

# Leadership Tools, Resources and Materials



Early Childhood Personnel Center

Mary Beth Bruder  
Maureen Greer  
Darla Gundler  
Jennifer Kaufman



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

HIBRID



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# Leadership Initiative



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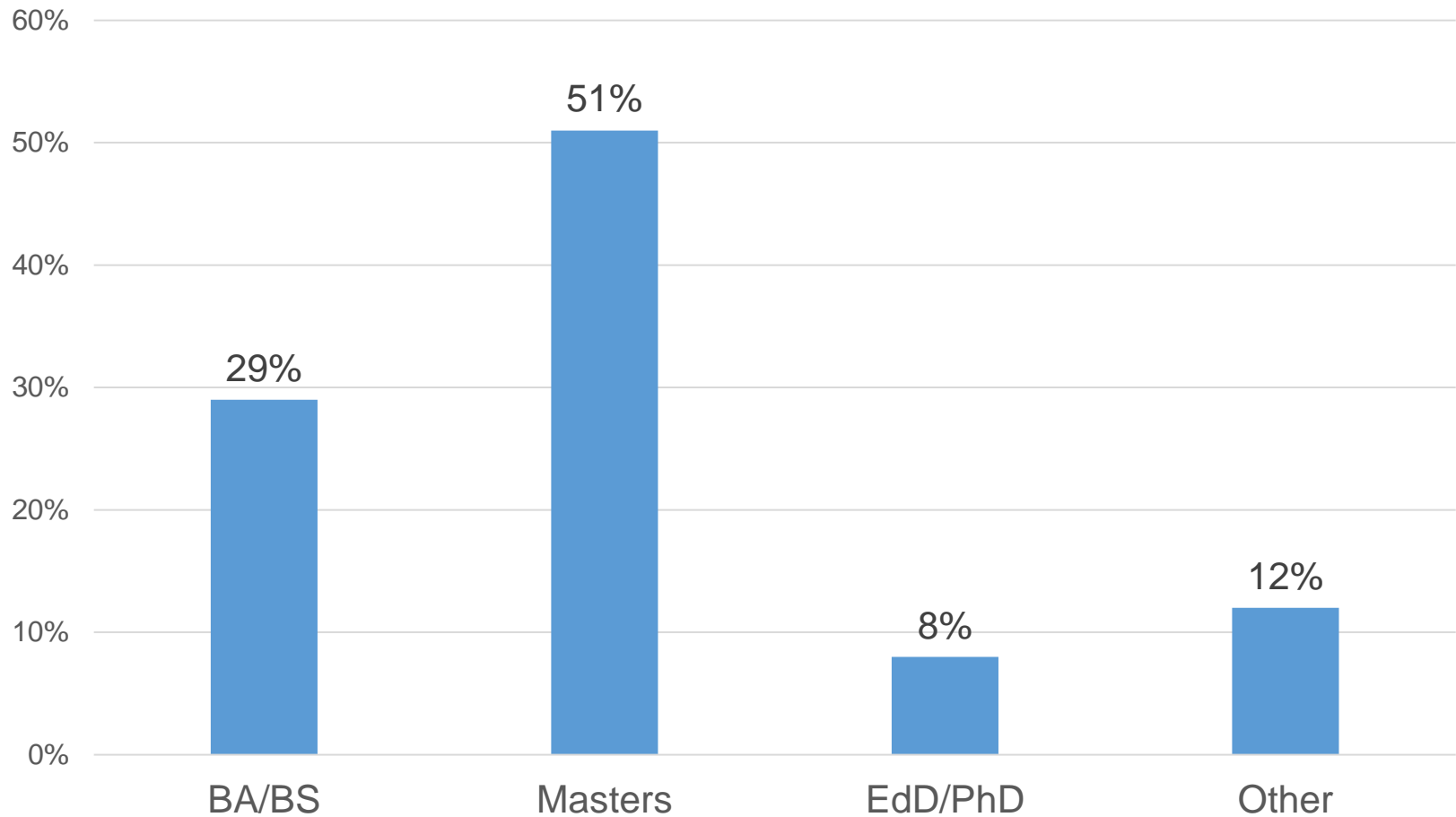
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# Part C Coordinator Demographics



