

# Inclusion and Professional Development

What We Know and What We Need to Do

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Chapel Hill, NC  
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National Professional Development Center  
on Inclusion

# Welcome and Introductions



L-R (bck row) Virginia Buysse, Pam Winton, Wanda Weaver;  
(front row) Camille Catlett, Shelley deFosset



# 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.



# Participant Outcomes

- Describe the research on preschool inclusion and professional development (PD)
- Be aware of the need for continued and improved efforts on PD related to inclusion
- Describe a definition and conceptual framework related to PD and inclusion
- Identify actions to improve the quality of personnel working in inclusive settings



# Session Format

- Activity and discussion: Comparing data and perceptions
- Presentation and small group discussion: Inclusion and professional development in your community



# Looking at the Data

- Pair and Share activity



# Reactions to Data?



# THE WALL STREET JOURNAL

## **“Mainstreaming” Trends Test Classroom Goals**

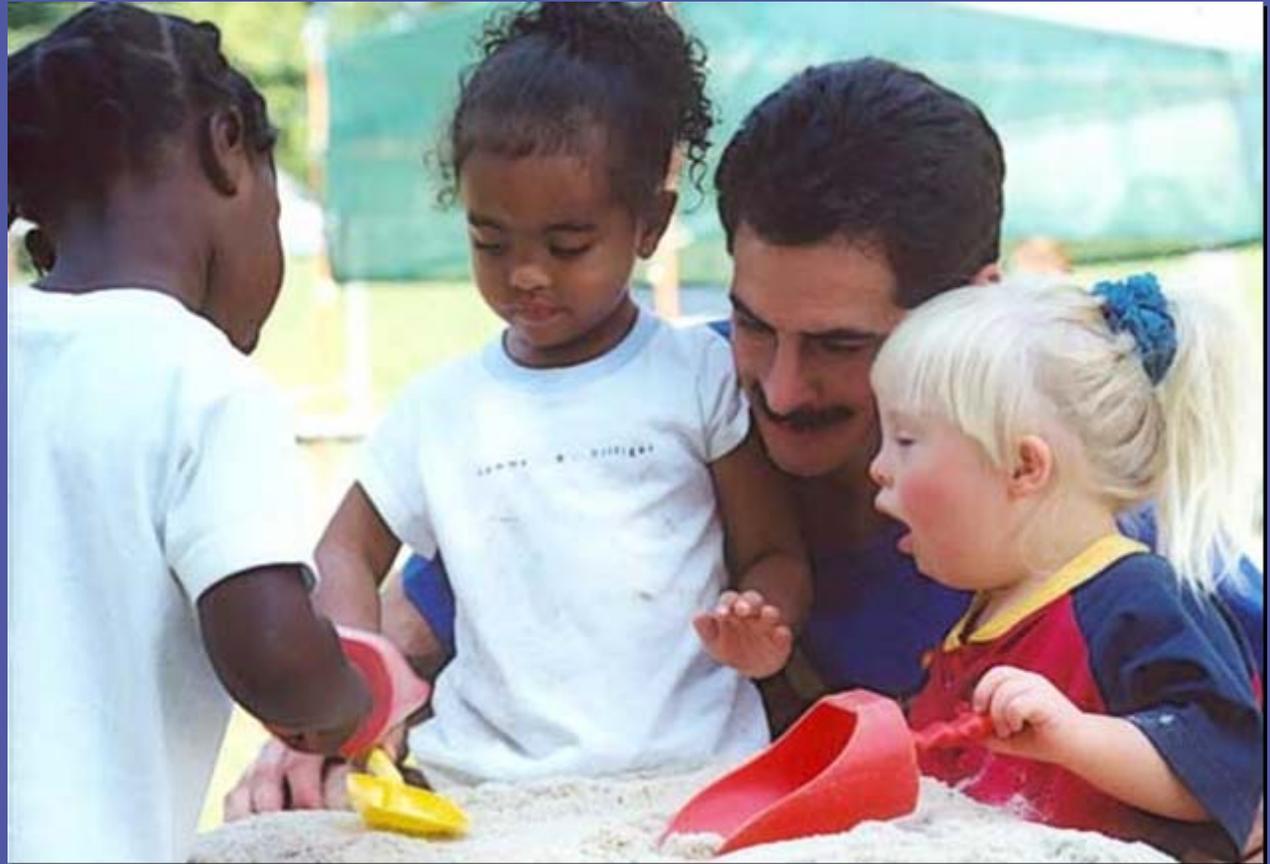
Teachers are alienated  
Children are distracted and not getting attention  
Not enough specialists  
Parents not happy  
Children are “maindumped” not mainstreamed



# What are the Implications?



# National Professional Development Center on Inclusion



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# 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.



