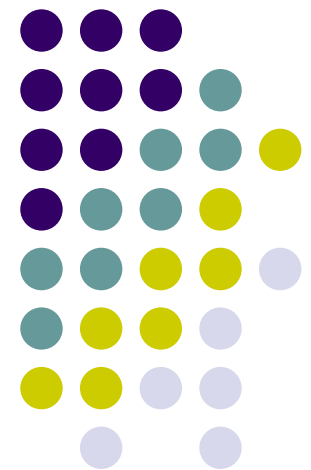


Building the Plane While Flying It

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

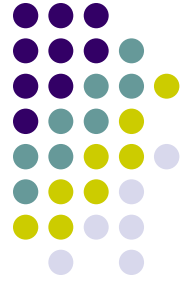


What's it Like?



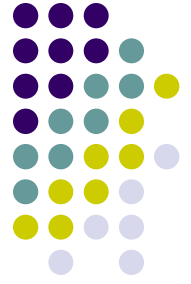
[video]

The NPDCI Journey



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

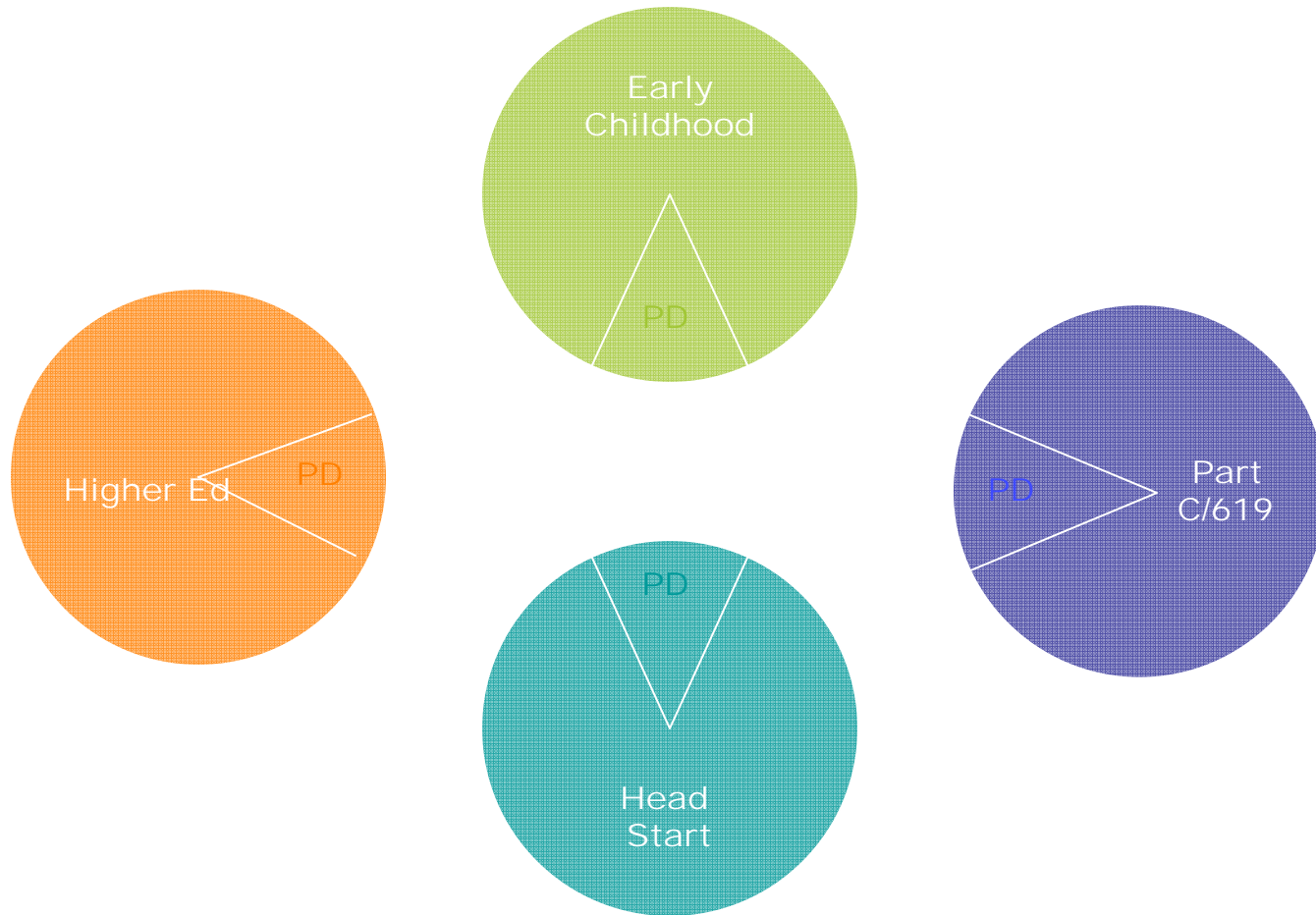
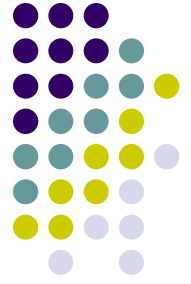