All data on demographics from the 2020 ITCA Tipping Points Survey

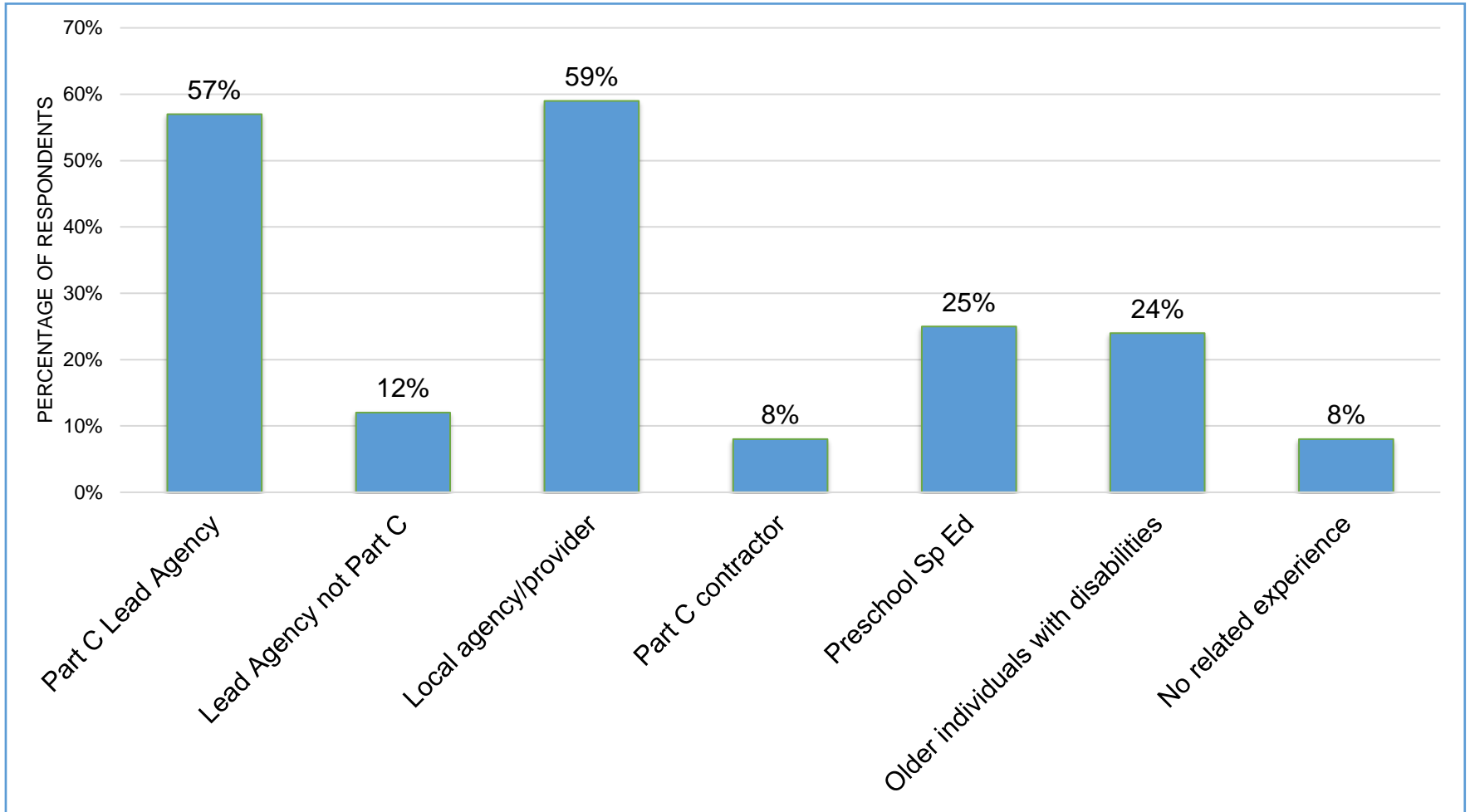
# Education



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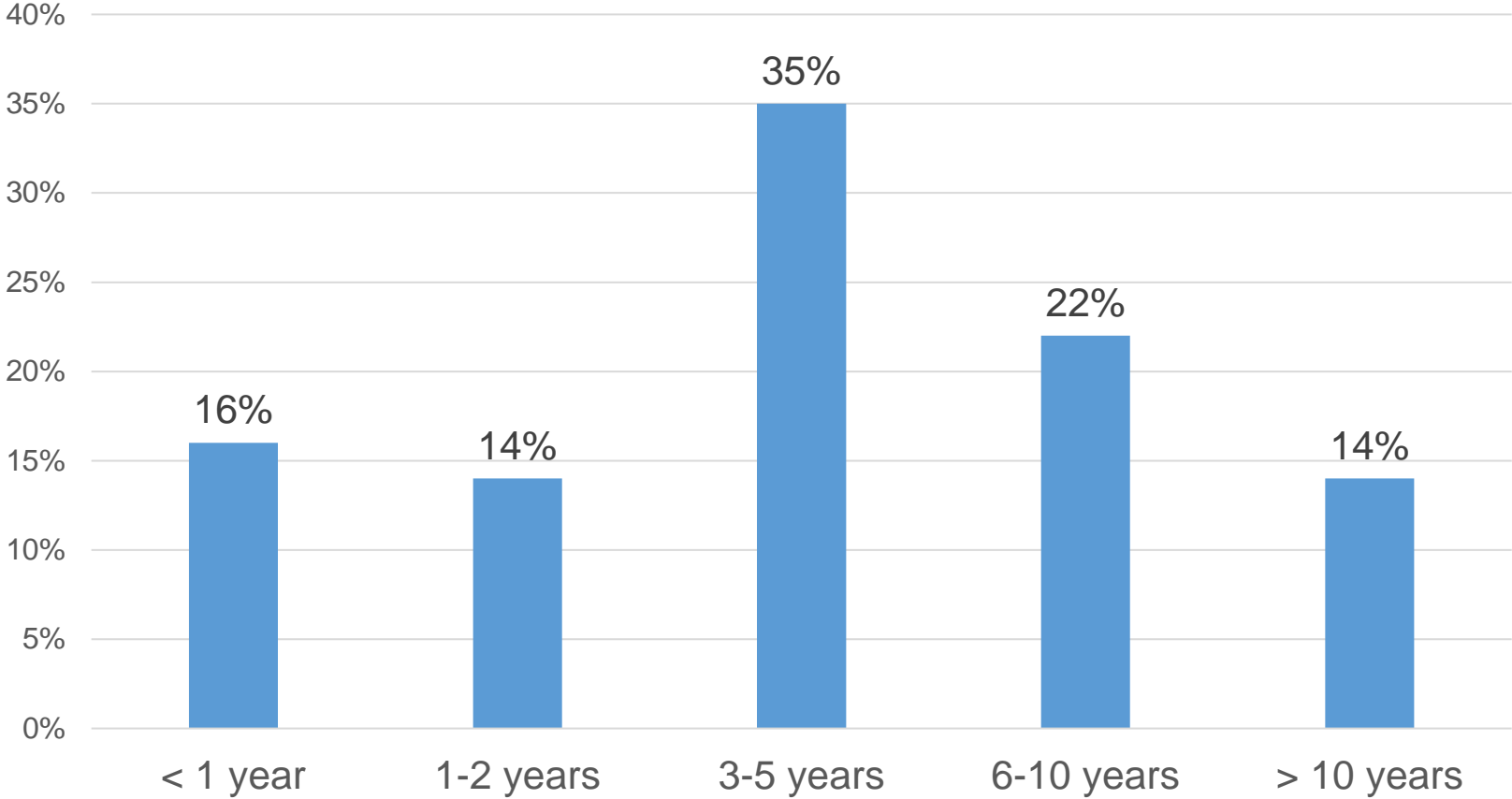
# Background Experience



