Is There a Guidebook for this Destination?

Presenters:
The NPDCI Team and Sandy Wilberger Co-Director of VCU T/TAC

Funded by:

Who is on this Trip (What sectors do you represent)?

What is NPDCI?

The goal of NPDCI is to assist states in developing cross-sector professional development plans to increase opportunities for high quality preschool inclusion. We are learning with 8 states now.

IDEAs that Work

The NPDCI Team : Pam Winton, PI, Virginia Buysse, Camille Catlett, Shelley deFosset, (CO-PIs)
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Heidi Hollingsworth, Research Assoc.

Dawn Ellis
Office of Special Education Programs

PD is a Hot Topic

- US DOE is investing heavily in innovations and improvements in PD, along with research to evaluate these PD approaches

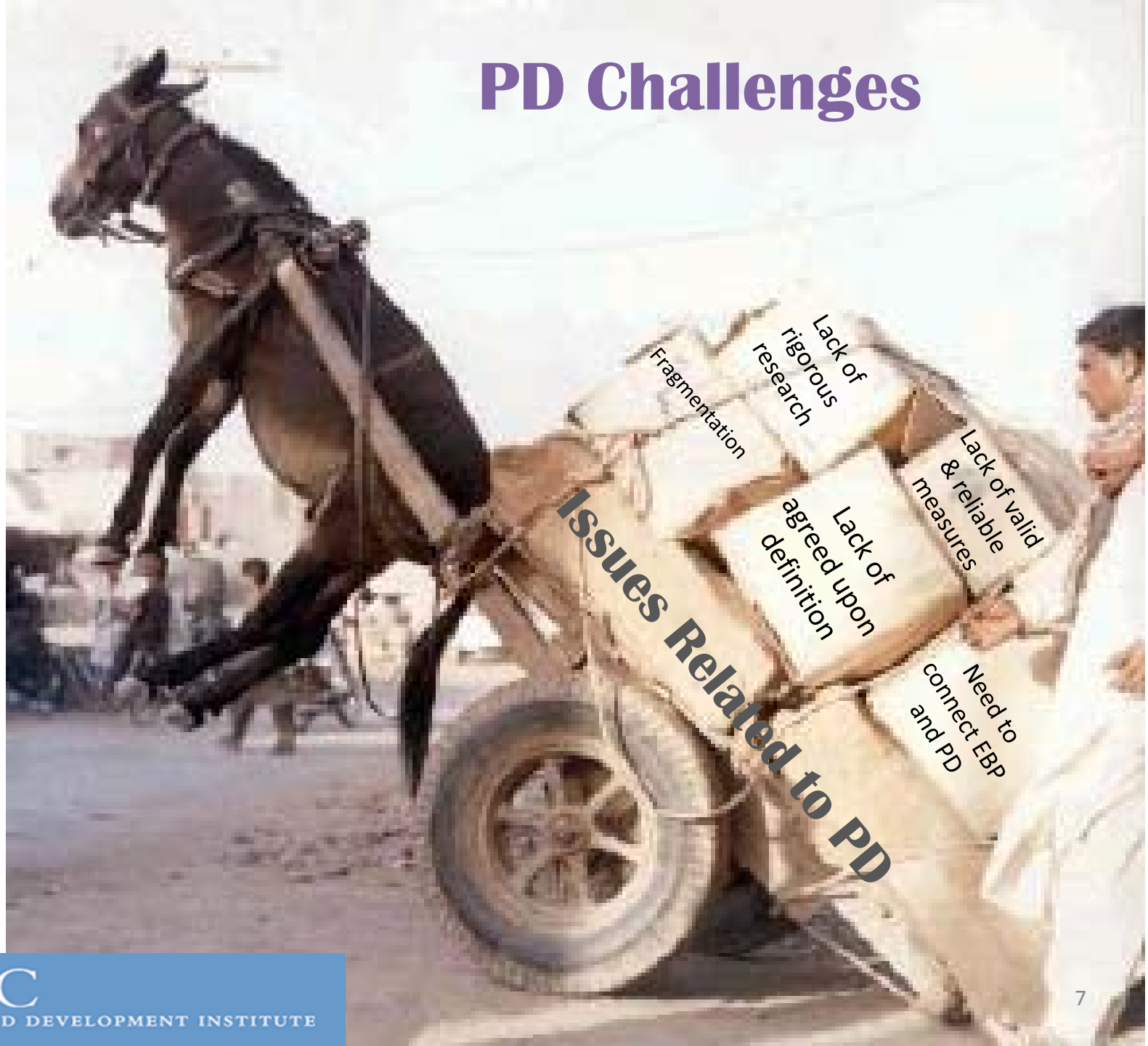
- A number of federal initiatives promote early childhood systems-building (Early Childhood Advisory Councils, Higher Ed Act of 2008)

