



ECPC/DEC IHE, State PD, Families Leadership Cohort

Monday, September 27, 2021

The purpose of this meeting:

- Identify ECPC resources and where they are located on the ECPC website.
- Identify strategies to engage in state Comprehensive System of Personnel Development (CSPD) work.
- Understand how partnerships strengthen early childhood services
- Identify a framework of an inclusive community-based early intervention system



Agenda

1:15 – 2:15	Advocacy Partnerships for Strengthening Early Childhood Services	Ann Turnbull, PhD & Rud Turnbull, JD
2:15 – 2:35	Break out groups	
2:35-2:45	Break	
2:45 – 3:20	Family Quality of Life across the Life Span: What We Have Learned in 158 Years	Ann & Rud Turnbull
3:20 – 3:30	Break	
3:20 – 3:45	Break out rooms by cohort <ul style="list-style-type: none">• Family Cohort• IHE Cohort• State PD Cohort	
3:45 – 4:45	A Framework for the Design of Inclusive Community-Based Early Intervention Programs	Michael Guralnick, PhD



Who is Here?

Some Questions for You!



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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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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



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QUALIFIED PERSONNEL IDENTIFIED IN IDEA

Part C (ages 0-3)

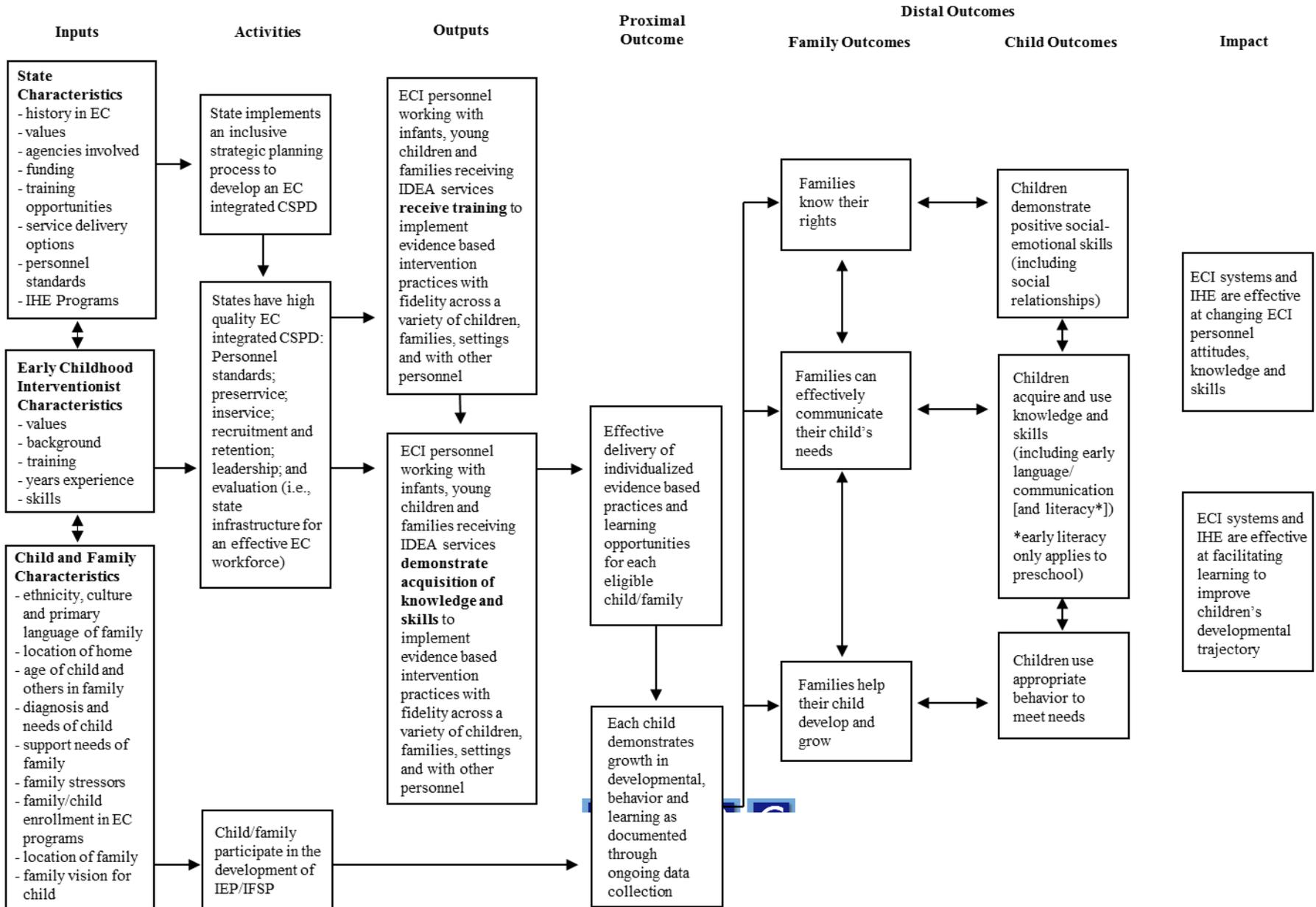
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

