Early Childhood Personnel Center

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University of Connecticut

November 1, 2021

ECPCTA.ORG

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

HIBRID

Objectives

As a result of this meeting:

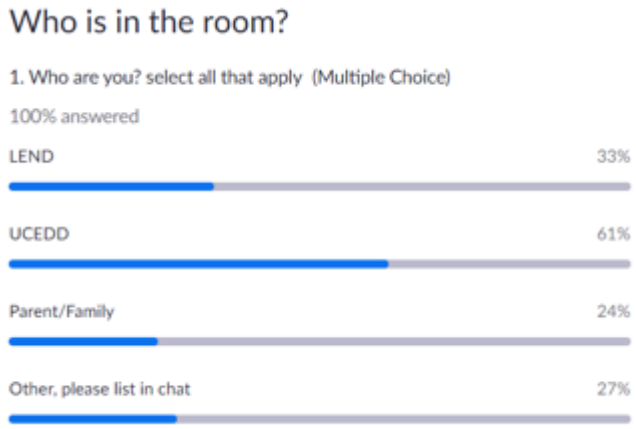
1. Identify the components of an Early Childhood State Comprehensive System of Personnel Development (CSPD) work.
2. Understand the importance of partnerships between UCEDDs, LENDs and State CSPD teams.
3. Identify opportunities to initiate or participate on a state CSPD team.
4. Identify materials, resources, and tools available on the ECPC website

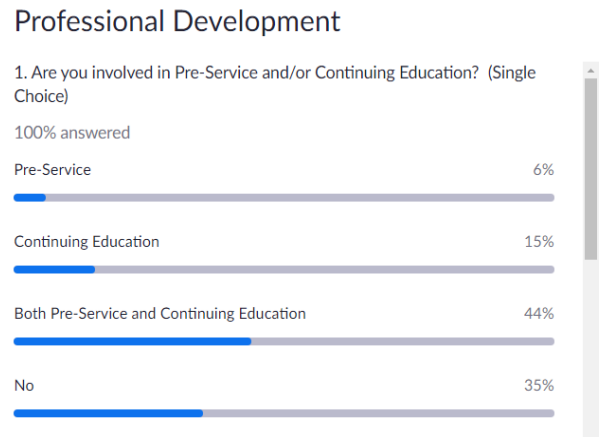
Agenda

TIME	EVENT	PRESENTER(S)
1:00 – 1:15	Welcome and Introductions	
1:15– 1:35	Overview of ECPC and State CSPDs	Mary Beth Bruder
1:35– 2:00	How UCEDD's and LEND's Support State CSPDs	GA, MN, HI, AZ
2:00– 2:05	BREAK	
2:05 -2:25	Overview of the ECPC Resources on Website	Darla Gundler
2:25 – 2:40	Break Out Groups: 1) How Can You Support your State to Develop your CSPD; 2) What Additional Resources Would Help You Do That?	
2:40– 2:55 2:55 – 3:00	Reports From Break Out Groups Questions and Adjoun	Mary Beth Bruder

Who is Here?

Some Questions for You!





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

QUALIFIED PERSONNEL IDENTIFIED IN IDEA

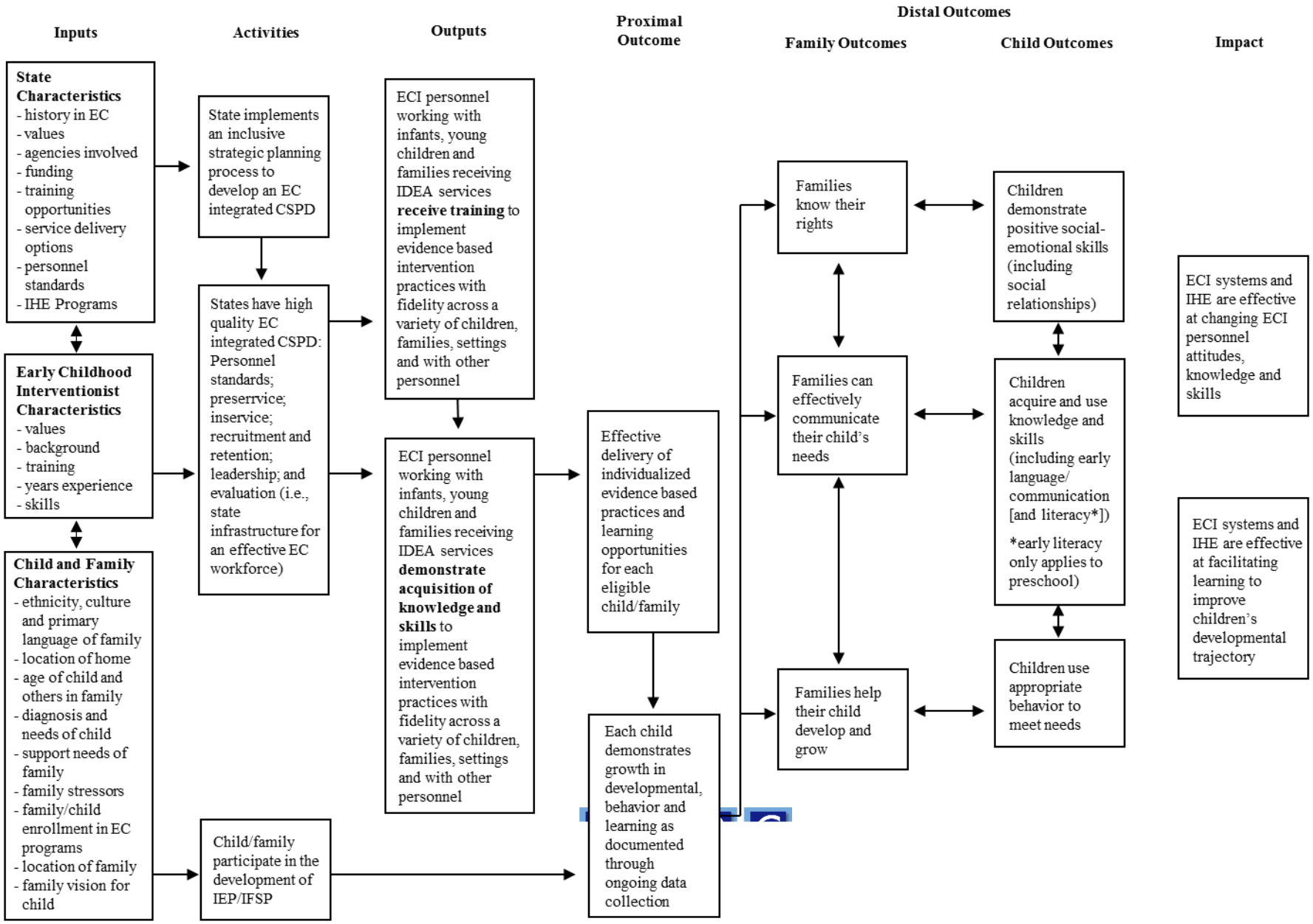
Part C (ages 0-3)

- 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;

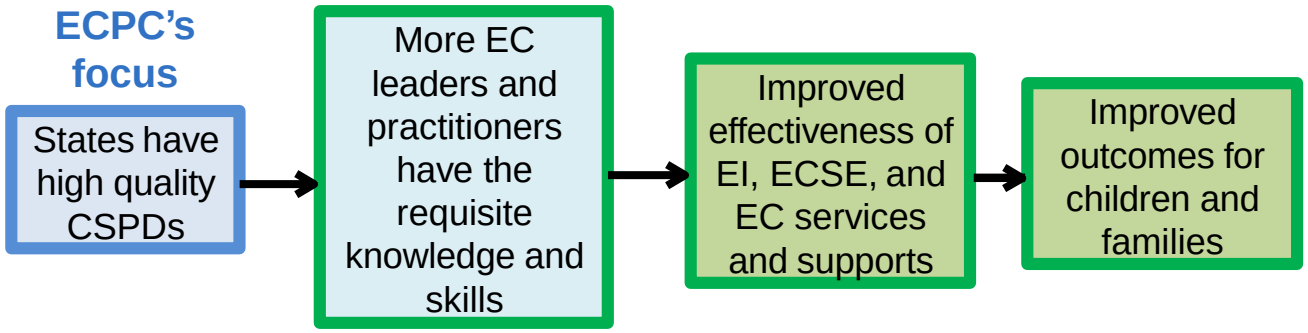
Part B (ages 3-5)

- 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

Personnel Development Logic Model



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***
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Comprehensive Systems
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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.

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

Definition of Systems

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

Systems Last beyond People….