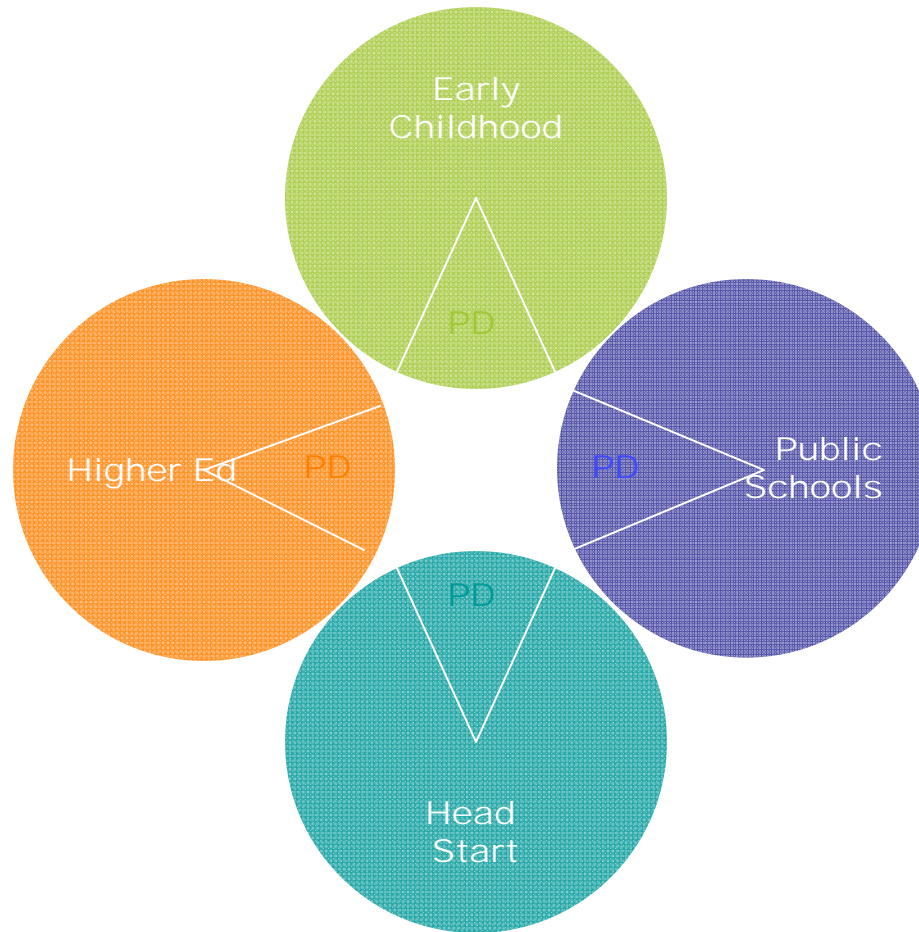
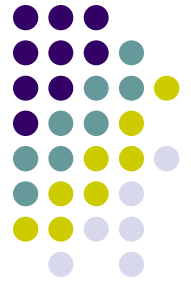
Core Values of NPDCI

- **Collaboration with diverse partners at national, organizational and state levels**
- **Integrated or cross-sector early childhood professional development to support inclusion**

