

National Professional Development Center on Inclusion



National Planning Meeting



UNC
FPG CHILD DEVELOPMENT INSTITUTE

February 26, 2007

Purpose of Today's Meeting

- To provide a forum for planning....for us to listen to your ideas for how we can accomplish our goal

Goal



The National PD Center on Inclusion will work with states to create a system of high quality, accessible professional development for early childhood personnel working in inclusive preschool settings.

Purpose of Today's Meeting

- To provide a forum for planning....for us to listen to your ideas for how we can promote high quality professional development on inclusion
- To identify areas where TA projects are engaging in common efforts in order to maximize opportunities for collaboration and coordination



TA Projects Overview

Project Name	Target Stages	PD & Inclusion Product Development	Needs Assessment	Action Planning	Provides PD and/or TA
SpecialQuest		X	X	X	X
CELL		X	X	X	X
CSEFEL	X	X	X	X	X
National TA Center for Children's Mental Health	X	X	X	X	X
NASBE EC Education Network	X	X		X	X
NPDCI	X	X	X	X	X
Expanding Opportunities	X		X	X	X

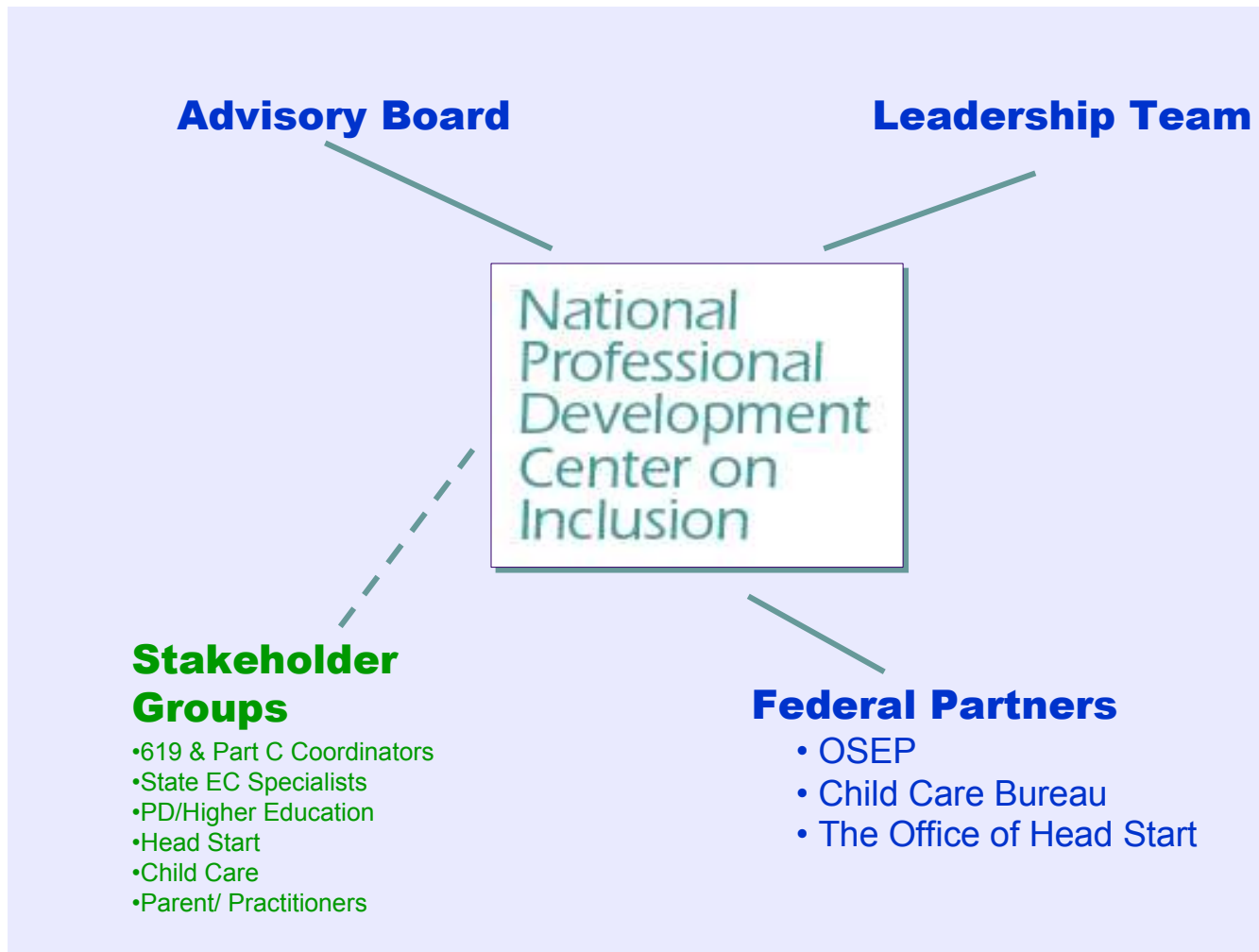
Meeting Participants

- TA Projects
- Project Funders
- TA Providers/Supports
- State Agency Representatives
- Parent Network Representatives

