



University of Colorado at Denver

School of Education & Human Development  
Downtown Denver

**Early Childhood Special Education Leadership Post Doctoral Fellowships  
School of Education and Human Development  
University of Colorado at Denver and Health Sciences Center**

The School of Education and Human Development and the Center for Evidence-Based Practice in Early Learning at the University of Colorado at Denver and Health Sciences Center (UCDHSC) announce a competitive early intervention (EI)/early childhood special education leadership (ECSEL) post doctoral fellowship program. The program (Project ECSEL) is supported by a grant from the US Department of Education, Office of Special Education Programs. The fellowship program is designed to provide knowledge and experiences to post doctoral fellows that result in the competence to provide state and national leadership needed to address pressing policy and systems issues in EI/ECSE. Up to four post doctoral fellows will be selected for a 12 month appointment.

The post doctoral fellows will study a core program of national EI/ECSE policy, advocacy, systems and collaborative leadership related to young children with disabilities, birth-five and their families with Dr. Barbara J. Smith. Additionally, fellows will apply these competencies to one of four specialized content areas that represent national areas of critical need. These four areas, the faculty associated with them and other state and national agencies, organizations and experts will provide opportunities for research, field experience, and teaching that reflect the intersections among these important content areas and ECSE policy leadership. The four specialized content areas and the Mentor Faculty are:

- 1) Culturally and Linguistically Responsive Services: Drs. Susan Moore and Sheila Shannon
- 2) Young Children with Autism: Dr. Phil Strain
- 3) Paraeducators and Other Non-degreed Personnel: Dr. Ritu Chopra
- 4) Social Emotional Development and Challenging Behavior: Dr. Barbara J. Smith

This collaborative approach reflects the broad and complex problems early intervention and early childhood special education (EI/ECSE) leaders face today. Solutions require multifaceted and comprehensive sets of knowledge and skills. Our innovative program will give eight future state and national leaders the crucial experience necessary to find such solutions by providing: access to vast research and training programs; model programs and other initiatives; the opportunity to work with and learn from accomplished EI/ECSE experts nation-wide; hands-on experience working in the field in the EI/ECSE community such as schools, early childhood programs and state offices; the opportunity to conduct research studies, literature reviews, policy analyses, conduct teaching, training and technical assistance, conference presentations, grant and manuscript preparation; and participation with state and national organizations such as the Colorado Departments of Education and Health and Human Services, CEC, DEC, the National TA Center for Children's Mental Health, various commissions and committees.

**Minimum Qualifications for Early Childhood Special Education Leadership Post Doctoral Fellowship**

- An earned doctorate in Early Childhood Special Education or closely related field.
- Experience in the field of early childhood.
- An interest in addressing policy and leadership issues in early childhood and one of the related content areas (autism, culturally and linguistically responsive services, paraeducators and other non-degreed personnel, social emotional development and challenging behavior).
- Demonstrated success or potential for strong productivity in policy, research, grant writing and scholarship.

## **Employment Conditions**

The fellowship program aims to recruit the best candidates through the provision of the following highly competitive package. Post doctoral fellows will receive a package which includes but is not limited to:

- Salary: \$45,000 for 12 months
- Travel and professional development allowance
- Benefits

*Position availability:* August 15, 2008

## **Application Procedures:**

Please submit the materials listed below by email; no faxes please. Submit all materials **by March 1, 2008**.

- A letter of application including the candidate's interests, experiences and qualifications related to the position responsibilities.
- A current curriculum vita.
- A Goal Statement that addresses: 1) why the candidate is applying, 2) the content area (see next page for descriptions) the candidate is interested in selecting to combine with the core area of policy and leadership:
  - a. young children with autism,
  - b. social emotional development and challenging behavior,
  - c. culturally and linguistically responsive services, or
  - d. paraeducators and other non-degreed personneland, 3) the candidate's vision of the role policy and leadership can play in addressing key issues affecting young children with special needs, their families and those who serve them including two or three issues the candidate views as key to the early childhood field and why.
- Transcripts of graduate work and evidence of terminal degree. Unofficial transcripts may be submitted and official transcripts will be requested at point of hire.
- Three current references that address the particular requirements for the position.

Review of applications will begin immediately by a committee of faculty involved in the post doctoral fellowship program and will continue until the positions are filled.