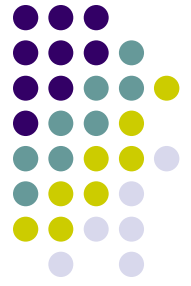
Silo Approach to PD



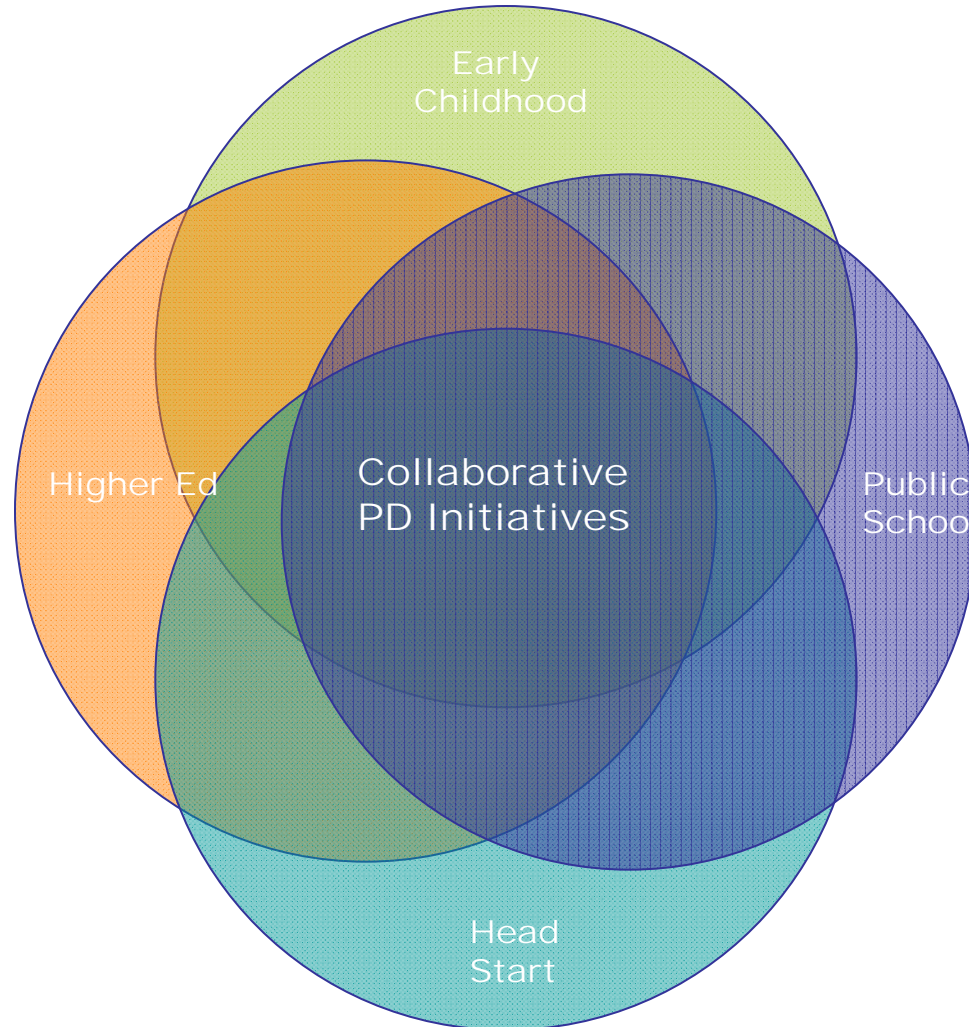
Limited Partnership Approach to PD



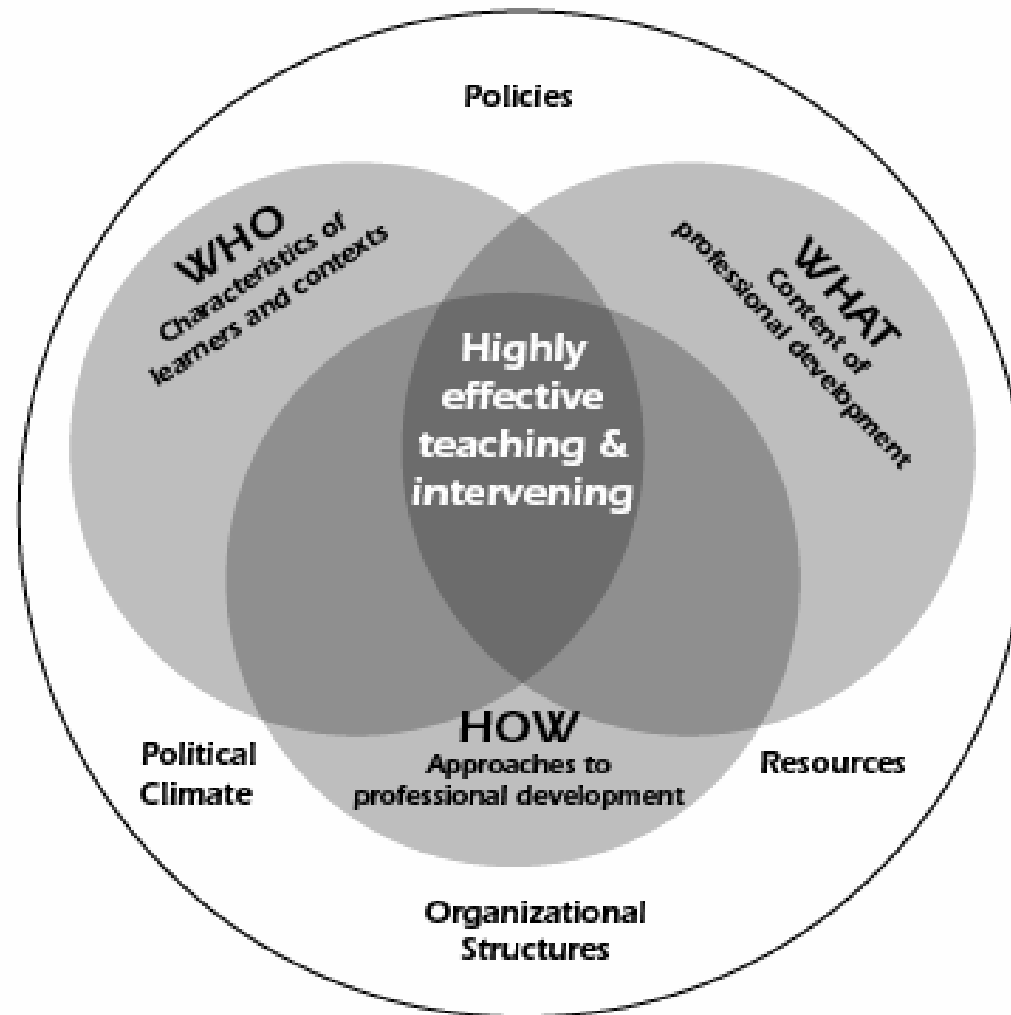
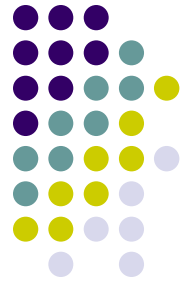
Cross-Sector Approach to PD



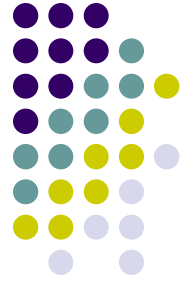
Collaboration: a commitment to work together to address a problem and achieve a goal that could not be accomplished by the organizations working individually (Mattessich et al., 2004)



Professional Development in Early Childhood



Core PD Components: WHO

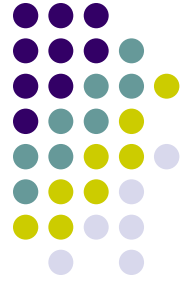


Who

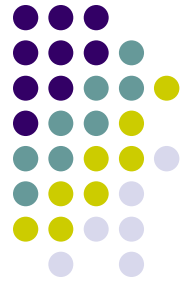


- **Administrators and policy makers** who influence or control decisions and resources related to professional development and inclusion
- **Knowledge mediators** – faculty, trainers, technical assistance providers, mentors, coaches, supervisors – who support the learning and performance of other adults
- **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

