ECPC-AUCD Preconference on

Early Childhood Intervention Workforce Development

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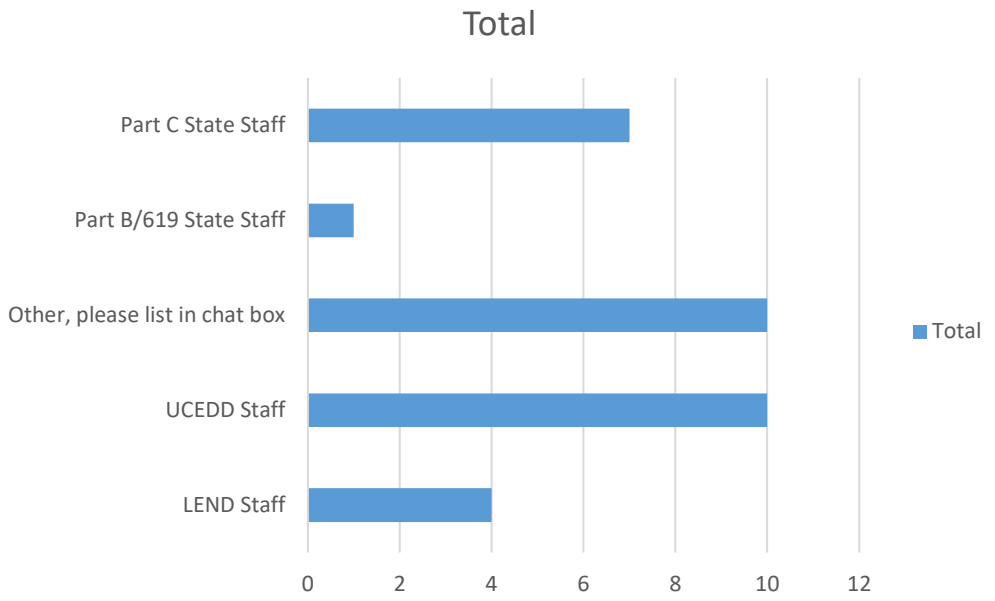
The purpose of this meeting:

1. Provide an update on ECPC's progress
2. Review ECPC Cross-Disciplinary Competencies
3. Introduce the new Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators (EI/ECSE)
4. Provide an overview of curriculum resources for faculty planning
5. Identify resources available on the ECPC website

Agenda

3:00 – 3:15	**Welcome and Introductions (using polls)**	
3:15– 3:35	Overview of ECPC 2 activities	Mary Beth Bruder
3:35– 3:45	Cross-Disciplinary Competencies	Mary Beth Bruder
3:45 – 4:00	Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators (EI/ECSE)	Peggy Kemp
4:00– 4:05	BREAK	
4:05 -4:30	Continue: Standards	Peggy Kemp
4:30 – 4:40	Navigating the ECPC Website	Darla Gundler
4:40 – 5:00	We want to hear from you: What questions do you have? What additional resources would be helpful from ECPC?	Mary Beth Bruder

Who is Here?
Some Questions for You!



Other, listed in chat:
State TA Provider
AUCD Staff
Lend Trainee x 3
Faculty x 3
Pediatrician
Plan to become Lend Trainee

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

HIBRID

"My question is: Are we making an impact?"

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

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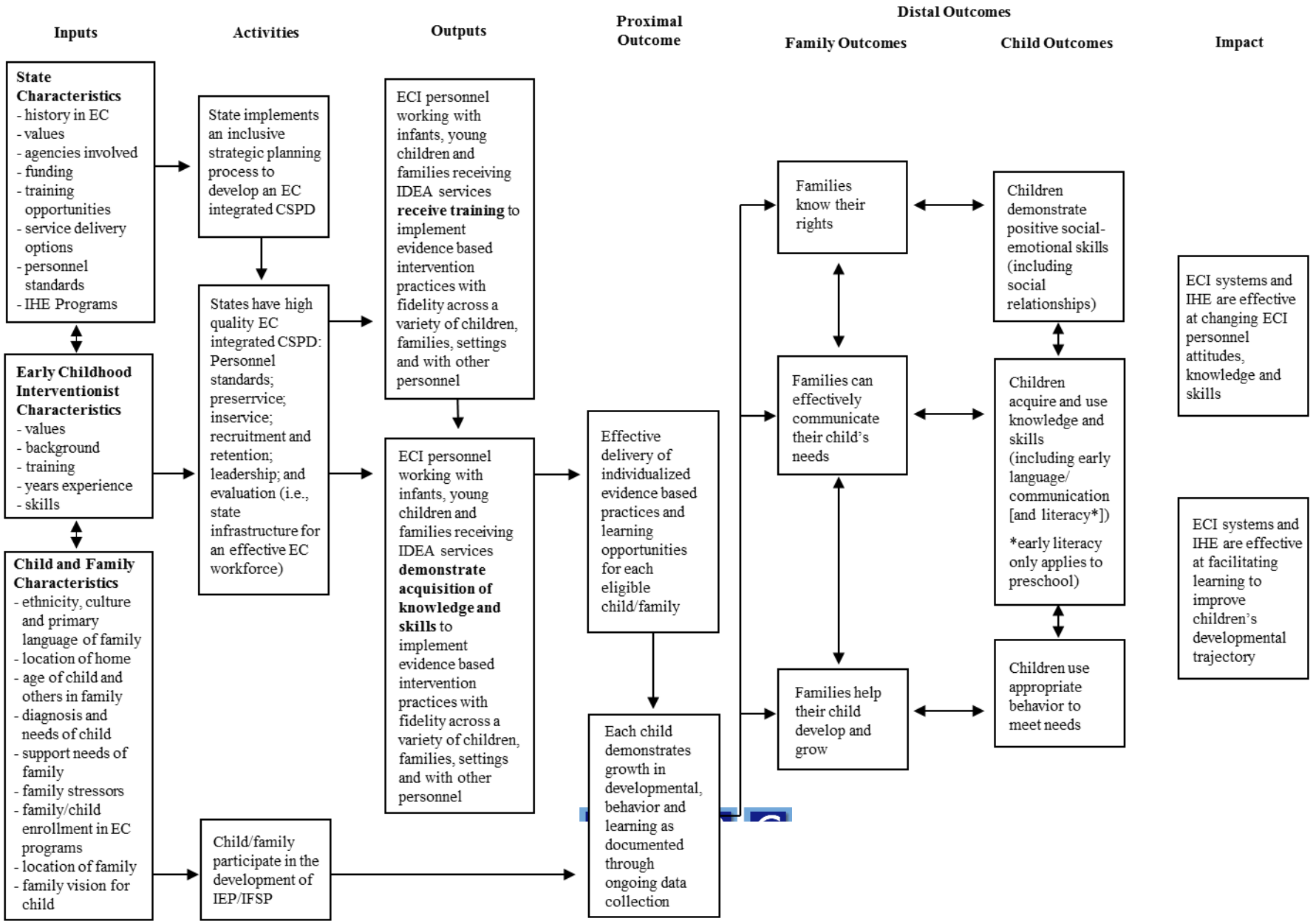
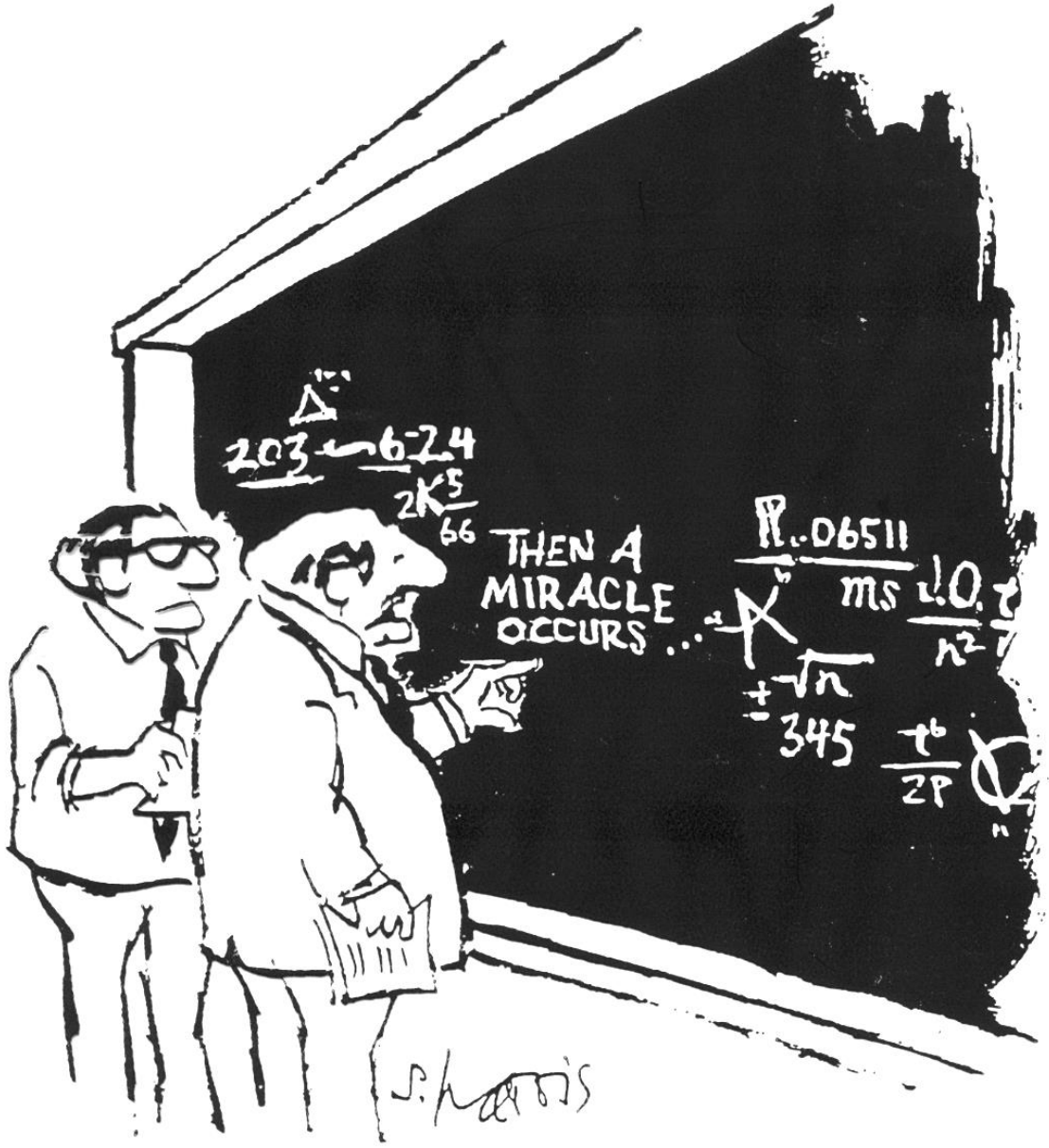
11-16
M2Ecomics@aol.com
"We're not sure what you have, but whatever it is, we have it outnumbered."

