

Region 10 Early Childhood Special Education

Professional Development Facilitator (PDF)

Vision

Connect. Support. Empower

Values

We maintain children and families at the center of the conversation. We engage in data-based decision making. We enhance the skills of early childhood professionals. We build state, regional and local capacity.

POSITION PURPOSE:

This position exists to support Region 10 “Centers of Excellence for Young Children with Disabilities” (CoE) initiative in coordinating a high quality, comprehensive, coordinated system of professional development. This system includes regionalized support, technical assistance, and training for assigned local infant and toddler early intervention and preschool special education program leaders and practitioners, in order that young children with disabilities and their families achieve positive outcomes.

RELATIONSHIPS:

- The PDF must develop and maintain positive working relationships with leaders of local programs, including school districts, community organizations, child advocacy organizations, institutions of higher education, regional staff and consultants for other early childhood programs and a wide variety of service providers.
- The PDF must attend local, regional, and state meetings as necessary to install a selected innovation using sound implementation strategies.
- The PDF must work closely with the Minnesota Department of Education (MDE) staff on objectives, instructional strategies and identification of training needs and meet with MDE staff on a regular basis.

KNOWLEDGE, SKILLS AND ABILITIES:

The position requires the following knowledge:

- Theory, research and practice of evidence-based early intervention and early childhood special education.
- Theory and research of effective professional development.

- Relevant federal and state laws, rules and policies related to young children and their families.
- Keen understanding of the complexities of the early childhood service continuum and the need for systemic reform.
- Local educational agency administration.

The position requires the following skills and abilities:

- Ability to use a variety of modalities, including distance technology for communication and data collection.
- Ability to analyze data to answer questions related to early intervention/early childhood special education services, programs and resource allocation.
- Ability to manage information and deadlines.
- Ability to appropriately prioritize competing tasks.
- Ability to take initiative to meet identified priorities.

POSITION SUMMARY:

This position exists to support local leaders to establish high quality Early Childhood Special Education programs through foundational and innovation work that increase the knowledge and skill of program personnel. While not employed by MDE, the PDF works to promote priorities identified by the Minnesota Department of Special Education and to strengthen relationships among local program leaders and between MDE and those leaders. Current and future priorities are aligned with established child and family outcomes and compliance and results indicators within the State Performance Plan required by the U.S. Office of Special Education Programs. Specific professional development (PD) innovations will use the active frameworks of implementation science to implement and sustain the use of evidenced based best practices in the delivery of services and supports to benefit young children and their families that are served through local programs.

ACCOUNTABILITY AND REPORTING:

The PDF will report to the designated Regional Low Incidence Facilitator (RLIF). RLIFs are responsible for all aspects of ongoing administrative oversight including the appropriate uses of federal funds according to annually approved budgets. PDFs / RLIF meet on a regular basis to discuss implementation of CoE projects.

The Directors of the Regional Centers of Excellence (RCoE) will support assigned PDFs to use the frameworks of Active Implementation and to use a time and effort report to enhance the overall accountability of the Centers of Excellence for Young Children with Disabilities

POSITION RESPONSIBILITIES:

Responsibility #1

Fully support the implementation of state level requirements and initiatives in collaboration with MDE and the Region 10 CoE.

Tasks

- Actively participate in monthly meetings with MDE and CoE administrators. Participation may be in-person or through the use of technology.
- Serve as an ambassador to the work of the CoE.
- In consultation with Regional Low Incidence Facilitator (RLIF), establish and maintain a calendar of workdays with 90% of days scheduled when local program leaders are also in work status.
- Collect data or ensure the collection of data as requested.
- Communicate appropriate information to local leadership and relay information from local programs to MDE leadership.

Performance Indicators

- Monthly meeting and phone call notes
- RLIF reports of positions and individual who fill each FTE.
- PDF will support the ECSE programs in exploration and implementation in Region 10 supported by the MDE through the CoE.
- PDF will make themselves available for the required administrative review, and outcomes that may develop from that review.