Part B (ages 3-5)

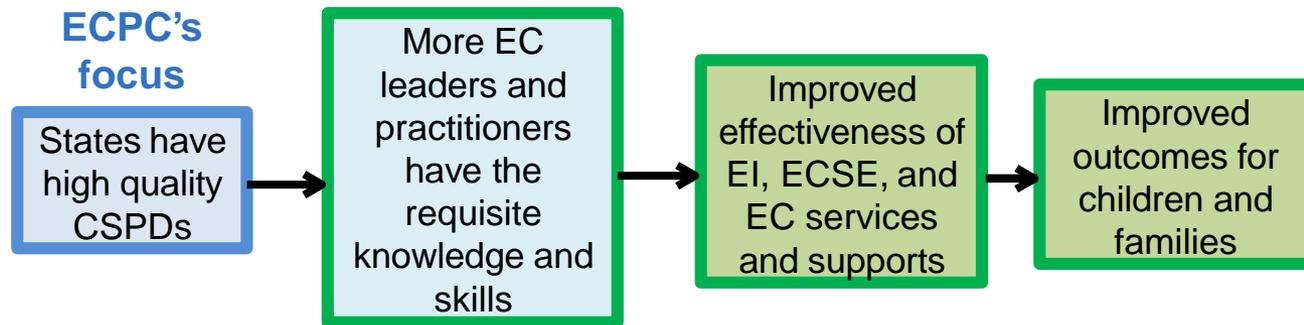
- Special Education;
- General Education;
- Related Service Personnel:
 - Speech-Language Pathologists and Audiologists;
 - Occupational Therapists;
 - Psychologists;
 - Physical Therapists;
 - Recreational Therapists;
 - Social Workers;
 - Counseling services;
 - Orientation and Mobility Specialists, 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

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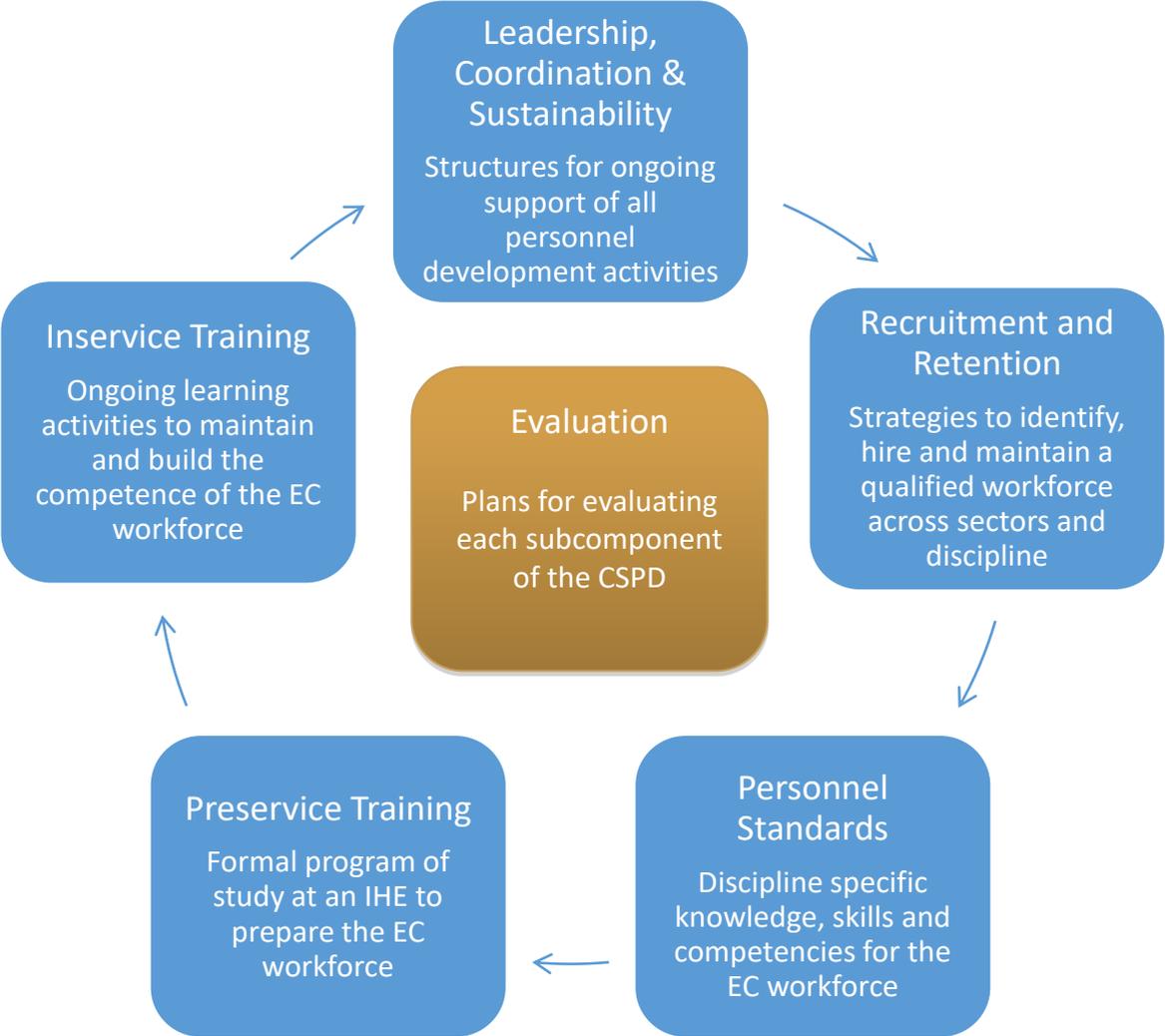
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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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.



