 (27)
>20 years ago	22 (36)
Currently Taking Coursework (n=78)	19 (24)
Ongoing PD (n=77)	76 (99)
PD Feedback (n=77)	32 (42)

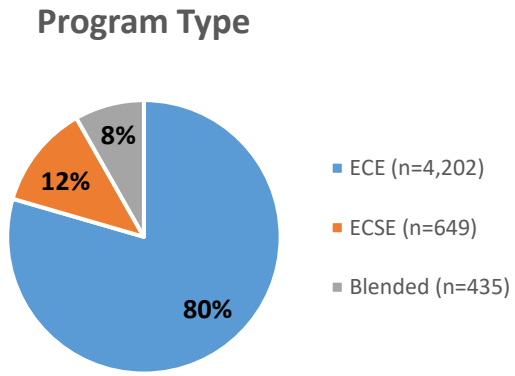


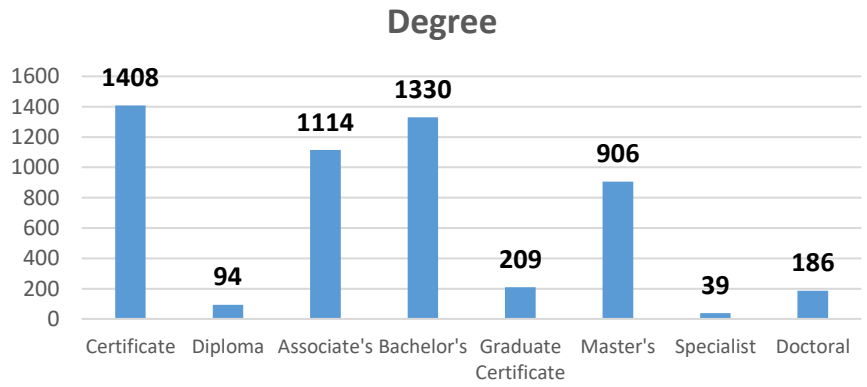


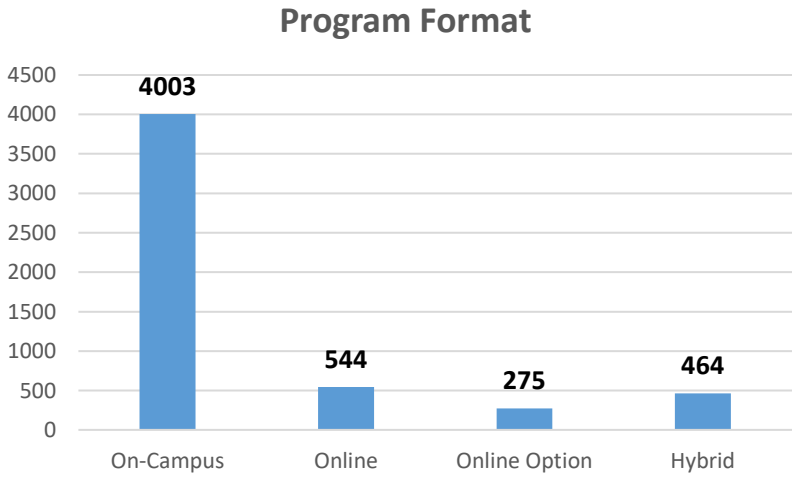
ECE/ECSE Higher Education Program Data Map

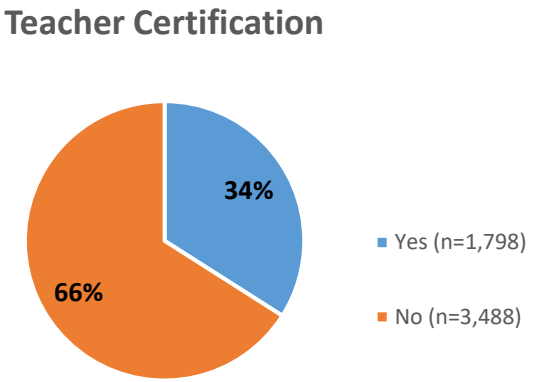
- University
- School/College
- Department
- Program
  - ECE/ECSE/Blended
- Specialty
- Age Range
- Degree/Specific Degree
- Online
  - Yes/No/
  - Online Option/Hybrid
- Teacher Certification
  - Yes/No
- Accreditation
- Link
- Contact Information

ECE/ECSE Higher Education Programs Results (N=5,286)









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

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 Integrated 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

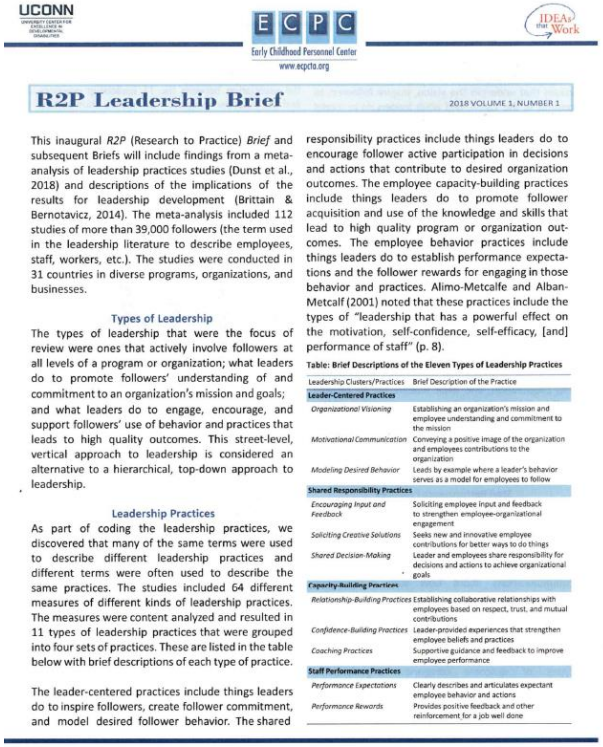
#8 Review of Studies and Evaluations of the Effects of Technical Assistance on Program, Organization, and Systems Change

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

Leadership Brief

- Evaluated by 46 respondents
  - 91% agreed it was high quality
  - 87% agreed it was relevant
  - 80% agreed it was useful



UCONN

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IDEAs that Work

R2P Leadership Brief 2018 VOLUME 1, NUMBER 1

This inaugural *R2P* (Research to Practice) *Brief* and subsequent Briefs will include findings from a meta-analysis of leadership practices studies (Dunst et al., 2018) and descriptions of the implications of the results for leadership development (Brittain & Bernotavicz, 2014). The meta-analysis included 112 studies of more than 39,000 followers (the term used in the leadership literature to describe employees, staff, workers, etc.). The studies were conducted in 31 countries in diverse programs, organizations, and businesses.