Sometimes

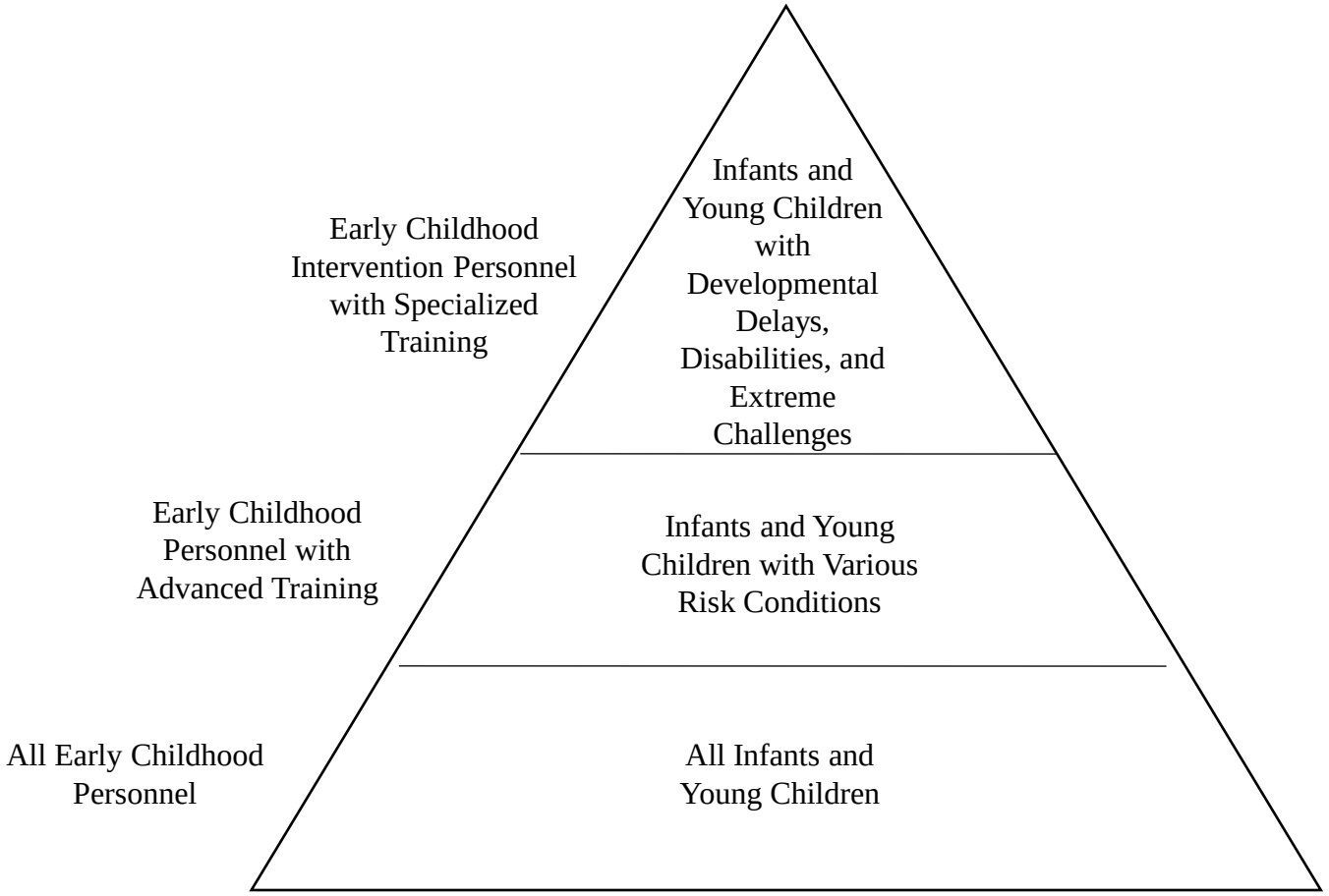
Systems Think

To Build a Competent

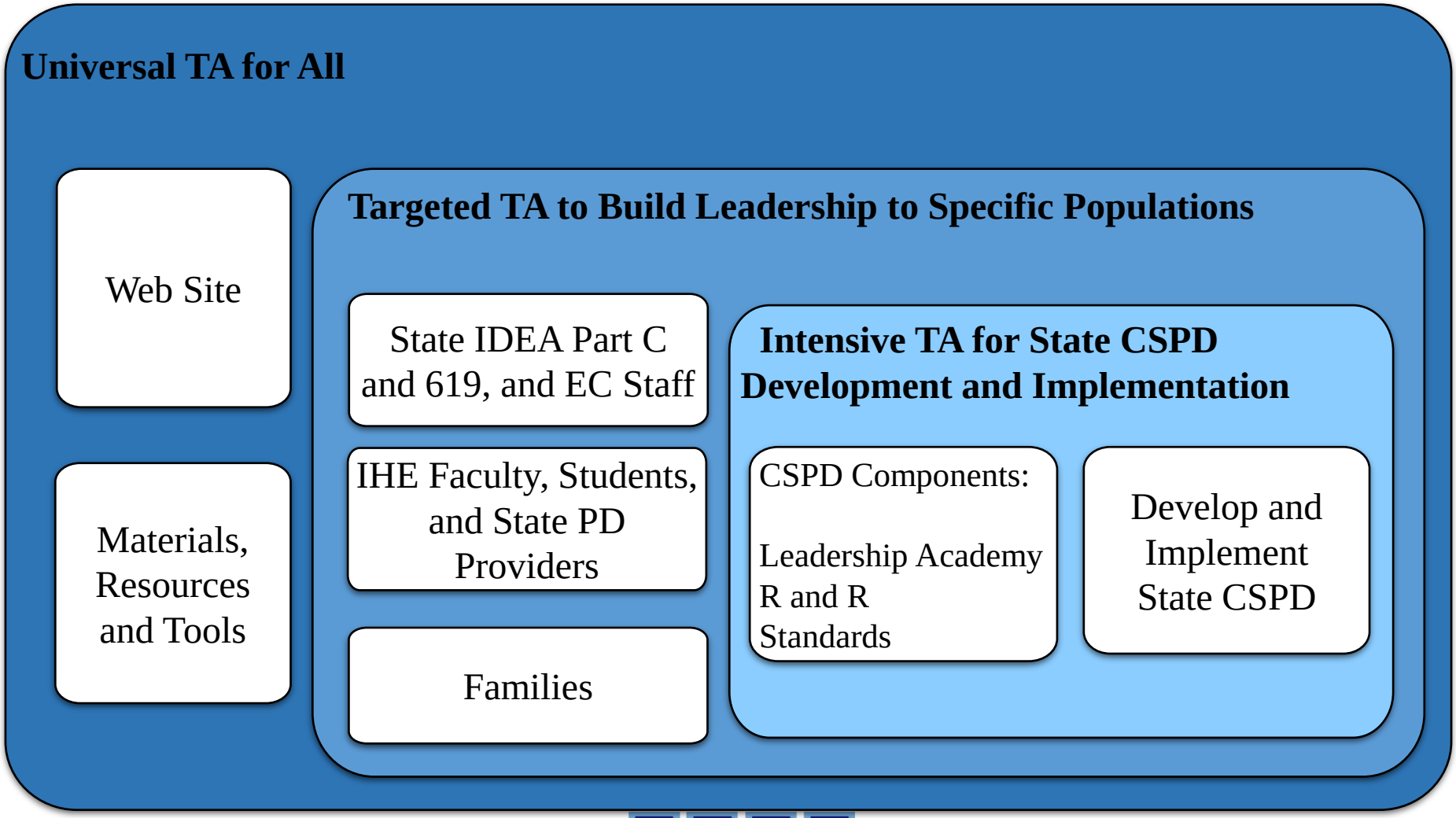
and

Effective ECI Workforce

Continuum of ECI Personnel Competence

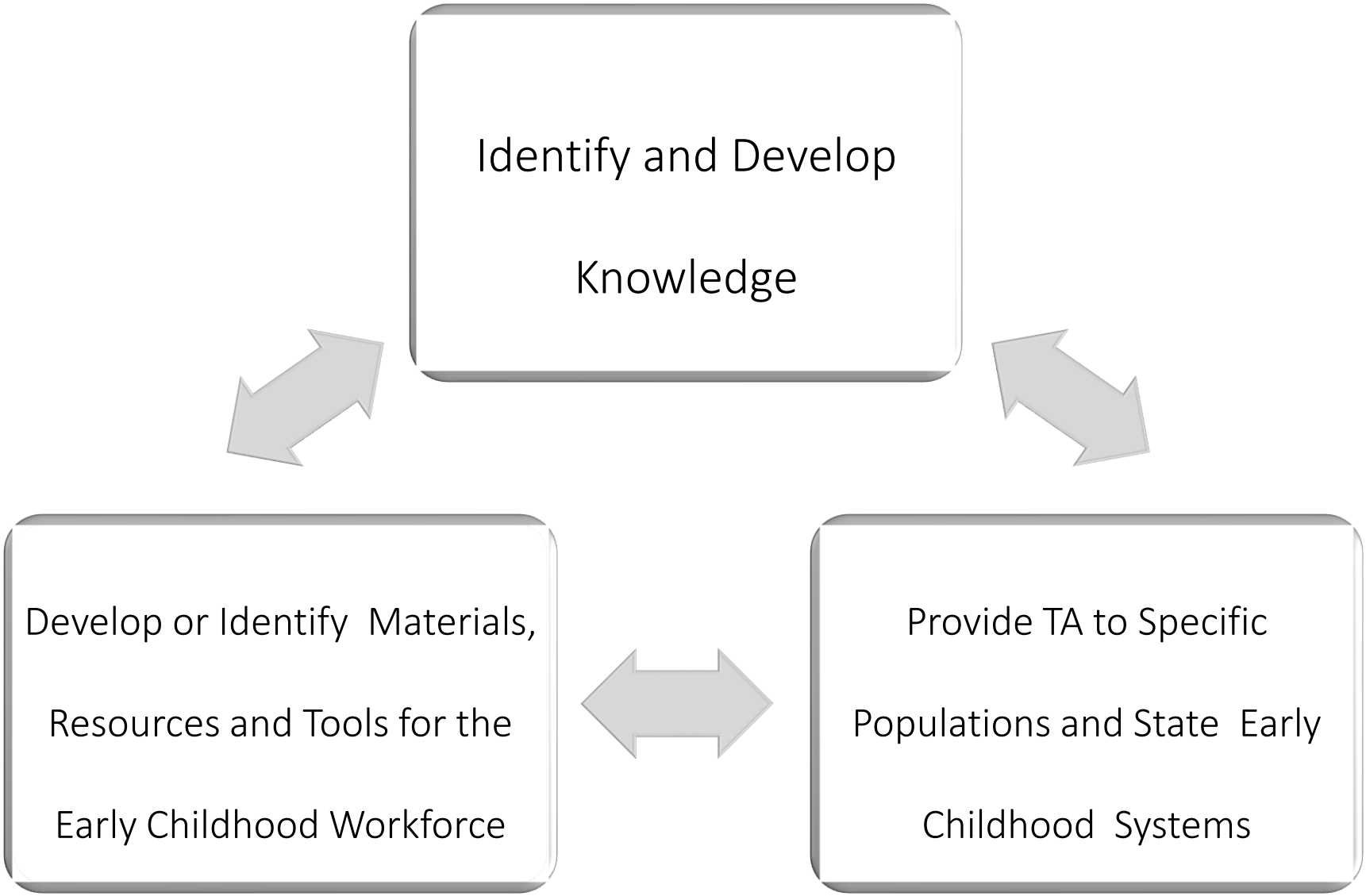


To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

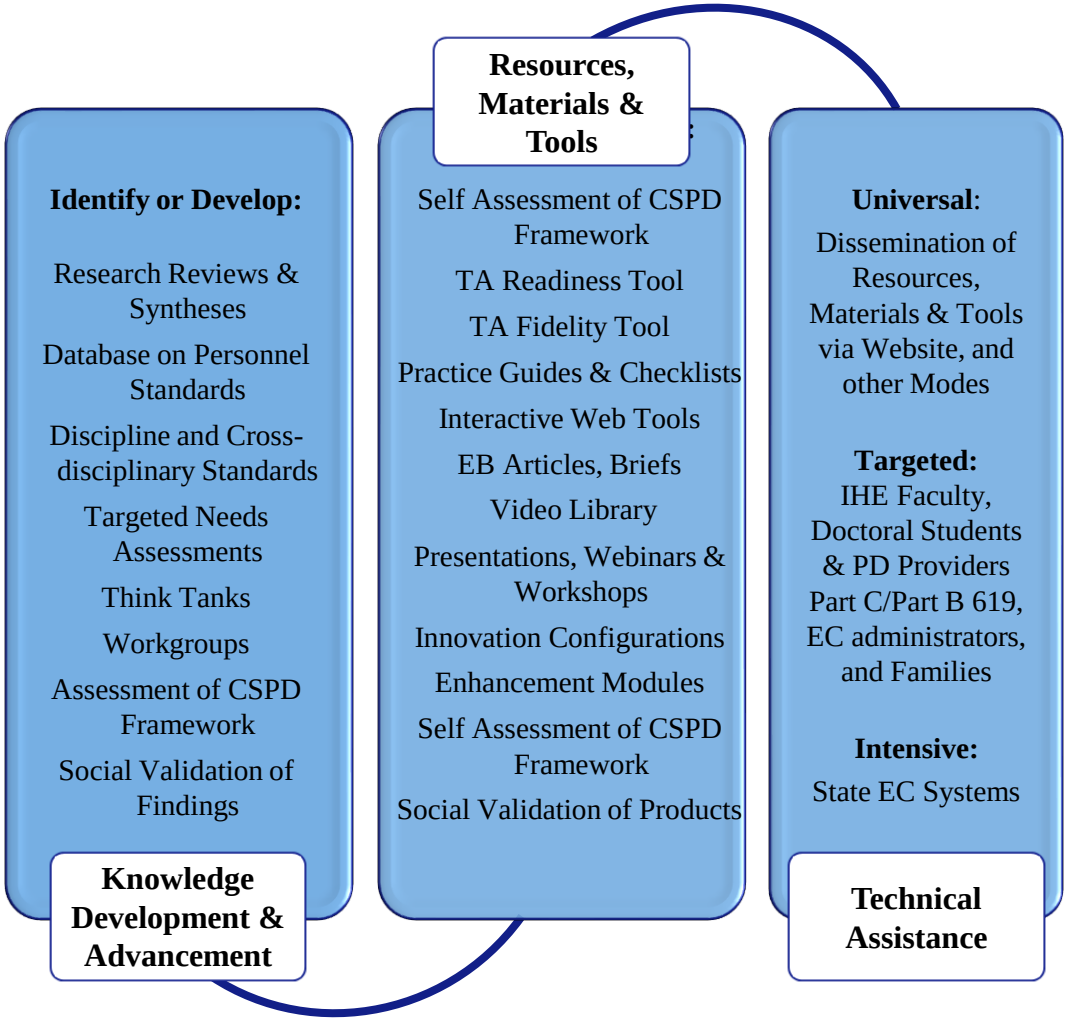


Outputs of the Center ECPC

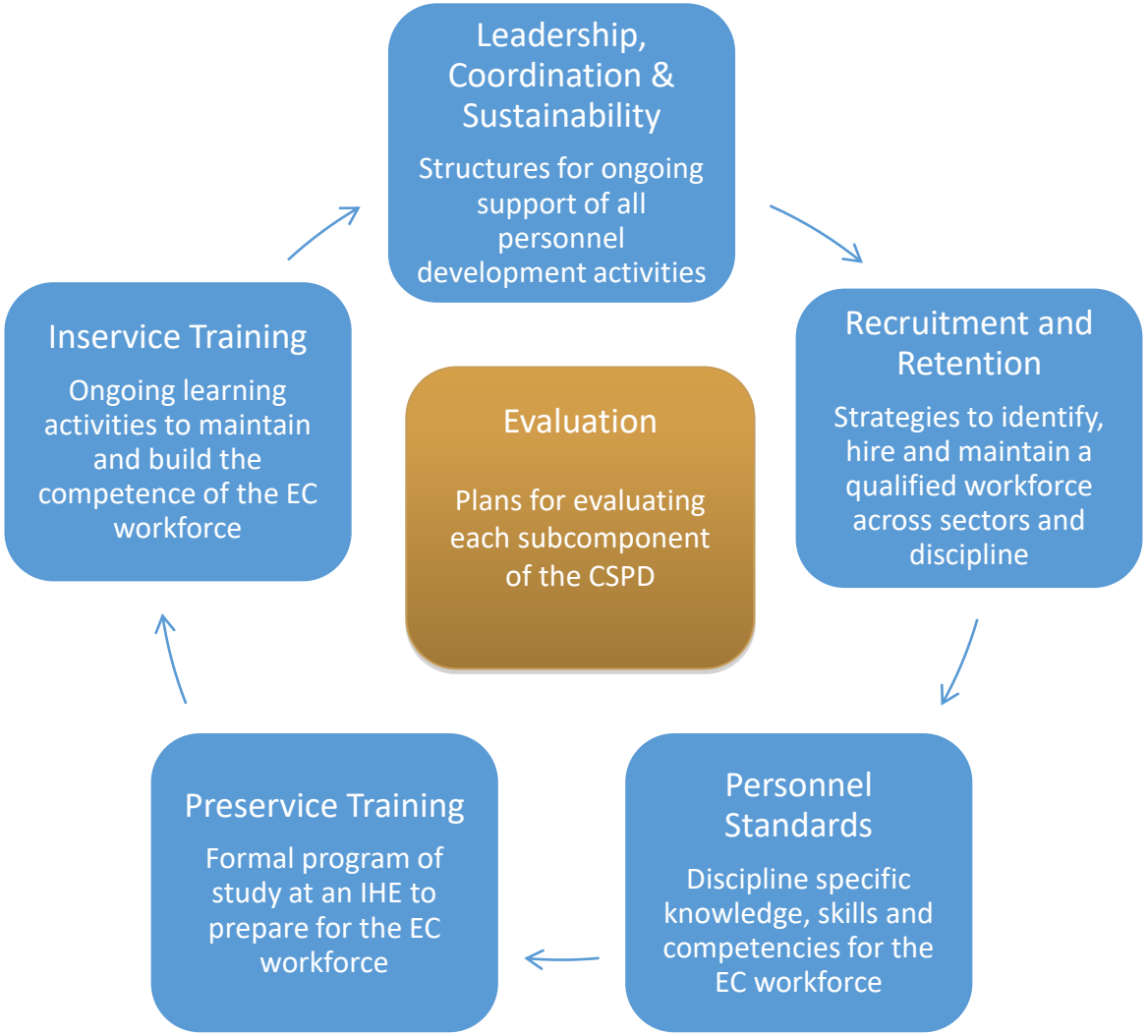
- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance

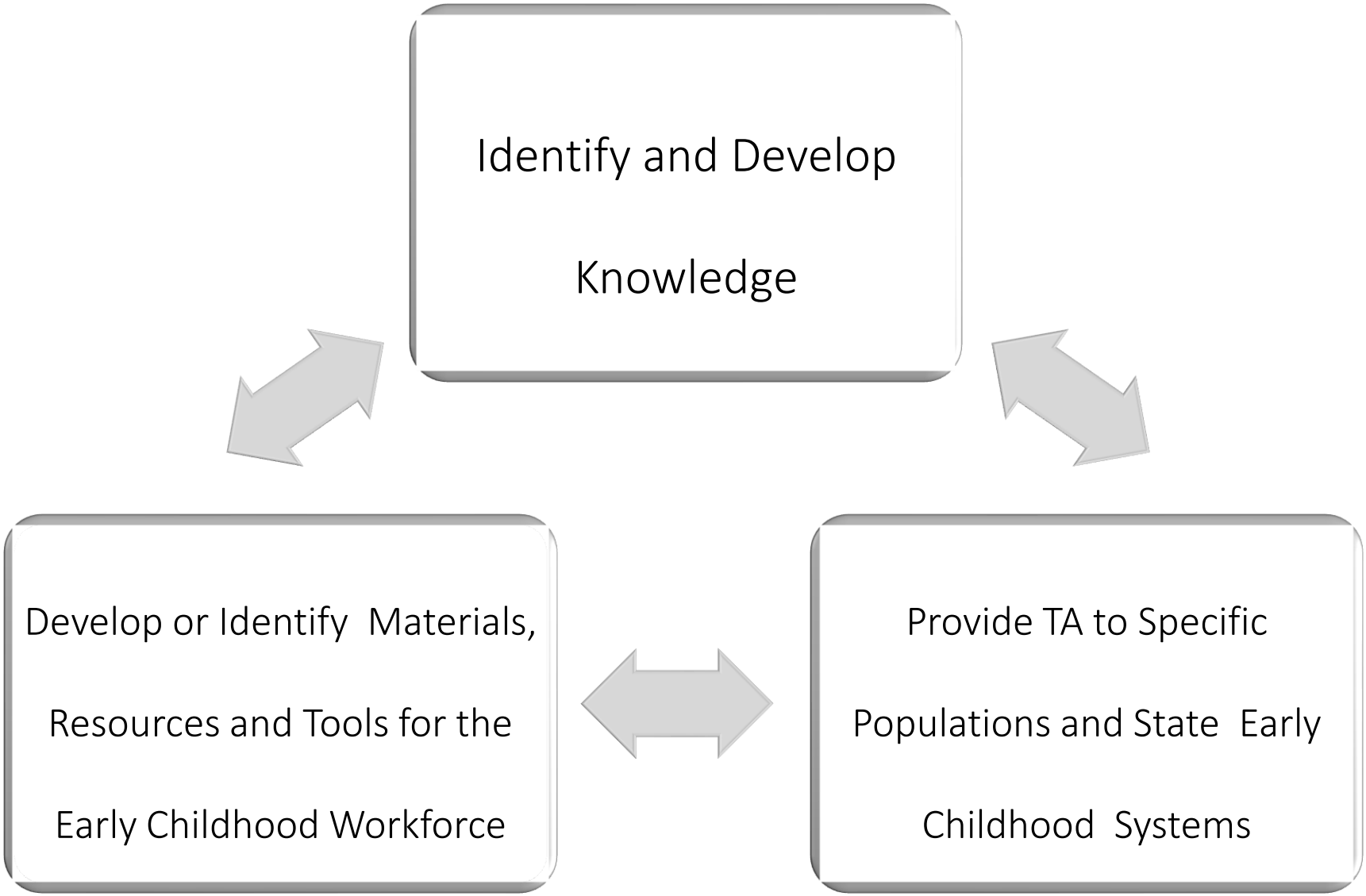

Identify and Develop Knowledge
Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce
Provide TA to Specific Populations and State Early Childhood Systems

Relationship Among Phases of TA Development



Comprehensive System of Personnel Development

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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