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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

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

A Comprehensive System of
Personal Development
is a *necessary and integral*
quality indicator of
an early childhood service system

AND

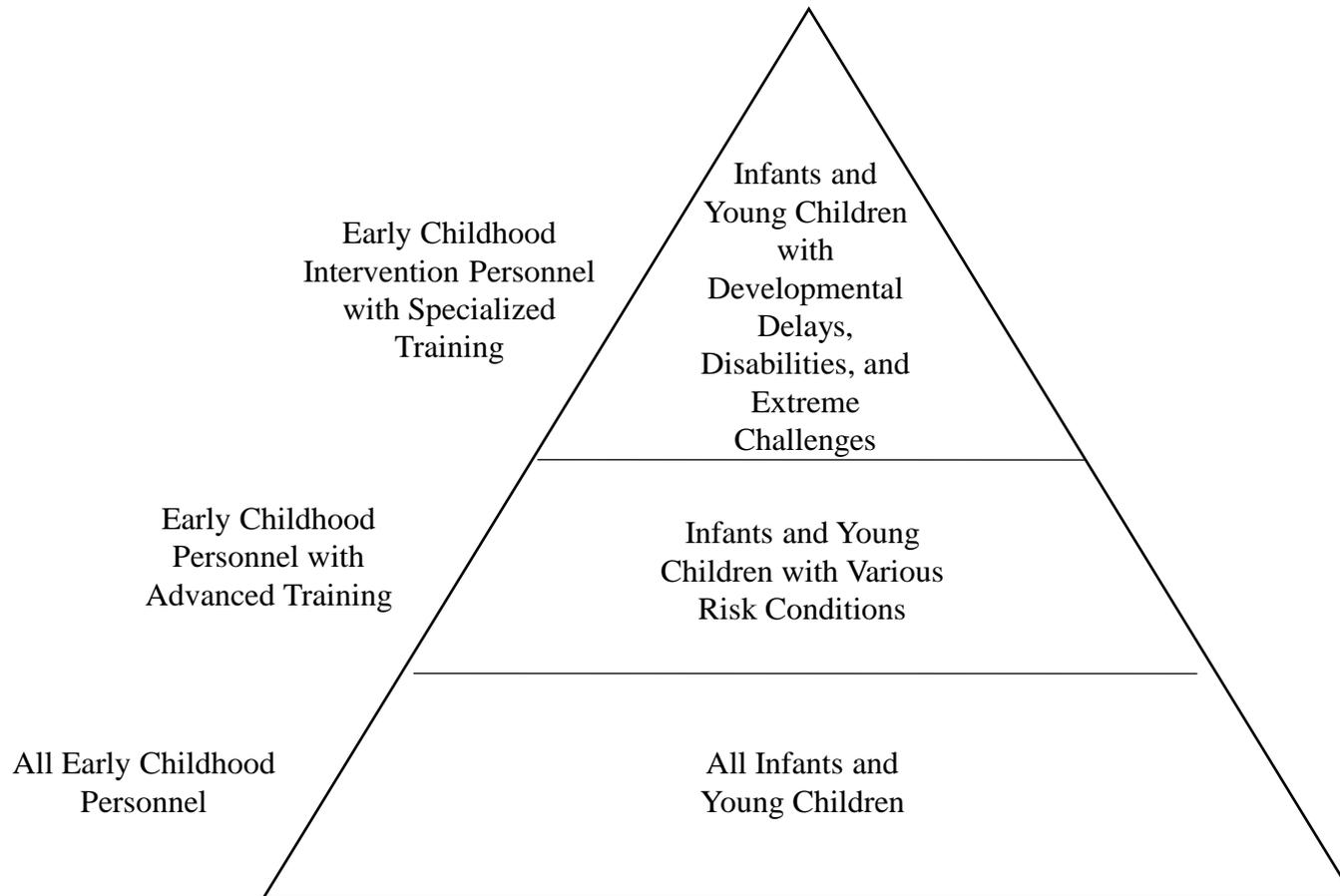
the early childhood workforce
who serve infants, toddlers and preschool
children with disabilities and their families



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Continuum of ECI Personnel Competence



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

Universal TA for All

Web Site

Materials,
Resources
and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C
and 619, and EC Staff

IHE Faculty, Students,
and State PD
Providers

Families

Intensive TA for State CSPD Development and Implementation

CSPD Components:
Leadership Academy
R and R
Standards

Develop and
Implement
State CSPD

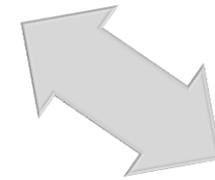
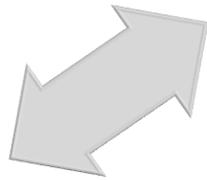