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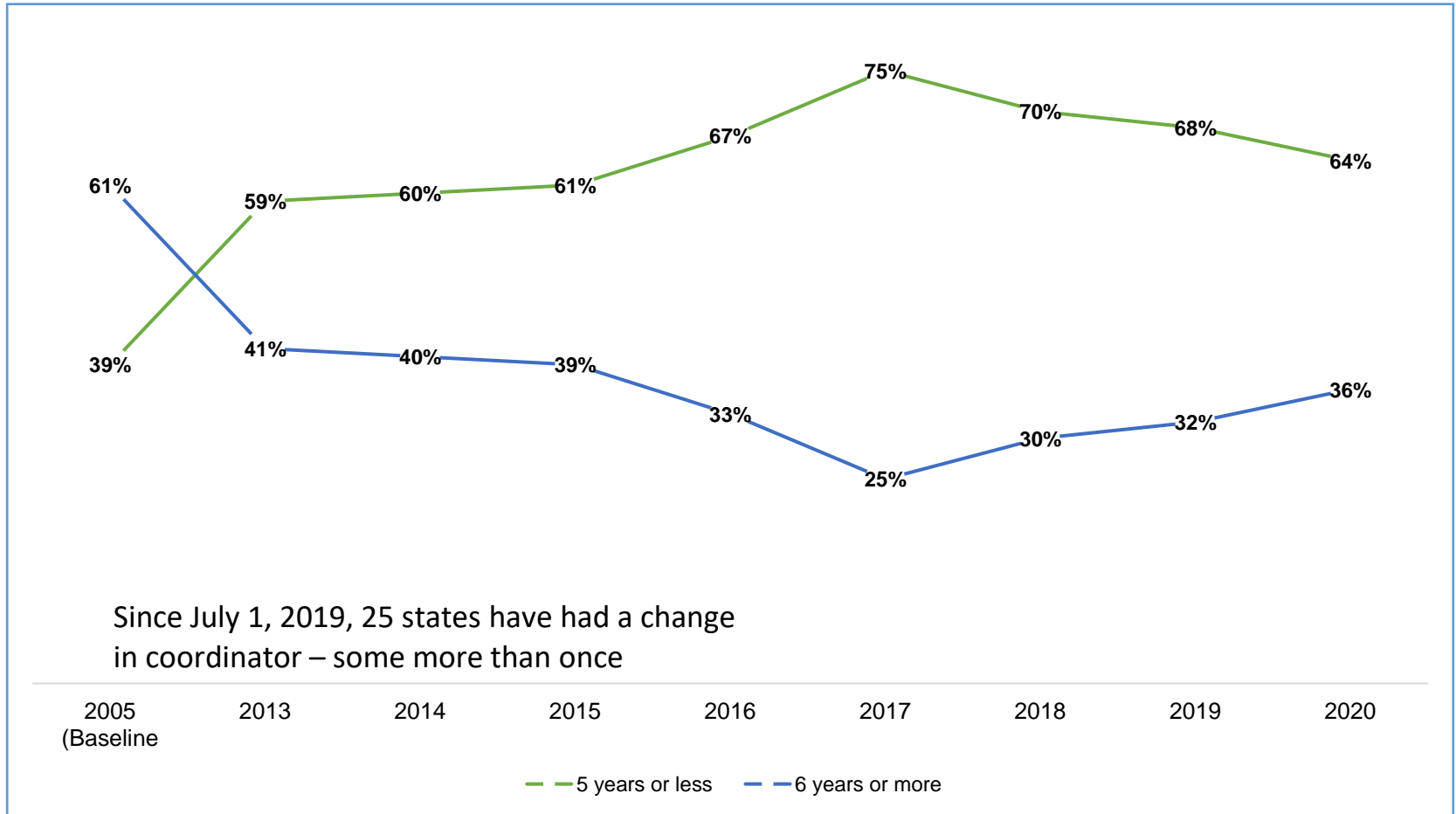
# Tenure