Types of Leadership

The types of leadership that were the focus of review were ones that actively involve followers at all levels of a program or organization; what leaders do to promote followers' understanding of and commitment to an organization's mission and goals; and what leaders do to engage, encourage, and support followers' use of behavior and practices that leads to high quality outcomes. This street-level, vertical approach to leadership is considered an alternative to a hierarchical, top-down approach to leadership.

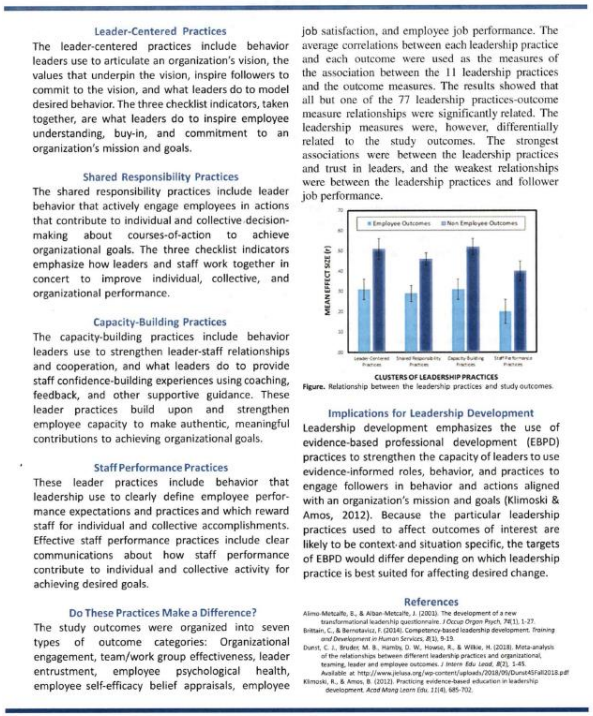
Leadership Practices

As part of coding the leadership practices, we discovered that many of the same terms were used to describe different leadership practices and different terms were often used to describe the same practices. The studies included 64 different measures of different kinds of leadership practices. The measures were content analyzed and resulted in 11 types of leadership practices that were grouped into four sets of practices. These are listed in the table below with brief descriptions of each type of practice.

The leader-centered practices include things leaders do to inspire followers, create follower commitment, and model desired follower behavior. The shared responsibility practices include things leaders do to encourage follower active participation in decisions and actions that contribute to desired organization outcomes. The employee capacity-building practices include things leaders do to promote follower acquisition and use of the knowledge and skills that lead to high quality program or organization outcomes. The employee behavior practices include things leaders do to establish performance expectations and the follower rewards for engaging in those behavior and practices. Alimo-Metcalfe and Alban-Metcalf (2001) noted that these practices include the types of "leadership that has a powerful effect on the motivation, self-confidence, self-efficacy, [and] performance of staff" (p. 8).

Table: Brief Descriptions of the Eleven Types of Leadership Practices

Leadership Clusters/Practices	Brief Description of the Practice
Leader-Centered Practices	
Organizational Visioning	Establishing an organization's mission and employee understanding and commitment to the mission
Motivational Communication	Conveying a positive image of the organization and employees contributions to the organization
Modeling Desired Behavior	Leads by example where a leader's behavior serves as a model for employees to follow
Shared Responsibility Practices	
Encouraging Input and Feedback	Soliciting employee input and feedback to strengthen employee-organizational engagement
Soliciting Creative Solutions	Seeks new and innovative employee contributions for better ways to do things
Shared Decision-Making	Leader and employees share responsibility for decisions and actions to achieve organizational goals
Capacity-Building Practices	
Relationship-Building Practices	Establishing collaborative relationships with employees based on respect, trust, and mutual contributions
Confidence-Building Practices	Leader-provided experiences that strengthen employee beliefs and practices
Coaching Practices	Supportive guidance and feedback to improve employee performance
Staff Performance Practices	
Performance Expectations	Clearly describes and articulates expectant employee behavior and actions
Performance Rewards	Provides positive feedback and other reinforcement for a job well done



Leader-Centered Practices

The leader-centered practices include behavior leaders use to articulate an organization's vision, the values that underpin the vision, inspire followers to commit to the vision, and what leaders do to model desired behavior. The three checklist indicators, taken together, are what leaders do to inspire employee understanding, buy-in, and commitment to an organization's mission and goals.

Shared Responsibility Practices

The shared responsibility practices include leader behavior that actively engage employees in actions that contribute to individual and collective decision-making about courses-of-action to achieve organizational goals. The three checklist indicators emphasize how leaders and staff work together in concert to improve individual, collective, and organizational performance.

Capacity-Building Practices

The capacity-building practices include behavior leaders use to strengthen leader-staff relationships and cooperation, and what leaders do to provide staff confidence-building experiences using coaching, feedback, and other supportive guidance. These leader practices build upon and strengthen employee capacity to make authentic, meaningful contributions to achieving organizational goals.

Staff Performance Practices

These leader practices include behavior that leadership use to clearly define employee performance expectations and practices and which reward staff for individual and collective accomplishments. Effective staff performance practices include clear communications about how staff performance contribute to individual and collective activity for achieving desired goals.

Do These Practices Make a Difference?

The study outcomes were organized into seven types of outcome categories: Organizational engagement, team/work group effectiveness, leader entrustment, employee psychological health, employee self-efficacy belief appraisals, employee job satisfaction, and employee job performance. The average correlations between each leadership practice and each outcome were used as the measures of the association between the 11 leadership practices and the outcome measures. The results showed that all but one of the 77 leadership practices-outcome measure relationships were significantly related. The leadership measures were, however, differentially related to the study outcomes. The strongest associations were between the leadership practices and trust in leaders, and the weakest relationships were between the leadership practices and follower job performance.

CLUSTERS OF LEADERSHIP PRACTICES

Figure. Relationship between the leadership practices and study outcomes.