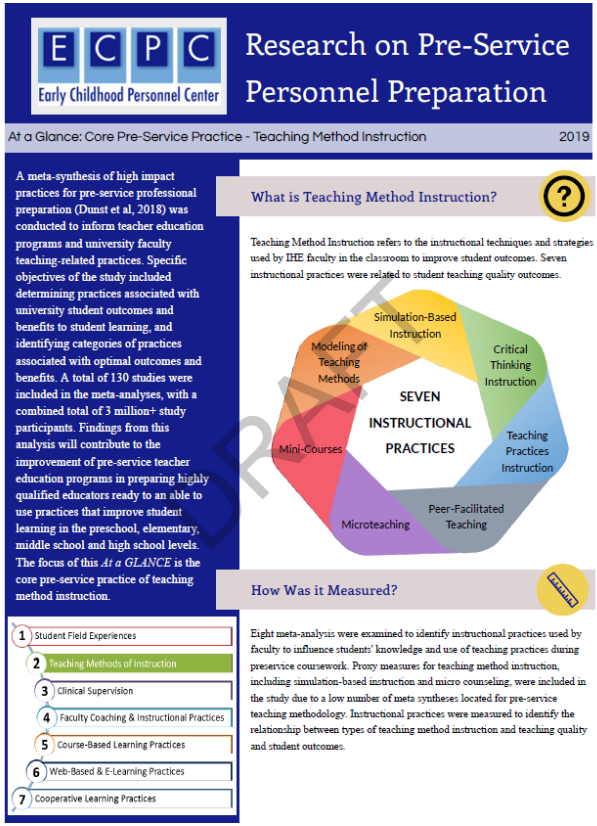
- Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level

- **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

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.

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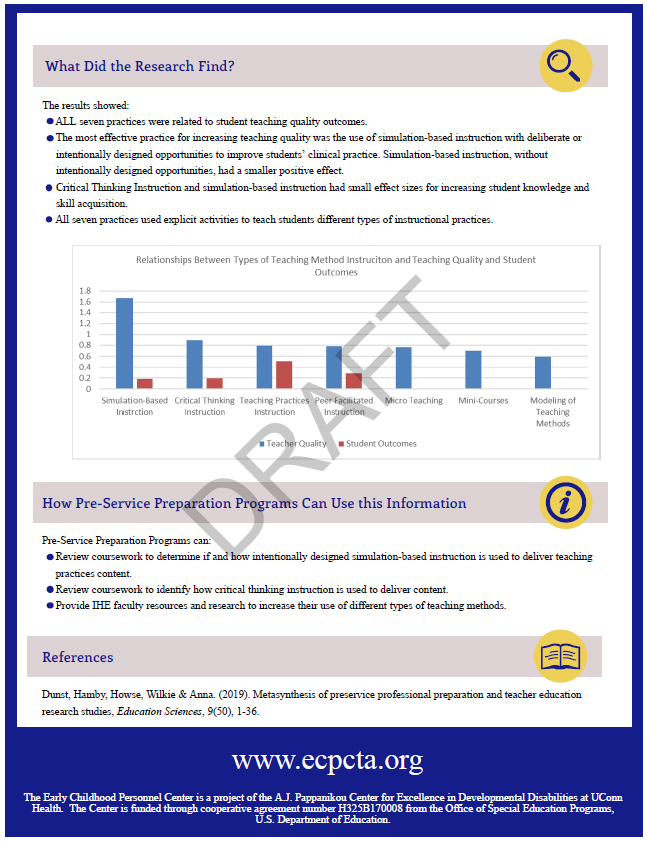


What Did the Research Find?

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

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

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**

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.

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?

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.

ECPC Curriculum Planning Tool

- ❖ 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

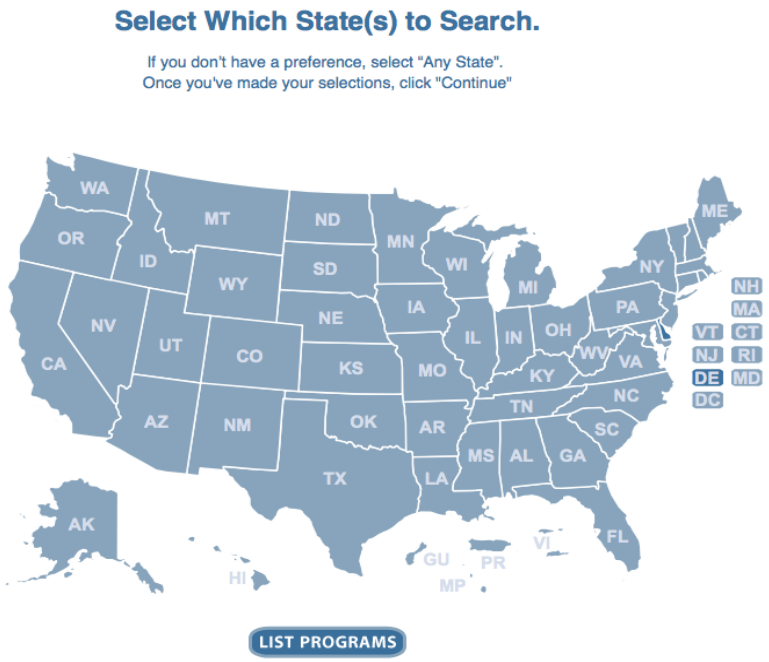
A	B	C	D	E	F	G	H
ECPC Early Childhood Personnel Center www.ecpcta.org				**ECPC Curriculum Planning Tool**			
				EI/ECSE Standard 2: Partnering with Families			
EI/ECSE Practice-based Professional Preparation Standards	**DEC Recommended Practices**	**NAEYC Professional Standards and Competencies for 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.

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

EI/ECSE Standards

1: **Child Development and Early Learning**

2: Partnering with Families

3: Collaboration and Teaming

4: Assessment Processes

5: Application of Curriculum Frameworks

6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

7: Professionalism and Ethical Practices

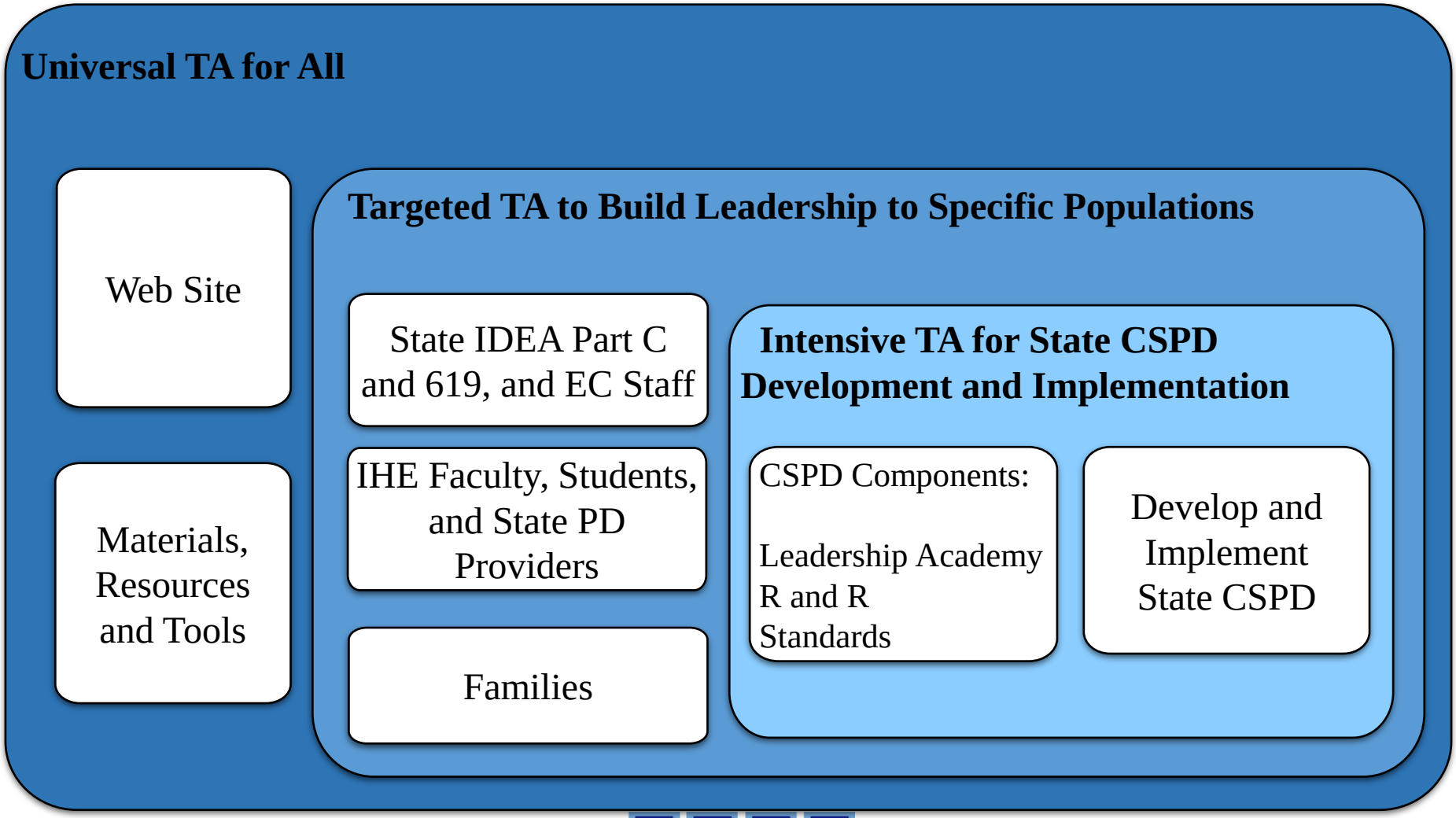
Early Childhood Cross Disciplinary Professional Discipline Workgroup

- 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
Interdisciplinary Early Childhood Competencies
Coordination & Collaboration
Professionalism

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

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



Intensive TA From ECPC- What Does It Look Like?