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# Trend Analysis of Tenure

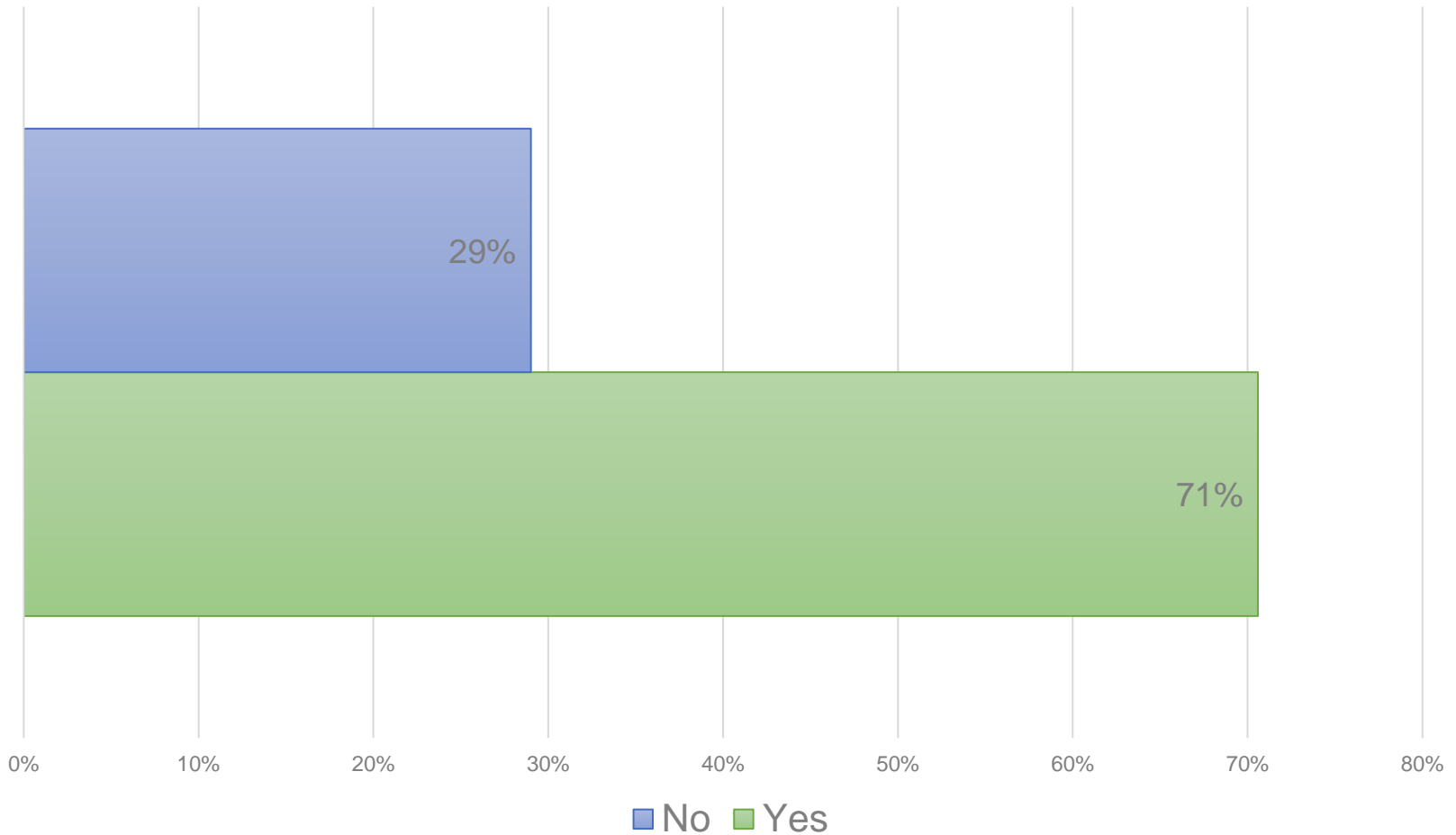