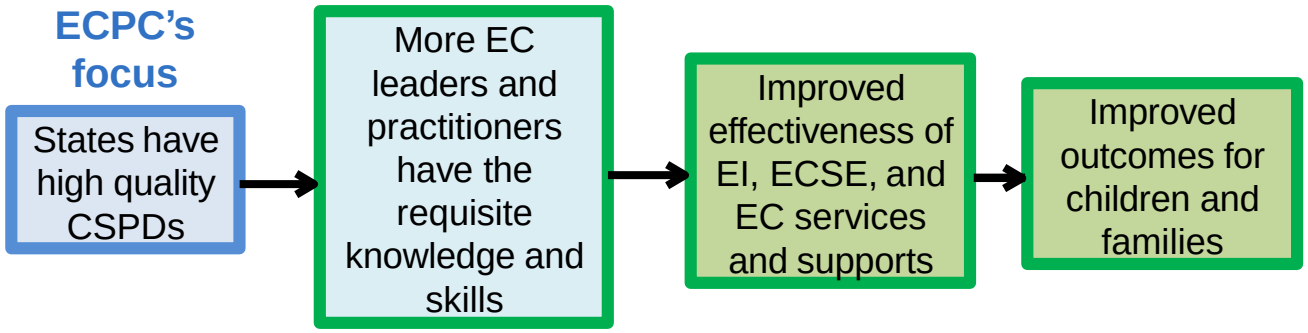
Personnel Development Logic Model





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

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

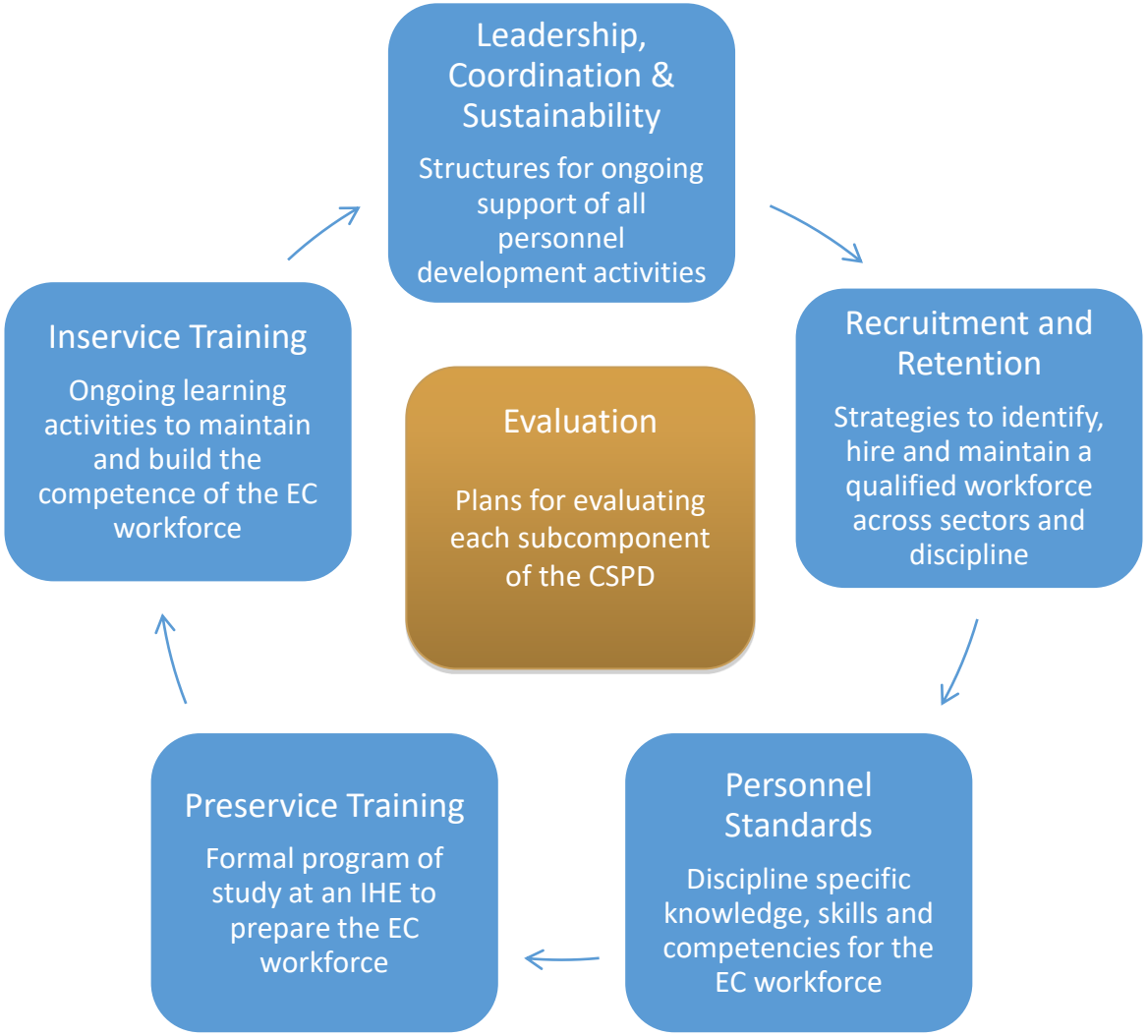


Theory of Action

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



Why do we need a CSPD?

A CSPD is the primary mechanism by which a state ensures that infants, and young children with disabilities and their families

are provided services by knowledgeable, skilled, competent, and highly qualified personnel

and that **sufficient numbers of these personnel** are available in the state to meet service needs.