Outputs of the Center ECPC

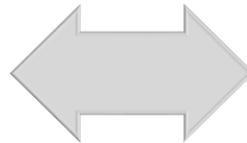
- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance



Identify and Develop
Knowledge



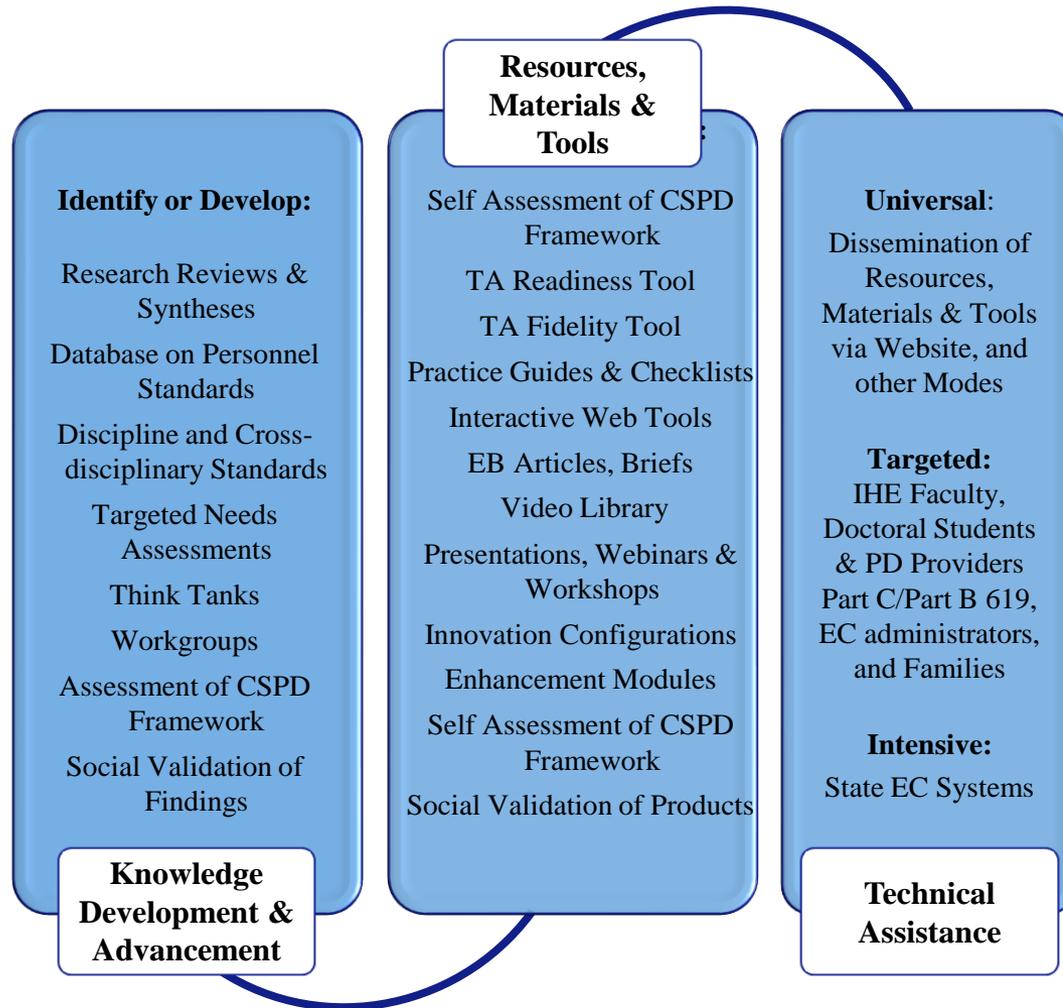
Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce



Provide TA to Specific
Populations and State Early
Childhood Systems



Relationship Among Phases of TA Development



**Knowledge
Development &
Advancement**

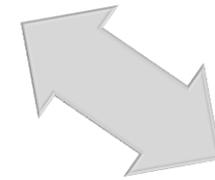
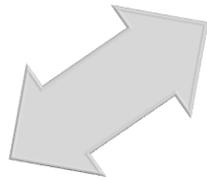
**Technical
Assistance**



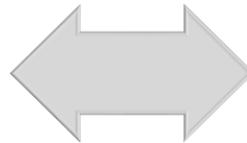
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Identify and Develop
Knowledge