- **Content**:

  CSPD

- **Method:**

  Implementation frame through strategic planning

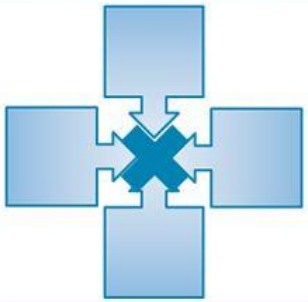
- **Outcome:**

  Scaling up of effective practices for personnel development

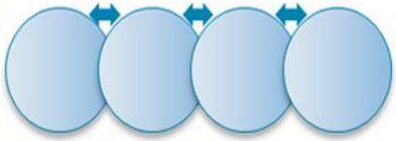
Implementation Science

Active Implementation Frameworks

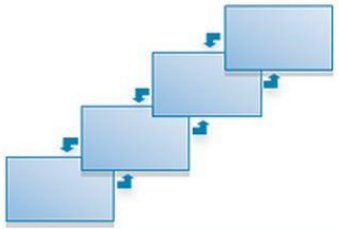
Usable Interventions



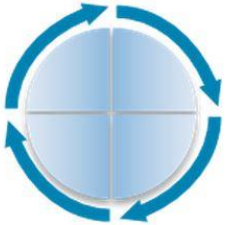
Stages



Teams



Improvement Cycles



Major Themes in Implementation Literature

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation

ECPC CSPD

Implementation Stages:

Exploration
Installation
Implementation
Standardization

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

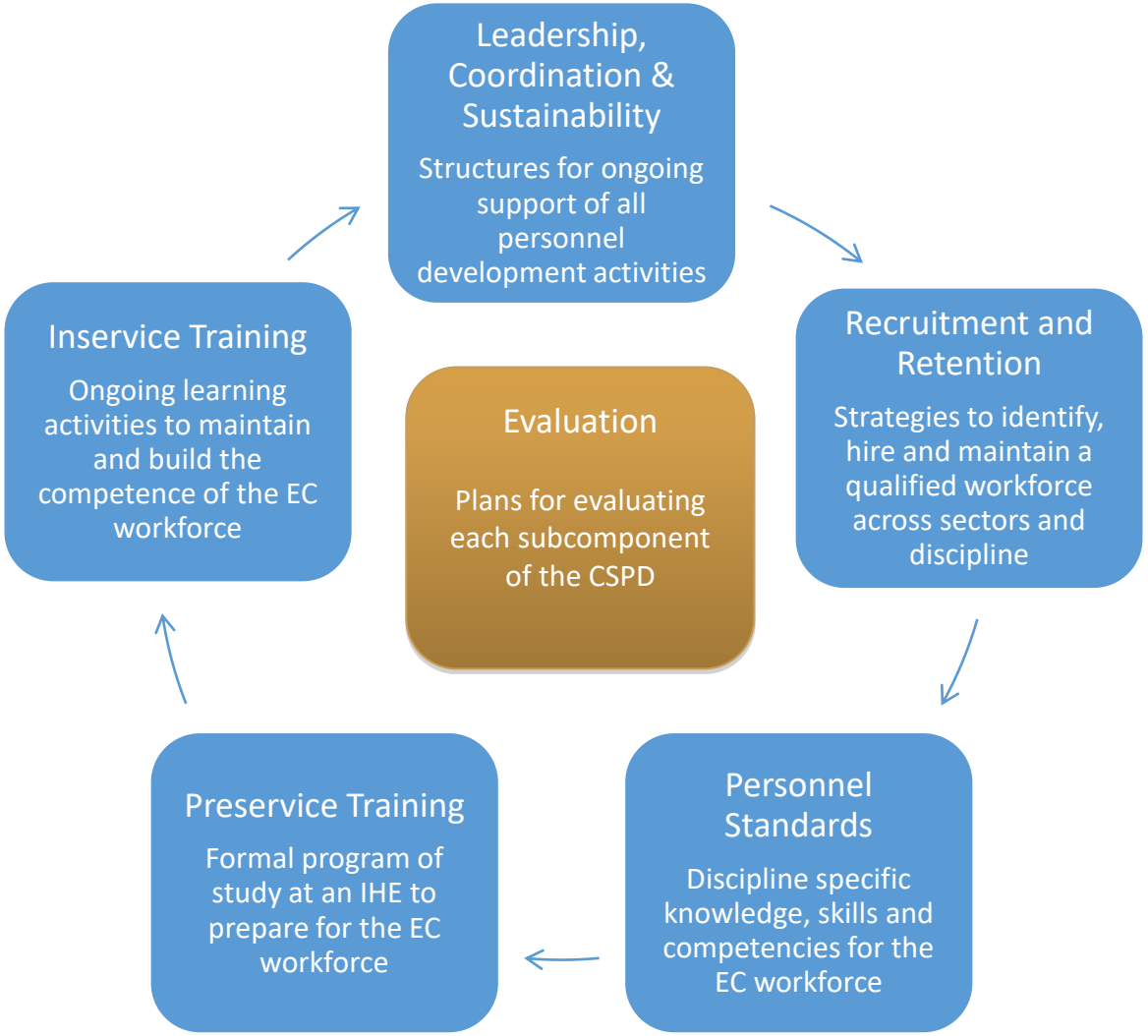
PHASE THREE
Implementation

- Implement work plans for each CSPD sub component 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

Comprehensive System of Personnel Development



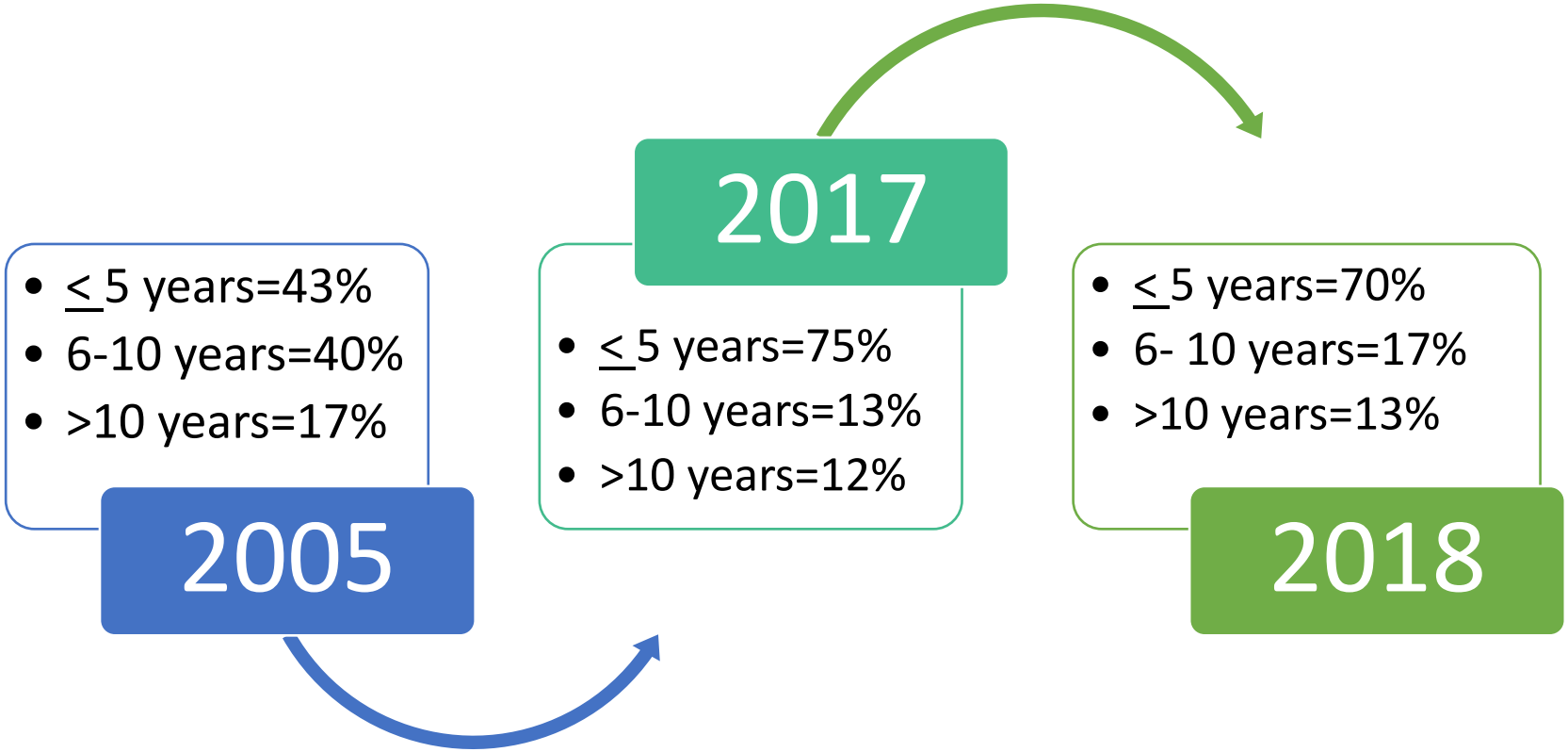
Recruitment and Retention

Professional Shortages in ECI

ECI professional shortages are at crisis proportions:

- 42 states report a shortage of early intervention professionals.
- Enrollment in teacher preparation programs is down 35% over the last 5 years, foreshadowing an insufficient pipeline for the future.
- Loss of 38 state-approved special education teacher preparation programs (2014-2016).
- Loss of faculty in higher education programs has declined in recent years.
- Anticipated wave of retirements.