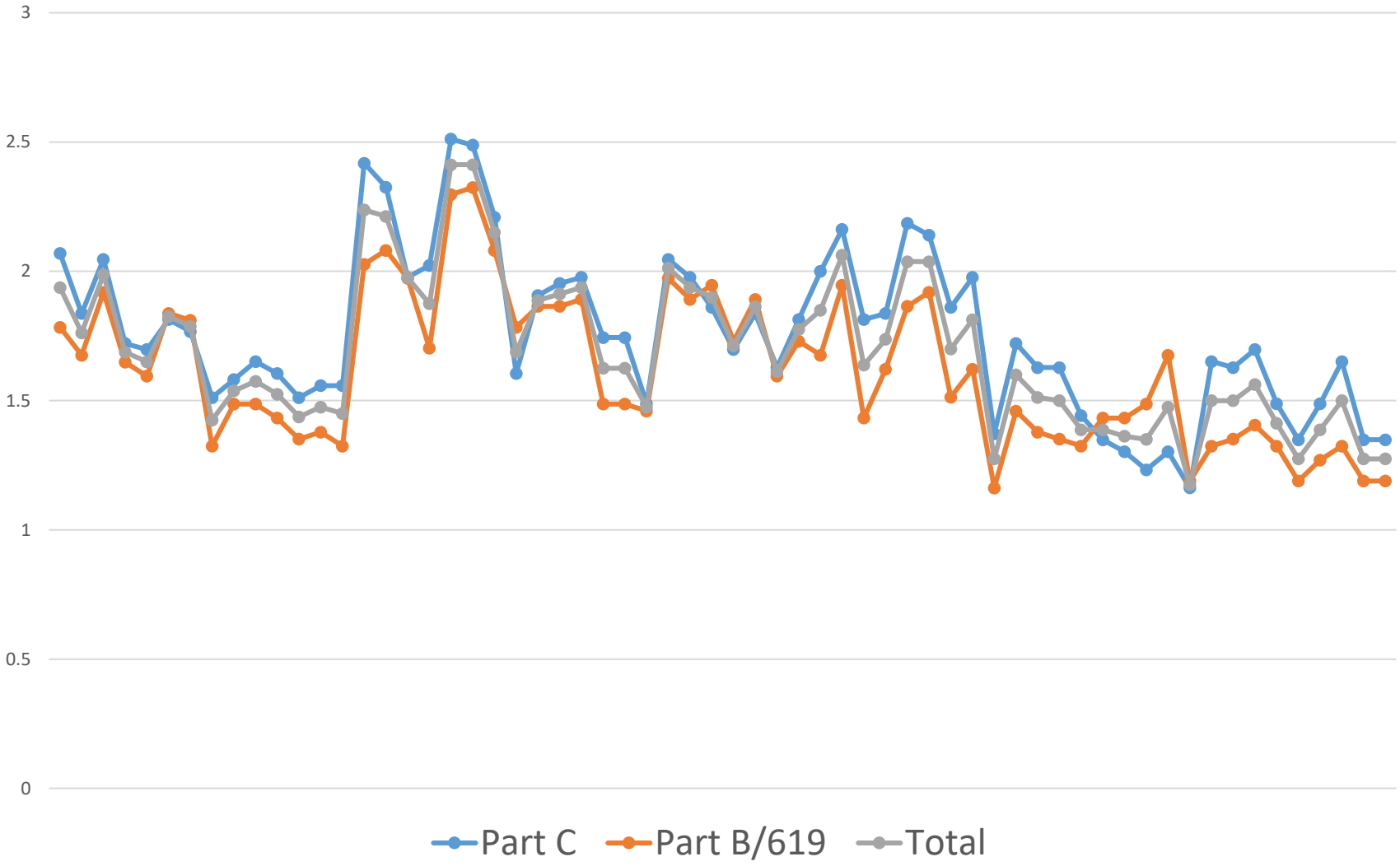
Definition of a System

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

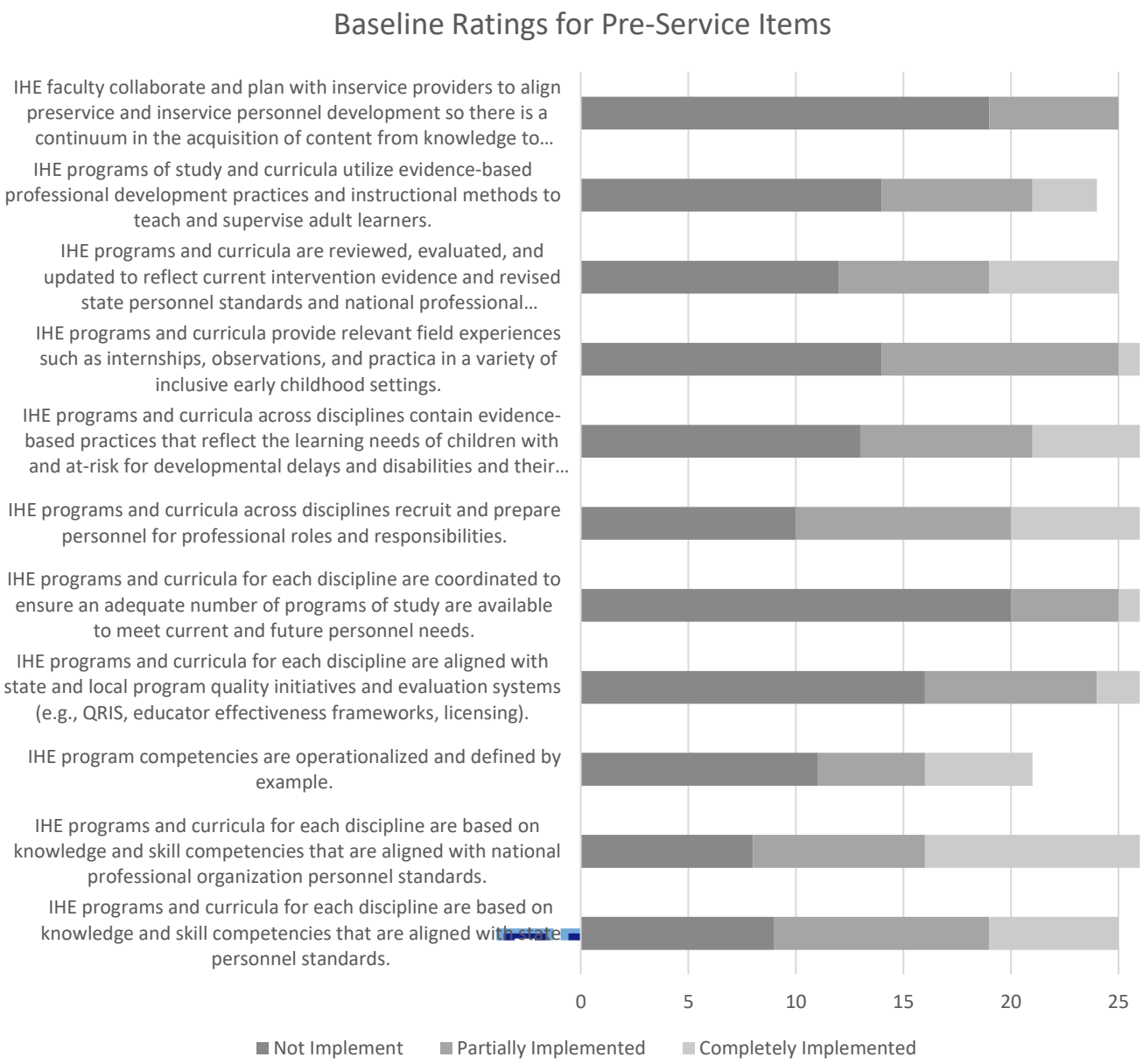
Comprehensive System of Personnel Development

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 Item Score by System Type



Baseline self-ratings for each item in the pre-service subcomponent of the personnel framework for 25 states