All materials received become the property of the University of Colorado at Denver and Health Sciences Center.

Address inquiries and application materials to:

Barbara J. Smith, Ph.D., Research Professor  
University of Colorado at Denver and Health Sciences Center  
Center for Evidence Based Practices in Early Learning  
1380 Lawrence St., Suite 650  
Denver, CO 80204  
Email – [barbara.smith@cudenver.edu](mailto:barbara.smith@cudenver.edu)

**Application materials will be accepted as Microsoft Word attachments only (not zipped) via e-mail:**  
[barbara.smith@cudenver.edu](mailto:barbara.smith@cudenver.edu)

The University of Colorado at Denver and Health Sciences Center is an equal opportunity employer committed to excellence through inclusiveness.

The University of Colorado at Denver and Health Sciences Center requires background investigations for employment.

## Descriptions of Content Areas and Samples of Issues and Opportunities

- **Social and emotional development and challenging behavior:**

Example of ECSE leadership issue: Leaders are needed who can develop federal and state policies that reflect the importance of these foundational skills by: 1) removing barriers such as multiple funding streams with differing eligibility requirements; 2) increasing public awareness about the importance of social competence to school success, and 3) developing state T/TA systems to ensure all ECE personnel utilize evidence-based strategies, improve program quality and child outcomes.

Fellows will have access to research and training opportunities related to national research and training centers and other on-going projects aimed at improving children's social, emotional and behavioral outcomes. These opportunities include longitudinal studies of effective practices, policy studies, literature syntheses, national training institutes, and national experts and state policy initiatives including the National TA Center for Children's Mental Health, Colorado Department of Education PBS and related initiatives, a state team creating state policies and systems to improve children's social, emotional and behavioral outcomes as well as a state Policy Council on Children's Mental Health.

- **Young children with autism**

Example of ECSE leadership issue: It is clear that leaders are desperately needed who, both understand both the science of early autism intervention and can translate this knowledge into the policy, administrative and professional development supports to enact and sustain high quality, inclusive services.

Work with fellows in the autism area will emphasize: a) use of the full-range of evidence-based teaching practices supported by the National Research Council; b) promotion of policies that facilitate inclusion practices; c) design and delivery of inservice training for direct service staff and administrators, and d) program evaluation. Trainees in the autism content area will have access to extant databases and opportunities to conduct studies within on-going research projects including the 25-year longitudinal database on children with autism. This database allows trainees to conduct any number of important correlational analyses to determine predictors of long-term outcomes. Trainees will have access to a 4-year randomized control trial of positive behavior support for children with serious problem behaviors.

- **Culturally and linguistically responsive services**

Example of ECSE leadership issue: ECSE leaders are needed to shape policies that protect culturally and linguistically diverse children and promote responsive and effective practice. Furthermore, there is a pressing need to analyze early childhood programs' features and demographics in relation to disproportionality issues.

Fellows will have opportunities to work with professionals, children and families in a variety of research, field placement, and service settings. The Bilingual ESL Network (BEN/La Red) is a community of educators providing professional development opportunities for educators who work directly with diverse communities, families and children in schools. The Lab for Diversity and Equity at the doctoral level at UCDHSC involves faculty and students in ongoing research activities. El Grupo de Familias is a parent education and support group housed at the UC-Boulder Child Learning Center and various community settings. The project is currently developing a study to assess long term outcomes. The Early First Reading grant provides ECE services to inner city preschool classrooms comprised of children from multicultural backgrounds including Latino, Hmong, African American, and Vietnamese.

- **Paraeducators and Other Non-degreed Personnel**

Example of ECSE leadership issue: Leadership is needed to study and implement effective recruitment, retention, roles and responsibilities, training and supervision of paraeducators and other non-degreed personnel to improve young children's outcomes and contribute to their successful inclusion in natural environments and the general education curriculum.

Fellows will have opportunities to: 1) participate the a statewide coalition that examines the policy and practice implications of paraeducator employment; 2) engage with programs that provides intensive training; 3) participate on teams that provide training for teachers who supervise and direct the work of non-degreed personnel; 4) work on the development, content validation, field testing, and revisions of training materials, and 5) engage in on-going or new research. Fellows will have access to extant databases and to an extensive qualitative database regarding inclusion in general education curriculum, and the roles of special educators who work with non-degreed ECE personnel and paraeducators.