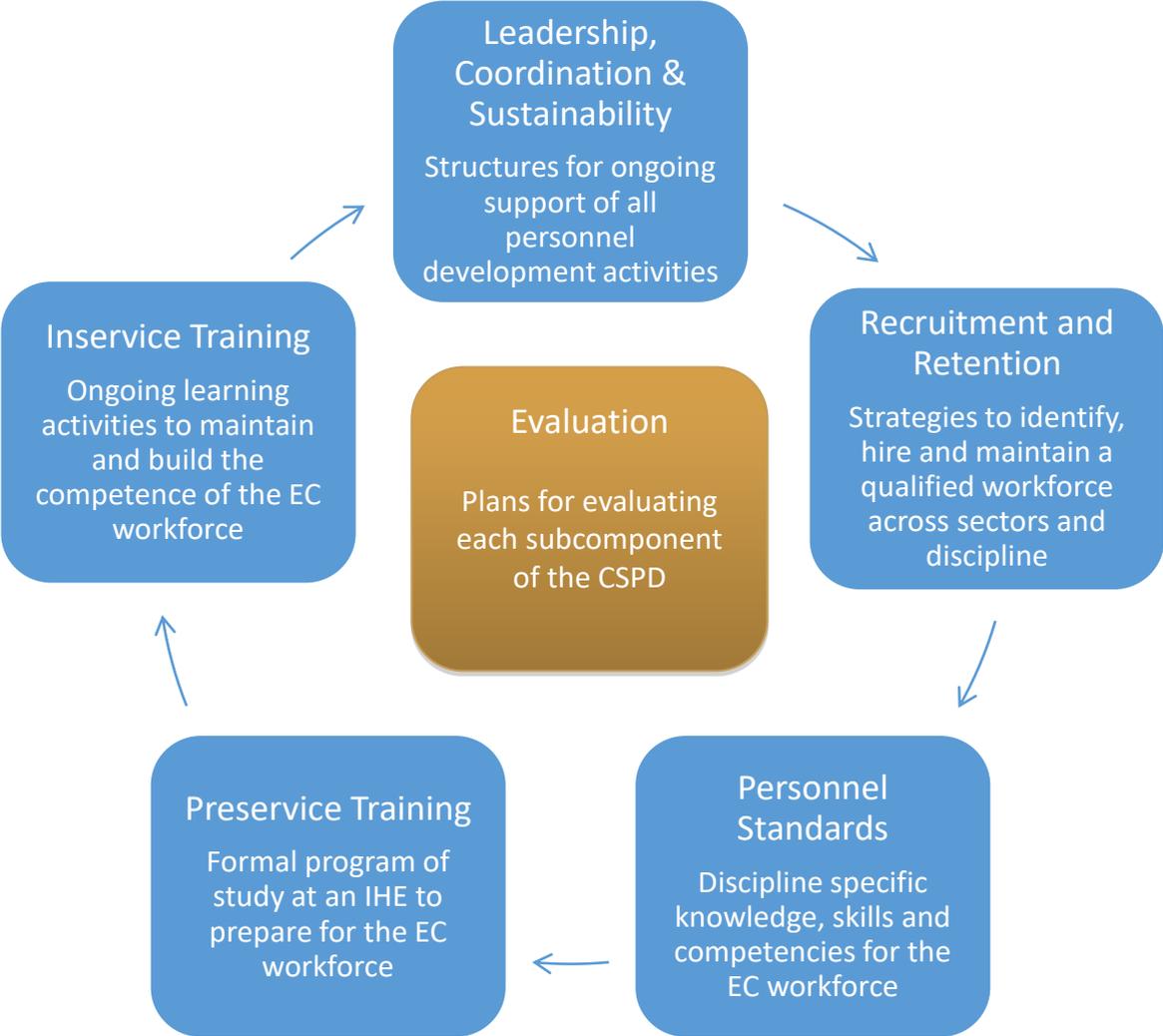
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Provide TA to Specific
Populations and State Early
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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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**



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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



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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**



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Preservice Brief



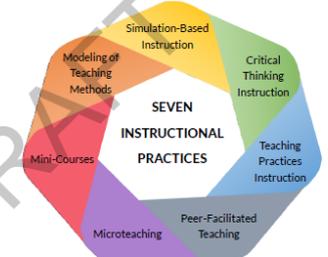
Research on Pre-Service Personnel Preparation

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-analysis, 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 be 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.

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.

- 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 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.



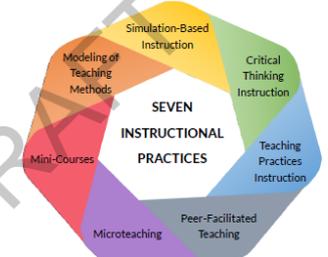
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The Early Childhood Personnel Center is a project of the A.J. Pappalardo Center for Excellence in Developmental Disabilities at UConn Health. The Center is funded through cooperative agreement number H325B170008 from the Office of Special Education Programs, U.S. Department of Education.

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



Locating the Tools on the ECPC Website

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES
Early Childhood Personnel Center

ECPC
Early Childhood Personnel Center

Search this

HOME ▾ ABOUT US ▾ RESOURCES AND TOOLS BY AUDIENCE ▾ COLLABORATORS RESOURCE BANK ▾ ▾ COVID 19 RESOURCES

PART C & B/619 STAFF <ul style="list-style-type: none">Cross Disciplinary CompetenciesLeadership Materials	IHE FACULTY / DOCTORAL STUDENTS <ul style="list-style-type: none">Cross Disciplinary CompetenciesCourse DevelopmentEI/ECSE Standards	STATE CSPD TEAMS <ul style="list-style-type: none">Action PlanningGuide to Intensive TAStrategic Planning
FAMILIES <ul style="list-style-type: none">Acronym ListSelf-AssessmentsTip Sheets	PRESENTATIONS <ul style="list-style-type: none">CohortsConferencesInstitutes	ECPC RESEARCH <ul style="list-style-type: none">Data ReportsLiterature Synthesis & ReviewsBriefs and Checklists

Tools on the ECPC Website

Resources

NEW EI/ECSE Personnel Standards (approved 2020)



Course Development and Curriculum Resources: DEC Specialty Set and CEC Standards (*PRIOR* to 2020)



Course Development and Curriculum Resources: *NEW* EI/ECSE Standards (approved 2020)



E-Learning and CONNECT Resources



Grant Writing Tools



Resources for Remote Teaching



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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.