The text "Burning Issue" is rendered in a bold, yellow, sans-serif font. Each letter is surrounded by a vertical, wavy, flame-like effect in shades of yellow, orange, and red, giving the impression of fire or intense heat. The background is a dark, almost black, gradient.

Burning Issue

Advisers



OSEP Priority

- Fund a National Center on High Quality Personnel in Inclusive Preschool Settings (CFDA 84.325S)
- Purpose of the Priority – To support a Center that will increase the number of high quality early childhood personnel who serve preschoolers with disabilities in inclusive settings.



Priority Activities

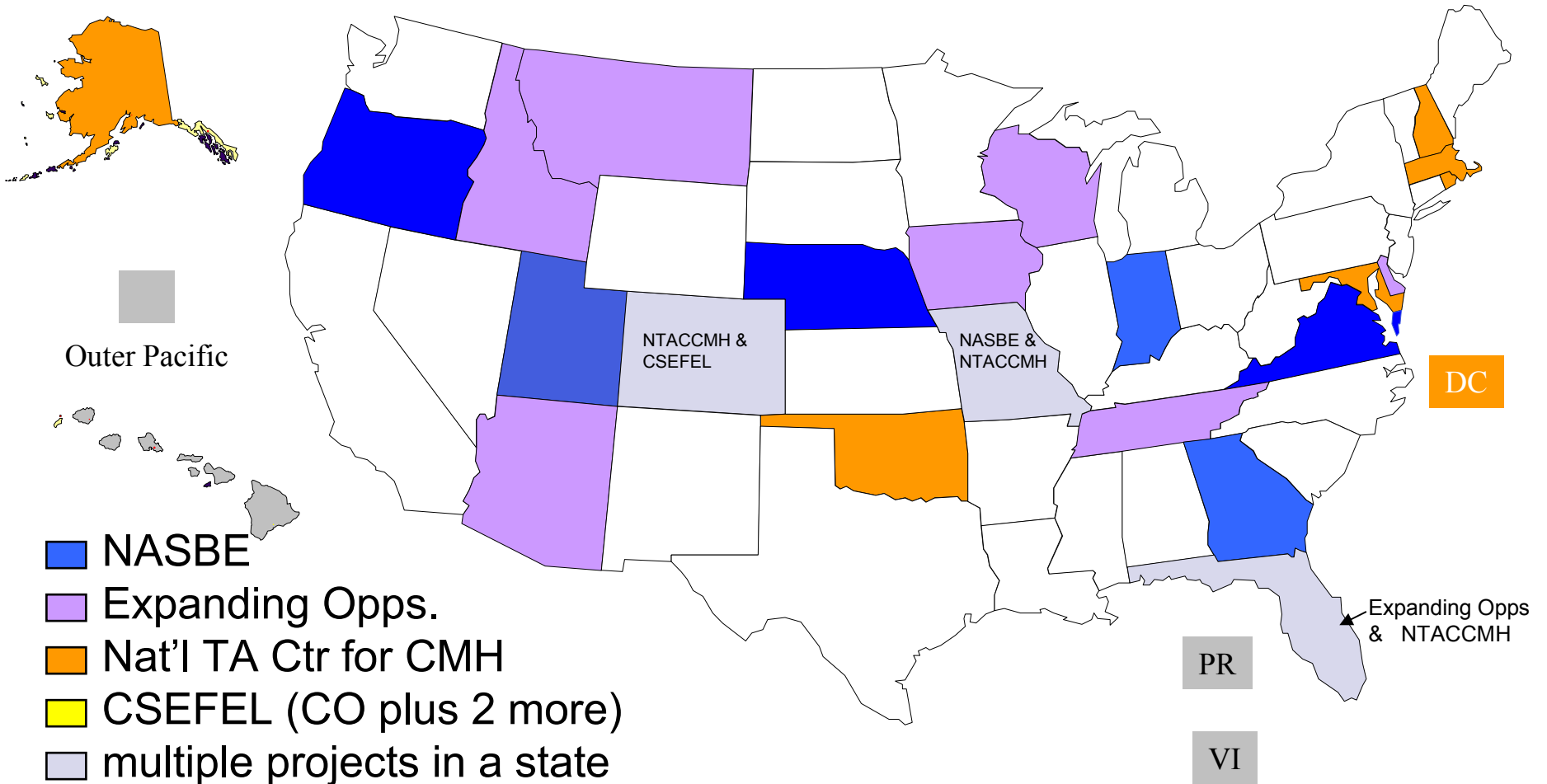
- (1) Develop State networks that include State and local early childhood program administrators (Part B §619 coordinators, child care administrators, Head Start State Collaboration Offices, etc.), local early care and education providers, early childhood teacher trainers and technical assistance providers;
- (2) Assist each network in developing a plan of rigorous, research-based training and professional development activities in inclusive preschool settings; and
- (3) Coordinate the provision of research-based professional development and training opportunities for early childhood special educators, related services personnel, pre-Kindergarten teachers, Head Start teachers, and child care providers.



