



Early Childhood Personnel Center

Beginning Steps of
Leadership Initiative for State Coordinators
of Early Intervention and Preschool Special Education



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ECPC Leadership Academy: Purpose with Passion

Presenter:

Mary Beth Bruder – ECPC Director

Moderator:

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Panelists:

Alicia Amundson – Arizona Part C

Jenn Kaufmann – Rhode Island Part C Coordinator

Suzie Perry – Arizona 619 Coordinator

Sue Thomas – Minnesota 619 Coordinator



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

ECPC focus

States have
high quality
CSPDs

More EC
leaders and
practitioners
have the
requisite
knowledge and
skills

Improved
effectiveness of
EI, ECSE, and
EC services
and supports

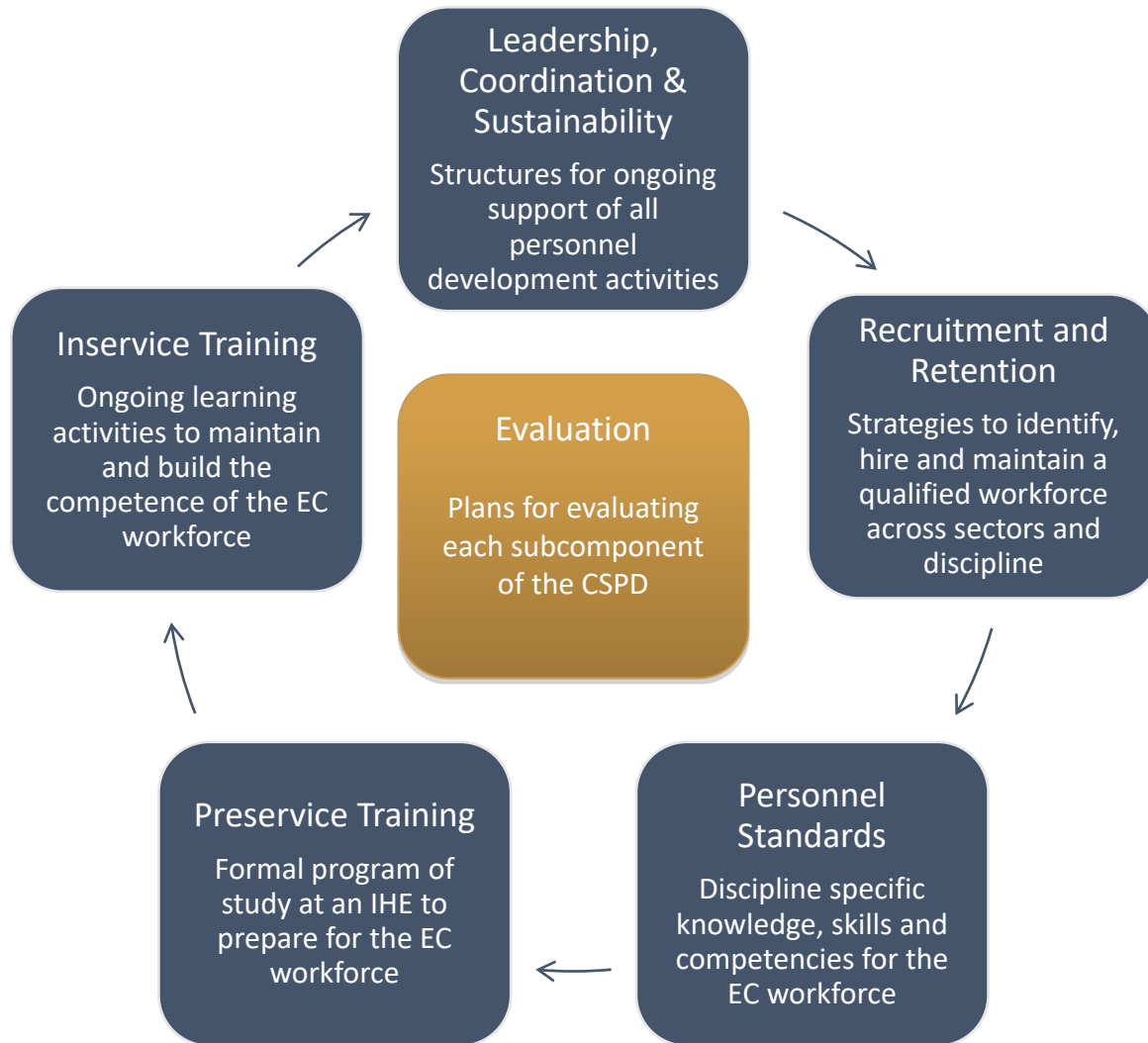
Improved
outcomes for
children and
families



