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
"No, Thursday's out. How about never—is never good for you?"
## TA Projects Overview

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Target Stages</th>
<th>PD &amp; Inclusion Product Development</th>
<th>Needs Assessment</th>
<th>Action Planning</th>
<th>Provides PD and/or TA</th>
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<tr>
<td>SpecialQuest</td>
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Meeting Participants

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

Advisory Board

Leadership Team

Stakeholder Groups
- 619 & Part C Coordinators
- State EC Specialists
- PD/Higher Education
- Head Start
- Child Care
- Parent/Practitioners

Federal Partners
- OSEP
- Child Care Bureau
- The Office of Head Start
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

- NASBE
- Expanding Opps.
- Nat’l TA Ctr for CMH
- CSEFEL (CO plus 2 more)
- multiple projects in a state

National Professional Development Center on Inclusion
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

National Professional Development Center on Inclusion
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)
Components of NPDCI Conceptual Framework

- Collaboration

- Alignment
A New Framework

Standards

Competencies

Who

What

Under what circumstances

How

Access & Incentives

Aligned with

Child & Family Outcomes

Collaborative PD Initiatives

National Professional Development Center on Inclusion
Alignment of Dimensions of PD

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
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<tr>
<td>Standards</td>
<td>Competencies</td>
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<tr>
<td>How</td>
<td>Under what circumstances</td>
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A New Framework

Collaborative PD Initiatives

Child & Family Outcomes

Aligned with

Standards

Competencies

Who

What

How

Under what circumstances

Access & Incentives

National Professional Development Center on Inclusion
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


State Portfolio

Cross-Agency Plan for Implementing & Evaluating Professional Development