Building the Plane While Flying It
How 4 States are Building Cross-sector Professional Development Systems that Support Inclusion

Camille Catlett, NPDCI
Jennie Couture, Georgia
Pam Deardorff, Oregon
LeAnne Lorenzo, Pennsylvania
What’s it Like?

[ video ]
The NPDCI Journey

NPDCI is working to help states achieve an integrated professional development system that supports high quality inclusion for preschool children.
Core Values of NPDCI

- Collaboration with diverse partners at national, organizational and state levels
- Integrated or cross-sector early childhood professional development to support inclusion
Silo Approach to PD
Limited Partnership Approach to PD

- Early Childhood
- Higher Ed
- Public Schools
- Head Start

PD

PD

PD
Cross-Sector 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)
Professional Development in Early Childhood

**WHO**
- Characteristics of learners and contexts

**WHAT**
- Content of professional development

**HOW**
- Approaches to professional development
  - Political Climate
  - Resources
  - Organizational Structures

**Highly effective teaching & intervening**
Core PD Components: WHO

Characteristics of learners and contexts

- Policies
- Resources
- Organizational Structures
- Political Climate
Who

- **Administrators and policy makers** who influence or control decisions and resources related to professional development and inclusion

- **Knowledge mediators** – faculty, trainers, technical assistance providers, mentors, coaches, supervisors – who support the learning and performance of other adults

- **Personnel** who touch the lives of young children with disabilities and their families. Includes colleagues across disciplines (early childhood, early intervention), agencies (child care, Head Start, PreK) and settings (home, school, community)
Core Components of PD

WHAT
Content of professional development

- Policies
- Organizational Structures
- Resources
- Political Climate
WHAT guides the content of PD?

- Knowledge, skills and dispositions related to serving young children with and without disabilities and their families
  - National guidance
  - State guidance
Core Components of PD

HOW

Approaches to professional development

Policies

Organizational Structures

Political Climate

Resources
HOW is professional development provided?

- Traditional methods
  - Preservice and inservice

- Promising strategies
  - Action research
  - Consultation
  - Coaching
  - Mentoring
  - Lesson study
  - Communities of practice
What does WWH look like in your state?

- **Who** are the learners who benefit from PD?
- **What** guides the content of PD?
- **How** is PD provided?
Overview of Oregon Early Childhood Inclusion Collaborative (OECIC)

- Summer 2007: Oregon Applies and gets accepted as a NPDCI state
- July 2007: Expanding Opportunities subgroup meets in N. Carolina
- November 2007: Oregon Mini Summit is held
- December 2007: Oregon Early Childhood Inclusion Collaborative is formed, plan is in place, funding is identified in the state to support professional development efforts
Overview of OECIC

- **Vision:**
  - **PD Vision:** Early Childhood Educators have access to coordinated cross-sector professional development that supports inclusion.
  - **Overall Vision:** Increase in the percentage of young children with disabilities, birth to five, receiving services and supports in inclusive community based placements in each region of Oregon.
Oregon Definition of Inclusion

*Inclusion, as a value, supports the right of all children, regardless of abilities, to participate actively in natural settings within their communities. Natural settings are those in which the child would spend time had he or she not had a disability.*

(Adopted from the DEC Position Statement on Inclusion by the Oregon’s Early Childhood Inclusion Collaborative Steering Committee on March 28, 2008)
Some key considerations for how OECIC is defining Inclusion:

- Settings within their community.
- Where they would spend time if he or she had not had a disability.
- Where their educational and related services are provided.
Resources

● State
  ● Oregon Department of Education
  ● Inclusive Child Care Program
  ● Partnerships for Inclusive Child Care and Education

● Regional and County Teams
  ● Strategic action plans
Activities/Outcomes

- Systems
  - Coordinate and Evaluate
  - Professional Development
  - Policies

- Service Delivery
  - Training and TA
  - Teaching Research Assistance to Child Care and Education Providers (TRAC)
COMBINING ECSE AND DAP

- Inclusion
- Related Services
- Transition Planning
- Collaborative IEP
- Monitoring Child Progress
- Family Centered Services