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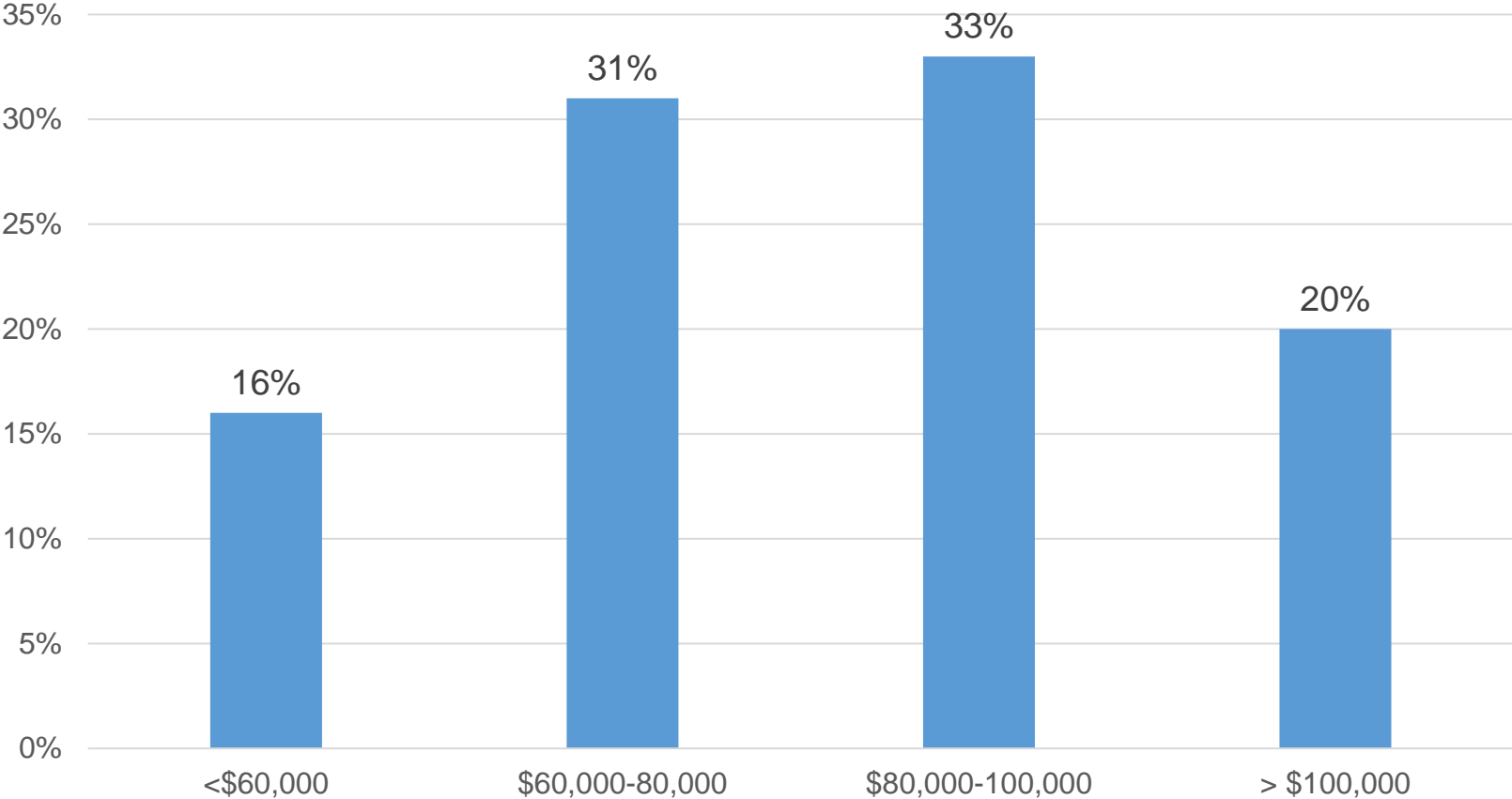
# Coordinator Experience Part C Only Responsibility