What's in a Name? National Professional Development Center on Inclusion (NPDCI)

- National

States Working with Projects



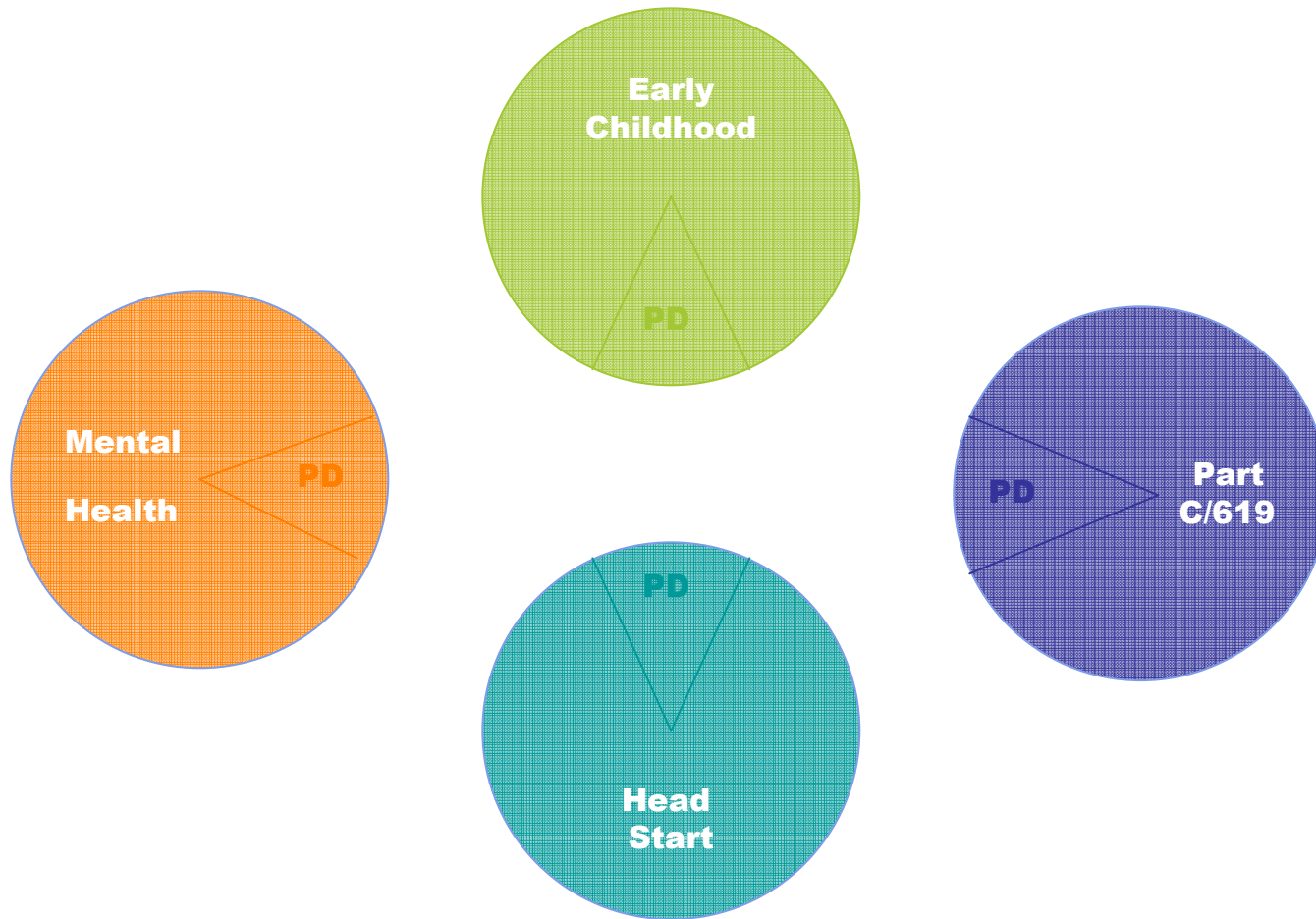
What's in a Name? National Professional Development Center on Inclusion (NPDCI)

