



# Comprehensive System of Personnel Development

## Pre-service

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

A multi-agency, cross-disciplinary 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 CSPD must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of knowledge and support needed
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families

The Arizona Early Intervention Program (AzEIP), in conjunction with the Arizona Department of Education (ADE), other early childhood programs, Institutes of Higher Education, and other state agencies, is responsible for the coordination of the Arizona CSPD.

### What is the Pre-service subcomponent?

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

The Pre-service 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 important?

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

### Who should be on the workgroup?

- State Part C (early intervention) and Part B 619 (early childhood special education) Coordinators
- Family Member
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty and University Center for Excellence in Developmental Disabilities (UCEDD) staff
- Technical Assistance Providers

# Quality Indicators for Pre-service

Quality indicators were developed by the Early Childhood Technical Assistance (ECTA) Center to support states in understanding the specific elements needed for a Comprehensive System of Personnel Development (ECTA, 2015). The following are specific to the work of the Pre-service subcomponent workgroup.

**Quality Indicator 4.1:** Institute of Higher Education (IHE) programs of study for all early childhood disciplines are aligned with national personnel standards, state personnel certification, licensure, credentialing and/or endorsement requirements, and evidenced-based practices (EBP) and pedagogy in early childhood.

- IHE programs and curricula for each discipline reflect knowledge and skills that are aligned with national professional personnel standards as reflected in program syllabi.
- IHE programs and curricula for each discipline are based on knowledge and skills that are aligned with state personnel certification, licensure, credentialing and/or endorsement requirements.
- IHE programs and curricula across disciplines are based on evidenced-based intervention practices and pedagogy for infants and young children (B-5) with, and at-risk for developmental delays and disabilities and their families.
- IHE programs of study and curricula across disciplines utilize evidenced-based adult learning practices and instructional methods.
- IHE programs of study and curricula across disciplines include families and/or parent organizations in the design and delivery of preservice preparation courses and practica.
- IHE programs of study for each discipline in EC coordinate and collaborate on curriculum and other related issues across IHEs by discipline or by age group through a mechanism such as a state or regional IHE council or task force.
- IHE faculty collaborate with in-service providers to align pre-service personnel preparation standards with in-service content and methodology.
- IHE programs and curricula across disciplines are reviewed, evaluated, and updated as needed to reflect current research evidence, revised state personnel standards and national organization personnel standards.

To learn more about CSPD or join us, please contact [azcspd@azdes.gov](mailto:azcspd@azdes.gov) or 602-532-9960.