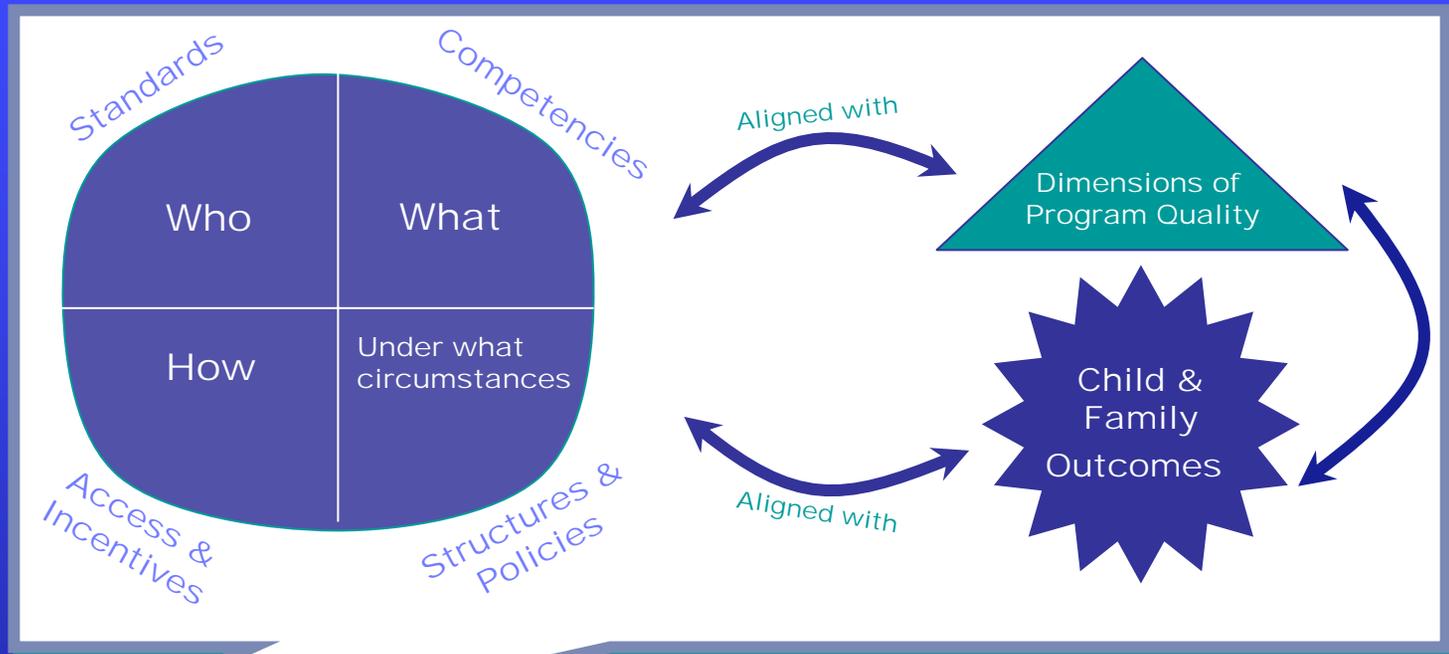
# Professional Development

(working NPDCI definition)

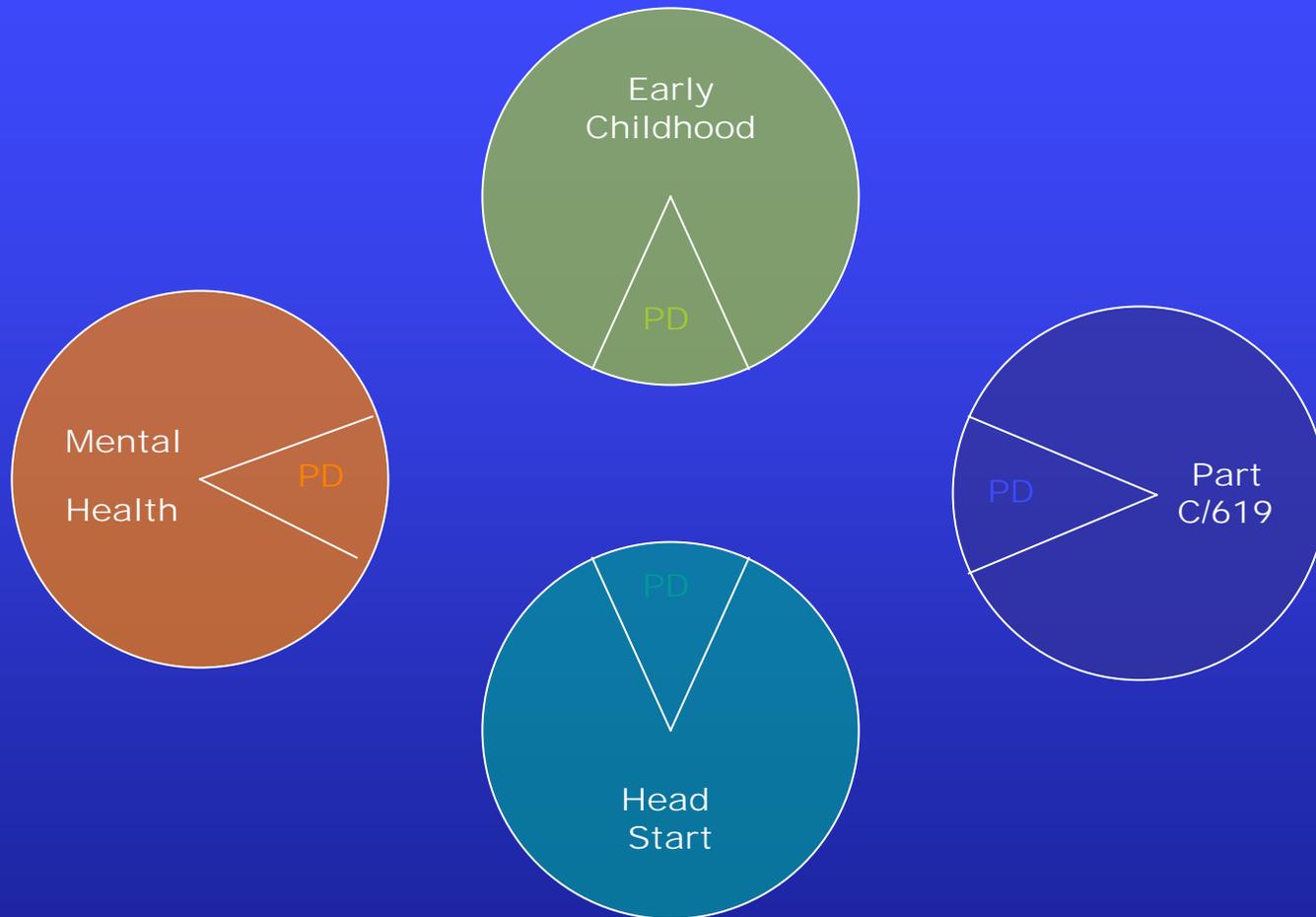
- Professional development is defined as structured teaching and learning experiences that are formalized and designed to support the acquisition of professional knowledge, skills and dispositions, as well as, the application of this knowledge in practice (NPDCI, 2007).