- National
- Professional Development
- Inclusion
- National Professional Development Center on Inclusion (NPDCI)

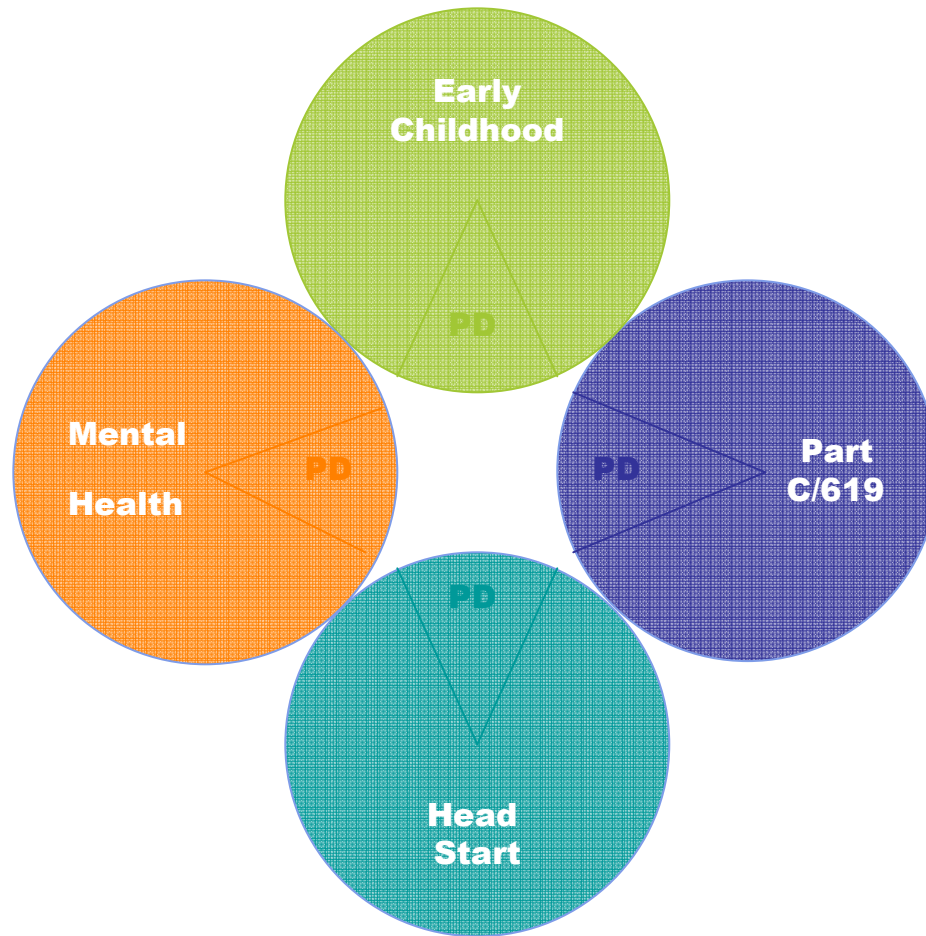
Components of NPDCI Conceptual Framework