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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

 ECPC Curriculum Planning Tool							
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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 <i>For example, insert your state early learning standards or add a column for discipline-specific standards</i>	Course Number and Title <i>What courses across your curriculum /program support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?</i>	Student Learning Objective (SLO) <i>What SLOs align with the identified standards, knowledge & skills, and recommended practices?</i>	Course Topics/Activities <i>What topics and course activities will you design to support the standards, develop the needed knowledge & skills, and help students apply the recommended practices?</i>
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.



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ECPC Example Syllabi



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

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 <i>(examples of course activities)</i>
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 Syllabi

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



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ECPC Adult Learning Tool

Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		TOPIC:
Instructor / Trainer	Introduction: <i>Explain</i> the practice/topic/ concept	
Instructor / Trainer	Illustration: <i>Show</i> the practice/topic/ concept	
Learner	Authentic learning: <i>Implement</i> the practice/topic/concept	
Learner	Reflection: <i>Discuss</i> with others how the practice/topic/concept works	
Instructor / Trainer	Guidance: <i>Prompt</i> and <i>guide</i> the implementation of the practice/topic/ concept	
Instructor / Trainer	Performance feedback: Give <i>concrete</i> reinforcement or corrections	
Instructor / Trainer Learner	Follow-up activities: <i>Plan</i> 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.” <i>Use the ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices..</i>
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.



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



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Coordination & Collaboration	Family Centered Practice	Evidenced Based Intervention	Professionalism
<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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, 	<ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •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

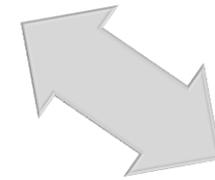
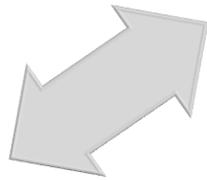


Intensive TA Products

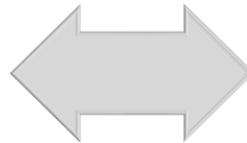
- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual



Identify and Develop
Knowledge



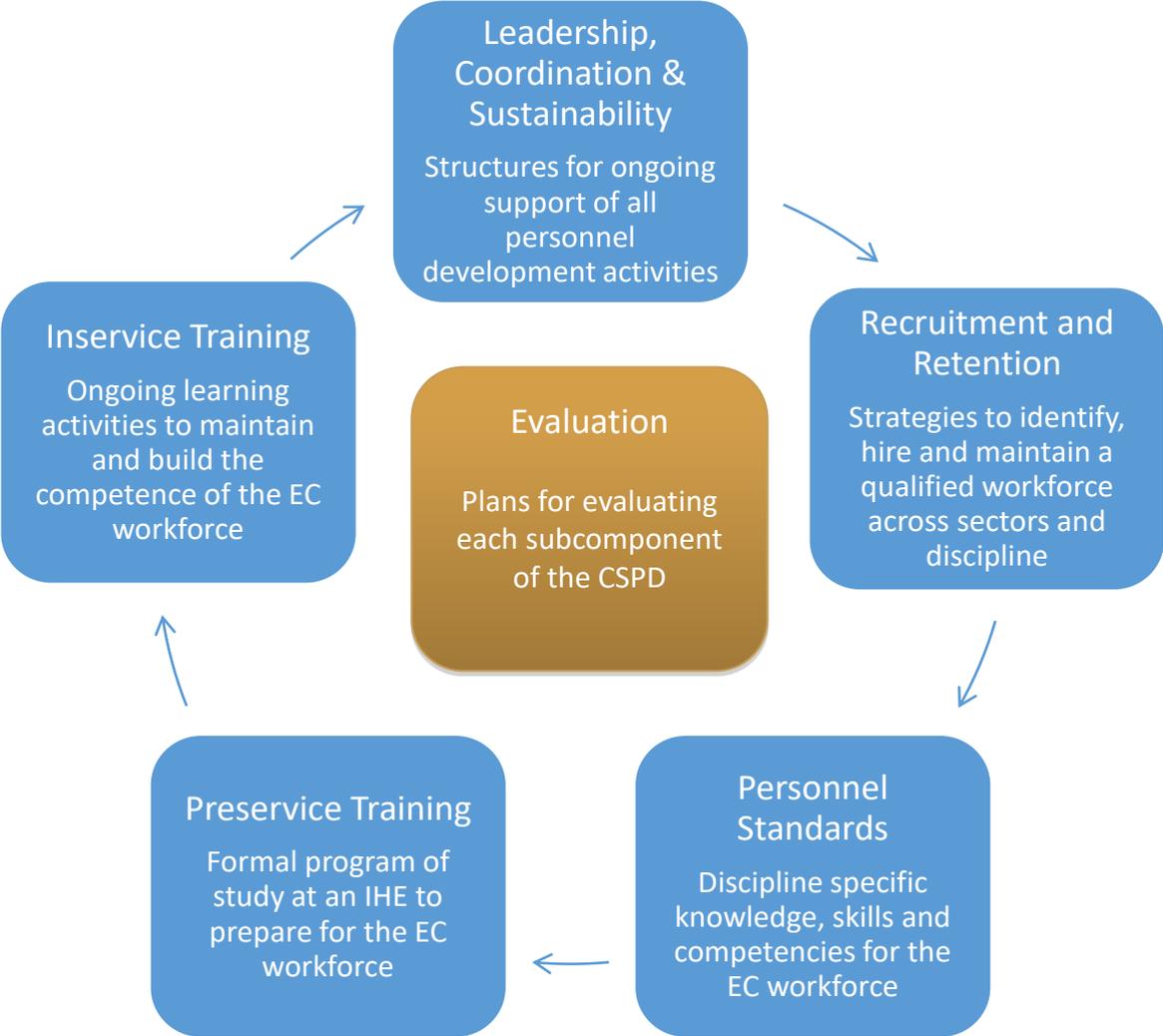
Develop or Identify Materials,
Resources and Tools for the
Early Childhood Workforce