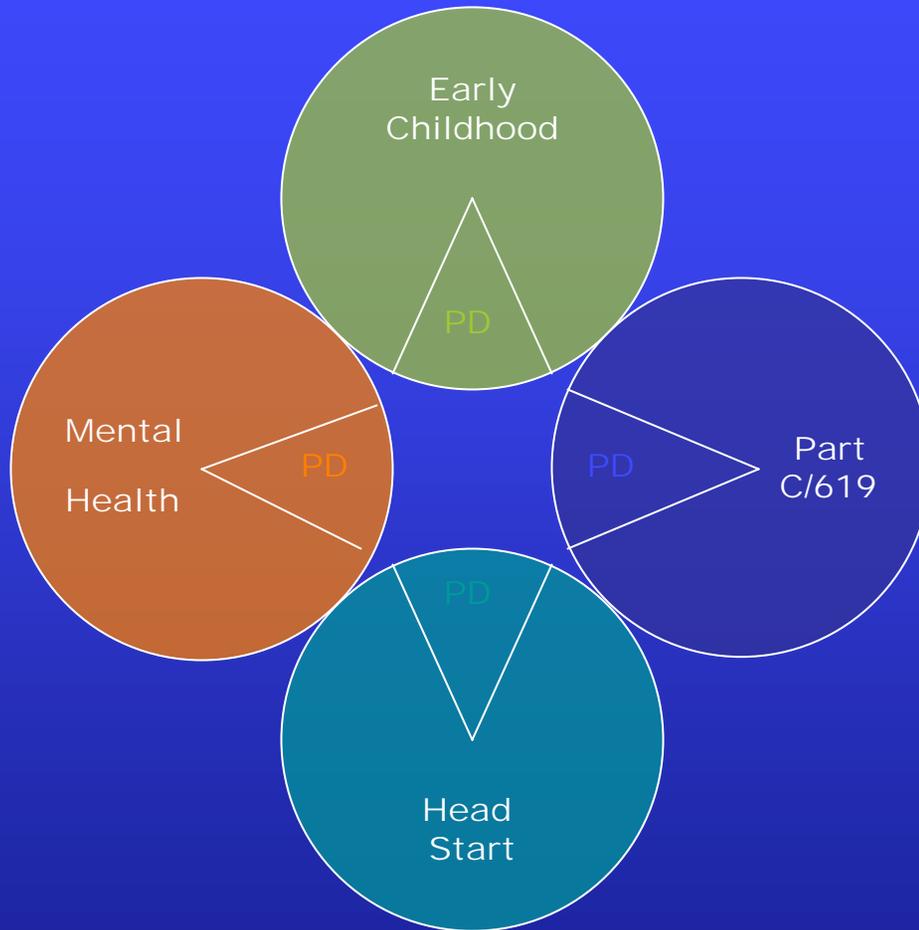
# A Cross-Agency Framework for PD and Inclusion