- Collaboration
- Alignment
- Change

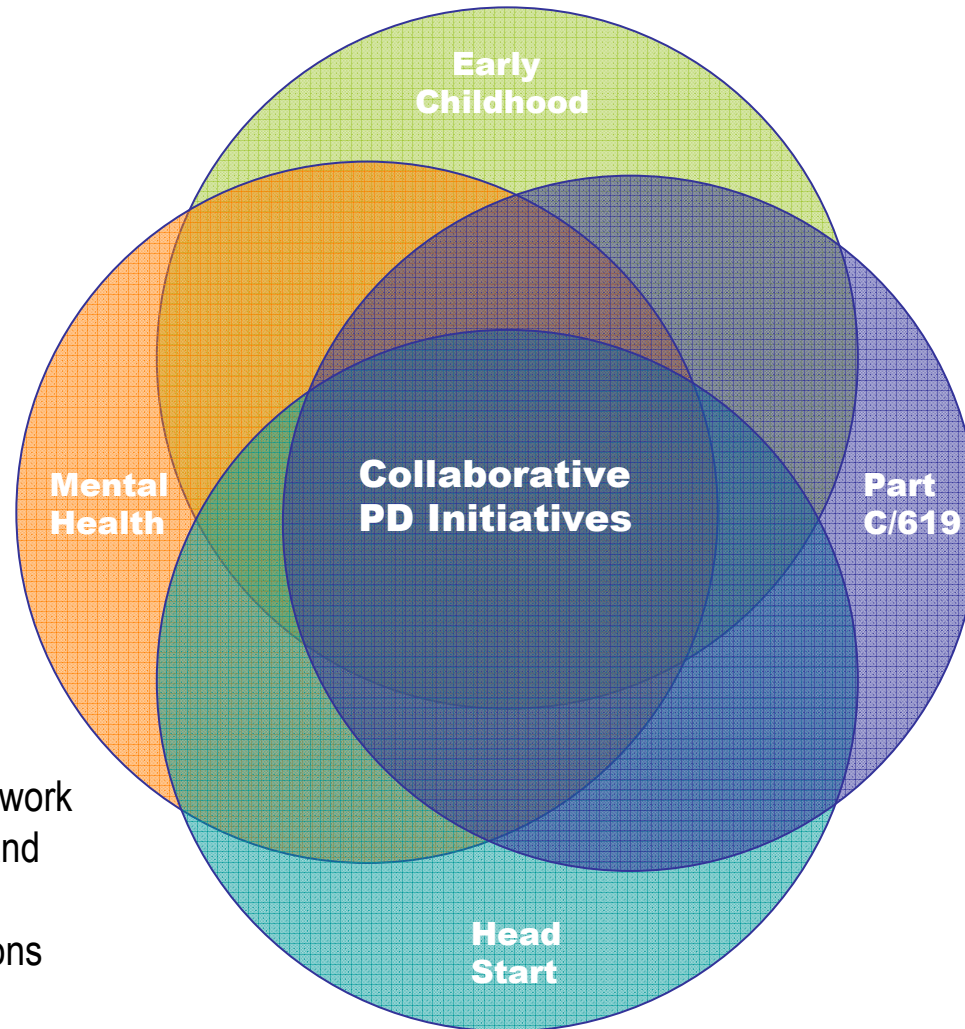
Silo Approach to PD



Limited Partnership Approach



Collaborative Approach to PD



Collaboration: a commitment to work together to address a problem and achieve a goal that could not be accomplished by the organizations working individually
(Mattessich, et al, 2004)