A Comprehensive System of Personal Development

is a *necessary* and *integral*

quality indicator of

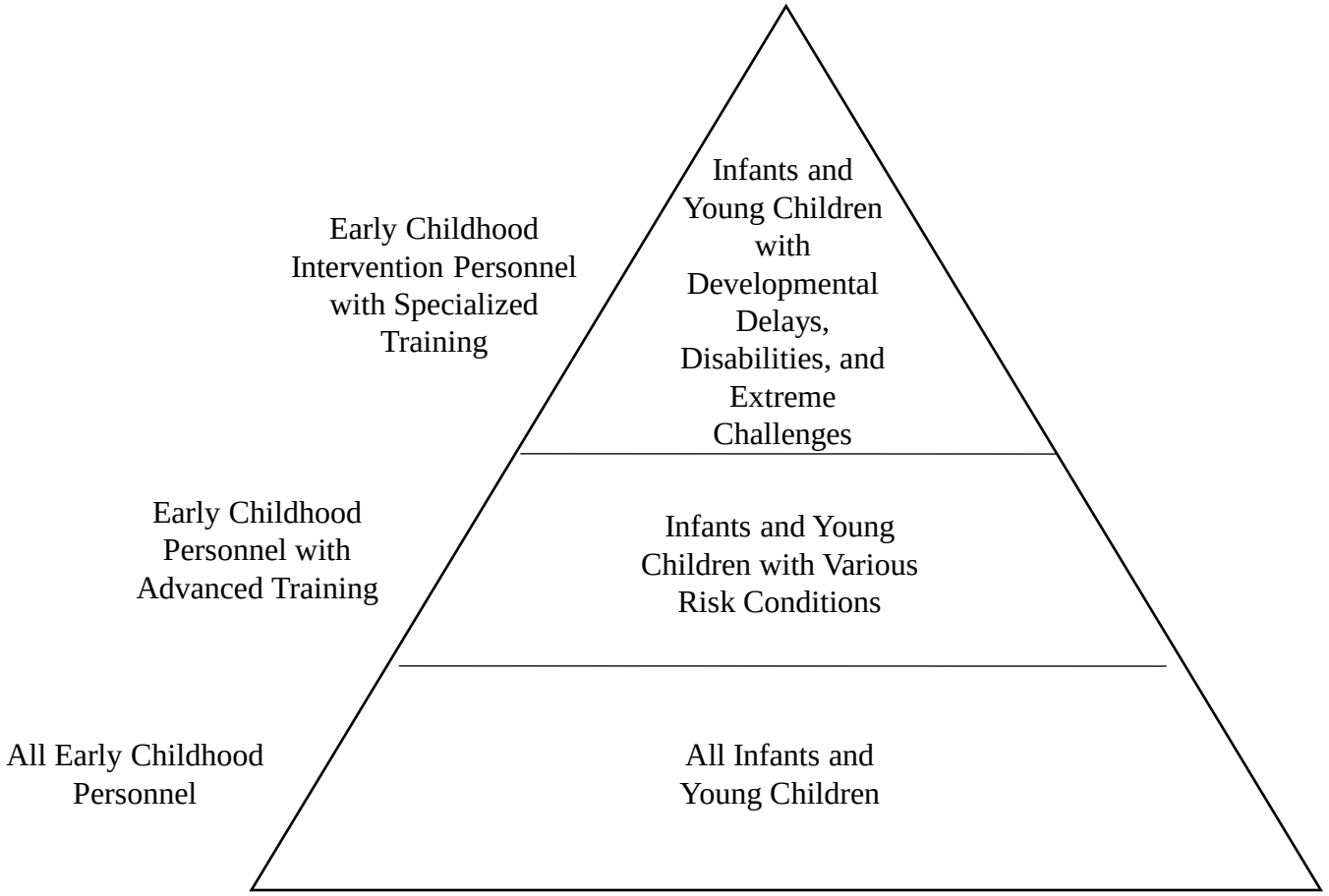
an early childhood service system

AND

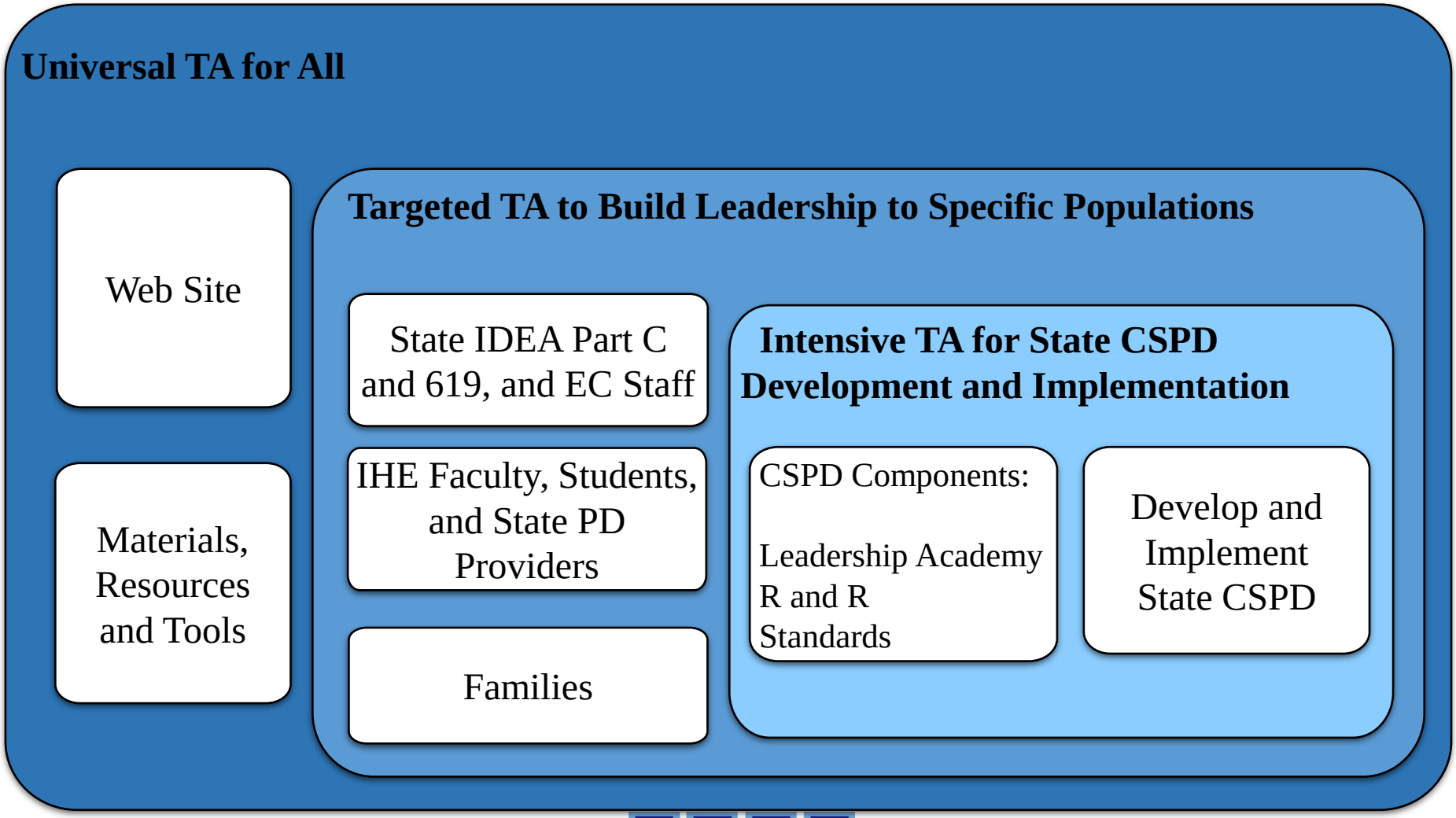
the early childhood workforce

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

Continuum of ECI Personnel Competence

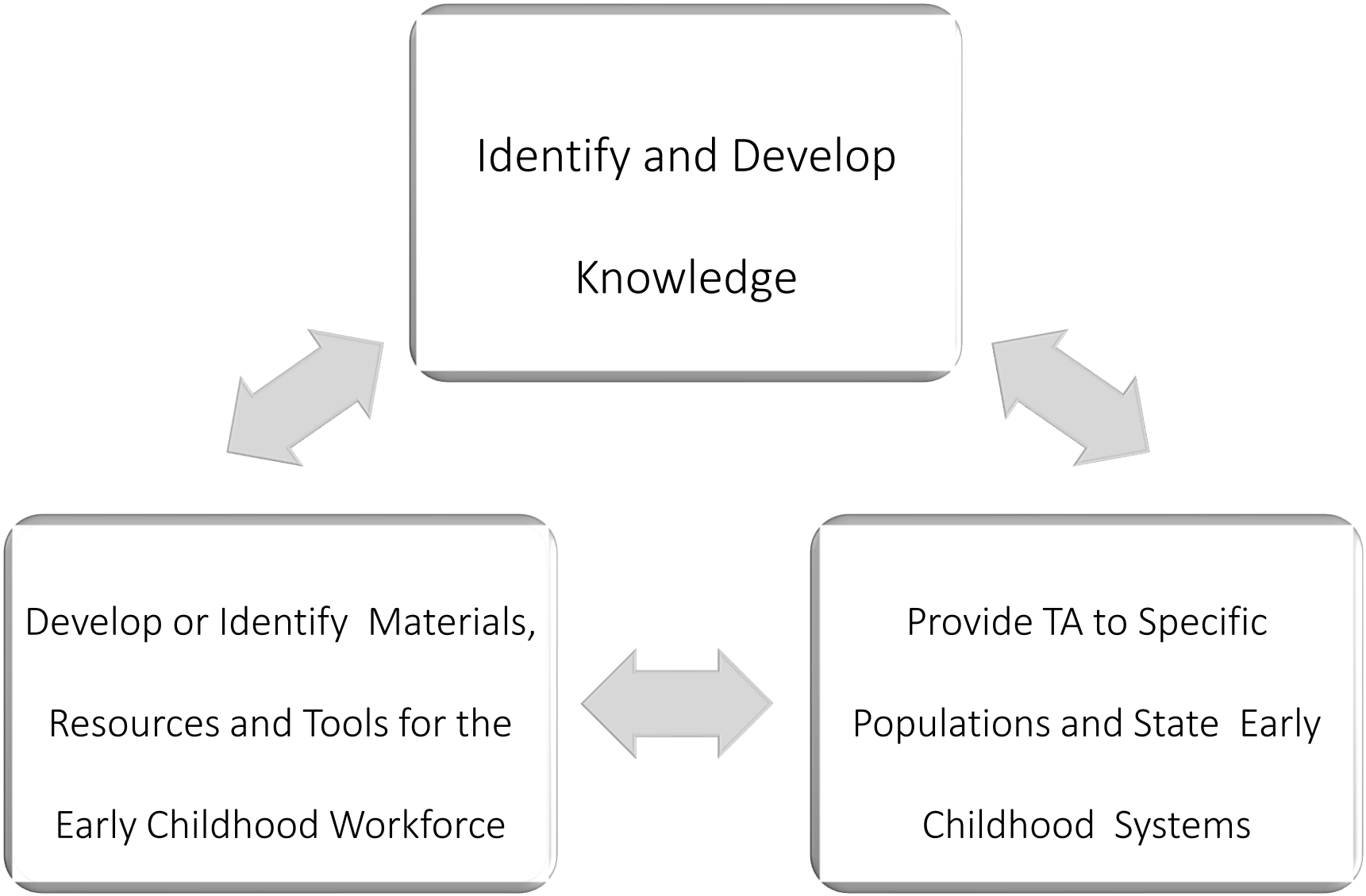


To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

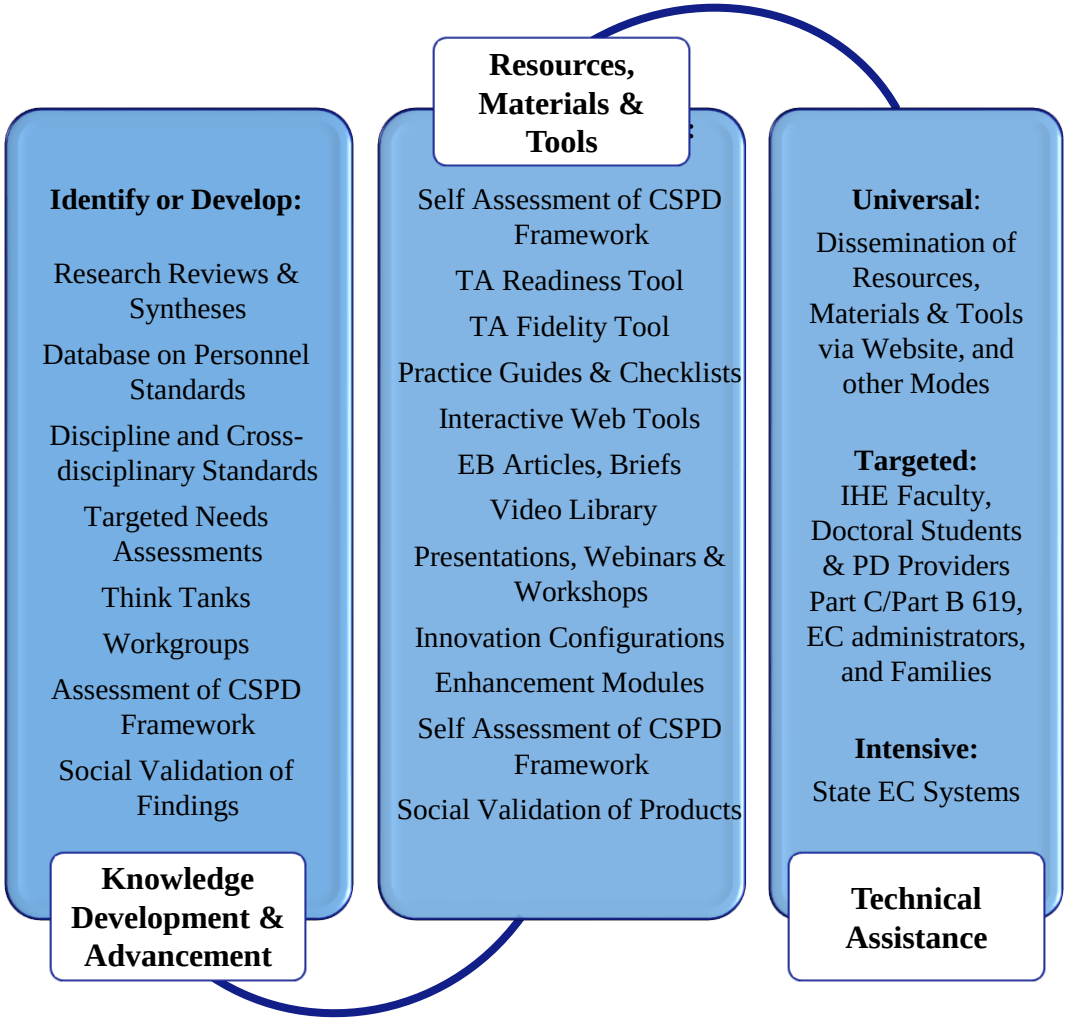


Outputs of the Center ECPC

- 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

Relationship Among Phases of TA Development



IHE Faculty and Doctoral Students

Preservice

Knowledge Development	Materials, Tools and Resources	Technical Assistance Through
Cross Disciplinary Work Group	Competencies; Case Studies; Infographics; "Looks Like" Brief	State IHE Faculty
Needs Assessment at DEC	Video Library	ECPC/DEC IHE and Doctoral Cohorts
Metasynthesis of EB Practices	Briefs on EBP; Checklist of EBP	Preconference at AUCD
Think Tanks of OSEP Funded Masters Programs Think Tanks of OSEP Funded Doctoral Programs Think Tank of Blended Programs	Video Vignettes (on hold) Guide to Writing Grants Grants Submitted (Doctoral Consortium) Guide for Adult Learning; Catalogue of Learning Activities	
DEC Standards Work Group	Planning Matrix of Standards, RP, Competencies; Syllabi for Each Standard; "Looks Like" Brief for Each Standard	
Other: Directory and Analysis of IHE Blended Programs	Data Papers: Articles; Guide to Action Planning; **Curriculum Kits**	

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

PLC – Higher Education/Doctoral Students

Arcadia University	Mississippi State University	University of Illinois	University of South Florida
Ball State University	Muskingum University	University of Illinois-Urbana Champaign	University of the Virgin Islands
Binghamton University	Ohio University	University of Maine	University of Toledo
Black Hills State University	Purdue University	University of Massachusetts-Boston	University of Utah
Bowling Green State University	Saint Joseph's University	University of Nebraska-Lincoln	University of Virginia
California State University-Northridge	Southern Illinois University-Edwardsville	University of Nevada-Las Vegas	University of Washington
Cardinal Stritch Universtiy	St. Thomas University	University of North Carolina-Chapel Hill	University of West Georgia