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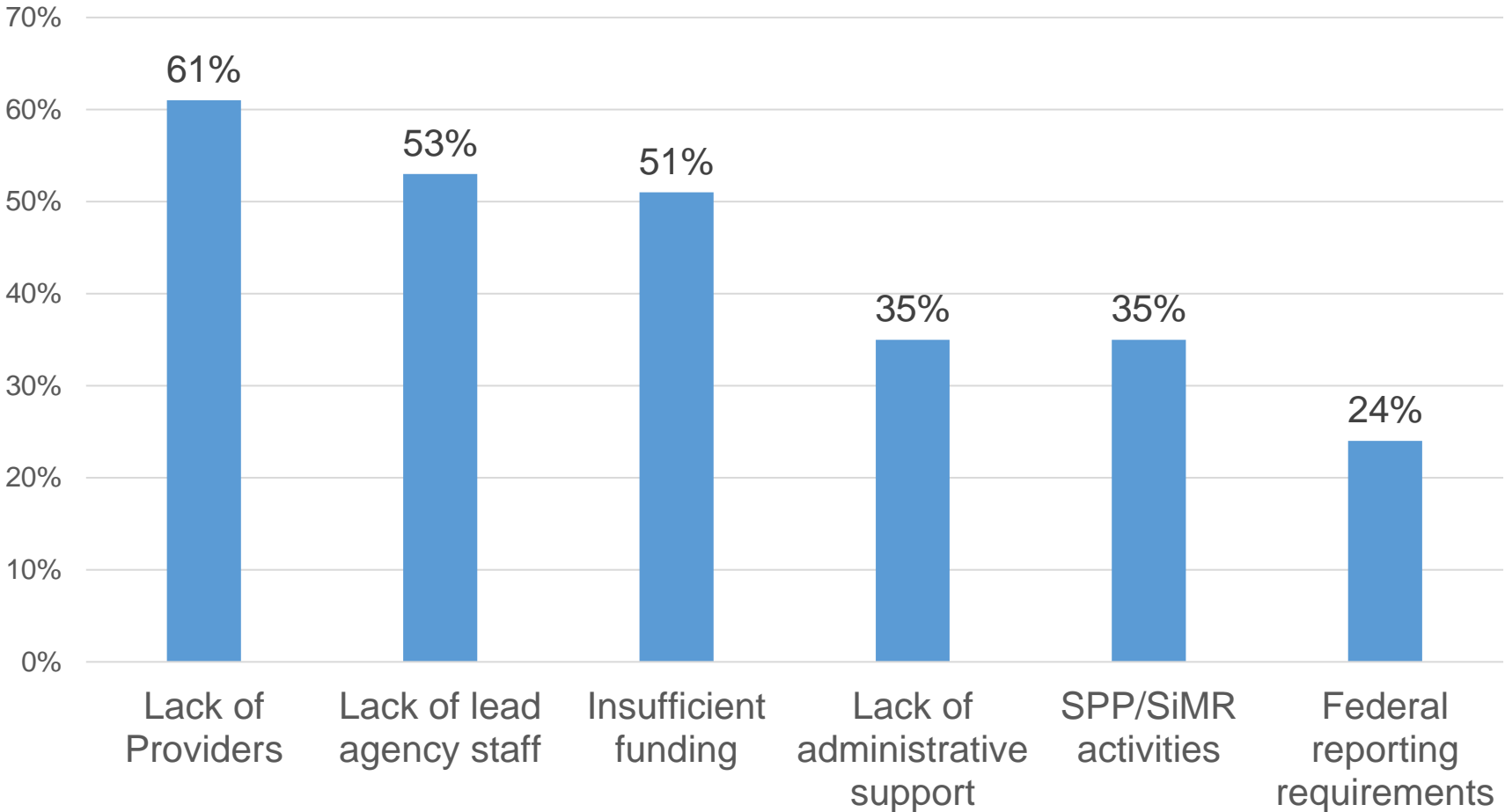
# Salary



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# Coordinator Demographics - Stress



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# Challenges

- With the diverse backgrounds, experiences, education, and state systems – how do we develop equity in leadership positions across Part C systems?
- How do we move individuals from competent Part C managers to strong leaders within Part C and across the broader early childhood system?
- The answer to these challenges lies in development of common skills and knowledge that lead to leadership excellence.
- This has been and remains a priority for the Infant & Toddler Coordinators Association and has partnered with ECPC in this process.