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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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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

National and
State Leadership
Academy

Develop and
Implement CSPD
in 6 States



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A Comprehensive System of Personnel 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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Definition of a System

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



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Comprehensive System of Personnel Development

Leadership, Coordination, & Sustainability	<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>
State Personnel Standards	<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>
Pre-service Personnel Development	<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>
In-service Personnel Development	<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>
Recruitment and Retention	<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>
Evaluation of the System	<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>



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Essential Characteristics of Leadership

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



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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 levels
7. Think Tank with Part C/619 (17 states) to further revise and refine
6. Indicators of K and S developed for each competency
7. K and S indicators used as self assessment to guide Intensive TA Academy
8. Intensive Leadership Academy piloting learning activities for K and S
9. Framework and indicators will be refined and curriculum materials will be available for TA and self guided use

Definitions

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

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

Practice: the action of doing

Competency: an ability or skill to meet a standard

Leadership Framework for Part C and B (619) Coordinators

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



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Foundational

Self Knowledge and Growth

Ethics and Professionalism

Laws, Policies and Regulations



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Self Knowledge and Growth

- Uses self-assessments and reflection to assess
 - Personal values, priorities, beliefs, and biases to understand how these impact professional responsibilities
 - Learning/work style/leadership style
 - Knowledge and skills to perform job duties
 - Leadership aspirations and knowledge and skills about leadership
- Uses self-reflection and self-monitoring
 - Identifies professional development and continuing education opportunities to learn skills to perform job duties
- Develops a professional development plan to improve knowledge and skills to perform job duties and lead staff.



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Ethics and Professionalism

- **Adheres to Ethical Standards of Profession**

Models and demonstrates professional ethics in all interactions as a Part C or 619 coordinators

Develop and implements professional and ethical guidelines for Part C or 619 programs

- Communicates current & emerging state IDEA pr
- Represents the C/619 program at federal, state & local meetings/conferences
- Communicates program/agency laws, etc. to C/619 stakeholders
- Mentors staff in the C/619 program to develop knowledge & skills for leadership roles
- Provides information & training to state & local program staff about leadership in EC



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Laws, Policies and Regulations

- Demonstrates knowledge about federal and state laws, policies and procedures

Monitors Emerging Federal and State Laws, Policies and Procedures

Develops and/or Implements Legislative Initiatives

- Understands the policy making processes at federal and state levels

Identifies necessary revisions to state policies and procedures as needed (e.g. change of lead agency, outdated federal law or case law)

Analyze potential implications of alternative policies on C/619 Populations



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Programmatic or Contextual

Pedagogy and Early Learning

Stakeholder Engagement and Collaboration

Program Implementation



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Early Learning and Pedagogy in Early Childhood Intervention

- Understands early developmental process within and across developmental domains
Identifies evidenced practices in early childhood intervention
Identifies early childhood ACEs and family characteristics that may impact early development and learning
- Identifies evidenced based practices that facilitate development for young children (age birth to three) and families
Disseminates EBP to Part C/619 administrators and practitioners
- Supports the Professional Growth of the Workforce to Implement Appropriate, Evidenced Based, and Individualized Pedagogy with Infants and Young Children with Disabilities and Families
Understands and uses principles of adult learning using evidenced based teaching, coaching and mentoring practices



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Stakeholder Engagement and Collaboration

- Communicates effectively through listening, talking and writing for a variety of audiences

Write clearly and effectively and with cultural and linguistic proficiency in discussions, meetings, and presentations

Disseminates information about the C/619 program to families and other stakeholders such as referral sources and community early childhood programs using a variety of formats