Eastern Illinois University	The Education Institute for Early Intervention	University of North Carolina-Charlotte	University of Wisconsin-Whitewater
Eastern Kentucky University	Touro College	University of North Carolina-Greensboro	Utah State University
Florida Atlantic University	University of Alabama-Birmingham	University of North Carolina-Wilmington	Virginia Commonwealth University
Georgetown University	University of Colorado-Denver	University of North Dakota	West Virginia University
Hunter College	University of Denver	University of Northern Colorado	Western Oregon University
Indiana University	University of Georgia	University of Oklahoma	
Kansas State University	University of Houston-Clear Lake	University of Oregon	

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

Participants registered today, highlighted universities participated in think tanks

California State University, Los Angeles	Morehead State University	University of New Orleans
California State University, Northridge	Northern Arizona University	University of Norch Carolina Chapel Hill
California State University, Northridge	The University of Alabama at Birmingham	University of North Carolina
Califronia State University, Fullerton	University of Cincinnati	University of North Carolina - Charlotte
Case Western Reserve University	University of Florida	University of Oregon
Fontbonne University	University of Georgia	University of Tennessee Health Science Center
Fordham University	University of Illinois	University of Vermont x 2
Georgetown University	University of Illinois, Urbana-Champaign	University of Washington
Georgia State University	University of Kansas	University of Wisconsin-Milwaukee
Hofstra University	University of Maine	Utah State University
Illinois State University	University of Massachusetts - Boston	Virginia Commonwealth University
Kent State University x 3	University of Missouri	
MN State University, Mankato	University of Nevada, Reno x 2	

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

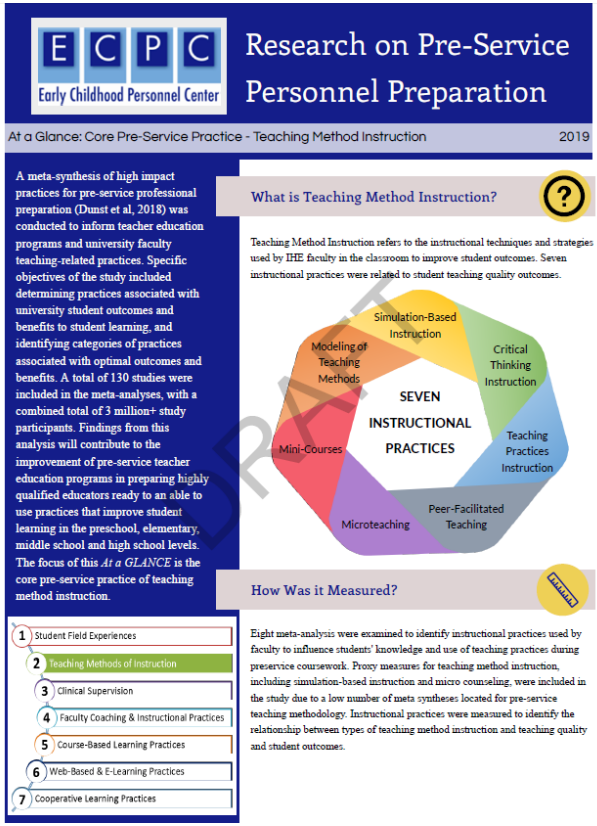
Key Features of Professional Development

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**

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-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

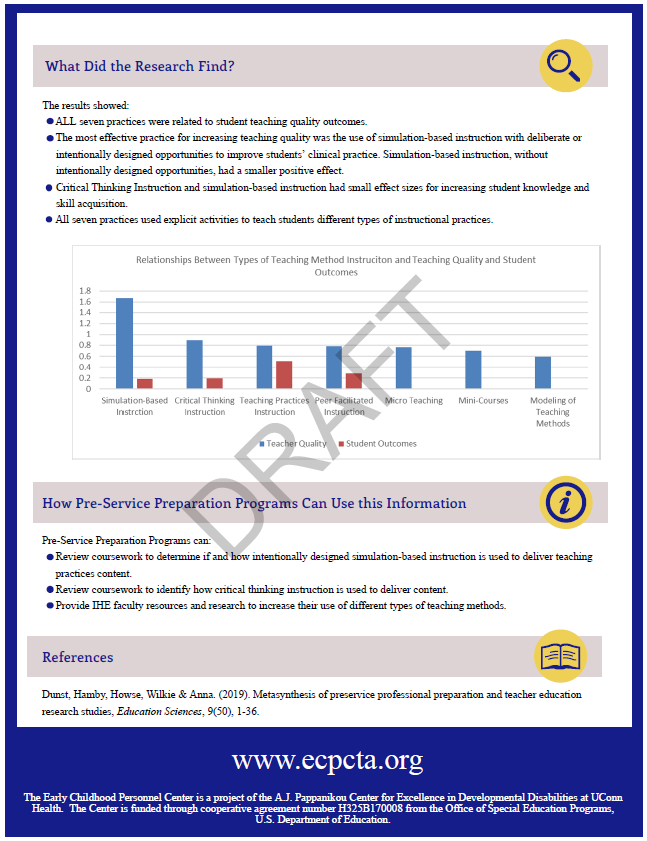
What is Teaching Method Instruction?