Agenda: Learn about

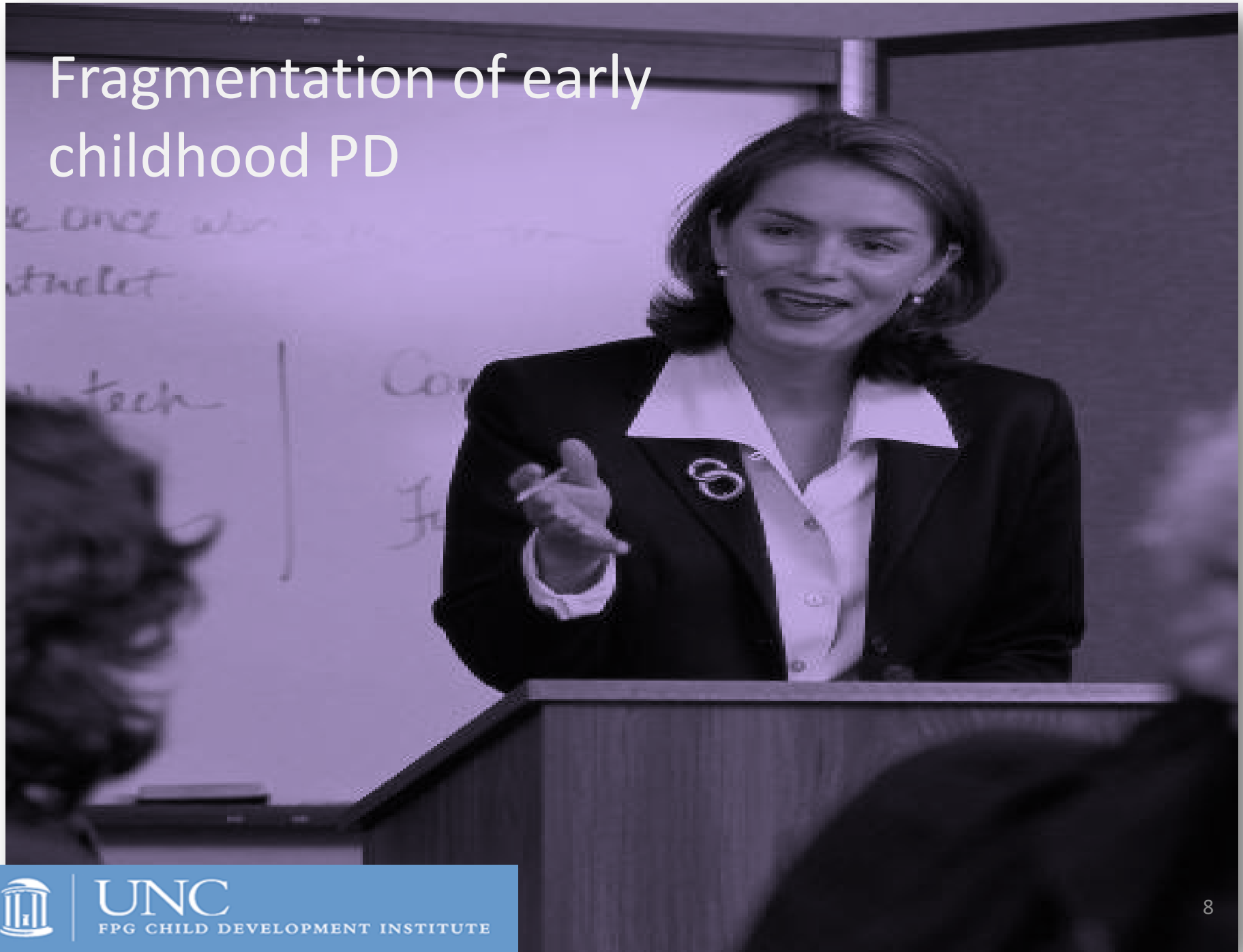
- Steps
- Resources
- Strategies
- Lessons ……

  …….for building systems of cross-sector professional development to support inclusion……(with examples of bumps and milestones along the way)