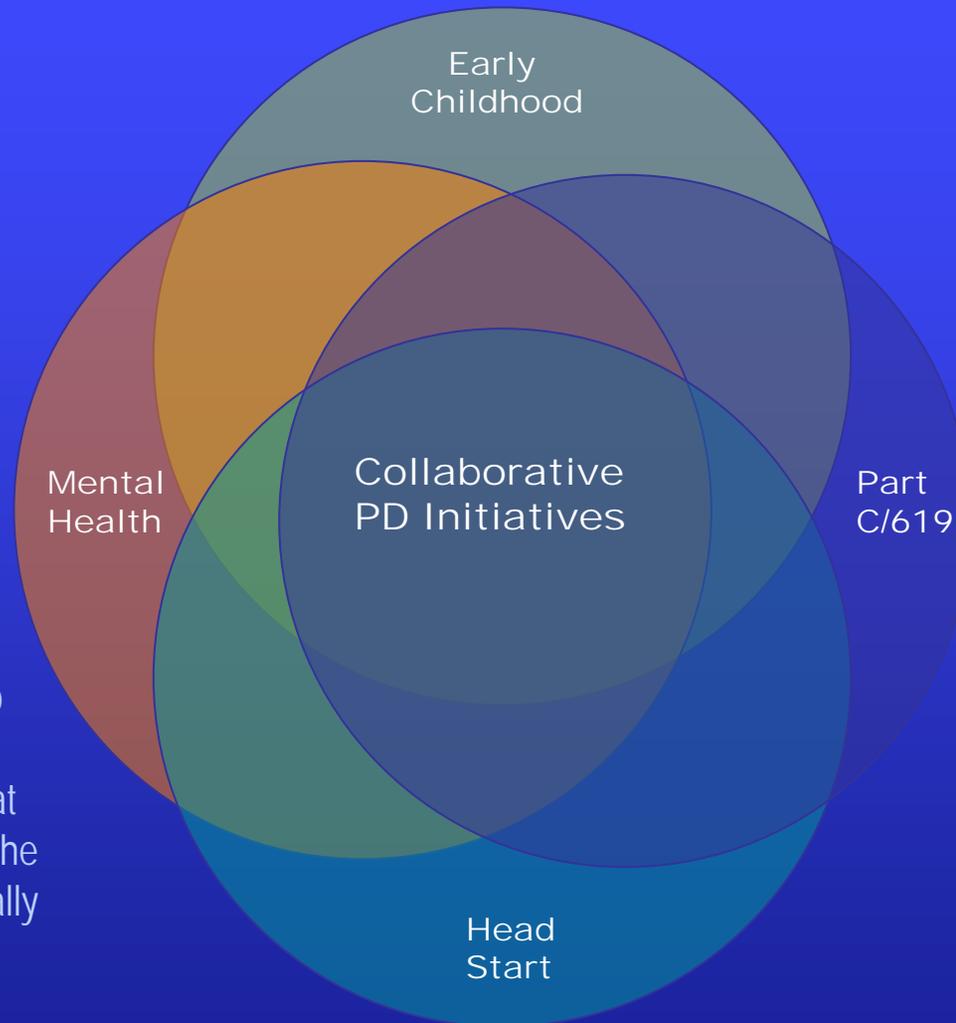
# COLLABORATION: Silo Approach to PD



# COLLABORATION: 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)



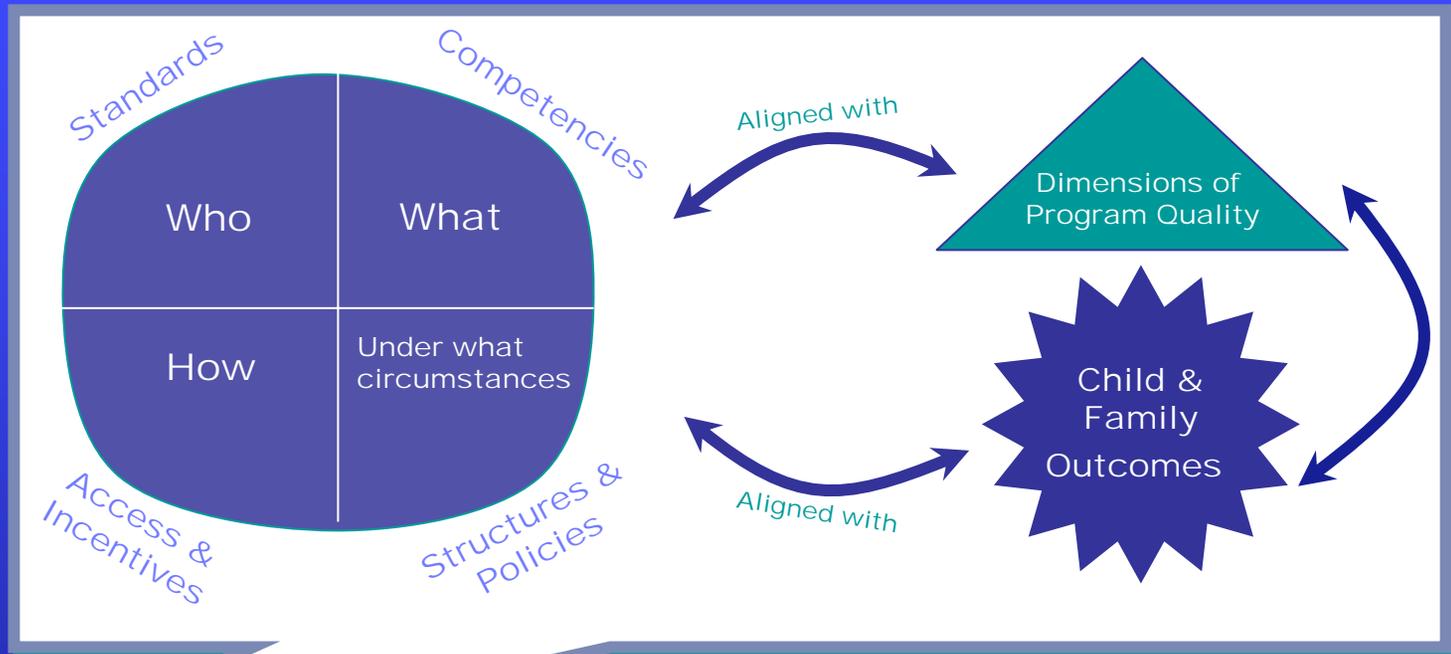