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

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

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

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		
❑	Needs Assessment	Did you determine the gap between current conditions, practices and outcomes?
❑	Decision Making	Did you involve staff to identify priorities that fit the organizations mission or goals?
❑	Visioning	Did you determine how the organization would look if it made the desired change?
❑	Readiness for Change	Did you have the staff commitment to change program, organization, or systems practice to achieve desired changes or outcomes?
❑	Organizational Capacity	Did you have the ability to commit resources needed for program, organization or systems changes to produce desired results?

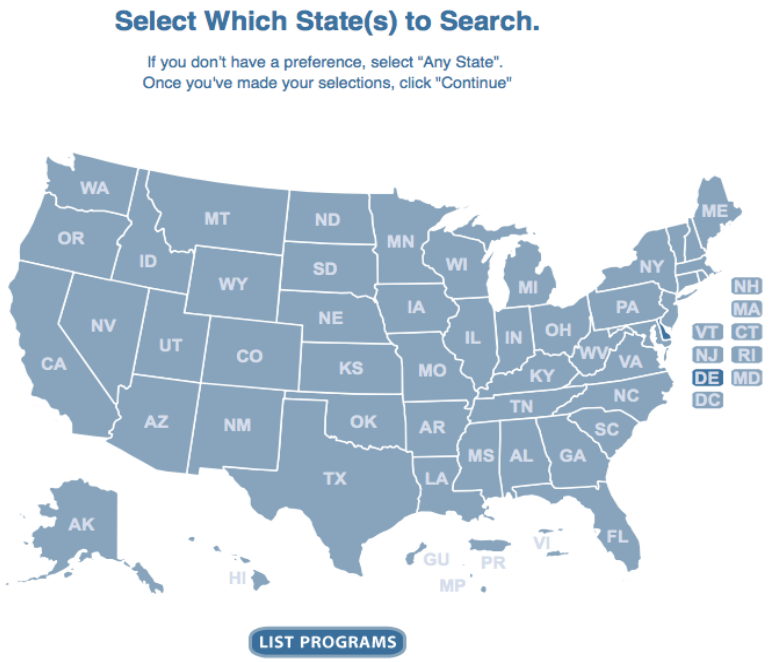
THE CHRONICLE OF HIGHER EDUCATION

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?"

Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families



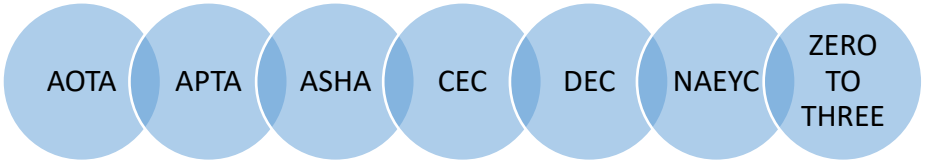
IDEAs that Work
U.S. Office of Special Education Programs

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

Family Centered
Evidence Informed
Cross-Disciplinary Early Childhood Competencies
Coordination & Collaboration
Professionalism

Competencies are more detailed descriptions of what one knows and can do: the skills professionals and practitioners need to demonstrate to be effective



Cross Disciplinary Early Childhood Personnel Competency Areas and Sub-Areas

Collaboration & Coordination	Family Centered Practice	Interventions as Informed by Evidence	Professionalism & Ethics
•Effective Communication •General Teaming • Leading a Team • Medical Home •Problem Solving •Resource & Referral •Role as a Consultant •Teaming with Families •Transitions	•Communicating with Families •Cultural, Linguistic and Socioeconomic Competency •Family Involvement in Assessment •Family Systems Theory •Laws & Policies •Parent Education in Child Development & Interventions •Parent Partnership, Advocacy & Help-Giving •Parent/Caregiver Social Emotional/Attachment •Stress, Trauma, & Safety •Supporting Home Language Development	•Accommodations & Adaptations •Assessment Communicating & Interpreting Assessment Results •Evidence Based Practice •Health & Safety •IEP/IFSP Intervention •Knowledge of Risk Factors & Atypical Child Development •Knowledge of Typical Child Development & Behavior •Progress Monitoring •Service Delivery Models	•Administrative Leadership •Advocacy/Public Awareness •Ethics Knowledge of the Field Laws, Policies & Practice •Standards •Professional Development & Self-Reflection •Supervision

Coordination & Collaboration	Family Centered Practice	Evidenced Based Intervention	Professionalism
•Uses effective communication skills (listening, speaking, writing) with others •Shares information and resources with service providers agencies •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	•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,	•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	•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

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

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.

Alignments of Personnel Standards

Universal TA

Website: ECPCTA.ORG

Targeted TA

IHE Faculty Institutes

DEC

AUCD

Content of Institutes for Higher Education Faculty and Doctoral Students

- Create or revise program of study with new EI/ECSE standards
- Create or revise syllabi with topics from new EI/ECSE standards and RPs
- Revise existing syllabi to reflect new EI/ECSE standards RPs

**embed adult learning practices in all products*

**embed the ECPC Cross-Disciplinary Competencies when appropriate*

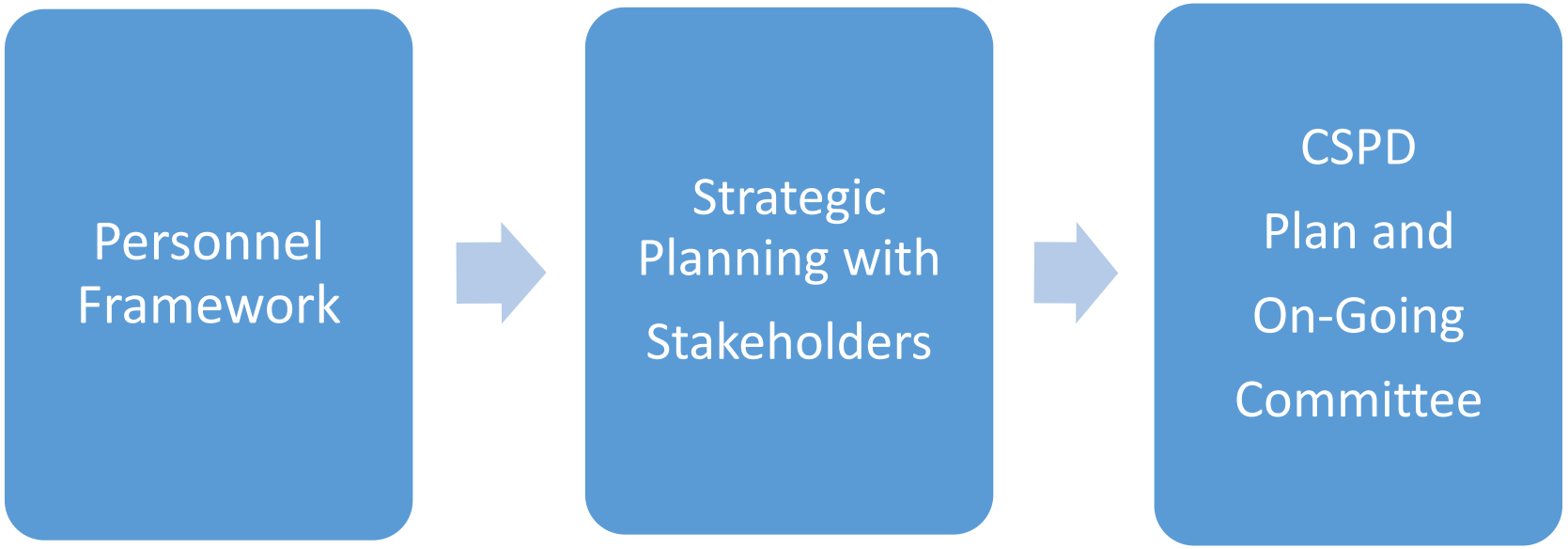
Intensive TA

CSPD with States

Leadership with Part C and Part B/619 Administrators

ECPC
Early Childhood Personnel Center
www.ecpcta.org

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 subcomponent 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

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?*	*Consensus scoring by the Leadership Team using the ECTA excel scoring sheet* *Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015*	*Leadership team will prioritize next steps for their plan* *Leadership team will update the System Framework 1 x per year, Fall*	*Trend (positive increases)*	*Disseminate to PD workgroup*
Recruitment & Retention: *How many individuals hold regular and conditional licenses for Endorsements 1 & 2? ECSE consultant Endorsement?*	*State Certification lists from DOE*	*Conducted annually in Spring*	*Table of frequencies*	*Results shared with the ICC and IHEs*
Personnel Standards *How better prepared are educators who graduate with revised Endorsement I?*	*Follow- up surveys conducted by key IHEs, DOE, etc.* *ICC Personnel Committee facilitates the follow-up on those working in EI*	*Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year*	*Percentages and themes of qualitative responses*	*Results shared with the ICC and IHEs*
Pre-Service personnel Development *What are the areas of strength and need as reported by IHE faculty and staff?*	*Items on the Endorsement 1 & 2 needs assessment* *Items on the Interdisciplinary needs assessment*	*Conducted in Spring 2016* *Conducted every three years in the Fall*	*Report* *Report*	*Disseminate to IHEs, link to professional development needs for faculty*
In-Service Personnel Development *What PD is offered to address the needs identified above? By regions? By LEAs?*	Professional development survey to DOE, regions, and LEAs	*Conducted every three years in the Spring*	*Percentages and themes of qualitative responses by region and LEA*	*Results shared with the ICC and PD workgroup*