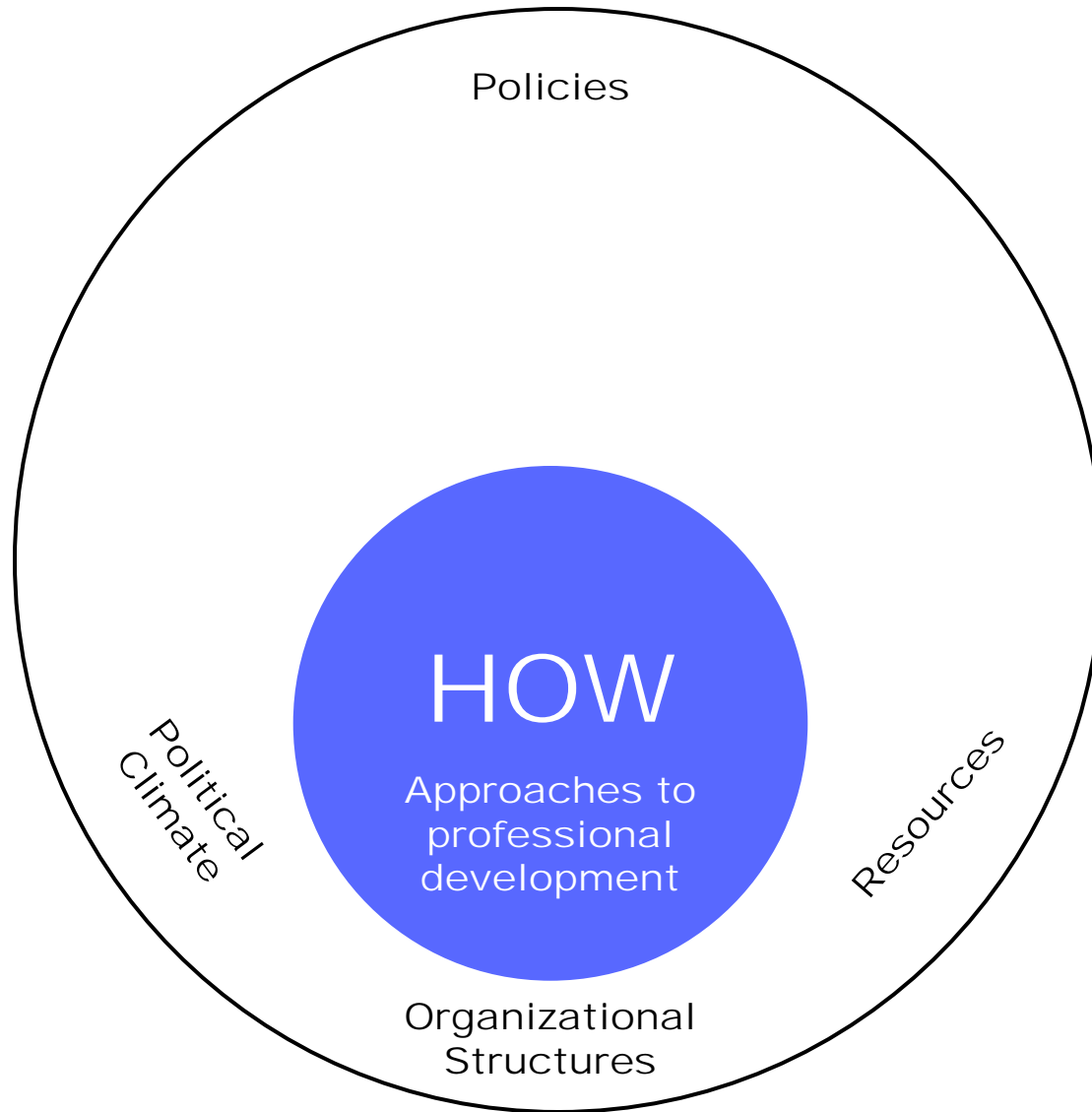
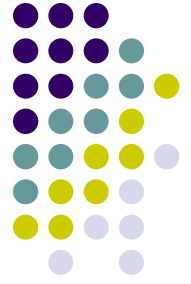


WHAT guides the content of PD?

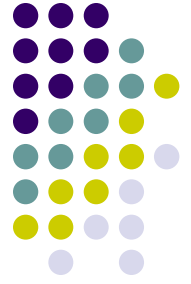


- Knowledge, skills and dispositions related to serving young children with and without disabilities and their families
 - National guidance
 - State guidance

Core Components of PD

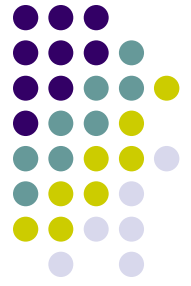


HOW is professional development provided?



- **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?



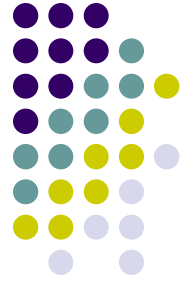
- Who are the learners who benefit from PD?
- What guides the content of PD?
- How is PD provided?

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

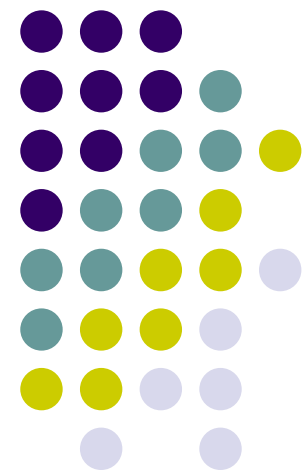


- *Vision:*
 - **PD Vision:** Early Childhood Educators have access to coordinated cross-sector professional development that supports inclusion.
 - **Overall Vision:** Increase in the percentage of young children with disabilities, birth to five, receiving services and supports in inclusive community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

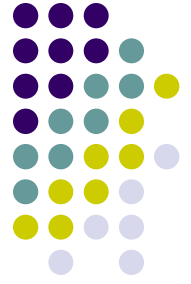




Some key considerations for how OECIC is defining Inclusion:

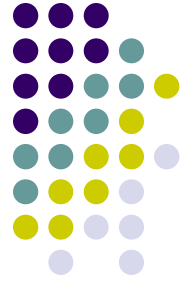
- Settings within their community.
- Where they would spend time if he or she had not had a disability.
- Where their educational and related services are provided.