Implications for Leadership Development

Leadership development emphasizes the use of evidence-based professional development (EBPD) practices to strengthen the capacity of leaders to use evidence-informed roles, behavior, and practices to engage followers in behavior and actions aligned with an organization's mission and goals (Klimoski & Amos, 2012). Because the particular leadership practices used to affect outcomes of interest are likely to be context-and situation specific, the targets of EBPD would differ depending on which leadership practice is best suited for affecting desired change.

References

Alimo-Metcalfe, B., & Alban-Metcalfe, J. (2001). The development of a new transformational leadership questionnaire. *J Occup Organ Psych, 74*(1), 1-27.

Brittain, C., & Bernotavicz, F. (2014). Competency-based leadership development. *Training and Development in Human Services, 8*(1), 9-19.

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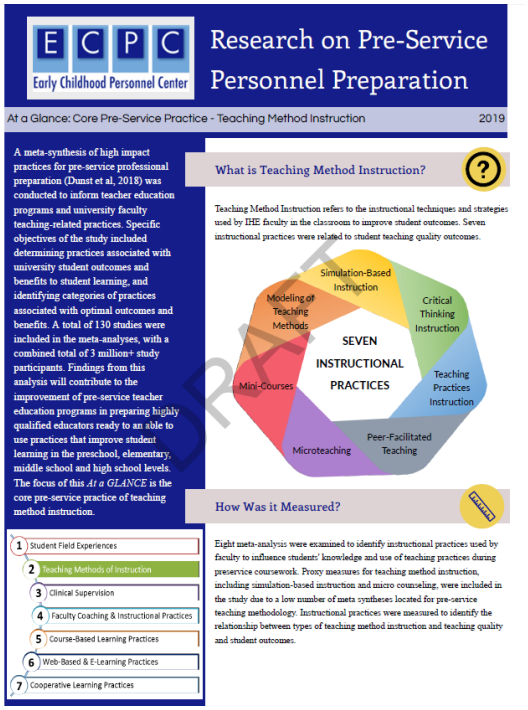
Preservice Brief

- Currently being evaluated



ECPC Early Childhood Personnel Center

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-analyses, 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 an 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.

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

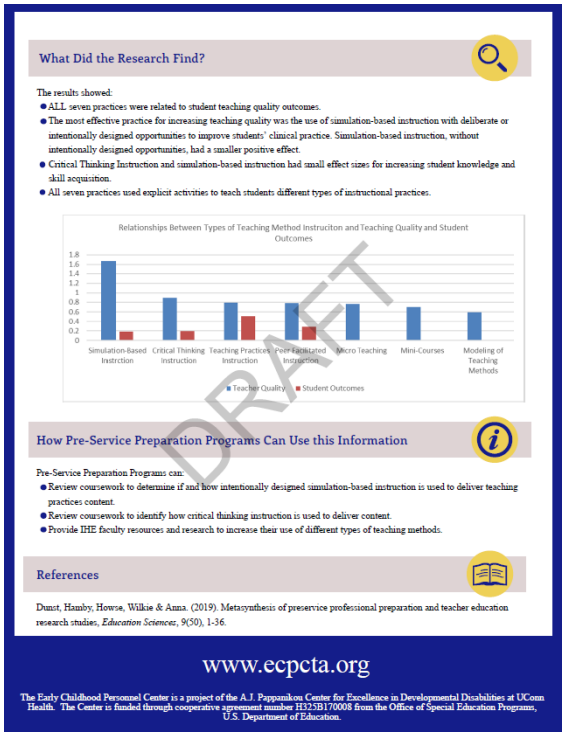
What is Teaching Method Instruction?

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.

How Was it Measured?

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

DRAFT



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.

How Pre-Service Preparation Programs Can Use this Information

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

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www.ecpcta.org

The Early Childhood Personnel Center is a project of the A.J. Pappanikou 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.

DRAFT

Think Tanks

- Conducted multiple Think Tanks with C/619 Coordinators to begin development of **Leadership Curriculum**
  - November 2018 N=11
  - February 2019 N= 17
  - July 2019 N=110
  - September 2019=22

- Conducted Think Tank with IHE Doctoral Faculty (May 2019)

- Conducted Think Tanks about standards (December 2018; May 2019)

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

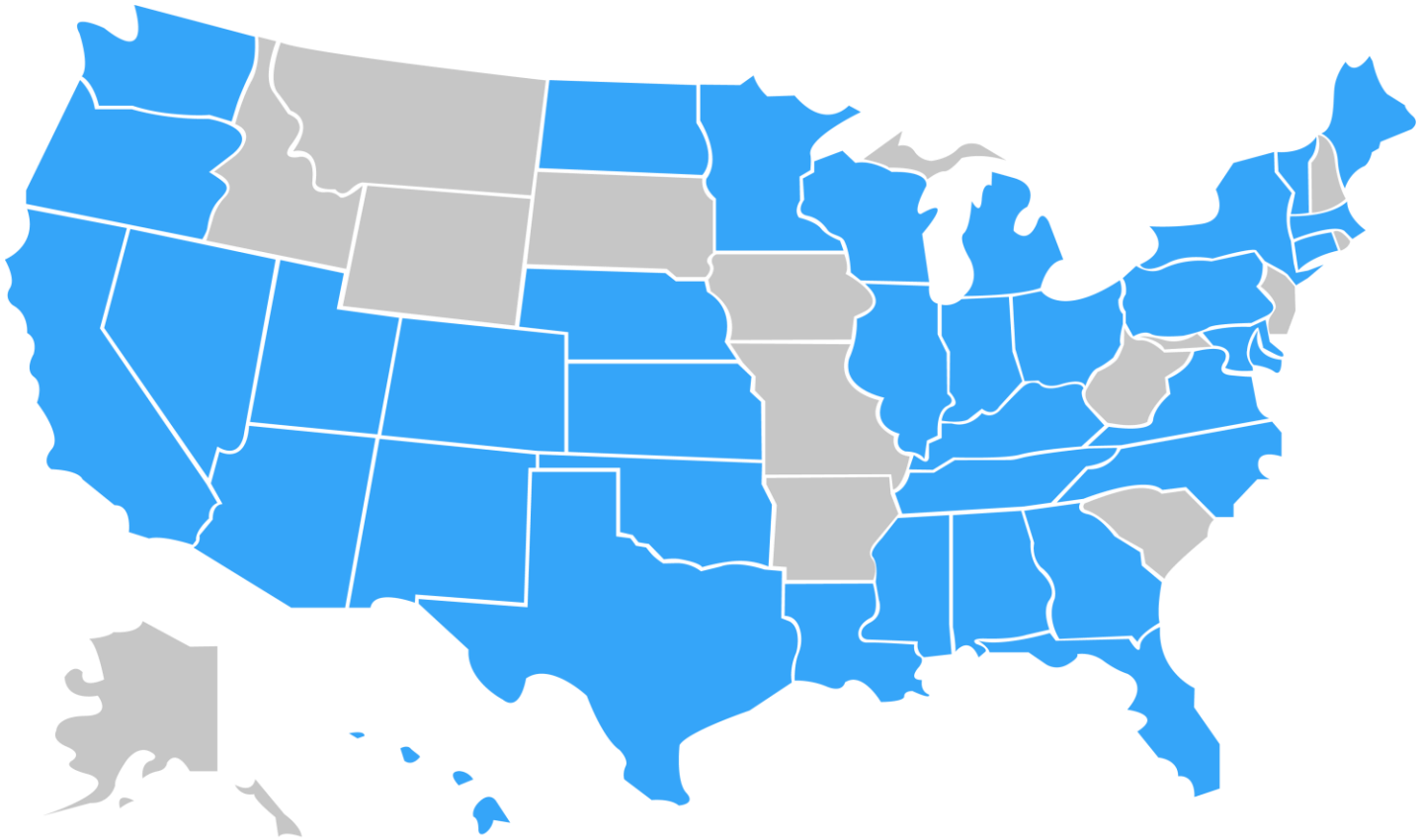
IHE Faculty, Students, and State PD Providers

