

What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

- Shortages of personnel
- Need for additional training at both the pre-service and in-service levels
- Inconsistent alignment of state and national competencies and standards
- Challenges faced by EC personnel due to the diversity of needs of young children and their families
- Inequities of preparation and compensation among those providing services

An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families



What is the Pre-Service PD Subcomponent?

This subcomponent workgroup ensures Institutes of Higher Education (IHE) prepare individuals to meet state and national personnel standards in a specific discipline.

The Pre-Service PD workgroup does the following:

- A system exists for articulating and attaining certification, licensure, credentialing.
- Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of licensing.
- IHE program competencies are operationalized and defined by example.
- IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet personnel needs.

Why is Pre-Service PD important?

Ensuring that IHE Preservice programs are based on updated state standards and implemented following evidenced-based professional development practices leads to increased acquisition of knowledge and skills related to these standards, and ultimately and improved quality of the workforce.

Who is on the Pre-Service PD Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- TA Providers

Quality Indicators: Pre-Service Personnel Development

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **Pre-Service Personnel Development**.

Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.

- IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards.
- IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with professional organization personnel standards.
- IHE program competencies are operationalized and defined by example.
- IHE programs and curricula for each discipline are aligned with state and local program quality initiatives and evaluation systems (e.g., QRIS, educator effectiveness frameworks, licensing).
- IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet current and future personnel needs.

Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.

- IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities.
- IHE programs and curricula across disciplines contain evidence-based practices that reflect the learning needs of children with and at-risk for developmental delays and disabilities and their families.
- IHE programs and curricula provide relevant field experiences such as internships, observations, and practicums in a variety of inclusive early childhood settings.
- IHE programs and curricula are reviewed, evaluated, and updated to reflect current intervention evidence and revised state personnel standards and national professional organization personnel standards.
- IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to teach and supervise adult learners.
- IHE faculty collaborate and plan with in-service providers to align pre-service and in-service personnel development so there is a continuum in the acquisition of content from knowledge to mastery.

References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>

²Early Childhood TA Center (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>