- Age Appropriate
- Individualization
- High Staff-Child Ratio
- Concrete and Relevant Experiences
- Small Groups
- Process Orientated
- Assessment
- Environmentally Based Curriculum
- Planning for a Broad Developmental Range

Recommended Practices
Early Childhood Special Education

Developmentally Appropriate Practices
A DAP Setting Produces the Foundation for Developing Comprehensive Programs for Children with Disabilities
Georgia’s Vision

An integrated, statewide early childhood professional development system that supports high quality, culturally and linguistically responsive inclusion for all children with disabilities and their families.
Georgia’s Priorities

● An integrated system of professional development
● A clear vision and consistent messaging
● Integrated systems
● Family partnerships
● Evaluation, tracking and accountability
Pennsylvania’s Vision

To **create** and **sustain** opportunities for all of Pennsylvania’s youngest children to benefit from **high quality inclusive early childhood** programs through **approaches** that **unify and recognize** the important contributions of partners.
GOALS

● Develop the design and structure for a cross-sector early childhood professional development system

● Develop a regional cross-sector professional development system to support increased opportunities for high quality inclusion

● Increase the emphasis on children with disabilities and inclusion in early childhood preservice education
Creating the Structure

- State focus on Early Childhood
- Office of Child Development and Early Learning
- Continuous Quality Improvement
- Professional Development
State focus on Early Childhood

- Four Bureaus functioning independently within one Office.
  - Bureau of Certification Services
  - Bureau of Early Intervention Services
  - Bureau of Early Learning Services
  - Bureau of Subsidized Child Care Services
Developing the Concept

- Professional Development
  - Practitioners and Directors
  - Professional Development Instructors
Developing the Concept

Professional Development:

Practitioners and Directors

- Career Lattice
- Pennsylvania’s Quality Assurance System (PQAS)
Developing the Concept

Professional Development:

Professional Development Instructors

No formal system to provide PD!!!

- PQAS instructors
- Higher Education faculty
A Professional Development Structure

Professional Development Advisory Council

Professional Development Instructors
Higher Education
A Professional Development Structure

Professional Development
Professional Development Instructors

- Higher Education Institute – Diversity
- Monthly Webinars – PD and TA providers
- Early Childhood Summit
A Professional Development Structure

Continue to do PD as we have done:
Face to Face with some follow-up
OR
Try something new
A Professional Development Structure

Professional Development Cadres
A Professional Development Structure

Begin with the lens of Inclusion

Continue through other lenses until we are looking at each child and providing the supports and services they need to be successful in life.
Minnesota’s Vision

All people who work with young children in Minnesota will possess the knowledge, skills, and attitudes that will promote the successful inclusion of young children with disabilities.
Minnesota’s Goals

- Develop mechanisms for using three frameworks (Core Competencies, Early Learning Guidelines for Birth to Three, and Early Learning Standards for preschool period) to support PD across all sectors.

- Develop regional cross-sector cadres of knowledge mediators to support PD and inclusion.

- Build the capacity for faculty (associate, bachelors, graduate) at institutions of higher education to increase the emphasis on inclusive practices in preservice education.
Building Cross-Sector PD Approaches in Your State

**STEP 1 - Set the Stage**
- Identify an individual to coordinate the process
- Engage cross-sector leaders to work together
- Create a profile of state resources related to PD
- Identify the potential benefits

**STEP 2 - Discuss core components: Who, what, how**

**STEP 3 - Discuss key contexts and supports for PD:** Organizational structures, access and outreach, policies, resources, and evaluation
Building Cross-Sector PD Approaches in Your State

STEP 4 – Clarify your vision

STEP 5 – Identify goals for attaining your vision

STEP 6 – Develop your plan

STEP 7 – Evaluate your progress
Access NPDCI Resources and Conversations! Share Your Expertise!

http://community.fpg.unc.edu/
Evaluation of this session
THANK YOU!!!

For additional information contact
Camille Catlett
(919) 966-6635  catlett@mail.fpg.unc.edu

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