Factors that Affect Collaboration

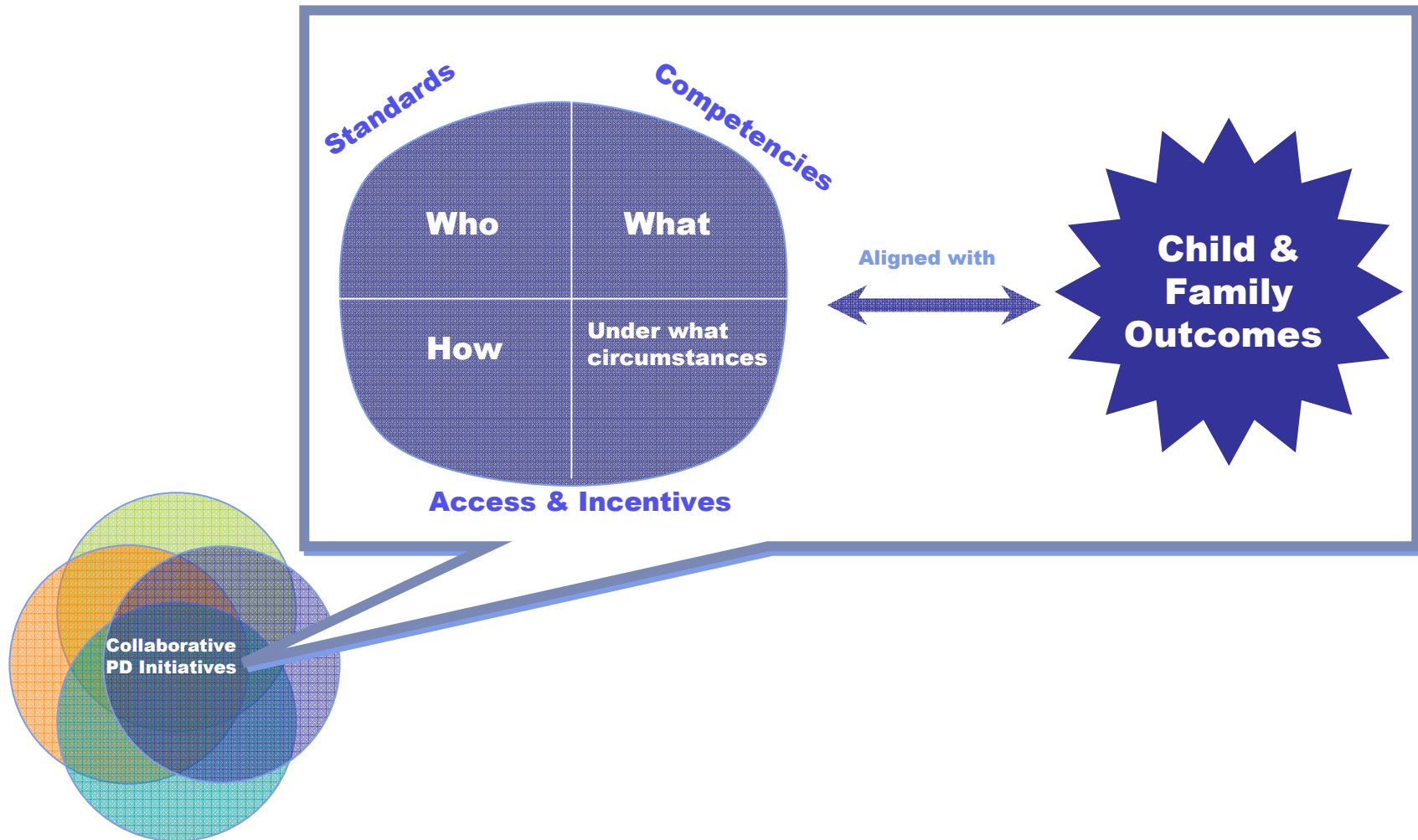
- Purpose
- Membership
- Environment
- Resources
- Process and structure
- Communication

(Mattesich et al, 2004)