Intensive TA for State CSPD Development and Implementation

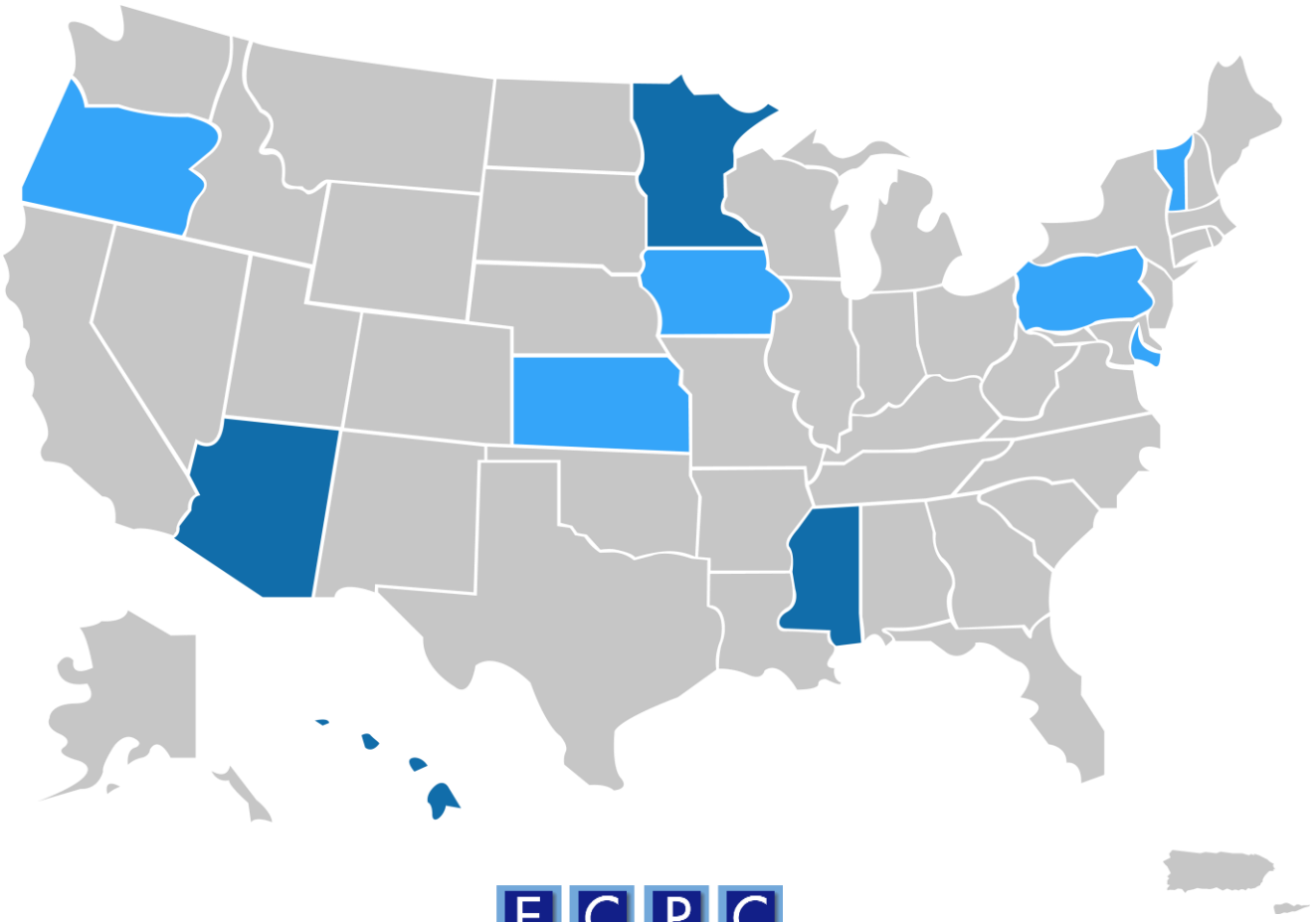
Reboot in Previous States

Develop and Implement in New States

States with IHE Participants



CSPD States



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:

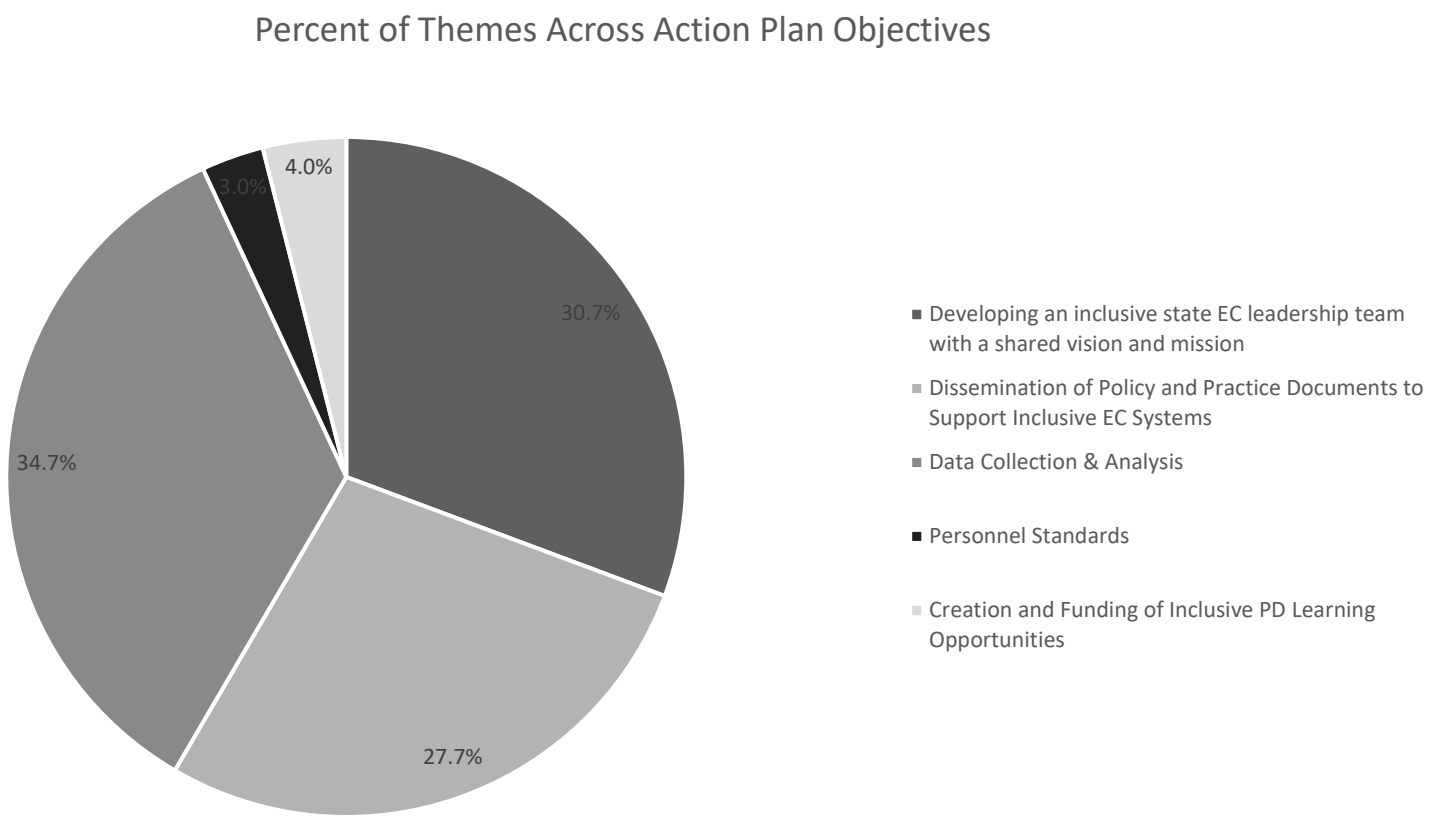
- Connecticut
- Florida
- Illinois
- Indiana

Goals, Objectives, Range, and Average Number of Objectives Across Spring 2018 Leadership State Action Plans (N=12)

State	Number of Goals	Number of Objectives	Range of Objectives	Average Number of Objectives/Goal
Connecticut	1	3	--	--
Delaware	1	3	-	-
Florida	3	6	2	2
Hawaii*	3	9	3	3
Indiana*	3	9	2-4	3
Mississippi	2	7	3-4	3.5
New Mexico*	5	13	2-3	2.6
Rhode Island	1	5	5	5
Texas	2	5	1-4	2.5
Vermont	1	6	6	6
Virginia*	1	16	16	16
Washington*	4	15	2-7	3.75
Wash. D.C.	6	15	2-3	2.5

Note. *=State has built on previous action plan

Percent of Themes Across Action Plan Objectives 2018 Institutes

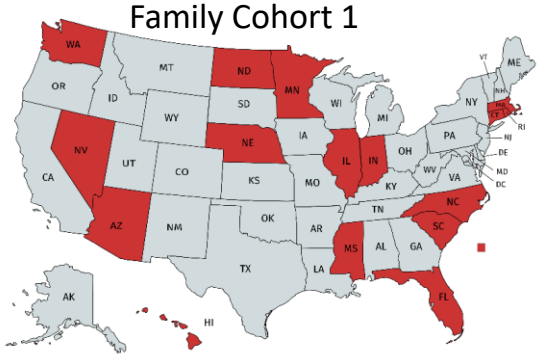


States with Part C/619 Participants

ALL!

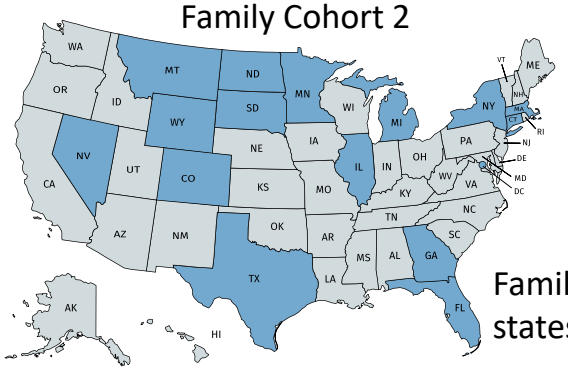
Family Cohort 1 & 2

Family Cohort 1

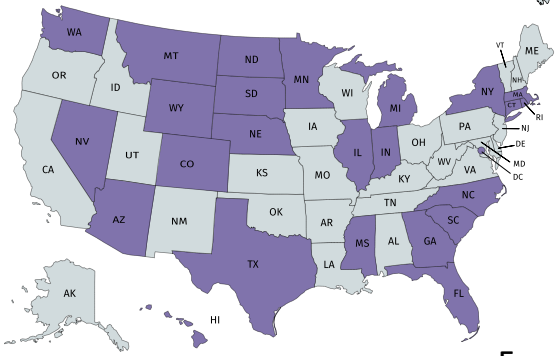


Families from 16 states

Family Cohort 2



Families from 16 states



Family Cohort 1 & 2

Families from 25 states between the 2 cohorts

Standards and Alignments

DEC Standards

Cross Disciplinary Competencies

Definitions

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

Competency: having the knowledge to demonstrate a skill….a demonstration of knowledge and skills that can be measured

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

Practice: the action of doing

Goal Setting

"Can you tell me please which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you walk," said the Cat.