Tenure of Part C Coordinators



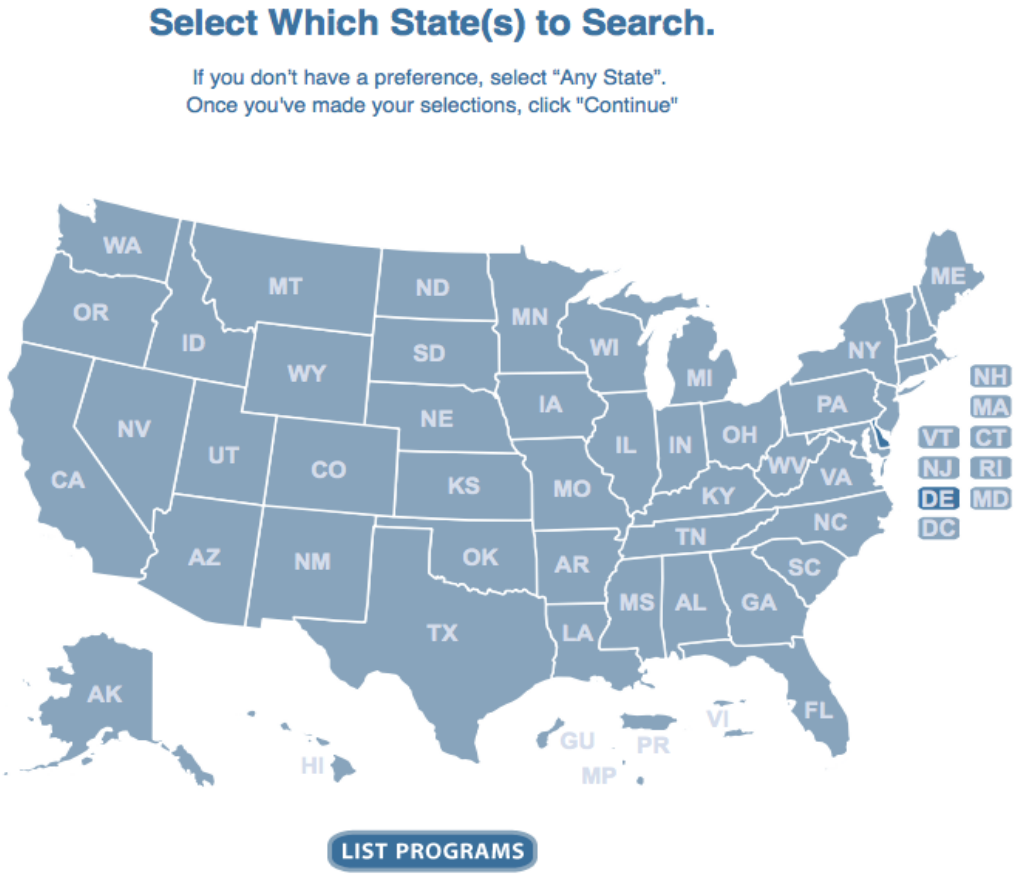
Personnel Standards

National Data Base of Personnel Standards

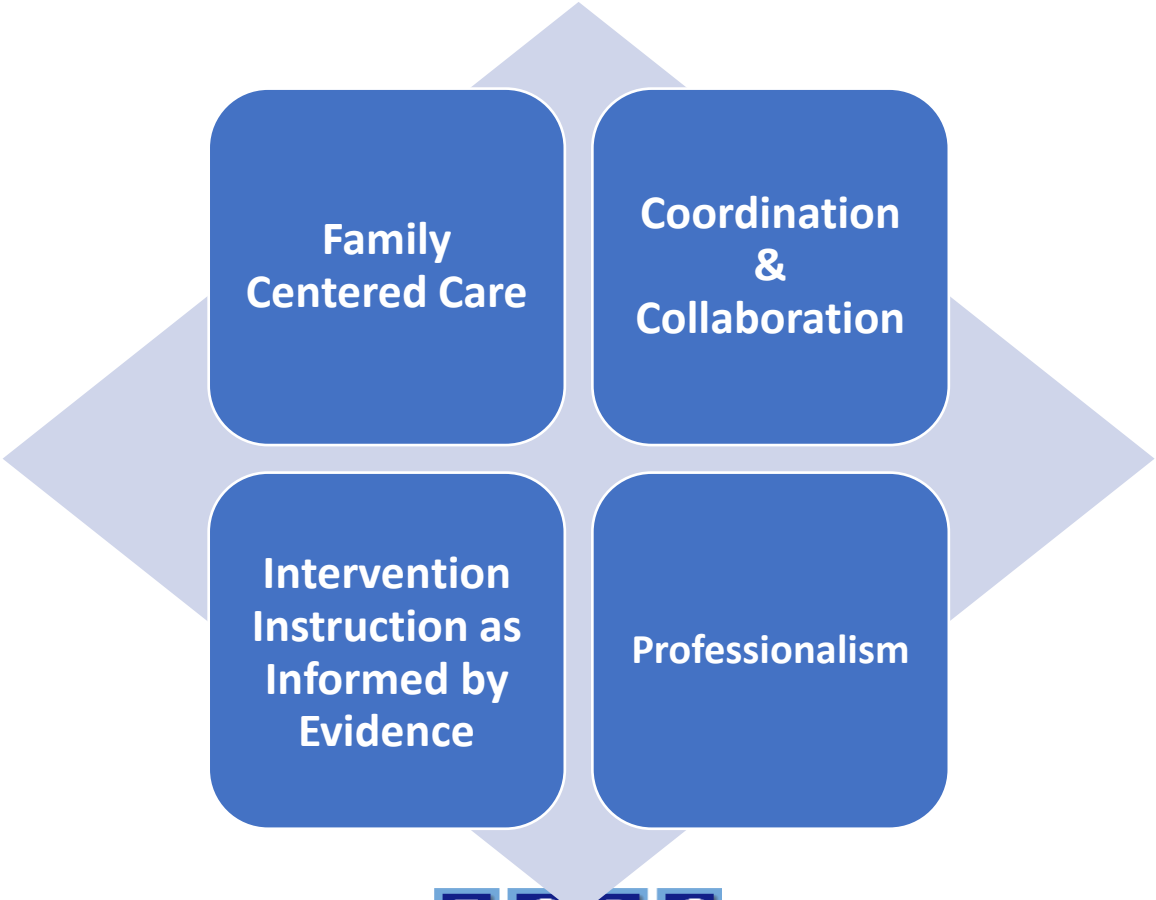
- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
  - Step 1: Internet-based data collection (with inter-rater reliability)
  - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
  - Each state dramatically varied in personnel standards.
  - Related service disciplines had less variance.
  - Less than 1/3 of the states specified additional requirements for working in Part C.

PERSONNEL STANDARDS

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

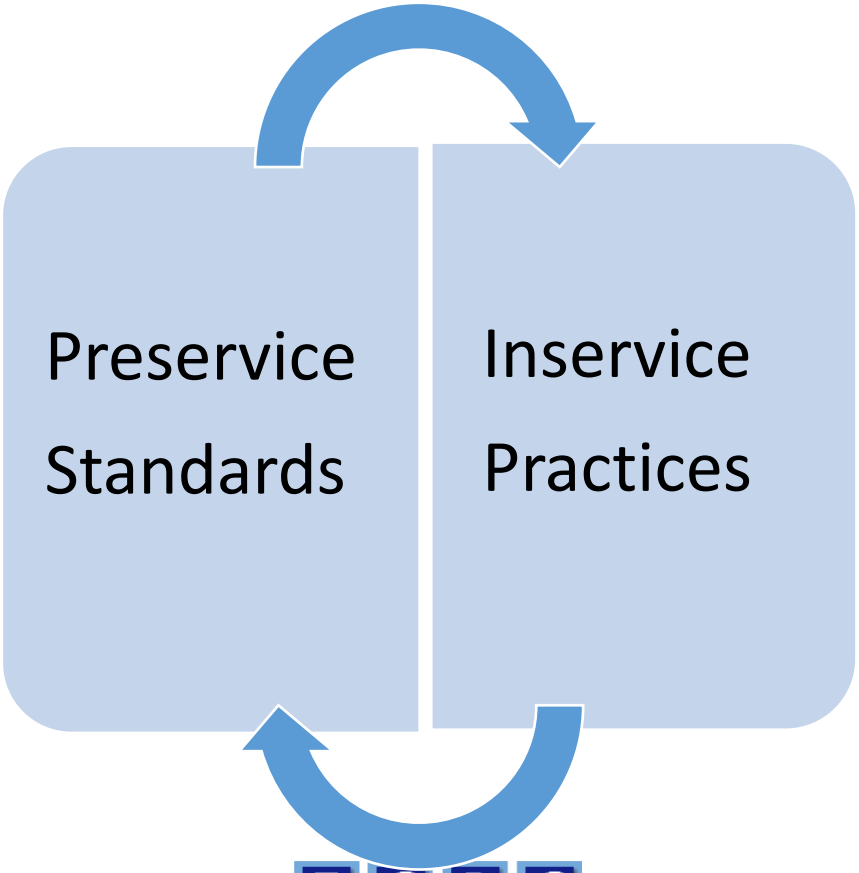


Core Competencies across Disciplines



Preservice and Inservice

Preservice and Inservice Systems MUST Align



Preservice

Professional Accreditation Standards

State Certifications

State Licensure

Competencies

Leadership, Coordination and Sustainability

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

Essential Characteristics of Leadership

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

Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Project

Leadership Tiers

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

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

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

Evaluation

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

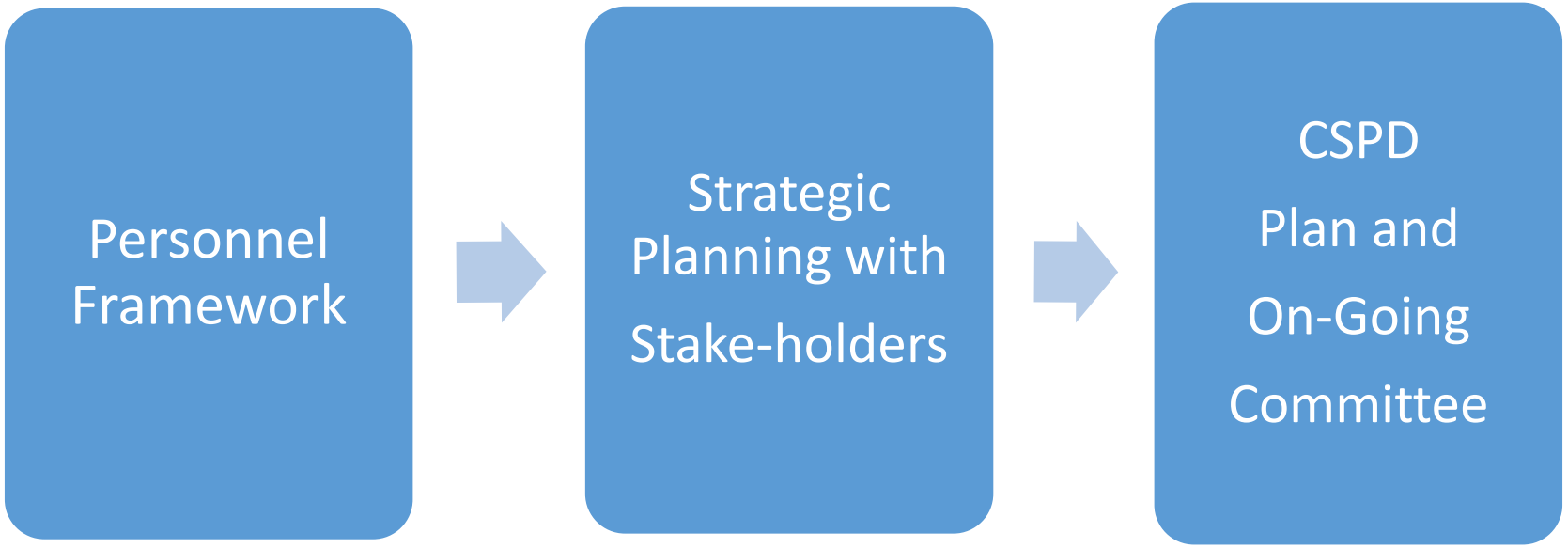
WE SCALE UP WHEN WE ……

- Demonstrate a Reliable Relationship Between and Among Variables
- Replicate across……..
- Evaluate Fidelity and Outcomes
- Isolate Elements that are Effective Across Multiple Exemplars