Implements a communication system for families

Represents C/619 at state meetings and on state task forces and boards

- Solicits and uses input from others

Seeks out and uses input from diverse stakeholders

Establishes advisory boards to provide input for programmatic decisions

Establishes communication systems to get input and feedback from families

Seeks input for issue identification and problem solving from others

- Builds trust and respect that fosters collaborations and cooperation



Program Implementation

- Hires and supervises staff
 - Orients staff to state and federal program requirements
 - Establishes a team approach to managing program responsibilities
 - Chairs and runs a meeting that meets outcomes
 - Demonstrates negotiation and conflict management skills during meetings with staff
 - Uses principles of situational leadership when supervising staff
 - Seeks creative solutions from staff about system and individual issues
- Completes a self-assessment of c/619 program using the system framework
 - Prioritizes program needs
 - Develops a system with all components (list)
- Integrates C/619 program requirements into state and national early childhood initiatives

Transformational

Strategic Thinking and Planning

Influencing and Leading Others

Implementing and Sustaining Systems Change



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Strategic Thinking and Planning

- Develops Strategic Plans

Establishes a vision and mission and ensures that others understand them

Effectively facilitates a group of diverse perspectives to articulate a shared vision

Understand principles related to active listening and problem-solving

Use consensus building to achieve common understanding, goals and activities

Uses conflict resolution strategies

- Identifies Effective Program and System Practices



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Influencing and Leading Others

- Understands major leadership theories from the literature
- Identifies own leadership style
- Models desired leadership behaviors
- Seeks input for issue identification and problem solving from stakeholders
- Provides coaching and supportive feedback to others
- Engages others in shared leadership opportunities

Implementing and Sustaining Systems Change

- Develops and Implements Strategic Plans

Facilitates a group to develop a vision for a state or national early childhood initiative

Facilitates the implementation of needs assessments and the collection of data to document the current status of the initiative

Establishes workplans and people to address the needed change in policy, procedure or practice

Collects and uses data to monitor the achievement of milestones

Continued

- Scales up Effective Practices to Programs and Systems

Identifies a needed practice(s) that needs to be implemented to improve services at a program or system level

Develops a staging process to demonstrate, and expand the implementation of the needed change in practice

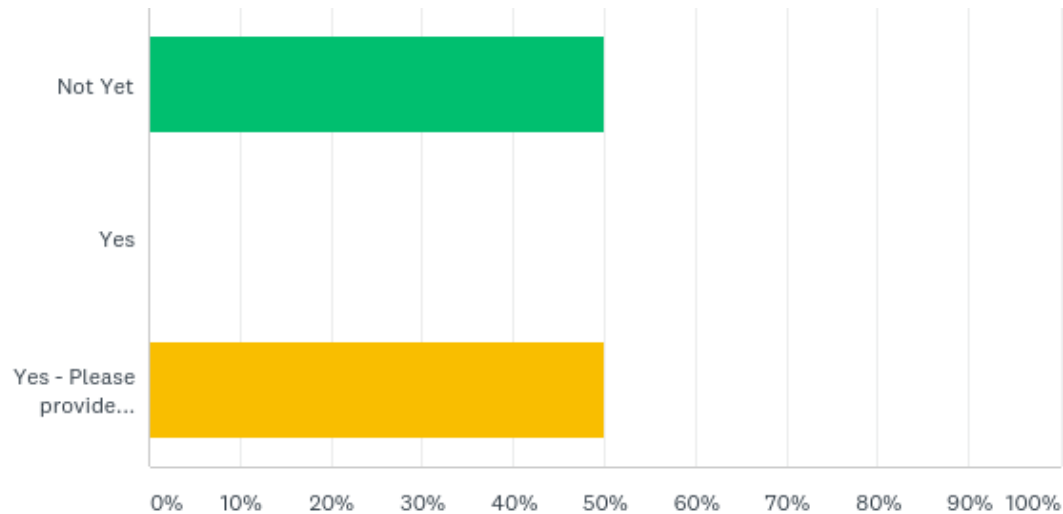
Develops procedures to ensure the implementation of the practice with fidelity