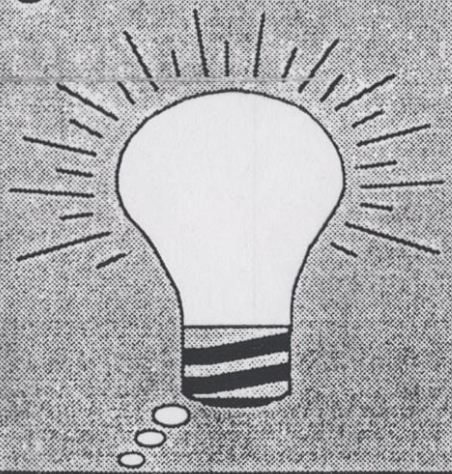
Lewis Carroll
Alice's Adventures in Wonderland

Strategic Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

The world we have created is a product of our thinking.

It cannot be changed without changing our thinking.



--Einstein

Leadership, Coordination & Sustainability

Structures for ongoing support of all personnel development activities

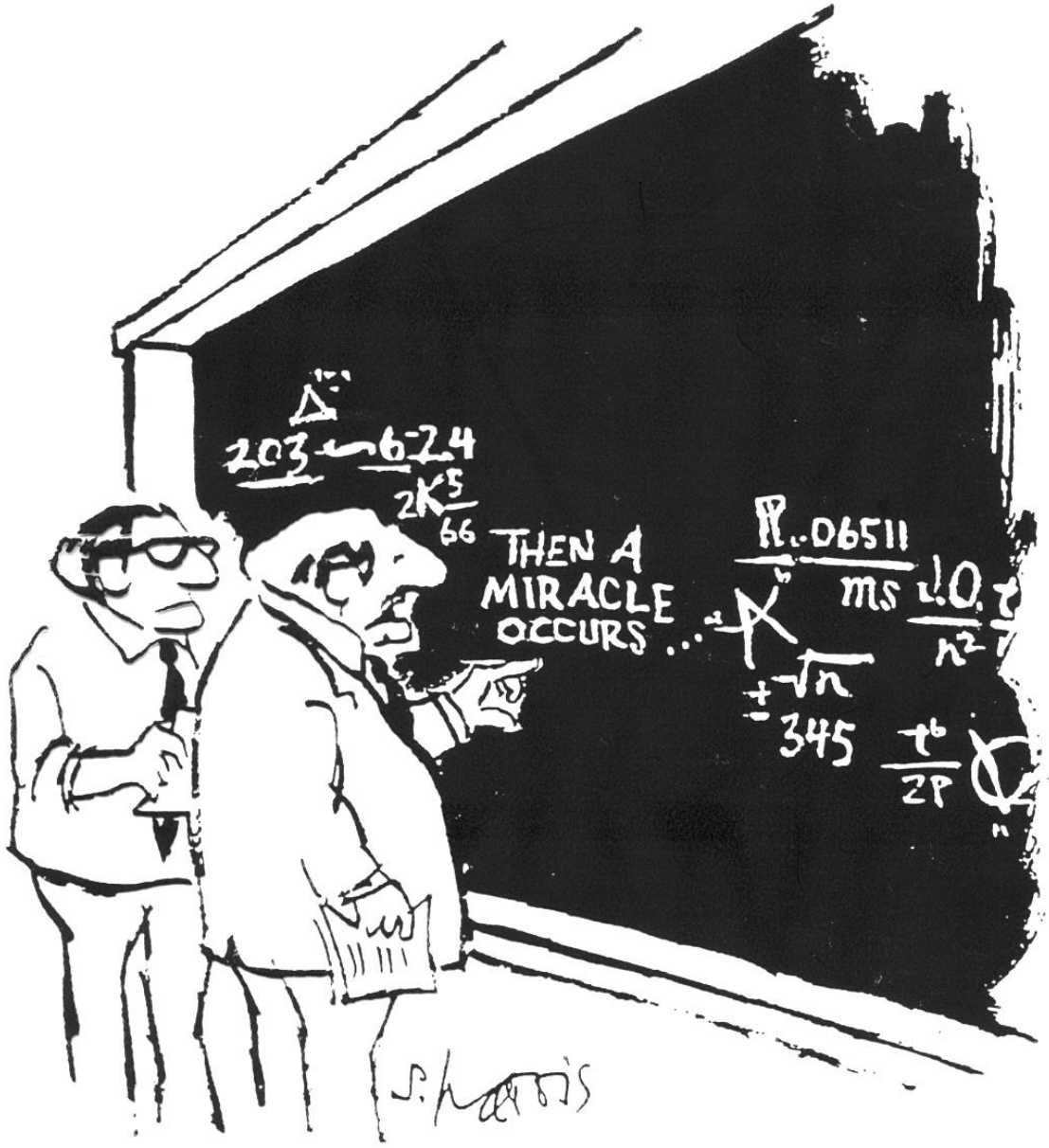
Leadership, Coordination, & Sustainability

Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.

Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.

Leadership:

- Nature (Characteristic You Were Born With)
- Nurture (Behavior You Can Learn)



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

Differentiating **between leader development** and **leadership development**. ...

Leader development focuses on developing individual knowledge, skills, and abilities (human capital).

Leadership development focuses on building networked relationships (social capital) among individuals in an organization.

The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.

SOURCE SUNNIE GILES

© HBR.ORG

Fundamental Leadership Skills

Ashkenas & Manville, 2018. HBR

- Translate that vision into a clear strategy about what actions to take, and what not to do.
- Recruit, develop, and reward a team of great people to carry out the strategy.
- Focus on measurable results.
- Foster innovation and learning to sustain your team (or organization) and grow new leaders.
- Lead yourself — know yourself, improve yourself, and manage the appropriate balance in your own life.

Leaders Must:

establish and maintain principles that become inherent in the organization they are leading:

- rationale environments
- clear values
- openness to change and innovation
- maturity
- space for people to grow
- momentum effectiveness
- stewardship

Bloch, 1996; DuPree, 1992

Knowledge

- child development,
- evidence-based practices,
- state laws and regulations,
- family-centered approaches,
- federal laws and regulations, and
- groupprocesses.