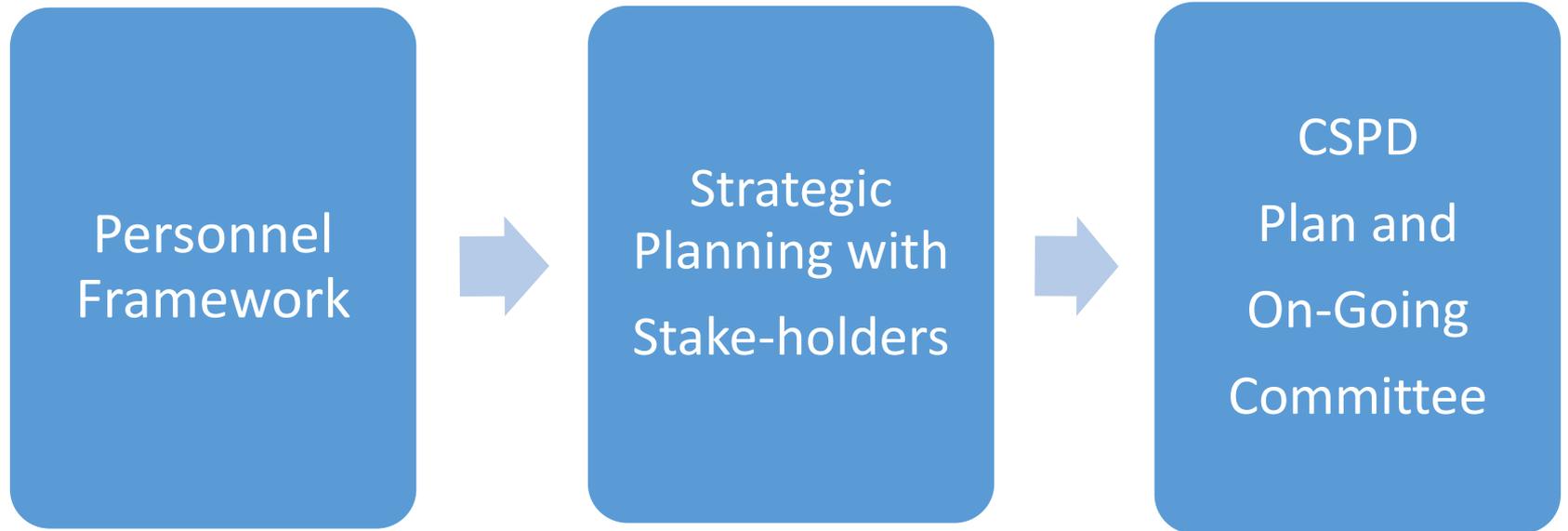
Provide TA to Specific
Populations and State Early
Childhood Systems



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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 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



Strategic Planning



Action Plan for Each Sub-component

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					



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Evaluation Plan Example (abbreviated)