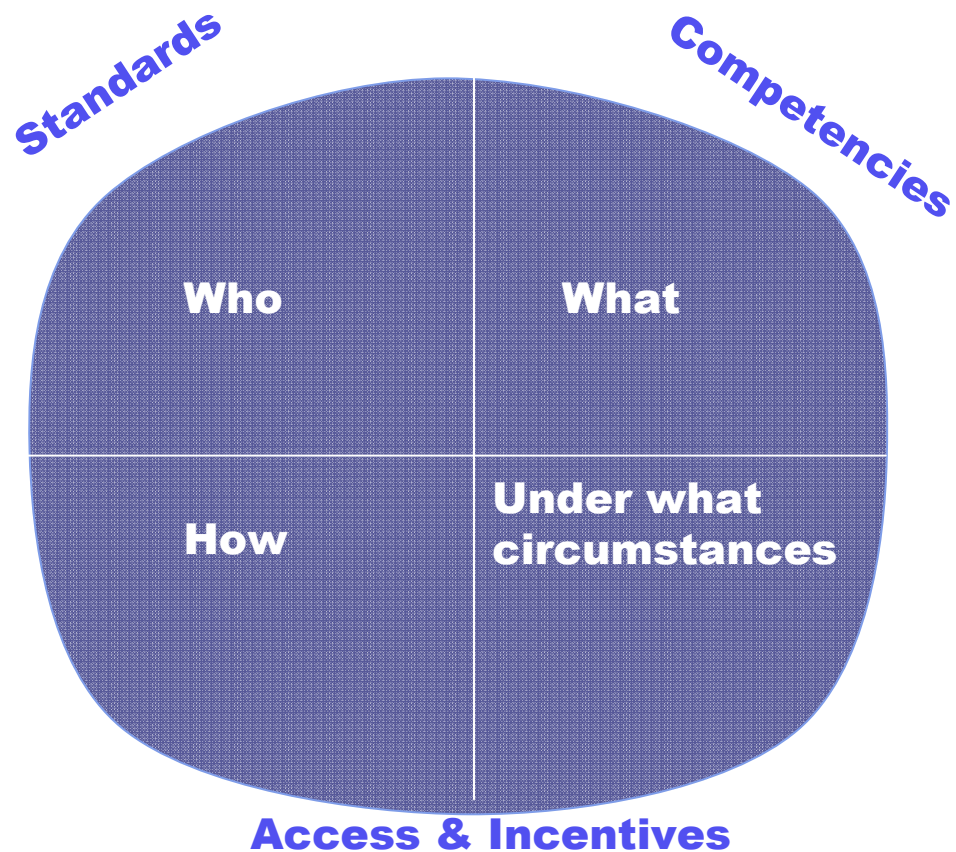
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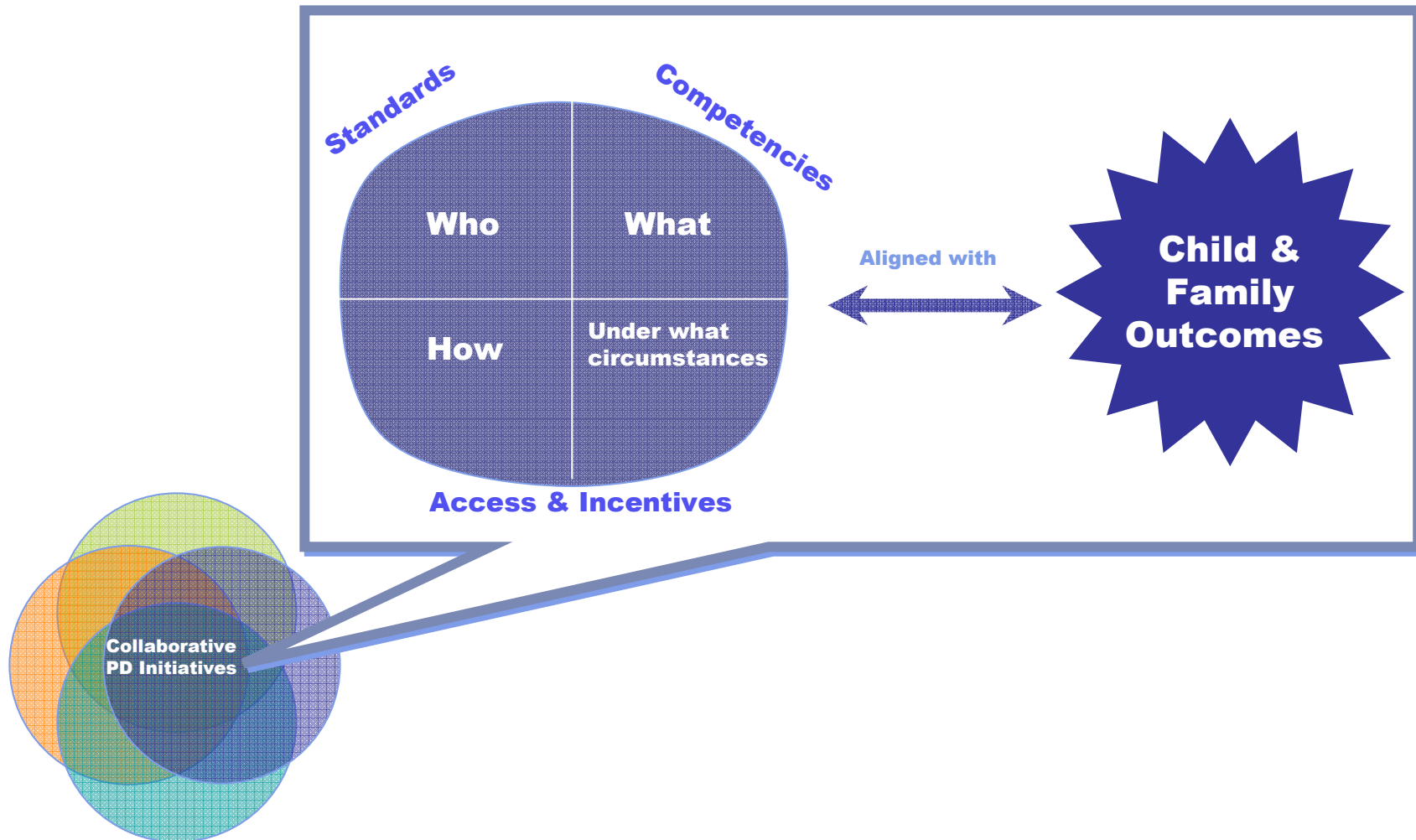
A New Framework



Alignment of Dimensions of PD



A New Framework



Components of NPDCI Conceptual Framework

- Collaboration
- Alignment
- Change

Factors Related to Change Process

- Top down and bottom up approach
- Inside/outside forces
- Collegial partnerships
- Direct skills training coupled with ongoing assessment, feedback and support for implementation