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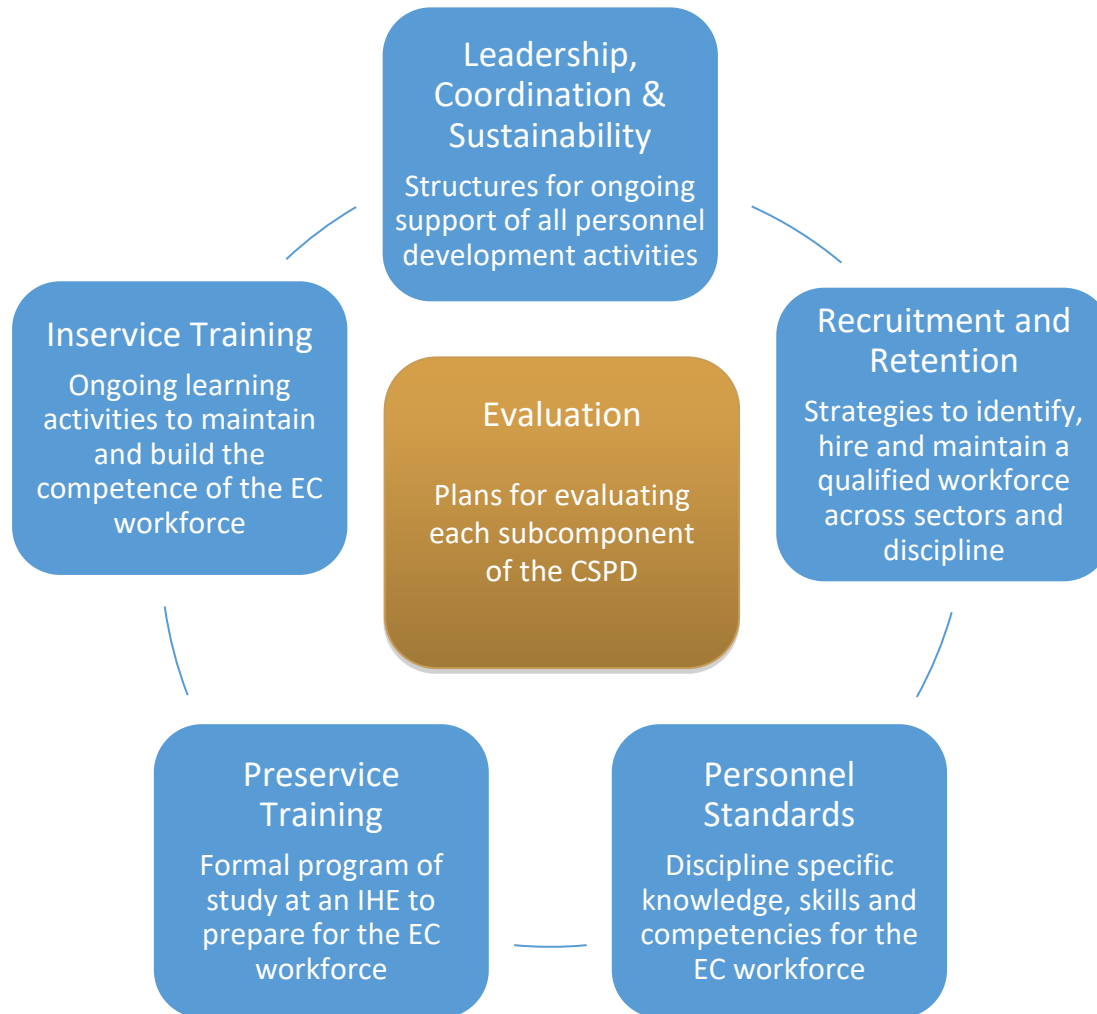
To provide ***Technical Assistance***  
to facilitate the implementation of  
***Comprehensive Systems***  
***of Personnel Development (CSPD)***  
for **all** disciplines  
serving infants and young children  
with disabilities and their families



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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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



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# Essential Characteristics of Leadership