# Cross-Agency Collaboration



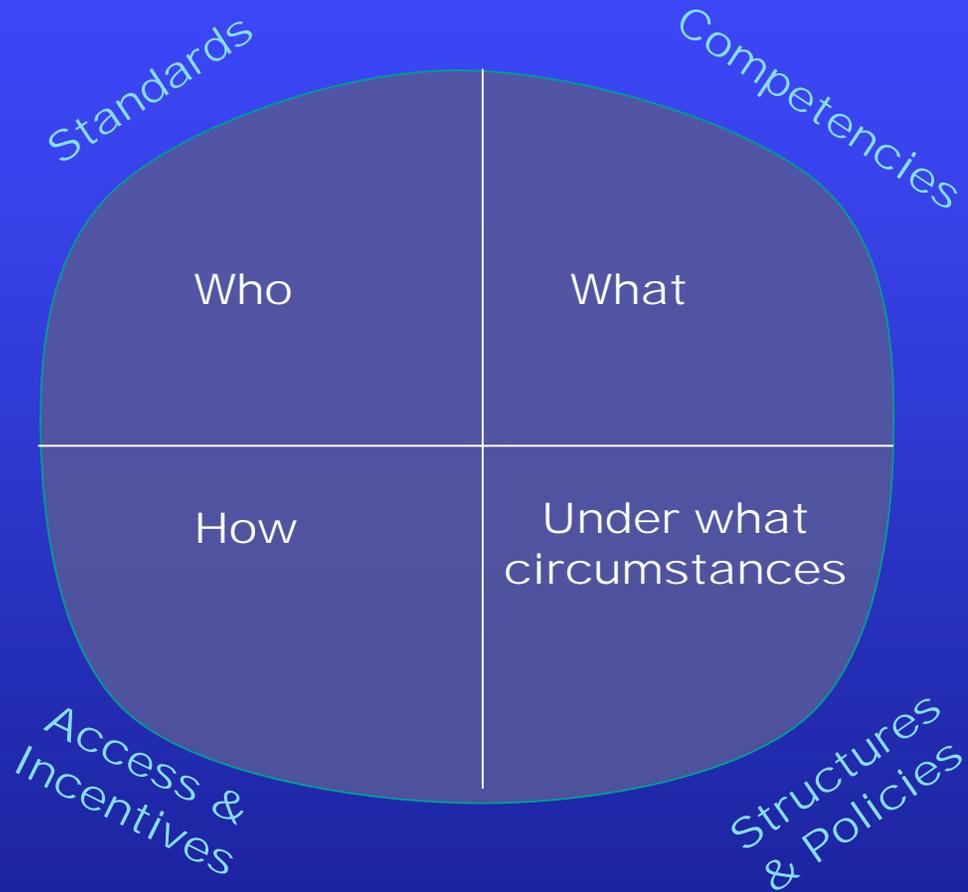
See  
activity sheet



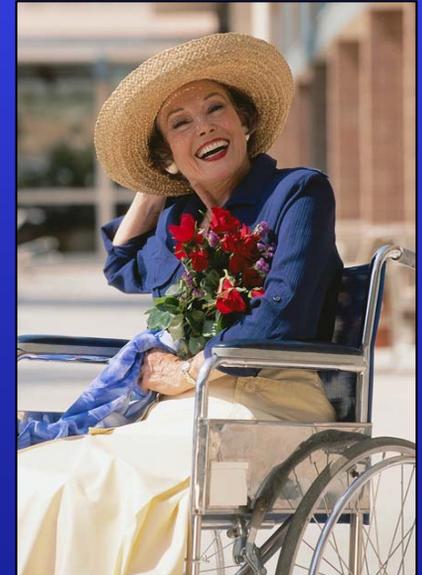
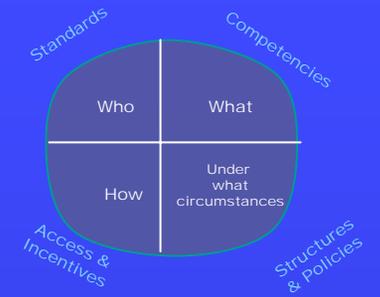
# Cross-Agency Framework