Sources: Fixsen, 2005; Hiebert et al, 2002; Hood, 2002; McInerney & Hamilton, 2007

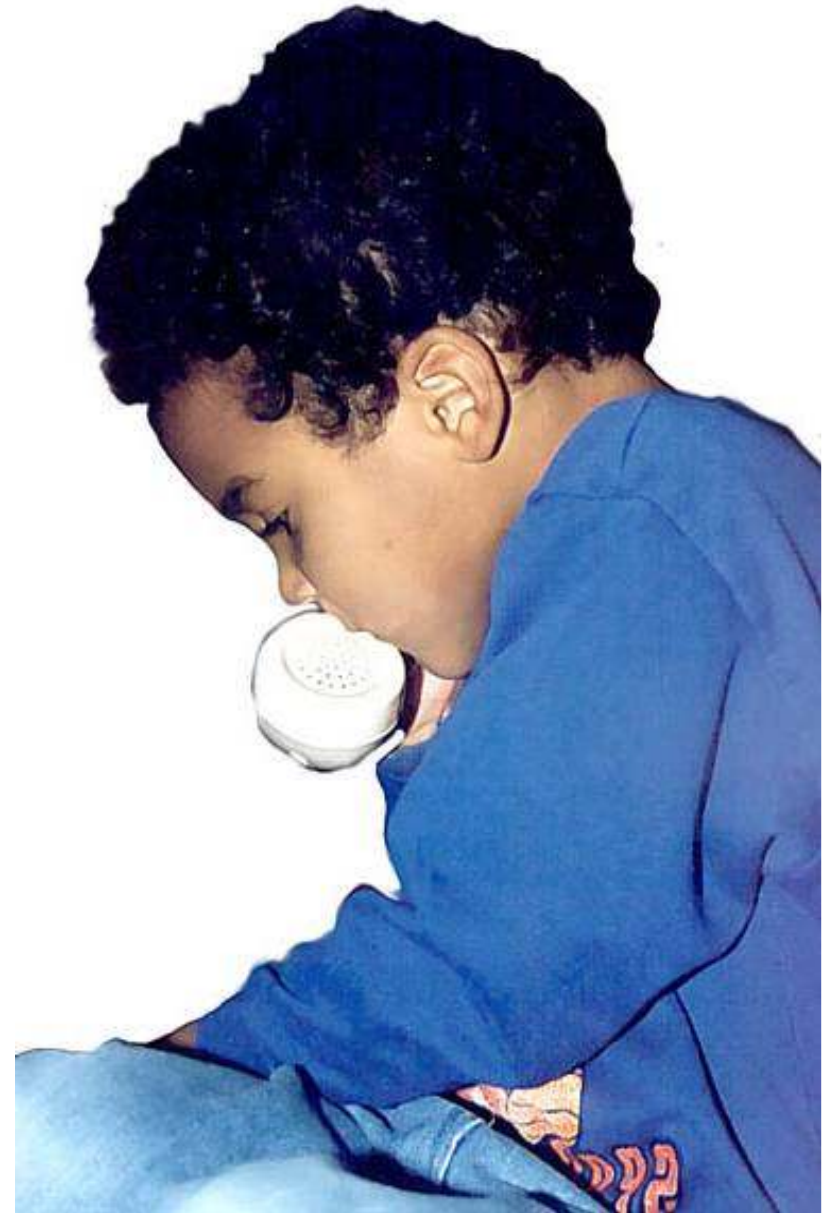
Products Related to Child & Family Outcomes

- Definition of inclusion
- Identification of child & family outcomes related to inclusion
- Guidance for aligning child and family outcomes with teacher practices & professional development

Products to Support the Dimensions of Professional Development

- Core competencies related to inclusion
- Effective inclusion practices
- Core competencies for professional development leaders
- Effective professional development strategies
- Definition of professional development

Questions?



Issues Focus for Meeting

- Working with States
- National Impact
- Evaluation

References

- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute.
- Hiebert, J., Gallimore, R., & Stigler, W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.
- Hood, P. (2002). *Perspectives on knowledge utilization in education*. San Francisco: WestEd. Available online at <http://www.wested.org/cs/we/view/rs/656>
- McInerney, M. & Hamilton, J. (2007). Elementary and Middle Schools Technical Assistance Center: An approach to support the effective implementation of scientifically based practices in special education. *Exceptional Children*, 73 (2), 2007.
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State Portfolio