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





# Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
  2. Research synthesis as frame
  3. Think Tanks with Part C/619 coordinators (2; N=21 states)
    - a. Job description as a leader: What you do/What do you need to know
    - b. Refined/reduced into critical knowledge and skills by level
    - c. Themed statements of K and S into categories
    - d. Translated into competency statements
  4. Survey/Delphi for validation/consensus with 70 Part C/619 coordinators
  5. Focus groups with Part C/619 coordinators (summer meeting) to revise Delphi
  6. Refined competencies and sequenced into level
  7. Think Tank with Part C/619 (17 states) to further revise and refine
  8. Indicators of K and S developed for each competency
  9. K and S indicators used as self assessment to guide Intensive TA Academy
  10. Intensive Leadership Academy piloted learning activities for K and S (2020-2021)
- 
- 1. Framework and indicators will be refined, and curriculum materials will be available for TA and self guided use**

# 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

# Pilot Leadership Framework

## Foundational Leadership

- Self-Knowledge
- Ethics and Professionalism
- Laws, Policies and Regulations

## Programmatic Leadership

- Pedagogy and Early Learning
- Stakeholder Engagement and Collaboration
- Program Implementation

## Transformational Leadership

- Strategic Thinking and Planning
- Influencing and Leading Others
- Implementing and Sustaining Systems Change



# Leadership Initiatives Partnership

Working in collaboration with IDEA Infant Toddler Coordinator Association, Early Childhood Technical Assistance Center and the Affinity Board for Section 619 coordinators, National Association for State Directors of Special Education.



**ecta** Early Childhood  
Technical Assistance Center

# Pilot Participants

Began with 14 originally (7 Part C and 7 Part B/619)

Ended with 8

## Part C Coordinators

- Alicia Amundson - AZ
- Nicole Cossette - CT
- Jennifer Kaufman - RI

## Part B/619 Coordinators

- Kristy Doan - IL
- Suzanne Perry - AZ
- Julie Rand - KS
- Susanne Thomas - MN

Cohort 1 - 30 sessions over 12 months



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# Structure and Schedule

Date/Time	Competency/Knowledge & Skill	Topics	Speaker
July 28, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.1	Leadership and Collaboration	Sharon Lynn Kagan
July 30, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2	CliftonStrengths  Knowledge and Skills Statement  Historical Perspective of Special Education and Early Intervention  Individual Professional Development Plan and Action Planning	Deb Ziegler  Mary Beth Bruder  Mary Beth Bruder and Maureen Greer  Mary Beth Bruder and Darla Gundler
August 5, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5	CliftonStrengths – Step Out With Your Strengths – Energizing Self (Self Assessment)	Beth Fennell - Gallop CliftonStrengths
August 6, 2020 2:00 – 5:00 pm ET	Self-Knowledge 1.1.2, 1.1.3, 1.1.4, 1.1.5	CliftonStrengths – Step Out With Your Strengths – Energizing Self	Beth Fennell
August 18, 2020 2:00 – 5:00 pm ET	Ethics and Professionalism 2.1.1, 2.1.2, 2.1.3	Professional Ethics in Early Childhood Education: A Conversation with Coordinators A Model for Ethical Decision – Part C and B/619 Coordinators: Vaccinations	Rud and Ann Turnbull
August 20, 2020 2:00 – 5:00 pm ET	Ethics and Professionalism 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	Professional Associations – Top 2 Benefits Professional Association Ethics Statements	Peggy Kemp



# Strategic Plan Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
<b>GOAL 1.</b>					
Objective 1.					
Activity 1.1					
Activity 1.2					
Activity 1.3					
Objective 2.					
Activity 2.1					
Activity 2.2					
Objective 3.					
<b>GOAL 2.</b>					
Objective 1.					
Objective 2.					
Objective 3.					



# 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?





# Projects

- Development of a professional development plan for early childhood special education and early intervention leaders aligned with the State's Comprehensive System of Personnel Development Plan.
- Development of a Part C multi-tiered state leadership program for Part C personnel and families, utilizing national research, stakeholder input and current in-state resources and opportunities.
- Development of a state leadership academy modeled after the Early Childhood Personnel Center (ECPC) Leadership Academy and ECPC's Knowledge and Skill Statements to develop leaders and succession plans.
- Development of a professional development program to increase the leadership knowledge and skills of the State Department of Education's Part B Section 619 special education specialists to support and provide quality technical assistance to their local preschool program personnel.
- Development and implementation of a system to understand and use statewide indicator B6 data to influence preschool inclusion initiatives.

# Challenges

- COVID, COVID, and MORE COVID
- TIME Commitment
- Competing Priorities
- Zoomed OUT
- Participants Knowledge and Skills



# Revised 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



# Next Steps

- Recruitment of Next Cohort
- Develop Self Paced Modules
- Continue to Collaborate with other TA Centers and States



# Be a Leader of Change

- Choose Your Style
- Learn How to Improve It
- Have Content Knowledge and Credibility
- Focus on Outcomes
- Be Kind