PD Challenges



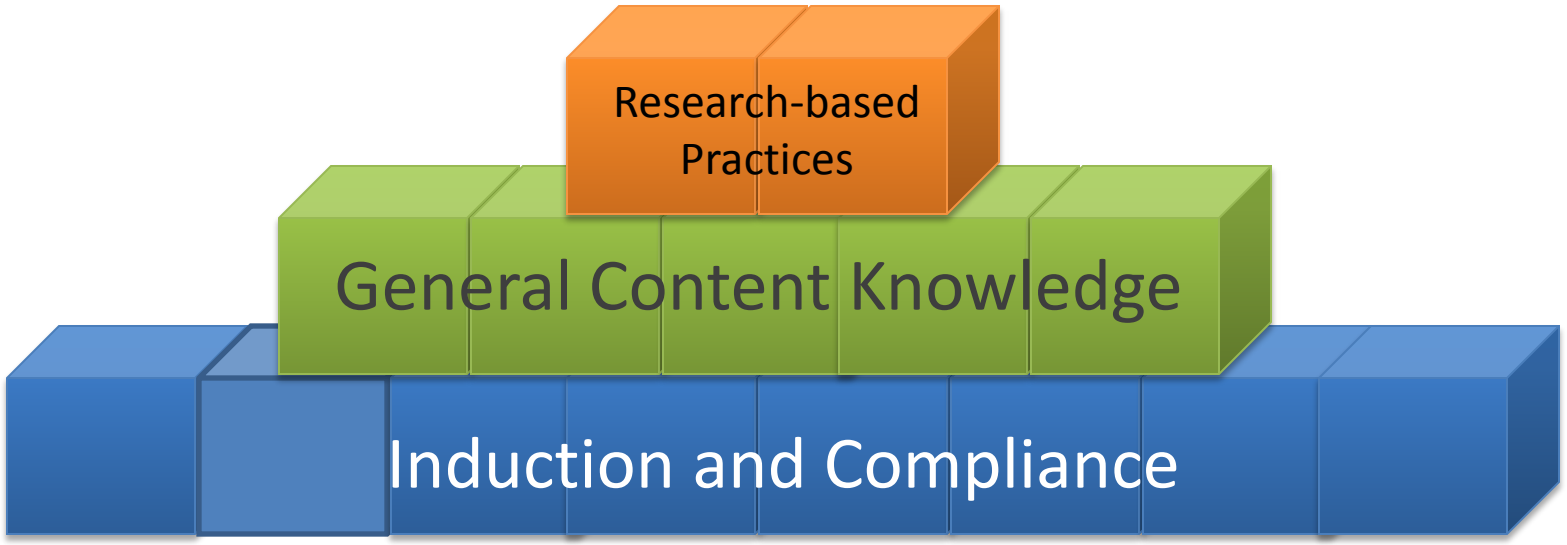
Fragmentation of early childhood PD



Lack of agreed upon definition of PD

The Need to Connect EBP and PD

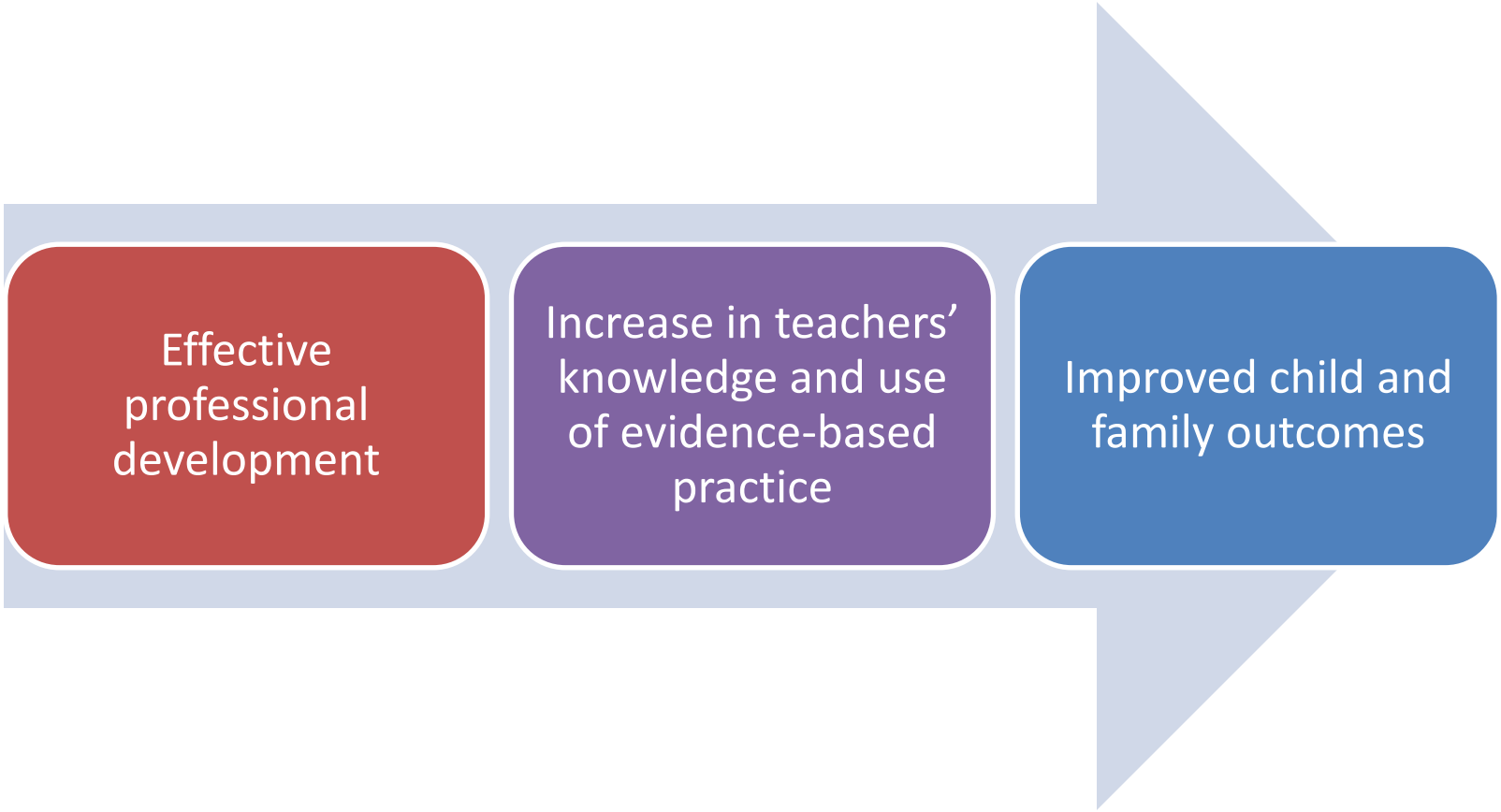
Typical amount of content in professional development