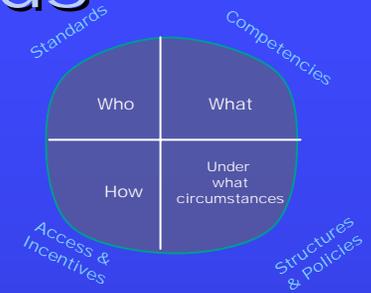
# Alignment of Dimensions of PD



# WHO Needs Professional Development?



# WHAT: Competencies & Standards



National Boards for Professional Teaching  
Standards for early childhood/generalist  
(NBPTS)

**NAEYC**

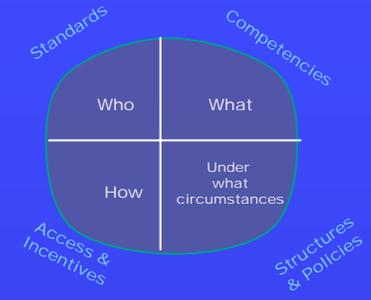
CDA Credential



State Standards  
& Licensure



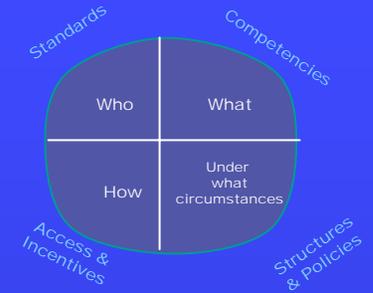
# WHAT: Common Elements across Standards from Different Organizations



- Child development
- Family/community partnerships
- Assessment
- Methods (curriculum, instruction, environment)
- Professionalism



# HOW: Factors that Support Utilization of Knowledge



- Long-term, multi-level approaches focused on organizational, political, social, cultural factors (Fixsen; Hiebert et al, 2002)
- Skill-based training accompanied by assessments of implementation (Cohen & Hill, 2000; Fixsen et al, 2005)



# Connecting states with promising but unproven approaches including.....



- Consultation
- Coaching
- Communities of Practice

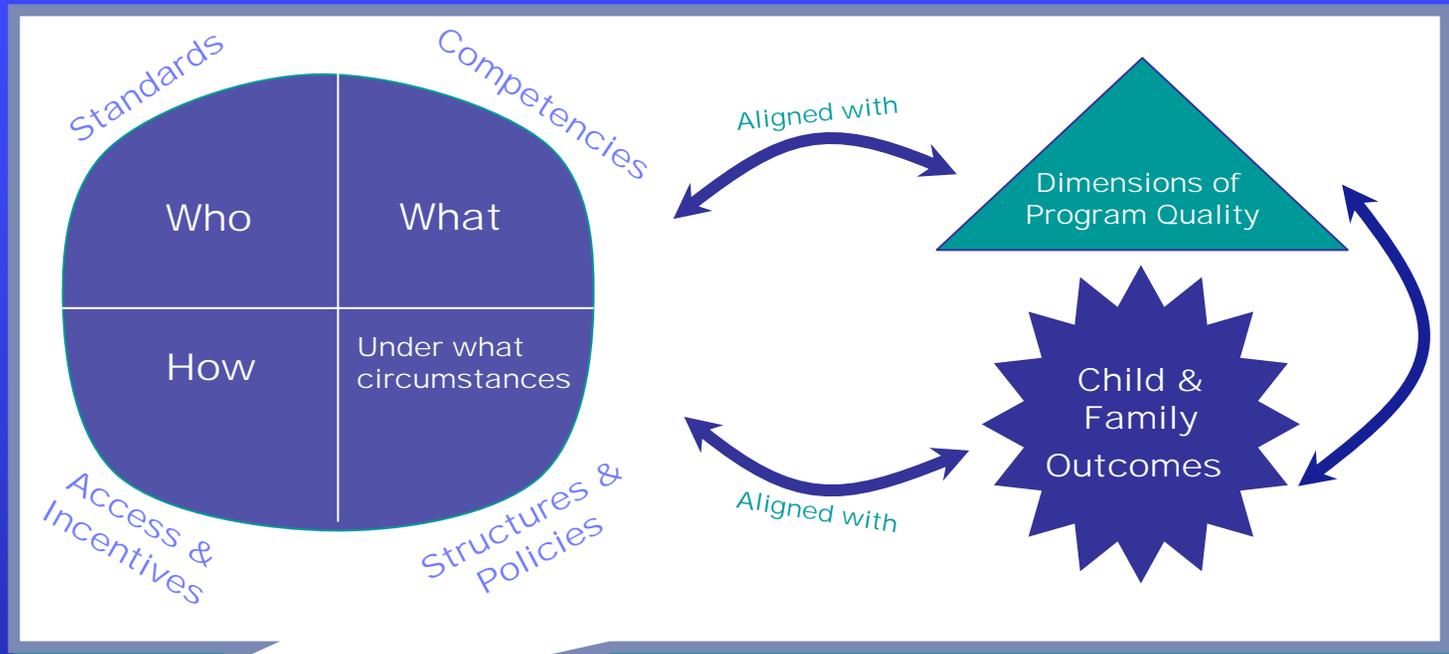


# Supporting High Quality Professional Development for Inclusion

See  
activity  
sheet



# A New Framework



# PROGRAM OUTCOMES:

## Common Categories of Standards of State Quality Rating Systems

(NCCIC, 2007, based on 14 states)