SCALING UP A CSPD WITH FIDELITY

- Accuracy of Procedures
- **Consistency Across Users**

Building A CSPD



The Strategic Planning Process: Key Characteristics

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

SCALING UP A CSPD WITH FIDELITY

- Accuracy of Procedures
- Consistency Across Users

WE SCALE UP WHEN WE ……

- Demonstrate a Reliable Relationship Between and Among Variables
- Replicate across……..
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Strategic Planning

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 sub component 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

Action Plan for Each Work Group

Sub-Component: State: Date Developed:

Date Updated:

Goals/Objectives Activities	Timeline for Completion	Resources Needed	Person(s) Responsible	Criteria for Success	Achieved Y/N
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Objective 1.2.					
GOAL 2.					
Objective 2.1.					
Objective 2.2					
Objective 2.3.					
GOAL 3.					
Objective 3.1					
Objective 3.2					
Objective 3.3					

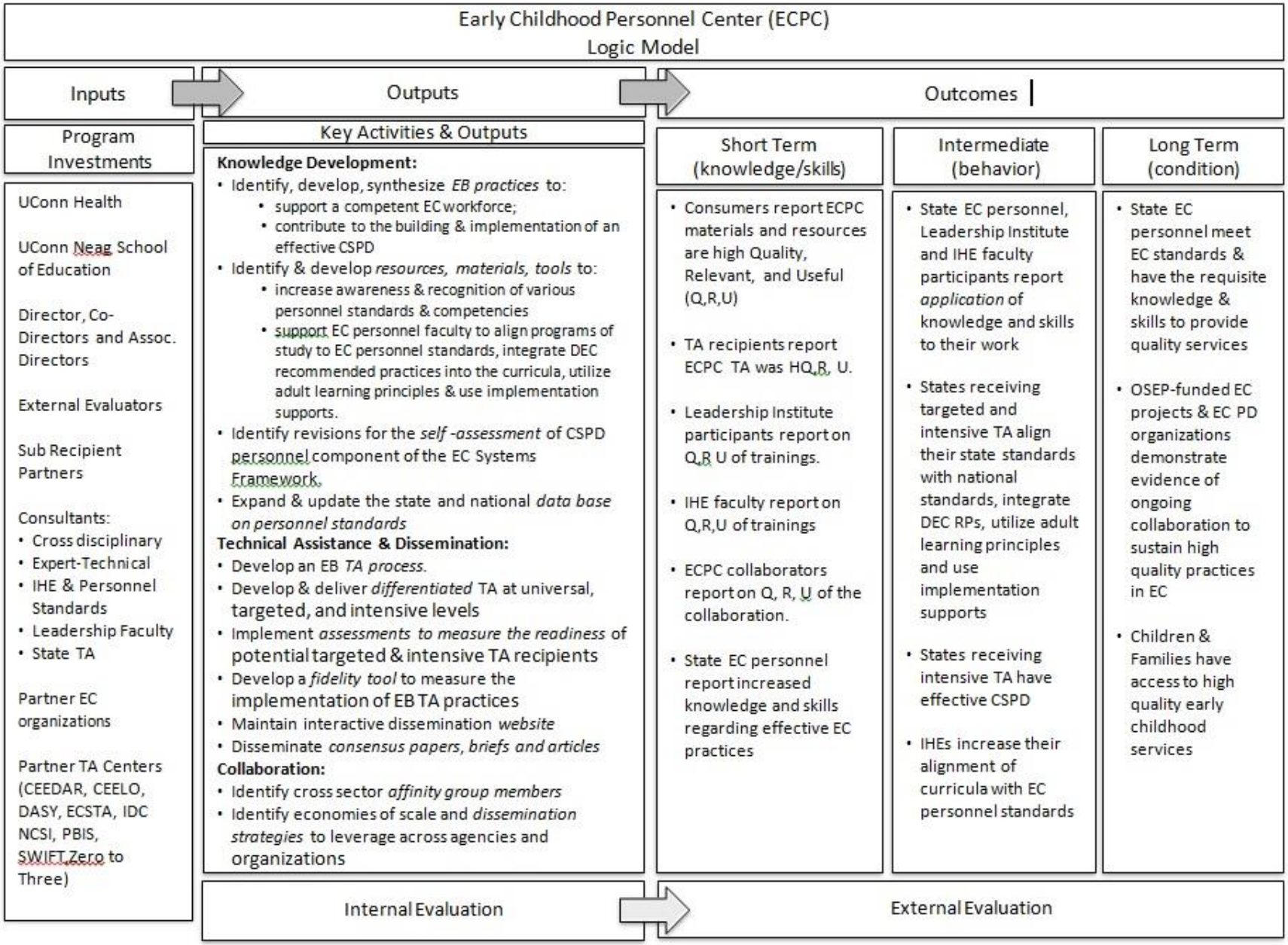
Evaluation Plan Example (abbreviated)

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			

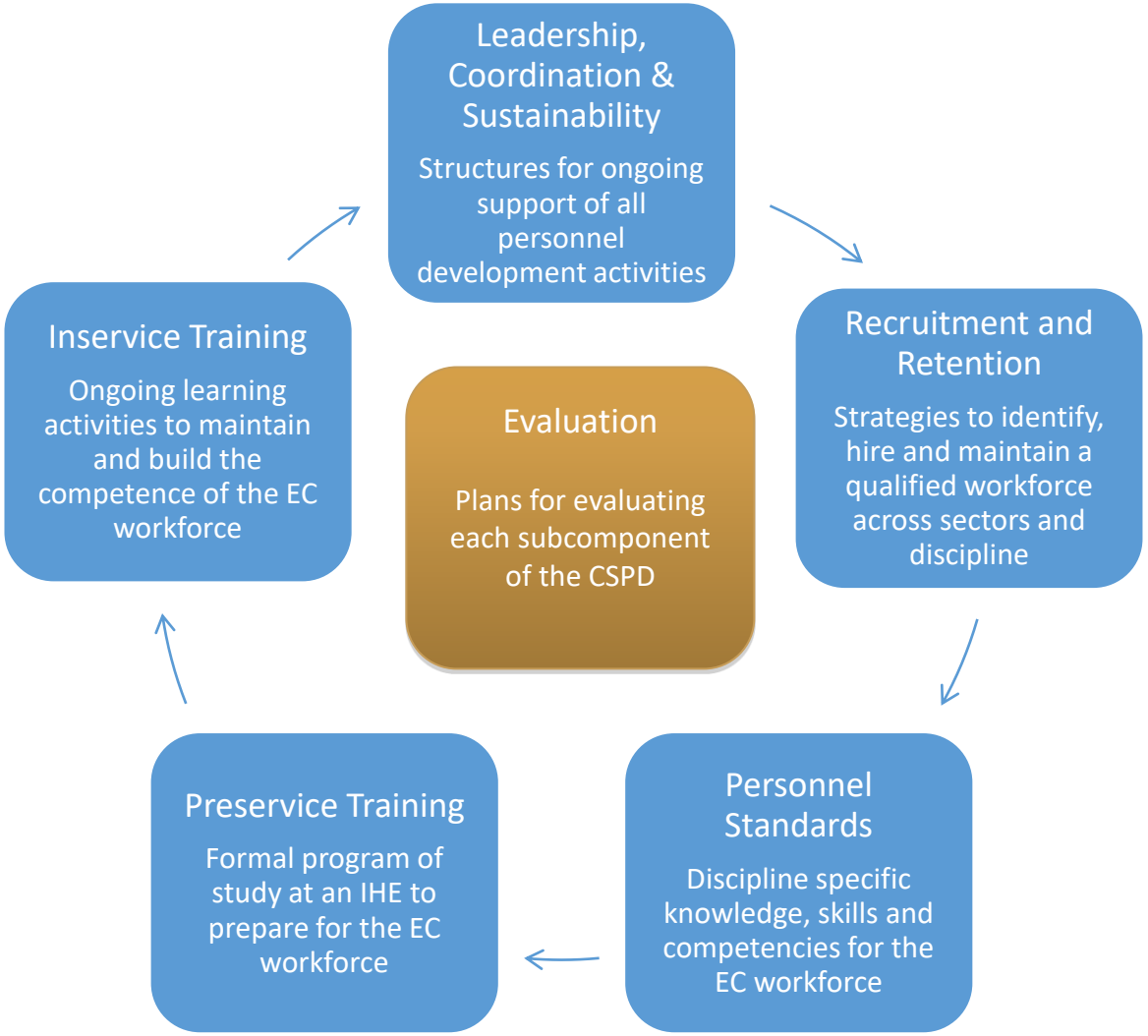
Logic Model


Early Childhood Personnel Center (ECPC)
Logic Model
Inputs
Outputs
Outcomes
Program Investments
UConn Health
UConn Neag School of Education
Director, Co-Directors and Assoc. Directors
External Evaluators
Sub Recipient Partners
Consultants:
• Cross disciplinary
• Expert-Technical
• IHE & Personnel Standards
• Leadership Faculty
• State TA
Partner EC organizations
Partner TA Centers (CEEDAR, CEELO, DASY, ECSTA, IDC NCSI, PBIS, SWIFT,Zero to Three)
Key Activities & Outputs
Knowledge Development:
• Identify, develop, synthesize EB practices to:
• support a competent EC workforce;
• contribute to the building & implementation of an effective CSPD
• Identify & develop resources, materials, tools to:
• increase awareness & recognition of various personnel standards & competencies
• support EC personnel faculty to align programs of study to EC personnel standards, integrate DEC recommended practices into the curricula, utilize adult learning principles & use implementation supports.
• Identify revisions for the self -assessment of CSPD personnel component of the EC Systems Framework.
• Expand & update the state and national data base on personnel standards
Technical Assistance & Dissemination:
• Develop an EB TA process.
• Develop & deliver differentiated TA at universal, targeted, and intensive levels
• Implement assessments to measure the readiness of potential targeted & intensive TA recipients
• Develop a fidelity tool to measure the implementation of EB TA practices
• Maintain interactive dissemination website
• Disseminate consensus papers, briefs and articles
Collaboration:
• Identify cross sector affinity group members
• Identify economies of scale and dissemination strategies to leverage across agencies and organizations
Short Term (knowledge/skills)
• Consumers report ECPC materials and resources are high Quality, Relevant, and Useful (Q,R,U)
• TA recipients report ECPC TA was HQ,R, U.
• Leadership Institute participants report on Q,R U of trainings.
• IHE faculty report on Q,R,U of trainings
• ECPC collaborators report on Q, R, U of the collaboration.
• State EC personnel report increased knowledge and skills regarding effective EC practices
Intermediate (behavior)
• State EC personnel, Leadership Institute and IHE faculty participants report application of knowledge and skills to their work
• States receiving targeted and intensive TA align their state standards with national standards, integrate DEC RPs, utilize adult learning principles and use implementation supports
• States receiving intensive TA have effective CSPD
• IHEs increase their alignment of curricula with EC personnel standards
Long Term (condition)
• State EC personnel meet EC standards & have the requisite knowledge & skills to provide quality services
• OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain high quality practices in EC
• Children & Families have access to high quality early childhood services
Internal Evaluation
External Evaluation