ECPC Intensive Leadership Academy

- Cohort Model (Both part C/619 coordinators)
- Used the self assessment for self direction
- One to two times a week for 2-3 hours
- Learning Opportunities Across Framework: Beginning at the Beginning
- Interactive via ZOOM!!
- Recognizing Competing Priorities

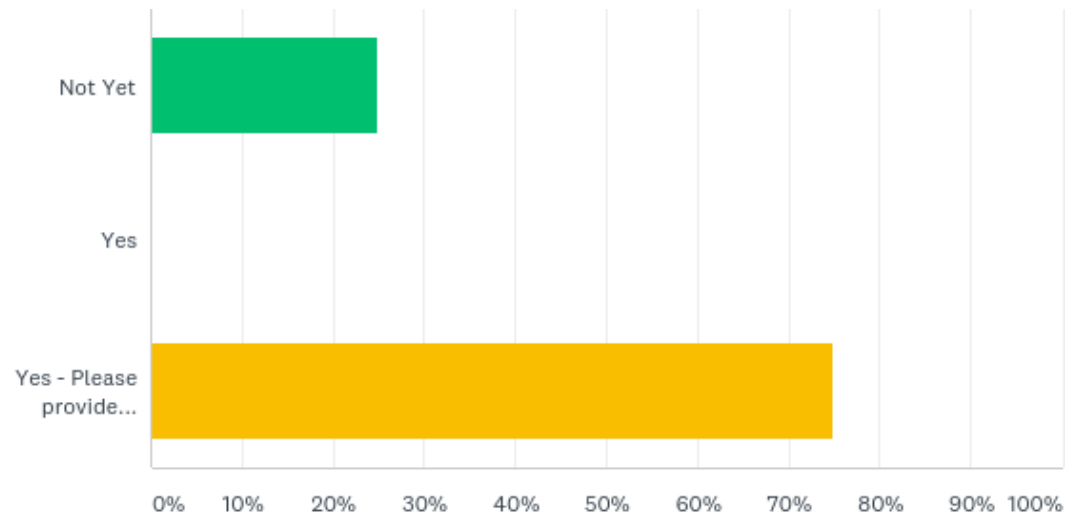
Q4: 1.1.2 Is knowledgeable about leadership theories, application and the context best used.

- Answered: 12 Skipped: 0



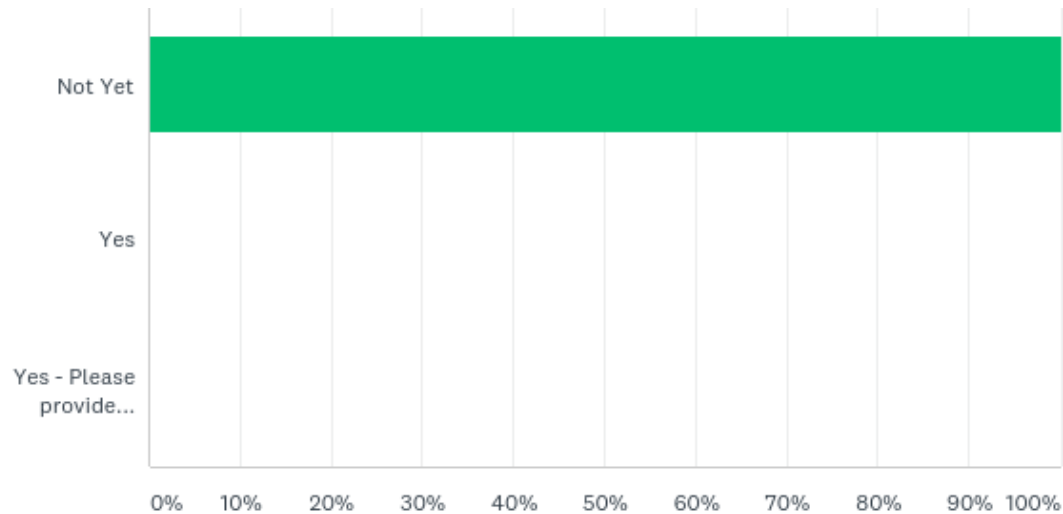
Q47: 2.1.2. Demonstrates effective and clear verbal and nonverbal communication (listening and speaking) individualized to a variety of audiences in discussions, meetings and presentations.