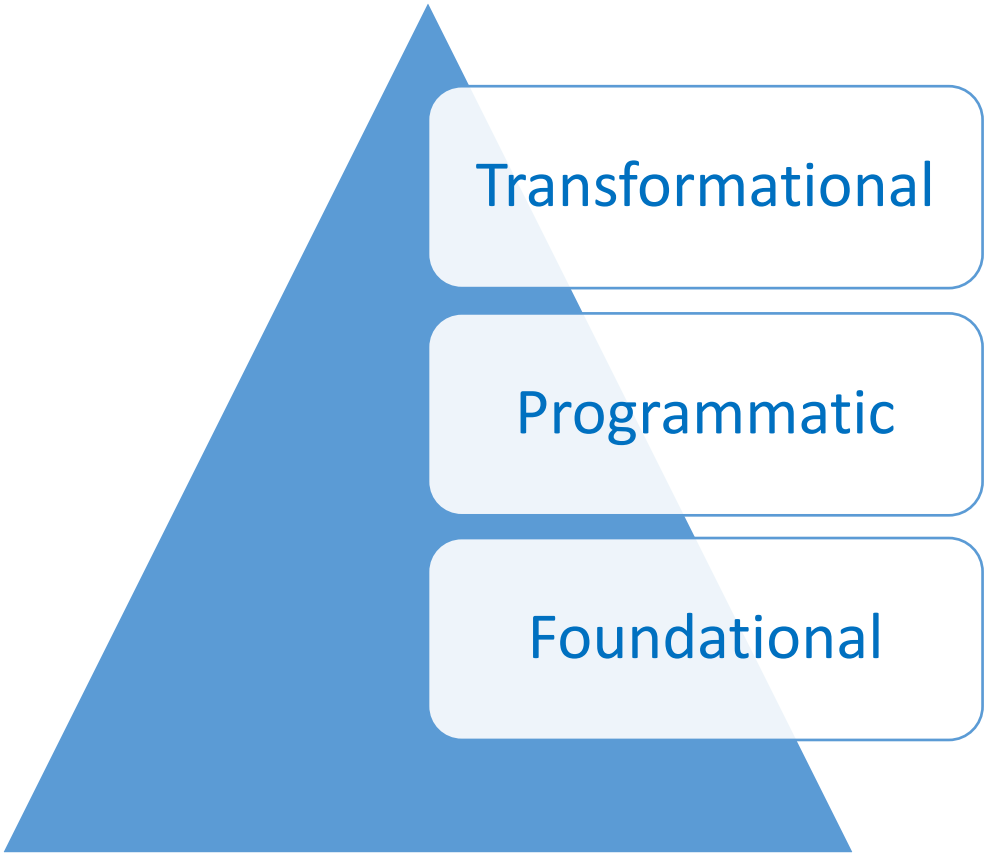
Action Plan Evaluation Tool

Criteria	Yes	No	Improvements Needed:
Value: Objectives in the plan are clearly and directly related to the goal *(e.g. development of CSPD)*.			
Value: Activities in the plan target the system at multiple levels (*e.g. state & local administration, providers, practitioners, service recipients*)			
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 (*e.g. eliciting stakeholder input; providing information; seeking feedback*)			
Ethical: Criteria (*e.g. will include these elements; will address these issues; will meet this standard*) and purpose(s) (*e.g. in order to…; to be used by…*) 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			

Intensive TA Products

- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual

Leadership Academy



Leadership Framework for Part C and B (619) Coordinators

Foundational	Programmatic or Contextual	Transformational
Self Knowledge and Growth	Pedagogy and Early Learning	Strategic Thinking and Planning
Ethics and Professionalism	Stakeholder Engagement and Collaboration	Influencing and Leading Others
Laws, Policies and Regulations	Program Implementation	Implementing and Sustaining Systems Change

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.

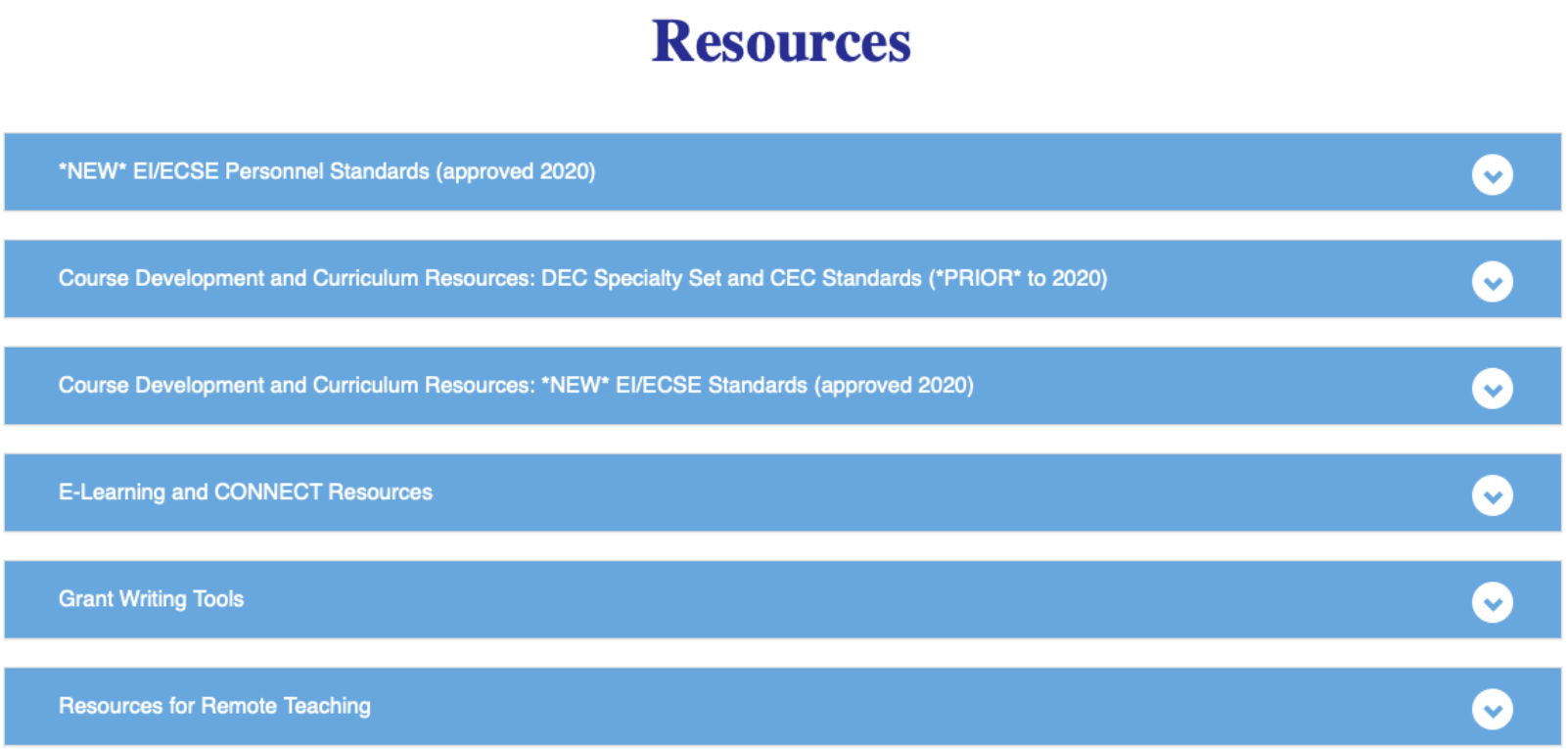
Danziel & Schoonover, 1988

ECPC Products for Higher Education Faculty

- ECPC Curriculum Planning Tool
- ECPC Sample Syllabi
- ECPC Adult Learning Tool

Locating the Tools on the ECPC Website

Tools on the ECPC Website



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.