Bruns et.al, 2017

Competencies

- professional learning,
- effective relationships,
- shared responsibility,
- data use,
- and effective communication.

Bruns et.al, 2017

Valued Leadership Competencies

Having a clear purpose

Able to navigating complex systems

Able to develop a shared vision for the service delivery system

Able to build trusting relationships,

Able to take risks,

Able to collaborate

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

DEVELOPMENT LEVEL OF FOLLOWER(S)

Essential Characteristics of Leadership

- Contextually Bound
- Can Be Learned (Using learning Theory)
- The Harder the Task, The More Complex the Process of Leadership

Leadership defined:

the proactive process of influencing others "to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—*of both leaders and followers"* (Burns, 1978, p. 19)

DEC Leadership Position Paper

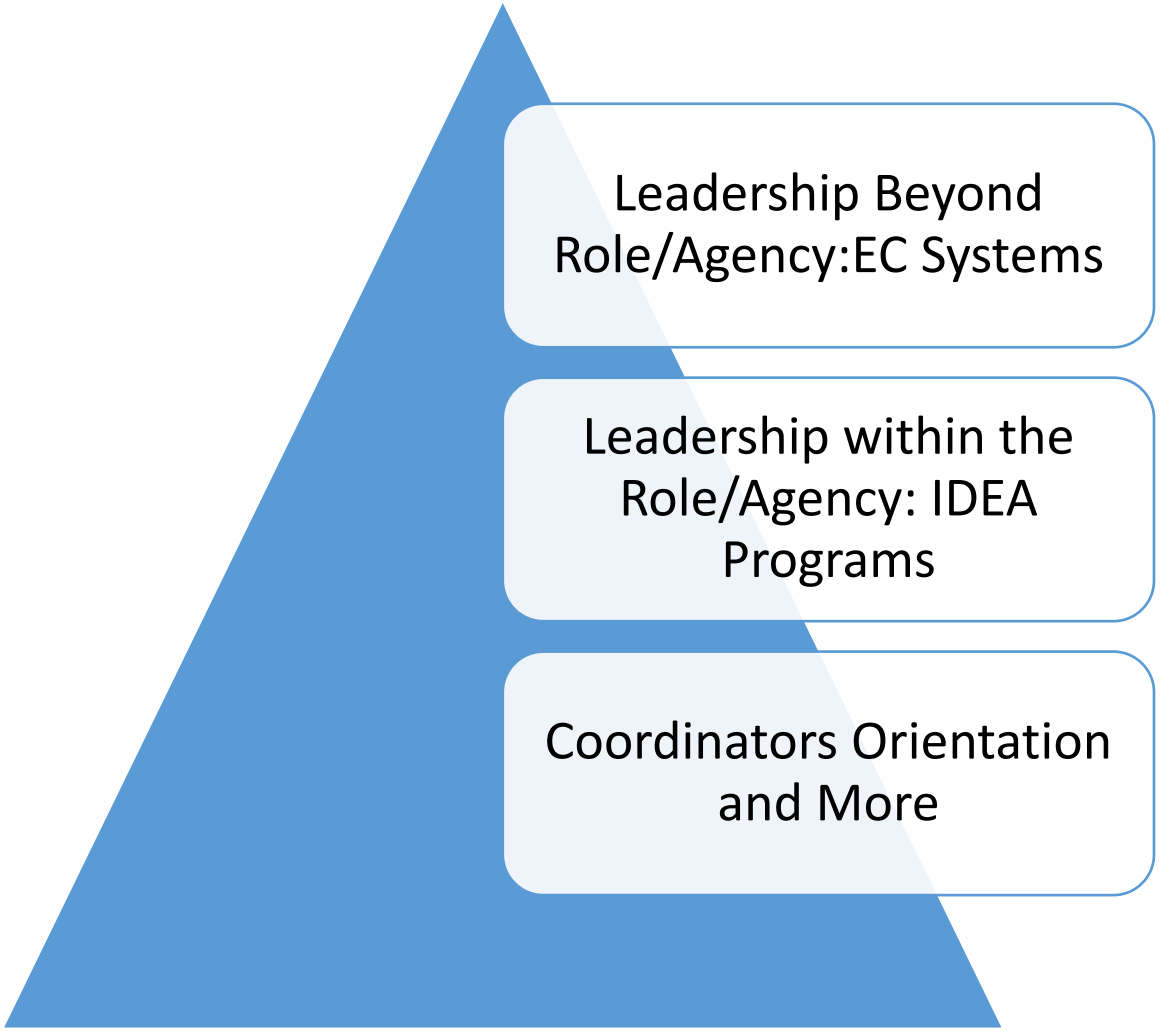
- *Leadership capital is* human capacities and organizational cultures that support "active engagement in leadership tasks"

- *Leadership capital* is dynamic and can be shaped, built, or drained and used effectively or ineffectively

Bruder et.al, 2015

Leadership Position Statement

- DEC believes the EI/ECSE field should purposefully build and sustain leadership capital across all aspects of practice.
- DEC believes leadership in EI/ECSE is a process that involves mutual influence and shared responsibility
- DEC believes the EI/ECSE field should conduct research to collect evidence about the construct and demonstration of leadership skills across EI/ECSE service systems.


Leadership Beyond Role/Agency:EC Systems
Leadership within the Role/Agency: IDEA Programs
Coordinators Orientation and More

Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks Part C/619 (3; N=38 participants)
   a) Job descriptions/What you do/Need to know
   b) Refine/reduce into critical knowledge and skills by level
   c) Theme statements into categories
   d) Translate into competency statements
4. Survey/Delphi for validation/consensus (N=70)
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities

Administrative Leadership
Pedagogical Leadership
Community Leadership
Advocacy Leadership
Conceptual Leadership

Leadership Practices Constituting the Focus of Investigation

Leader-Centered Practices

Organizational Visioning

Motivational Communication

Modeling Desired Behavior

Shared Responsibility Practices

Encouraging Employee Input & Feedback

Soliciting Creative Employee Solutions

Shared Decision-Making

Capacity-Building Practices

Relationship-Building Practices

Confidence-Building Practices

Coaching Practices

Behavioral Practices

Performance Expectations

Performance Rewards

States that participated in Think Tanks

- Arkansas
- Connecticut
- Idaho
- Indiana
- Iowa
- Kentucky
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Montana
- Nevada
- New Mexico
- North Carolina
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Texas
- Utah
- Vermont
- Washington
- Washington, D.C.
- West Virginia