Intensive TA Products

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

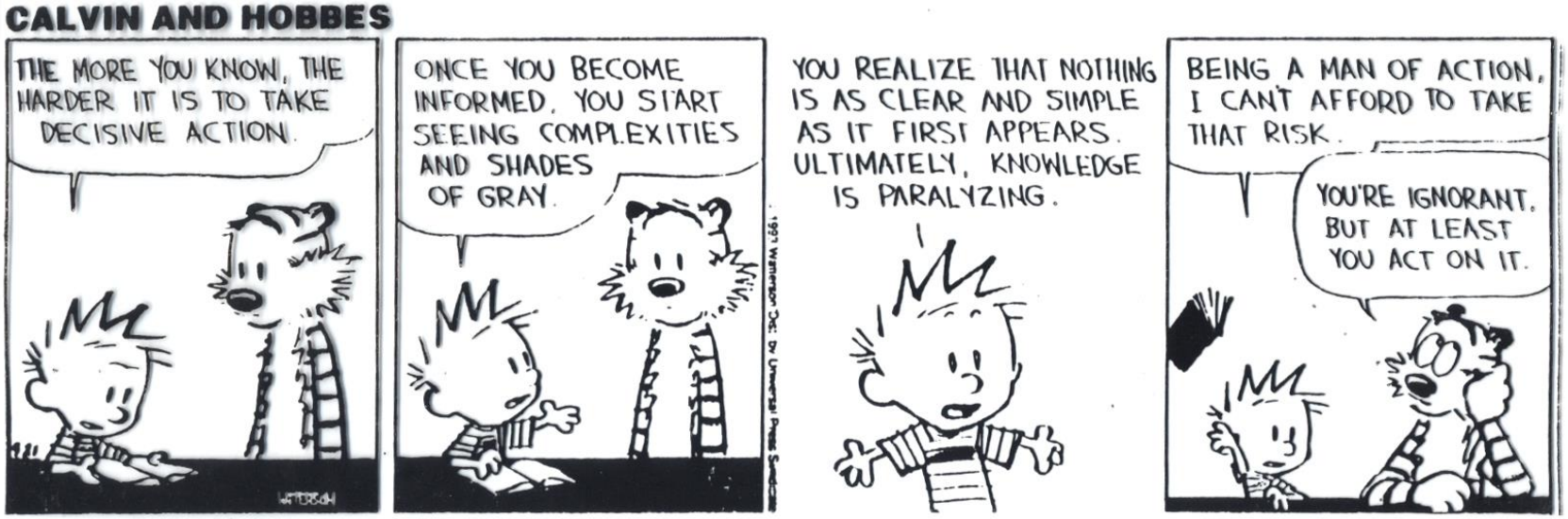
Comprehensive System of Personnel Development



Change is not magic or inspiration.

It's completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988


CALVIN AND HOBBES
THE MORE YOU KNOW, THE HARDER IT IS TO TAKE DECISIVE ACTION.
ONCE YOU BECOME INFORMED, YOU START SEEING COMPLEXITIES AND SHADES OF GRAY.
YOU REALIZE THAT NOTHING IS AS CLEAR AND SIMPLE AS IT FIRST APPEARS. ULTIMATELY, KNOWLEDGE IS PARALYZING.
BEING A MAN OF ACTION, I CAN'T AFFORD TO TAKE THAT RISK.
YOU'RE IGNORANT. BUT AT LEAST YOU ACT ON IT.
1993 Watterson Dist. by Universal Press Syndicate

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?

"What if we don't change at all ...
and something magical just happens?"

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

HIBRID

Hearing from ECPC Intensive TA States:

Vision & Mission Statements

Georgia
Minnesota
Hawaii
Arizona

Georgia Vision Statement:

Through a collaborative process, Georgia will have a system designed to recruit, prepare, and retain a high-quality inclusive early childhood work force to support sustainable and equitable outcomes for young children (birth to five) with developmental delays and disabilities and their families.

Georgia Mission Statement:

Georgia's CSPD will engage interdisciplinary stakeholders to assure positive, sustainable, and equitable outcomes for young children (birth to five) with developmental delays and disabilities and their families through intentional implementation of family-centered, culturally, and linguistically responsive, and evidence-based practices to recruit, prepare, and retain diverse high quality early childhood personnel.

Minnesota Vision Statement:

Each and every child gets the great start needed to succeed from their families, communities and early learning experiences.

Minnesota Mission Statement:

Because each and every child, prenatal to 5, and their families deserve high quality early care and education, Minnesota will integrate and align existing systems of personnel development in order to empower practitioners to implement and sustain the use of the evidence-based practices.

Hawaii Vision Statement:

Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii's birth to five keiki *(children)* and their ohana *(family).*

Hawaii Mission Statement:

Hawaii will create an integrated Comprehensive System of Personnel Development (CSPD) that will result in a collaborative, knowledgeable and highly qualified workforce. This workforce will provide culturally and linguistically responsive early learning services to keiki birth to five with special needs and their ohana that are linked to national standards and integrated within personnel systems in our State.

Arizona Vision Statement:

An equitable and accessible early childhood professional development system informed by evidence-based practices that strengthens all Arizona children and their families.

Arizona Mission Statement:

Our early childhood comprehensive system of professional development will support a unified cross-disciplinary early childhood workforce in Arizona that serves children and families in the contexts of inclusion, access and equity through creative and collaborative system building.

UCONN CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

The Early Childhood Personnel Center

Early Childhood Personnel Center

Search this site Search

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Building a Comprehensive System of Personnel Development (CSPD)

For State Systems Serving Infants and Young Children with Disabilities and Their Families

READ MORE

UCONN CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

The Early Childhood Personnel Center

E C P C
Early Childhood Personnel Center

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PART C & B/619 STAFF
- Leadership Materials

IHE FACULTY / DOCTORAL STUDENTS
- Course Development
- EI/ECSE Curriculum Modules

STATE CSPD TEAMS
- CSPD Resources and Tools

FAMILIES
- Acronym List
- Self-Assessments
- Tip Sheets

PRESENTATIONS
- Cohorts
- Conferences
- Institutes

ECPC KNOWLEDGE DEVELOPMENT
- Data Reports
- Literature Synthesis and Reviews
- Briefs, Checklists and Crosswalks

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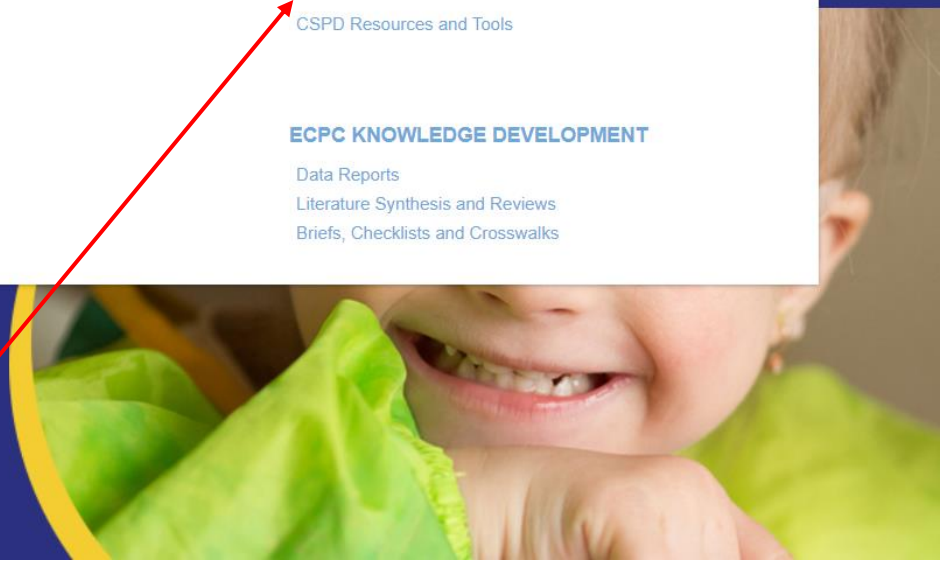
For State Systems Serving Infants and Young Children with Disabilities and Their Families

READ MORE



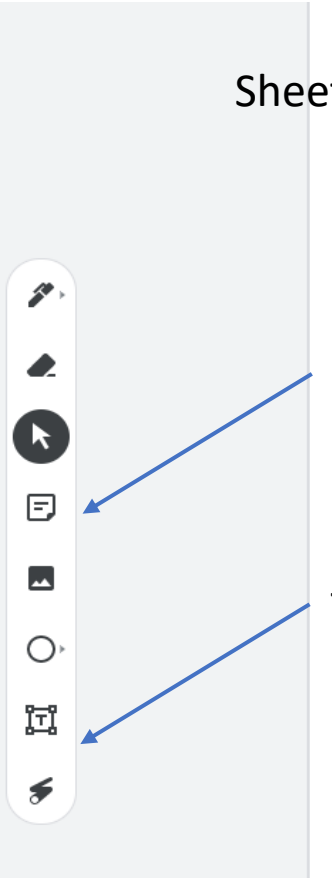
Breakout Rooms using Jamboard

1) How Can You Support your State to Develop your CSPD

2) What Additional Resources Would Help You Do That?

Link to Jamboard:
https://jamboard.google.com/d/1F09T3jE0PgbmTqvaOTue3CDAKLRyZkFb2KwZnLAfL_Y/edit?usp=sharing

2 Jam board Sheets

Sheet 1 - How can you support your State to Develop your CSPD?

Sheet 2 - What Additional Resources Would Help You Do That?