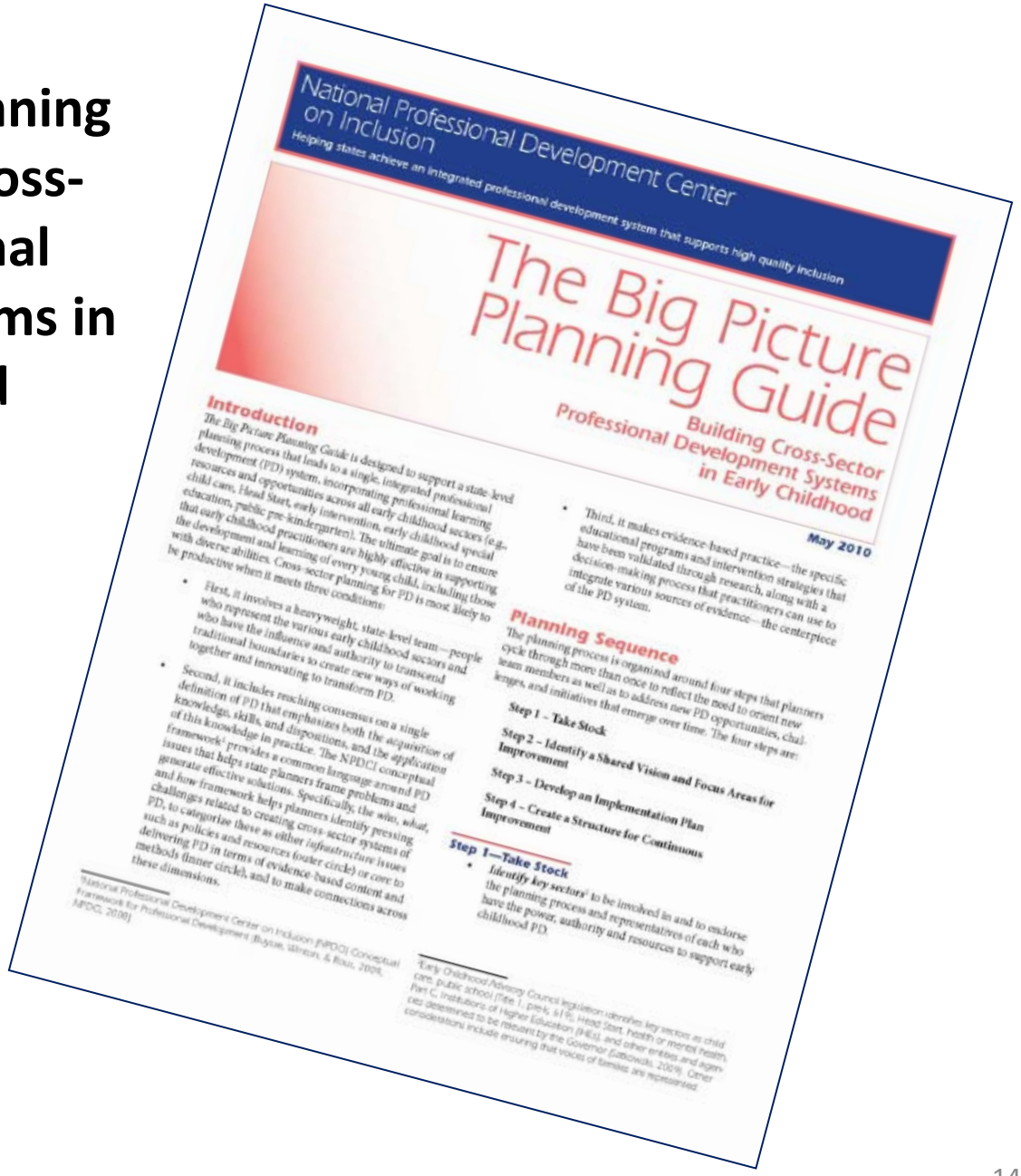
Adapted from Lambert, R.G., Sibley, A., & Lawrence, R.L. (in press). Choosing content. In S.B. Neuman (Ed.). *Preparing teachers for the early childhood classroom: Proven models and key principles.* Baltimore, MD: Brookes.

Lack of rigorous research on effective PD approaches

Theory of Change Underlying PD Implementation: An Elusive Goal



The Big Picture Planning Guide: Building Cross-Sector Professional Development Systems in Early Childhood



National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

The Big Picture Planning Guide

Building Cross-Sector Professional Development Systems in Early Childhood

May 2010

Introduction

The Big Picture Planning Guide is designed to support a state-level planning process that leads to a single, integrated professional development (PD) system, incorporating professional learning resources and opportunities across all early childhood sectors (e.g., child care, Head Start, early intervention, early childhood special education, public pre-kindergarten). The ultimate goal is to ensure that early childhood practitioners are highly effective in supporting the development and learning of every young child, including those with diverse abilities. Cross-sector planning for PD is most likely to be productive when it meets three conditions:

- First, it involves a heavyweight, state-level team—people who represent the various early childhood sectors and who have the influence and authority to transcend traditional boundaries to create new ways of working together and innovating to transform PD.
- Second, it includes reaching consensus on a single definition of PD that emphasizes both the acquisition of knowledge, skills, and dispositions, and the application of this knowledge in practice. The NPDCI conceptual framework[1] provides a common language around PD issues that helps state planners frame problems and generate effective solutions. Specifically, the *who, what, and how* framework helps planners identify pressing challenges related to creating cross-sector systems of PD, to categorize these as either *infrastructure* issues such as policies and resources (outer circle) or core to delivering PD in terms of evidence-based content and methods (inner circle), and to make connections across these dimensions.
- Third, it makes evidence-based practice—the specific educational programs and intervention strategies that have been validated through research, along with a decision-making process that practitioners can use to integrate various sources of evidence—the centerpiece of the PD system.

Planning Sequence

The planning process is organized around four steps that planners cycle through more than once to reflect the need to orient new team members as well as to address new PD opportunities, challenges, and initiatives that emerge over time. The four steps are:

Step 1 – Take Stock

Step 2 – Identify a Shared Vision and Focus Areas for Improvement

Step 3 – Develop an Implementation Plan

Step 4 – Create a Structure for Continuous Improvement

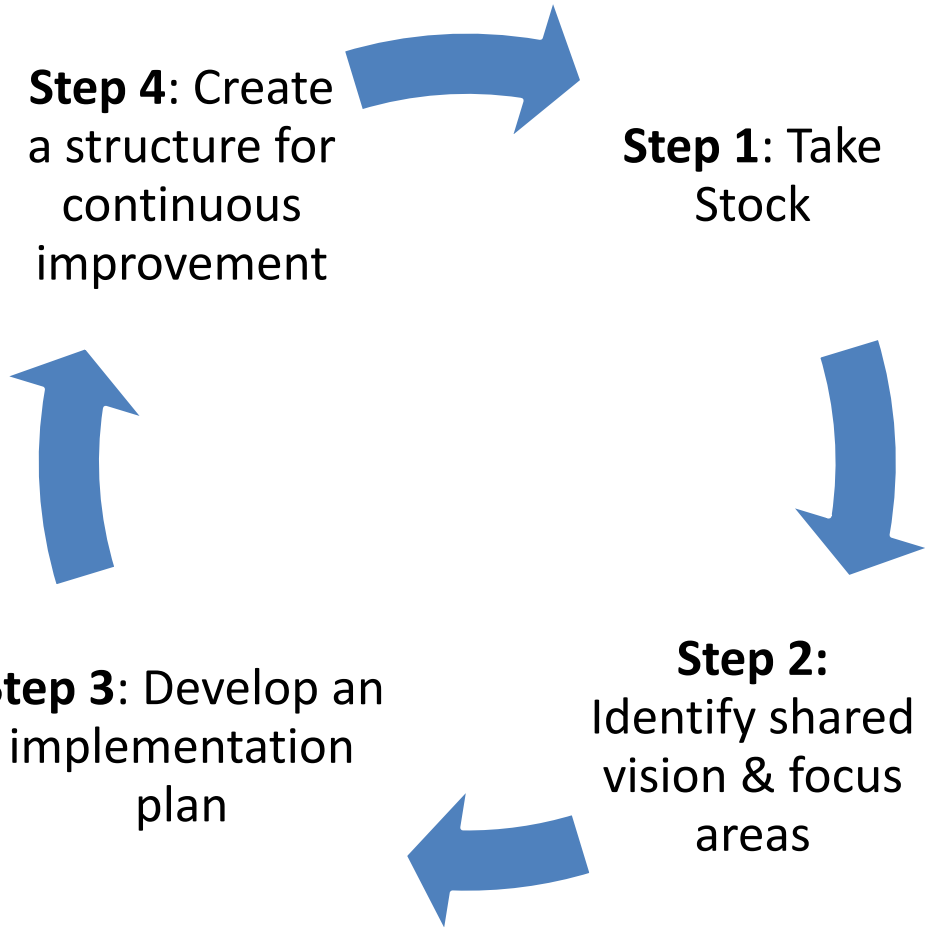
Step 1—Take Stock

- *Identify key sectors*[2] to be involved in and to endorse the planning process and representatives of each who have the power, authority and resources to support early childhood PD.

[1] National Professional Development Center on Inclusion (NPDCI). Conceptual Framework for Professional Development (Buysse, Winton, & Rous, 2009). NPDCI, 2010.]

[2] Early Childhood Advisory Council legislation identifies key sectors as child care, public school (Title 1, preK, 619), Head Start, health or mental health, Part C, institutions of Higher Education (IHEs), and other entities and agencies determined to be relevant by the Governor (Lubbock, 2009). Other considerations include ensuring that voices of families are represented

4-Step Planning Sequence



Step 1: Take Stock

- Involve key sectors
- Create a governance structure
- Agree on a PD framework and key terms
- Identify the current status of PD

Small Group Activity: Key Terms

- How would you define?
  - Collaboration
  - Cross-sector
  - Professional development

Collaboration

A commitment to work together across clearly recognizable sectors or subsystems to address a problem and achieve a goal that could not be accomplished by the organizations working individually.

Mattessich, Murray-Close, & Monsey (2004)

Cross-Sector

- The major organizations, agencies, and institutions in a state that provide services and support the development and learning of young children and their families and the practitioners who serve them.
- ECAC legislation key sectors:
  - child care
  - public school (Title 1, pre-k, 619)
  - Head Start
  - health or mental health
  - Part C
  - Institutions of Higher Education (IHEs)
  - other entities and agencies determined to be relevant by the Governor

Professional Development

"Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice…..

Definition (continued)

The key components of professional development include:

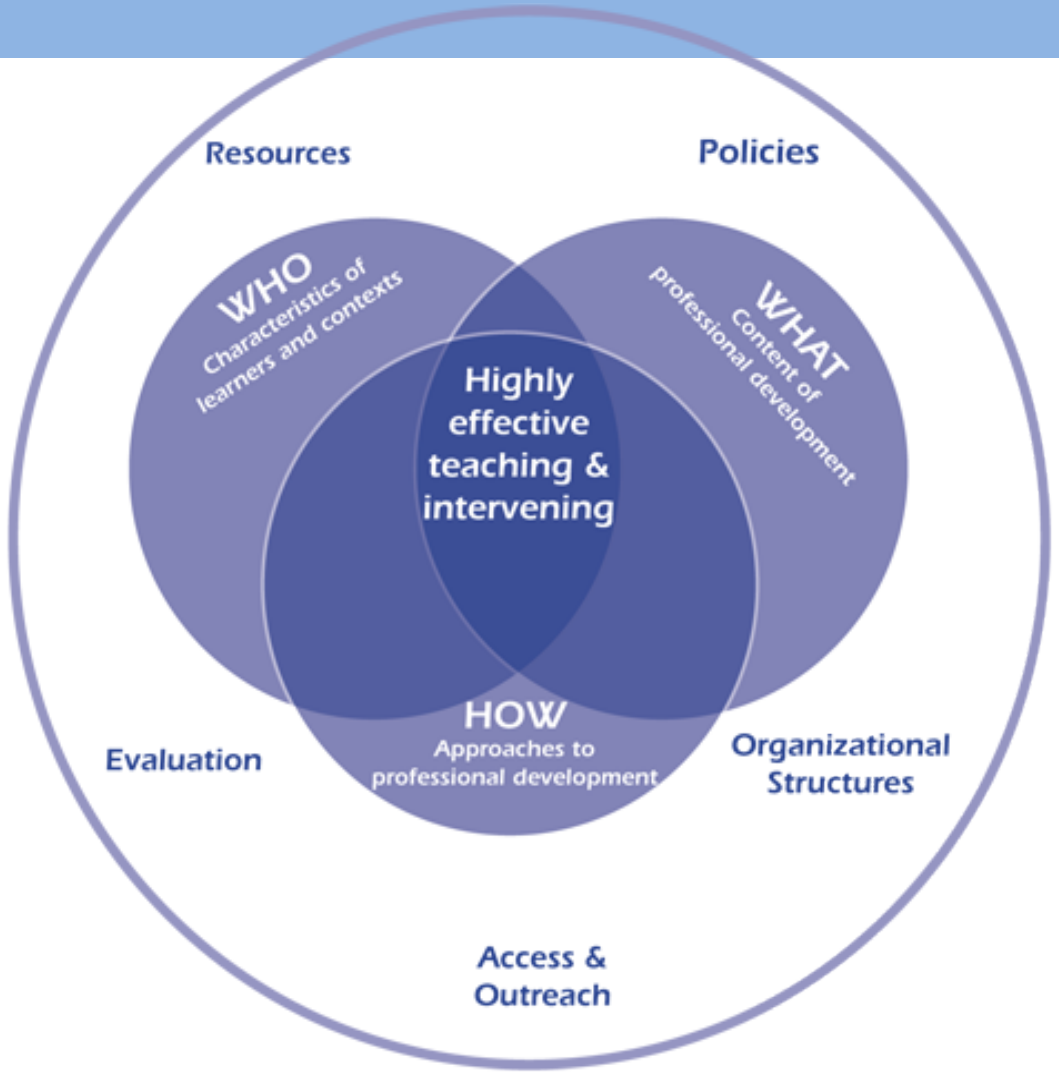
a) characteristics and contexts of the learners (i.e., the "who");