Administrative Leadership

	Level 1	Level 2	Level 3
Implements and Complies with State and Federal Laws	– Completes federal application – Implements corrective action as needed – Completes self-assessment of system	–	–
Emerging Laws/Policies	– Monitors & provides input as needed	– Develops policies and procedures for emerging issues	–
Develops & Monitors Program State Policies and Procedures	– Implements data system – Provides fiscal oversight	– Develops a CSPD system – Integrates components of system	– Participates in state & national early childhood initiatives – Integrates C/619 system into state and national early childhood initiatives

Administrative Leadership

	Level 1	Level 2	Level 3
Implements and Complies with State and Federal Laws		–	–
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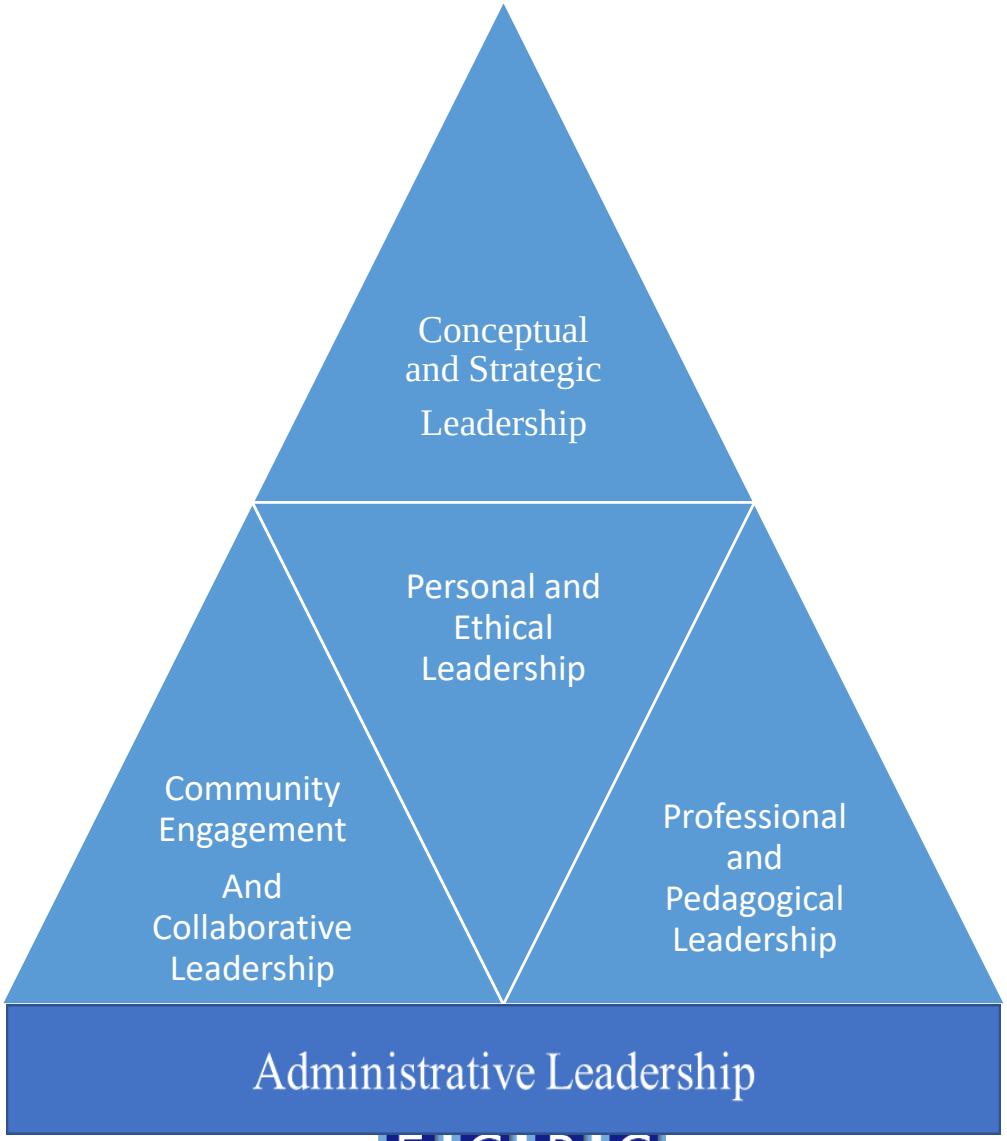
Conceptual and Strategic Leadership
Personal and Ethical Leadership
Community Engagement And Collaborative Leadership
Professional and Pedagogical Leadership
Administrative Leadership

Measures for Evaluation

- A measure of acquisition and generalization will be identified for each knowledge and skills statement
- Part C/619 coordinators will rate each for feasibility, validity and relevance
- Benchmarks will be developed and tested for each measure

ECPC Metasynthesis of Leadership Studies	Kagan	ECPC C/619 Coordinator Developed	CT PreK -3	Aspire	ECSEL	CEC/DEC Advanced Specialty Set	MCHB LEND	ASHA
		Leading Self		Leading Self	Personal Leadership		Self	Emotional Intelligence, Introduction to Leadership
Organizational Visioning, Coaching, Confidence Building Practices, Soliciting Creative Employee Solutions	Community	**Stakeholder Engagement**		Leading Others	Collaborative Leadership	Collaboration	Others	Coaching, Influencing Others, Conflict Management,
	Pedagogical		Curriculum and Instruction	Leading Learning	Leadership for Instruction Leadership for Student Services	Curricula Content Knowledge		
		Federal and State Program Requirements	Federal and State Program	Leading Implementation of Policies, Laws and Regulations	Institutional Leadership	Programs, Services and Outcomes		
	Administrative	**Federal and State Program Management**		Managing Operations and Resources	Organizational Leadership			Teams, Virtual Meetings,
	Conceptual	**Strategic Thinking**	Leading for Equity, Excellence and Early Success	Leading Results		Research and Inquiry	Wider Community	Leadership Styles, Generative Thinking, Change Leadership,SP
	Advocacy	**Professionalism**				Professional and Ethical Practice		

Definitions

Practice: the action of doing

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

Competency: an ability or skill to meet a standard

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