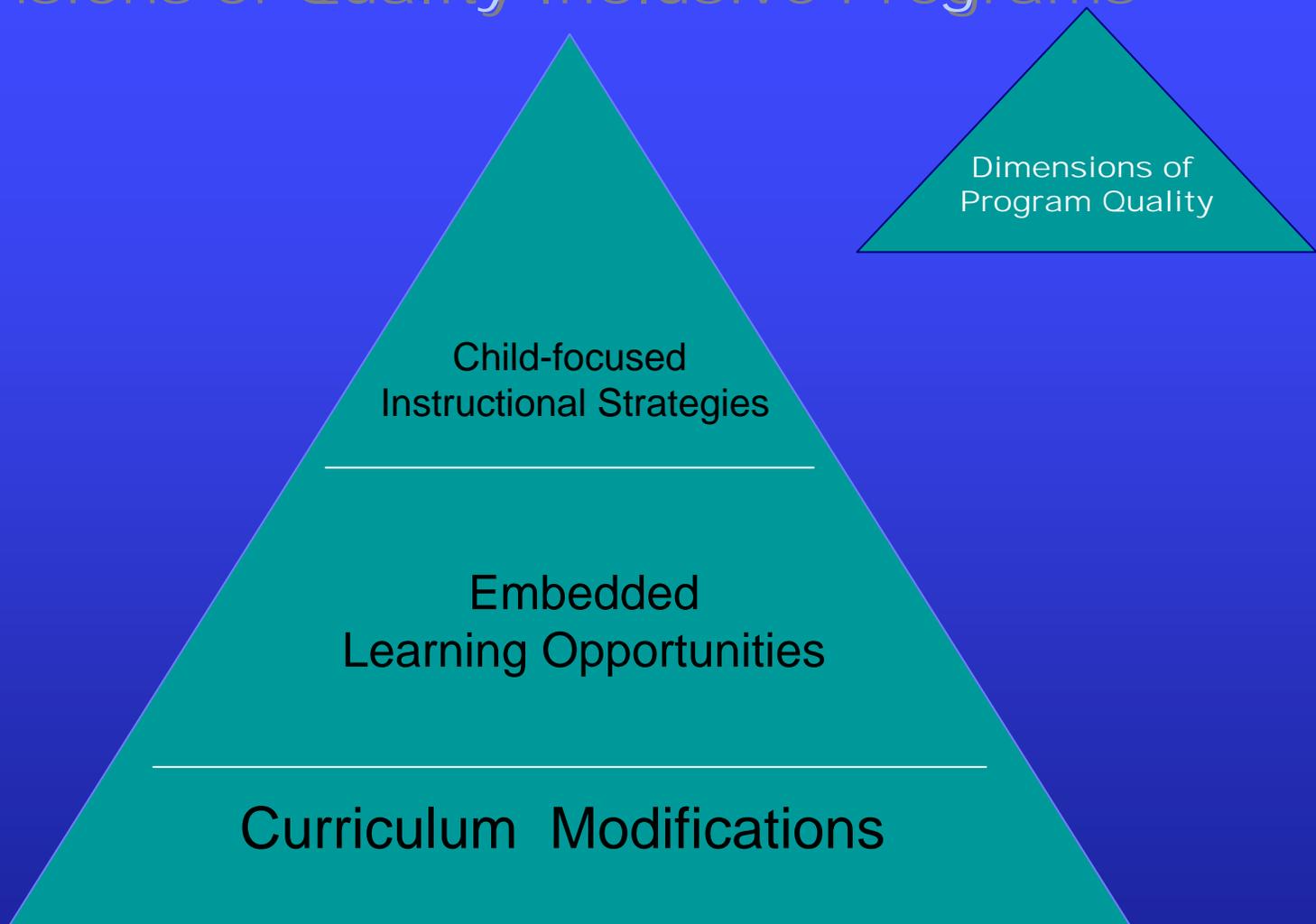
- Professional development, qualifications
- Accreditation
- Parent/family involvement
- Learning environments



High quality  
early  
childhood  
programs are  
necessary, but  
not sufficient  
environment  
for Inclusion



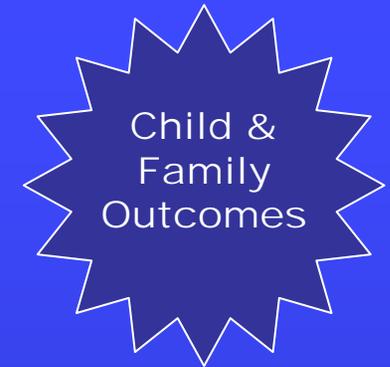
# Dimensions of Quality Inclusive Programs



—Sandall & Schwartz, 2002



CHILD OUTCOMES: State Part C and 619 Programs must report % of young children with IEP/IFSPs who demonstrate....