b) content (i.e., the "what" of professional development); and

c) organization and facilitation of learning experiences (i.e., the "how").

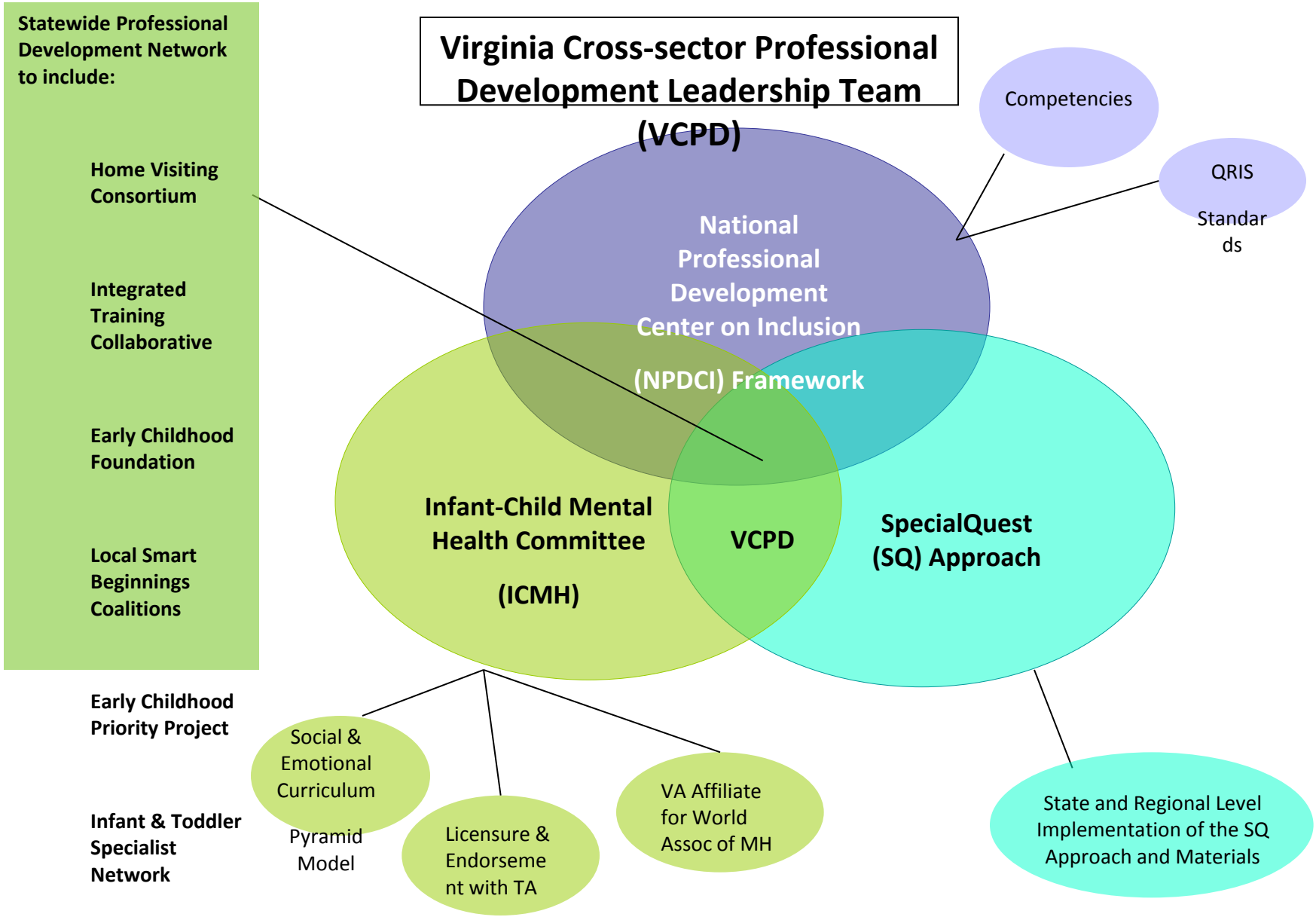
National Professional Development Center on Inclusion. (2008)