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



Action Plan Evaluation Tool

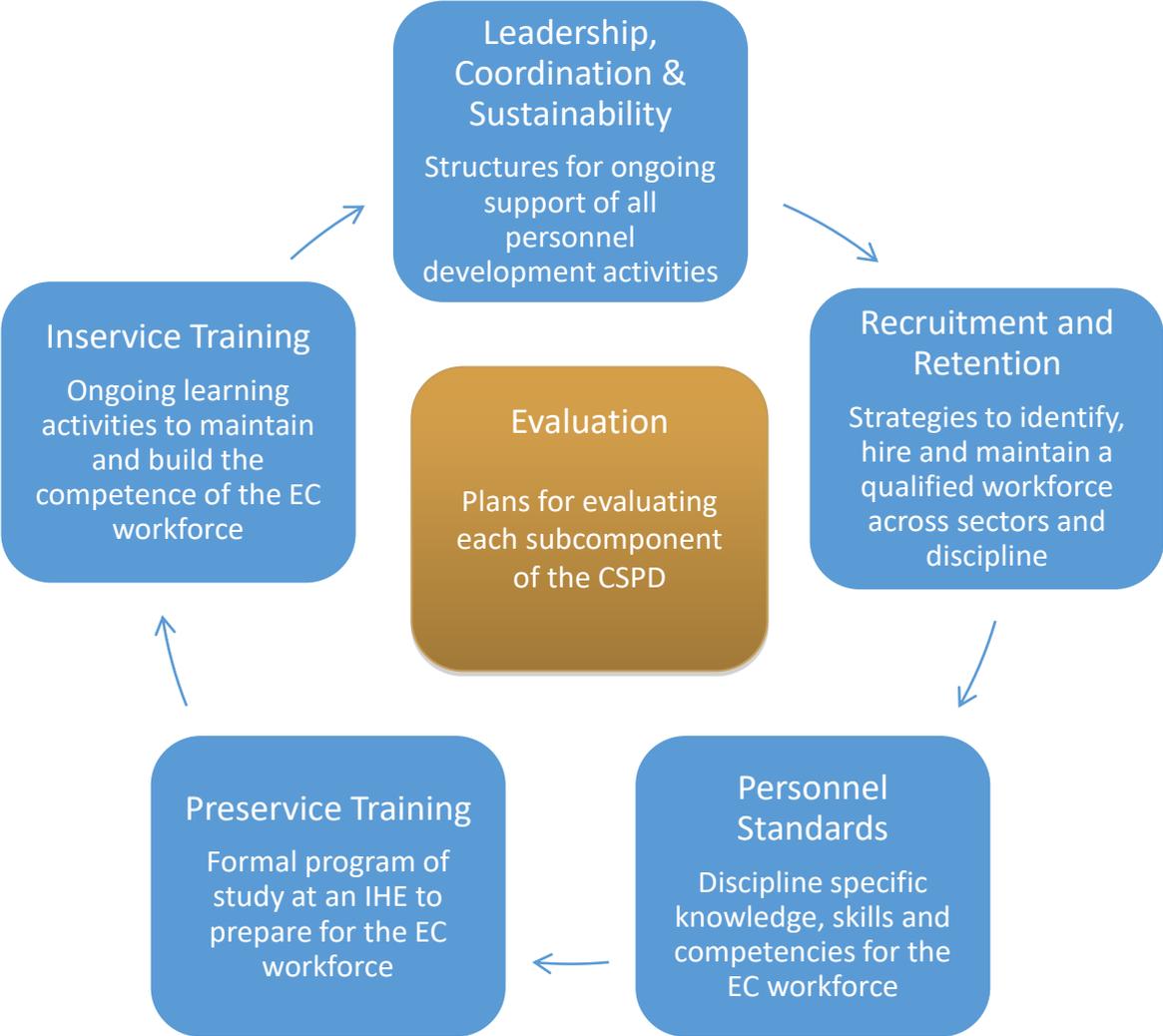
Criteria	Yes	No	Improvements Needed:
Value: Objectives in the plan are clearly and directly related to the goal (<i>e.g. development of CSPD</i>).			
Value: Activities in the plan target the system at multiple levels (<i>e.g. state & local administration, providers, practitioners, service recipients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

Example: Minnesota Pre-Service Action Plan

Goals Objectives /Activities	Person(s) Responsible	Resources Needed	Timeline	Measure for Success
Goal 2. Examine current strengths and gaps across IHE curricula in MN related to core competencies and Division for Early Childhood (DEC) recommended practices.	Aaron and Team	Core competencies and DEC Recommended practices	October 31, 2020	Survey distributed, results analyzed, and key stakeholders informed on results
Activity 2.1 Develop survey for IHEs regarding knowledge of and content within curricula on 4 core cross-disciplinary competencies and DEC Recommended Practices.	Stephanie lead and Team	Stephanie has a previous survey that could be built upon	January 30, 2019	Survey developed, IRB approval received, and built within a survey tool
Activity 2.2 Survey IHEs for 4 core cross-disciplinary competencies and DEC Recommended Practices.	Stephanie lead and Team	Contact information for discipline specific coordinators	Send out - March 2020 Analyze- May 2020	Survey disseminated to all key stakeholder groups with response deadline set.
Activity 2.3 Analyze survey results and provide recommendations IHEs and work with in-service group to develop targeted in-service for faculty.	Stephanie lead and Team	Stephanie has some data that can be used in cross-walking data with previous survey of practitioners	Prior to August 2020 meeting	Survey results are analyzed and key themes identified. Meeting held with in-service group to share findings and plan mutual next steps.



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)
- 11. 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



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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



***Change is not magic or
inspiration.***

***It's completing many
undramatic, small steps
successfully.***



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Danzel & Schoonover, 1988

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?



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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