Responsibility #2

Develop working knowledge of assigned early childhood education programs within the region. Establish collaborative relationships with program leaders. Support local program leaders to conduct ongoing assessment of program strengths and needs and to develop and implement strategies to address identified needs.

Tasks

- Meaningfully connect with all assigned education programs within the region.
- Support completion of self-assessment framework and help identify local program needs.
- Actively partner with local education program staff and leadership in order to provide the necessary PD opportunities which will address identified needs.

Performance Indicators

- A contact list including all regional education programs will be updated as needed.
- All ECSE programs within Region will receive a contact at least quarterly. Time and Effort to be reported.
- As requested and appropriate, the PDF will work directly with the local leader to secure PD support.

Responsibility #3

Develop and maintain a working knowledge of CoE innovations, foundational work, Implementation Science and necessary components of the MDE work to support local education leaders and staff.

Tasks

- Attend training opportunities to expand understanding and use of assigned innovation, foundational knowledge and the Science of Implementation.
- Review and understand current training materials and support development of additional materials.
- Understand and use the designed training and support sequence for each assigned innovation.
- Work with local leadership to develop and sustain internal coaching framework at the educational program level in order to support sustained implementation of the selected innovation.
- Actively participate in monthly meetings at the MDE with CoE staff and administrators including; coaching, state leadership team, state innovation leadership team, etc.
- Attend statewide meetings of ECSE leadership or targeted groups within the region.

Performance Indicators

- Demonstrate proficient use of approved training and coaching materials for each innovation
- Fidelity measures indicate successful training and coaching efforts have been applied within assigned education program with regard to a specific innovation
- Feedback provided by participants in PD reflects positively on the work of the PDF
- Time/Effort reporting

Responsibility #4

Develop and maintain the internal coaching capacity of each educational program in order to create a system of sustainability and successful installation of the selected innovation.

Tasks

- Support development and sustainability the work of a local implementation team.
- Work with the identified internal coach(es) within a local education program so that individual has the content knowledge and skills necessary to support local peers as innovation is implemented.
- Provide ongoing support and technical assistance for the internal coach(es).
- Collect, report, and analyze required data measures to the local leadership and the MDE as appropriate.

Performance Indicators

- Have knowledge that local programs have “working” Leadership Teams that meet on a monthly basis with target tasks and responsibilities
- Internal coaches will be identified, trained and supported for the ongoing work of installing and supporting the selected innovation.
- Appropriate installation and innovation data will be collected and reported to appropriate team.
- Local programs will report that they are able to collect and disaggregate the data for use in their local program- it directs their work with regard to the innovation
- Time/Effort reporting

Responsibility #5

Obtain and maintain basic understanding of multimedia methods of PD delivery and support.

Tasks

- Obtain knowledge and skill with use of approved technology methods in order to provide equal access and accessibility for all members of each education program.
- Work with local leaders to reduce barriers for members of local education staff to obtain and participate in appropriate training and development activities.

Performance Indicators

- PDF will utilize appropriate technology to deliver and maintain multimedia support for local programs.
- PDF and Local leaders will be working cooperatively to create appropriate local training and support
- Time/Effort reporting

WORK REQUIREMENTS AND CHARACTERISTICS

- No Direct Supervision
- Work may be performed in remote locations, normal office conditions and there are minimal environmental risks or disagreeable conditions associated with work. Work involves continuous contacts and interactions with school teaching and leadership staff and some outside agencies
- Physical requirements
 - Stand Occasionallly
 - Walk Occasionallly
 - Sit Occasionallly
 - Reach with arms and hands Rarely
 - Climb or balance Rarely
 - Stop/kneel/crouch or crawl Rarely
 - Communicate Constantly
 - Lift and carry up to 50 pounds Occasionallly
- Travel using personal vehicle - must have a valid MN Driver's License or access to transportation

PREFERRED QUALIFICATIONS

- Bachelor's degree in Early Childhood or related fields
- The position does NOT require a valid ECSE teaching license; however, PDF must have completed at least 3 years of successful work in an Early Childhood Special Education or inclusive setting.