PD Conceptual Framework



State Perspective
Step 1: Taking Stock

Evolving Structures


Statewide Professional Development Network to include:
Home Visiting Consortium
Integrated Training Collaborative
Early Childhood Foundation
Local Smart Beginnings Coalitions
Early Childhood Priority Project
Infant & Toddler Specialist Network
Virginia Cross-sector Professional Development Leadership Team (VCPD)
Competencies
QRIS Standards
National Professional Development Center on Inclusion (NPDCI) Framework
Infant-Child Mental Health Committee (ICMH)
VCPD
SpecialQuest (SQ) Approach
Social & Emotional Curriculum Pyramid Model
Licensure & Endorsement with TA
VA Affiliate for World Assoc of MH
State and Regional Level Implementation of the SQ Approach and Materials

Step 2: Identify a Shared Vision and Focus Areas for Improvement

- Develop a shared vision
- Prioritize needs and cross-sector priorities for change

Professional Development Who, What and How Planning Matrix

Part 1				
Who are the major agencies providing PD in early childhood?	Who are the learners who receive PD from these agencies?	What is the content of PD for learners?	How is PD implemented to learners?	Does PD link to infrastructure supports (quality initiatives, licensure, accreditation, evaluation, policies)?
Part 2				
Who are the PD providers for the agencies listed above?	Who provides resources and supports to PD providers?	What is the content of the resources and supports provided to the PD providers?	How are PD providers supported?	Same as above

Summarize the Current Status of PD to Identify Priorities for Change

- What gaps and duplications of PD efforts are evident?
- What evidence-based practices serve as the basis for the PD?
- Is there evidence of cross-sector collaboration?
- What PD approaches are used to support the acquisition of knowledge and skill?
- What are the characteristics and qualifications of the PD providers?

State Perspective
Step 2: Shared Vision & Priorities for Change

Using the Matrix

Small Group Activity: Bringing Together the *Who*, *What*, and *How* of Professional Development

Professional Development 1-2-3 Planning Guide

National Professional Development Center on Inclusion

Professional Development 1-2-3 Planning Guide

The National Professional Development Center on Inclusion (NPDCI) has developed a concept paper, *"What Do We Mean by Professional Development in the Early Childhood Field?"*, which includes a definition and conceptual framework for early childhood professional development (PD), as illustrated in Figure 1.

This guide offers a process through which planners can use that framework to guide PD efforts that achieve desired learner outcomes.

Figure 1. A Conceptual Framework for Professional Development

Step 1

- Identify the professional development goal:

In the context of this planning guide, a goal of professional development activities should reflect the desired outcome of professional development for a targeted group of learners.

Examples of professional development goals include:

- Child care staff can implement embedded interventions with children who have disabilities
- Consultants know how to collaborate and communicate effectively with early childhood teachers and staff.

Suggested citation:
National Professional Development Center on Inclusion. (2008). *Professional development 1-2-3 planning guide.* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

This document was developed by Virginia Buysse. The work was supported by the National Professional Development Center on Inclusion funded through a grant from the Office of Special Education Programs, U.S. Department of Education. The content and recommendations are those of the author and do not necessarily reflect the opinions of the funding agency. Permission to copy, disseminate, or otherwise use information from this document for educational purposes is granted, provided that appropriate credit is given.

Step 3: Develop an Implementation Plan

- Identify implementation processes and activities needed to achieve the vision
- Identify, secure, and/or develop resources
- Revisit and refine organizational structure
- Develop dissemination and outreach strategies for sharing information about the plan

State Perspective
Step 3: Implementation Plan

Virginia's NPDCI Focus Areas

- Create a statewide network of early childhood professional development providers
- Align early childhood professional development and competencies
- Align early childhood professional development and quality rating systems and measures

Why Program Quality Matters for Early Childhood Inclusion

National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

Why Program Quality Matters for Early Childhood Inclusion

Recommendations for Professional Development

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Components of Global Program Quality and the Quality Improvement Movement ... 2

Considerations for Additional Dimensions of Quality Inclusion ... 4

Recommendations for Infusing Content on Inclusive Program Quality in Professional Development ... 5

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http://community.fpg.unc.edu/npdci

The quality of the early childhood workforce[1] is a critical factor and may be of overriding importance in determining whether early education and intervention is of high or poor quality. Along with a safe and well-equipped early learning environment, it is the characteristics and behaviors of the practitioners themselves that likely contribute most to the quality of the program and its effectiveness for young children and their families.

Professional development to help practitioners acquire knowledge or improve teaching and intervention practices should reflect this vital connection between the quality of the program and the quality of the early childhood workforce. In an earlier publication, we defined professional development and described a framework for planning and organizing professional development (see sidebar and NPDCI, 2008, under *Definition of Professional Development* in the Resources section). This document advocates for the need to link early childhood program quality and professional development, with a particular focus on how this topic relates to early childhood inclusion.[2]

[1] The early childhood workforce represents a disparate collection of professionals from the following fields: early care and education, early childhood special education, early intervention, infant and child mental health, psychology, social work, medicine, public health, and the allied health professions, among others.

[2] According to *Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*, "Early childhood inclusion refers to the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society" (p. 3). The position statement may be accessed online at http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

US Department of Education (OSEP) Paraprofessional Training in Early Childhood Grant for Inclusion

- NEW competitive RFP to fund 10 personnel preparation programs to support community colleges in better preparation for inclusion
- Late-breaking news! 6 of the 10 new grantees are early childhood programs. Virginia (VCU) is one of 6 grantees! Others
  - Heartland Community College- IL (Johnna Darragh)
  - University of Colorado at Denver (Ritu Chopra)
  - South Carolina University (Bill Brown)
  - Kirkwood Community College - Iowa (Melanie Nollsch)
  - University of the District of Columbia (Arlene King-Berry)

Got Competencies? What's Next?