- Answered: 12 Skipped: 0



Q108: 2.3.4. Demonstrates the ability to promote leadership opportunities and support (training, coaching and supportive feedback) to staff and other stakeholders (e.g. families) in the state and national early education and care system.

- Answered: 12 Skipped: 0



Measures for Evaluation

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

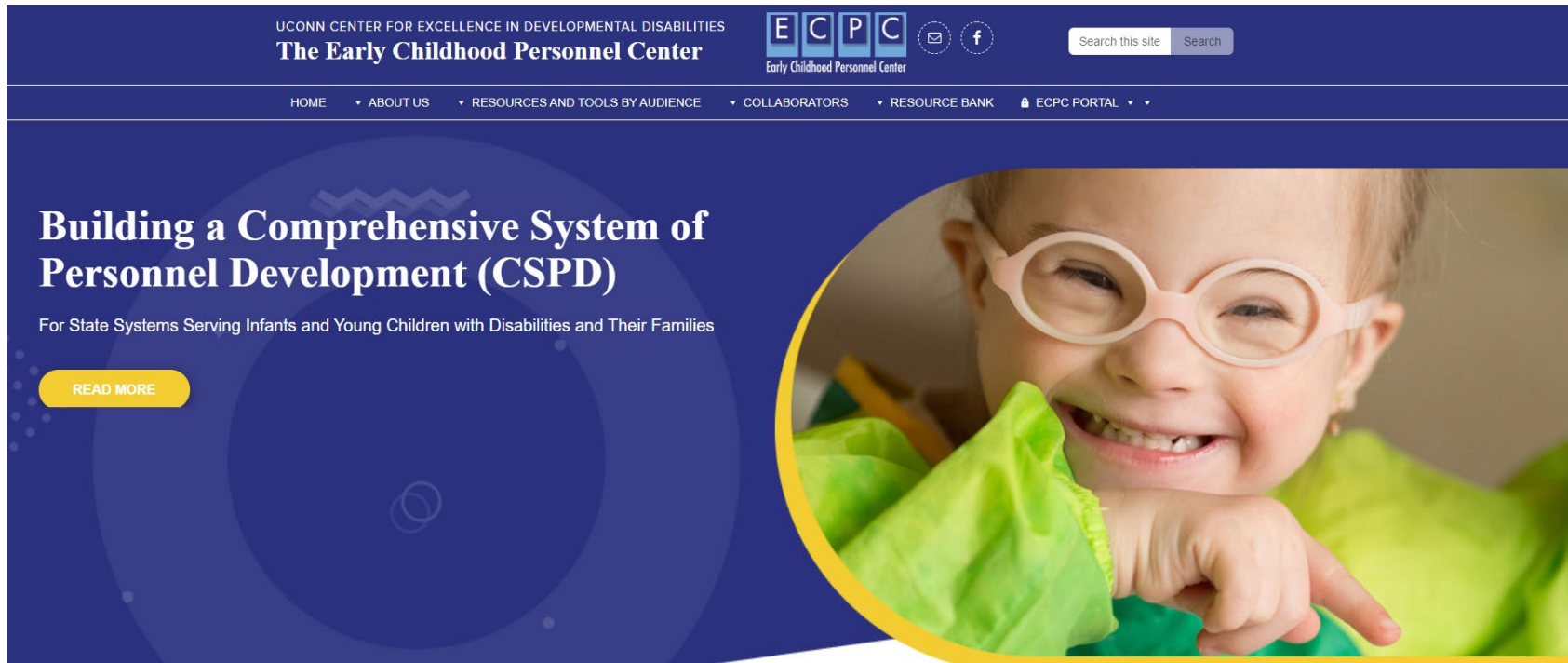
Examples of Projects

Improve implementation of core ECI Systems components (child find, LRE)

Replicate and adapt Leadership Academy at the State (local/regional) Level.

Develop a Statewide Professional Development System

Visit our website for more information: <https://ecpcta.org>



**Please remember to complete
your evaluation in the app.**