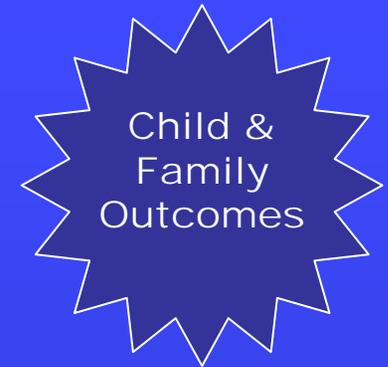


- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet their needs.



# CHILD OUTCOMES: Components of State Early Learning Guidelines

(Scott-Little et al, 2003)



- Physical & motor
- Social & emotional
- Approaches toward learning
- Language & communication
- Cognitive & general knowledge



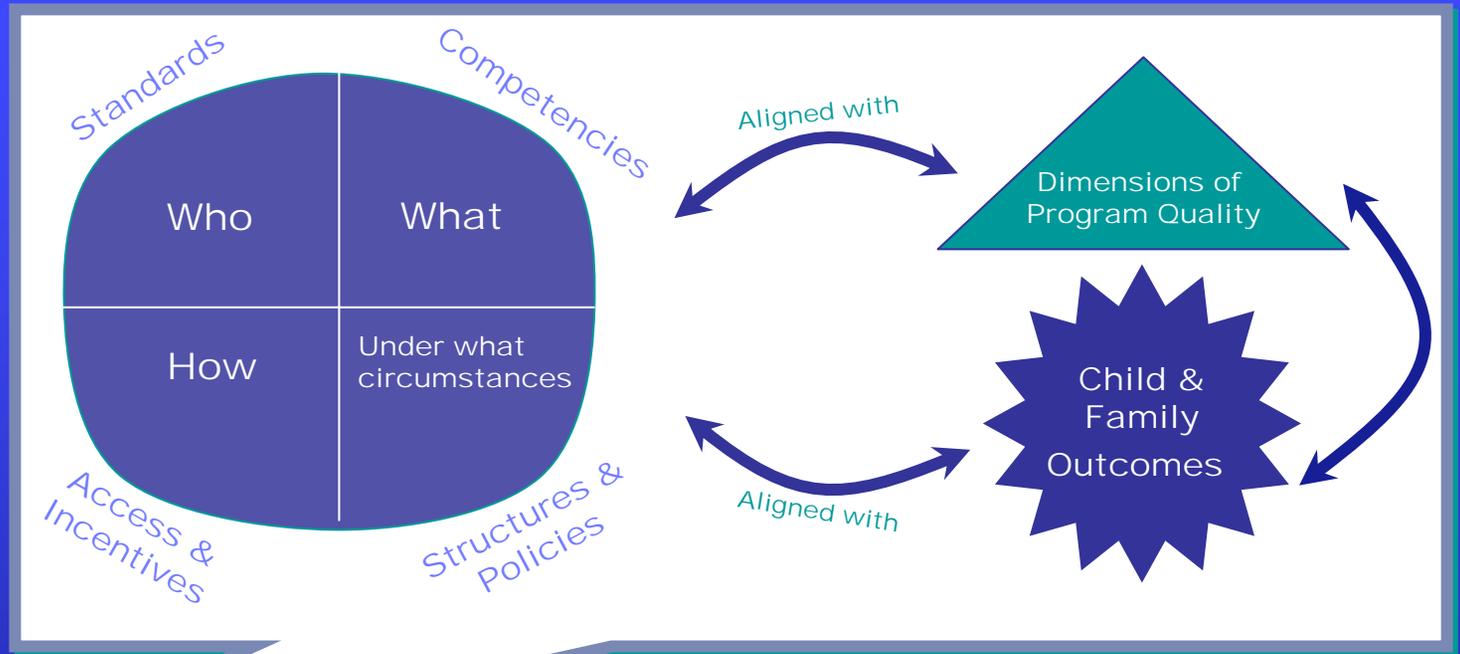
# Alignment of Professional Development with Outcomes



See activity sheet



# A Cross-Agency Framework



# Small Group Discussion: Consider Actions You Can Take



# Questions?



# Reference for Video

- AGH Associates. (1994). *It's really no different: Conversations with caregivers*. Hampton, NH: Author. Available for \$65 at <http://www.schoolhousedoor.com/childhood.htm>



# Thank you

- We sincerely appreciate your input.
- Please complete the session evaluation.
- Visit our website  
[www.fpg.unc.edu/~npdci/](http://www.fpg.unc.edu/~npdci/)