Hear about how states are developing and using competencies to support inclusion on:

May 19, 2010 from 8:30 – 9:45

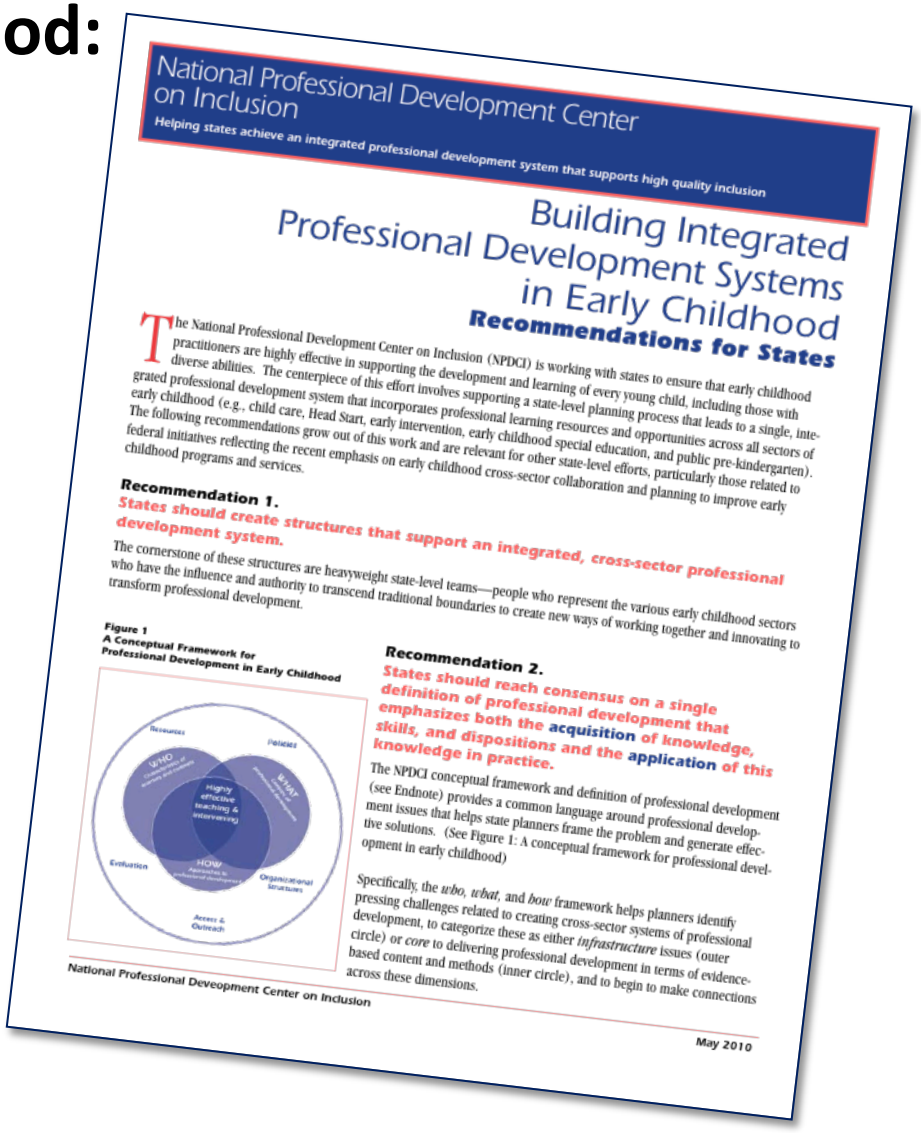
IDEAs that Work

Step 4: Create a Structure for Continuous Improvement

- Develop strategies for monitoring and evaluation
- Develop a portfolio of artifacts that demonstrate progress
- Develop a plan for sustaining and building on accomplishments

State Perspective
Step 4: Create a Structure for Continuous Improvement

Building Integrated Professional Development Systems in Early Childhood: Recommendations for States



National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

Building Integrated Professional Development Systems in Early Childhood

Recommendations for States

The National Professional Development Center on Inclusion (NPDCI) is working with states to ensure that early childhood practitioners are highly effective in supporting the development and learning of every young child, including those with diverse abilities. The centerpiece of this effort involves supporting a state-level planning process that leads to a single, integrated professional development system that incorporates professional learning resources and opportunities across all sectors of early childhood (e.g., child care, Head Start, early intervention, early childhood special education, and public pre-kindergarten). The following recommendations grow out of this work and are relevant for other state-level efforts, particularly those related to federal initiatives reflecting the recent emphasis on early childhood cross-sector collaboration and planning to improve early childhood programs and services.

Recommendation 1.

States should create structures that support an integrated, cross-sector professional development system.

The cornerstone of these structures are heavyweight state-level teams—people who represent the various early childhood sectors who have the influence and authority to transcend traditional boundaries to create new ways of working together and innovating to transform professional development.

Figure 1
A Conceptual Framework for Professional Development in Early Childhood

Recommendation 2.

States should reach consensus on a single definition of professional development that emphasizes both the acquisition of knowledge, skills, and dispositions and the application of this knowledge in practice.

The NPDCI conceptual framework and definition of professional development (see Endnote) provides a common language around professional development issues that helps state planners frame the problem and generate effective solutions. (See Figure 1: A conceptual framework for professional development in early childhood)

Specifically, the *who*, *what*, and *how* framework helps planners identify pressing challenges related to creating cross-sector systems of professional development, to categorize these as either *infrastructure* issues (outer circle) or *core* to delivering professional development in terms of evidence-based content and methods (inner circle), and to begin to make connections across these dimensions.

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Early Childhood Community

Pose a Question. Share a Challenge. Contribute Ideas.