- ❖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

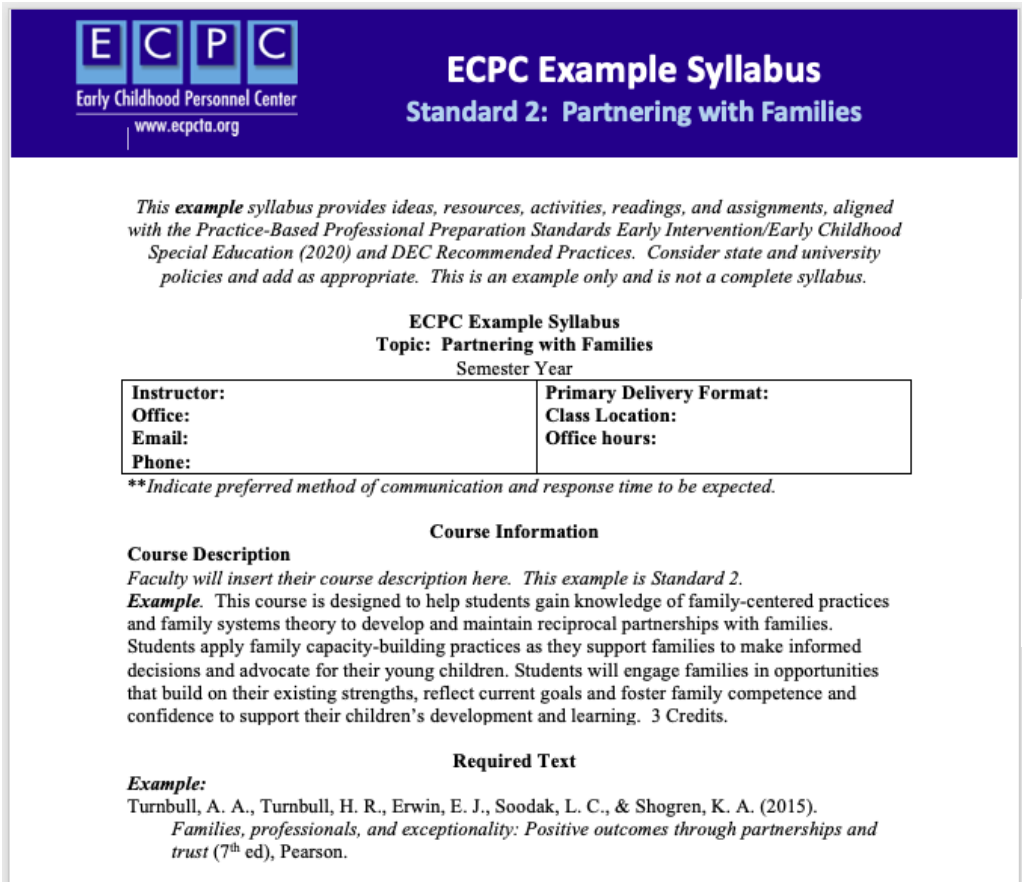
ECPC Curriculum Planning Tool

A	B	C	D	E	F	G	H
ECPC Early Childhood Personnel Center www.ecpcta.org				**ECPC Curriculum Planning Tool**			
				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** *For example, insert your state early learning standards or add a column for discipline-specific standards*	**Course Number and Title** *What courses across your curriculum /program support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?*	**Student Learning Objective (SLO)** *What SLOs align with the identified standards, knowledge & skills, and recommended practices?*	**Course Topics/Activities** *What topics and course activities will you design to support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?*
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				

ECPC Example Syllabi

Provides example ideas, resources, activities, readings, and assignments aligned with the EI/ECSE Practice-based Professional Preparation Standards and DEC Recommended Practices.

ECPC Example Syllabus



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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:	**Primary Delivery Format:**
Office:	**Class Location:**
Email:	**Office hours:**
Phone:	

***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 Syllabus

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 *(examples of course activities)*
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.

ECPC Example Syllabus

Resources

Listed below are resources students may find to be helpful as they learn about the field of Early Intervention/Early Childhood Special Education.

- *Practice-Based Professional Preparation Standards Early Intervention/Early Childhood Special Education (2020)*
- *Professional Standards and Competencies for Early Childhood Educators*
- *Connect Modules (Modules 3 and 4)*
- *Early Childhood Recommended Practices Modules (Modules 5)*
- *ECPC Cross-Disciplinary Competencies*
- *ECPC Resources and Website*
- *Center for Parent Information and Resources*
- *Family Voices*

Journals in EI/ECSE

Journals that publish early childhood and early intervention (there are many more, but these are excellent choices for you to consider). Consider explaining how to use these to support practice and to examine current research – clarify the difference between practitioner-based journals and research-based journals.

- Infants and Young Children
- Topics in Early Childhood Special Education
- Journal of Early Intervention
- Journal of Special Education Technology
- Intervention in School and Clinic
- Journal of Early Hearing Detection and Intervention
- International Journal of Early Childhood Special Education
- Young Children

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

ECPC Adult Learning Tool

Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		TOPIC:
Instructor/ Trainer	**Introduction:** ***Explain*** the practice/topic/ concept	
Instructor/ Trainer	**Illustration:** ***Show*** the practice/topic/ concept	
Learner	**Authentic learning:** ***Implement*** the practice/topic/concept	
Learner	**Reflection:** ***Discuss*** with others how the practice/ topic/concept works	
Instructor/ Trainer	**Guidance:** ***Prompt*** and ***guide*** the implementation of the practice/topic/ concept	
Instructor/ Trainer	**Performance feedback:** Give ***concrete*** reinforcement or corrections	
Instructor/ Trainer Learner	**Follow-up activities:** ***Plan*** 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).

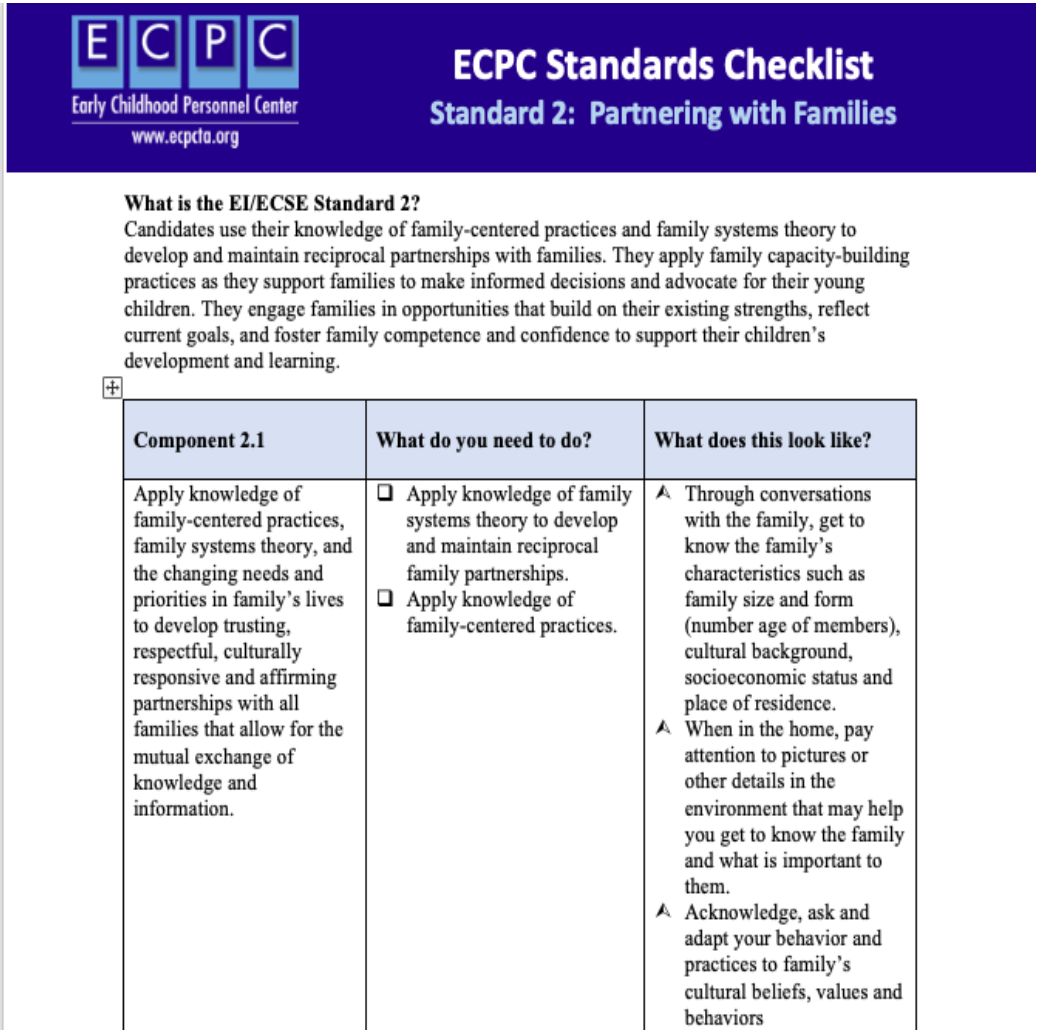
Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		TOPIC: Using authentic child assessment practices
Instructor/ Trainer	**Introduction:** ***Explain*** the practice/topic/ concept	***Example:*** Introduce and ***explain*** authentic child assessment 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." *Use the ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices..*
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.

What tools does ECPC have planned next?

ECPC Standards Checklists

ECPC Cross-Disciplinary Competencies Checklists

Adult Learning Tools



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ECPC Standards Checklist
Standard 2: Partnering with Families

What is the EI/ECSE Standard 2?
Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They 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.

Component 2.1	What do you need to do?	What does this look like?
Apply 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.	❑ Apply knowledge of family systems theory to develop and maintain reciprocal family partnerships. ❑ Apply knowledge of family-centered practices.	➢ Through conversations with the family, get to know the family's characteristics such as family size and form (number age of members), cultural background, socioeconomic status and place of residence. ➢ When in the home, pay attention to pictures or other details in the environment that may help you get to know the family and what is important to them. ➢ Acknowledge, ask and adapt your behavior and practices to family's cultural beliefs, values and behaviors

What ideas do you have?

What tools would help you?

Curriculum Modules: Professional Standards Content Outline

- Overview
- Topics and PD Guides
- Sample Syllabi
- Multimedia Illustrations
- Learning Activities
- Resources
  - Websites
  - Modules
  - Glossary
  - References

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

HIBRID