Resources

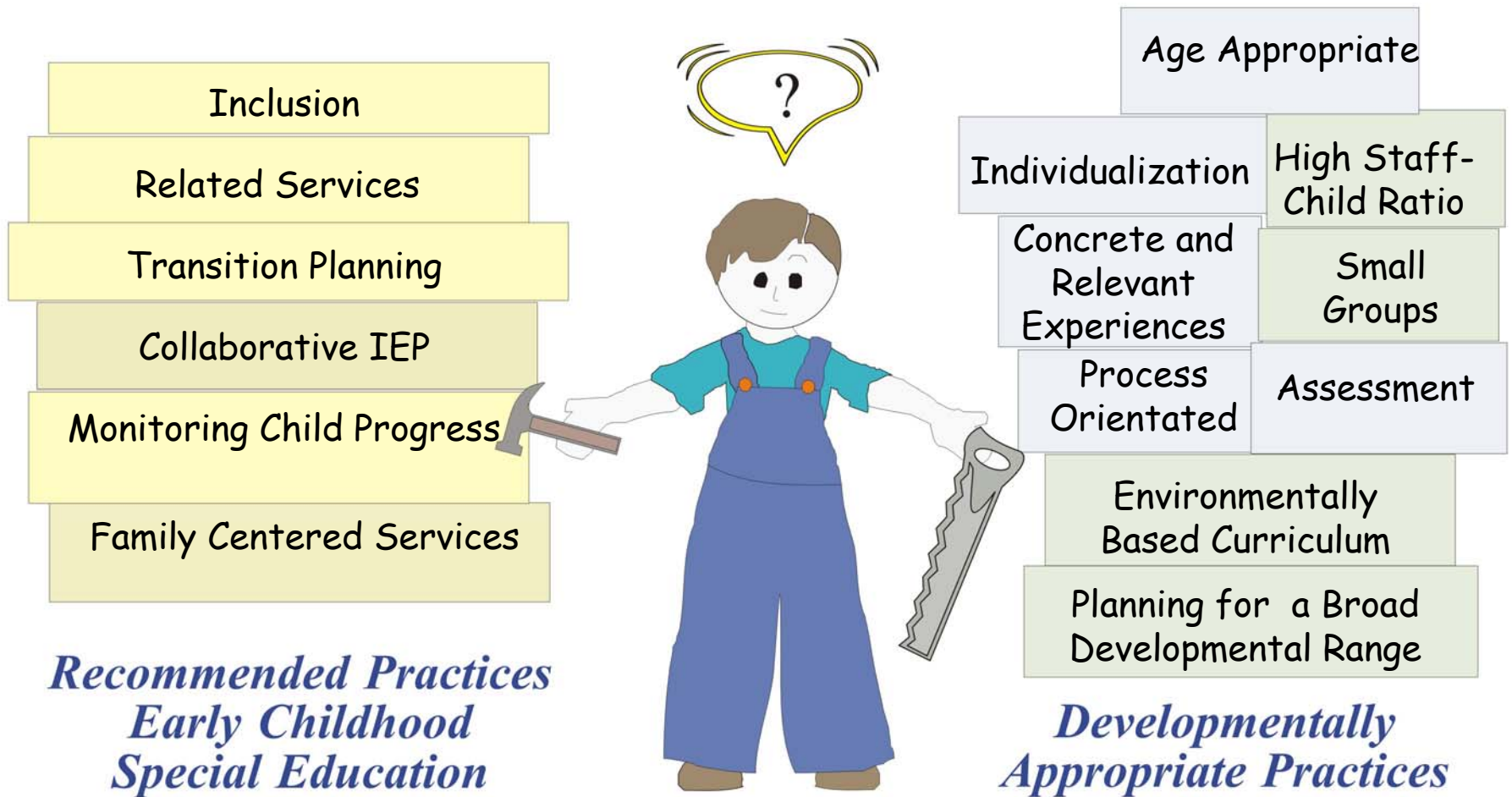
- State
 - Oregon Department of Education
 - Inclusive Child Care Program
 - Partnerships for Inclusive Child Care and Education
- Regional and County Teams
 - Strategic action plans



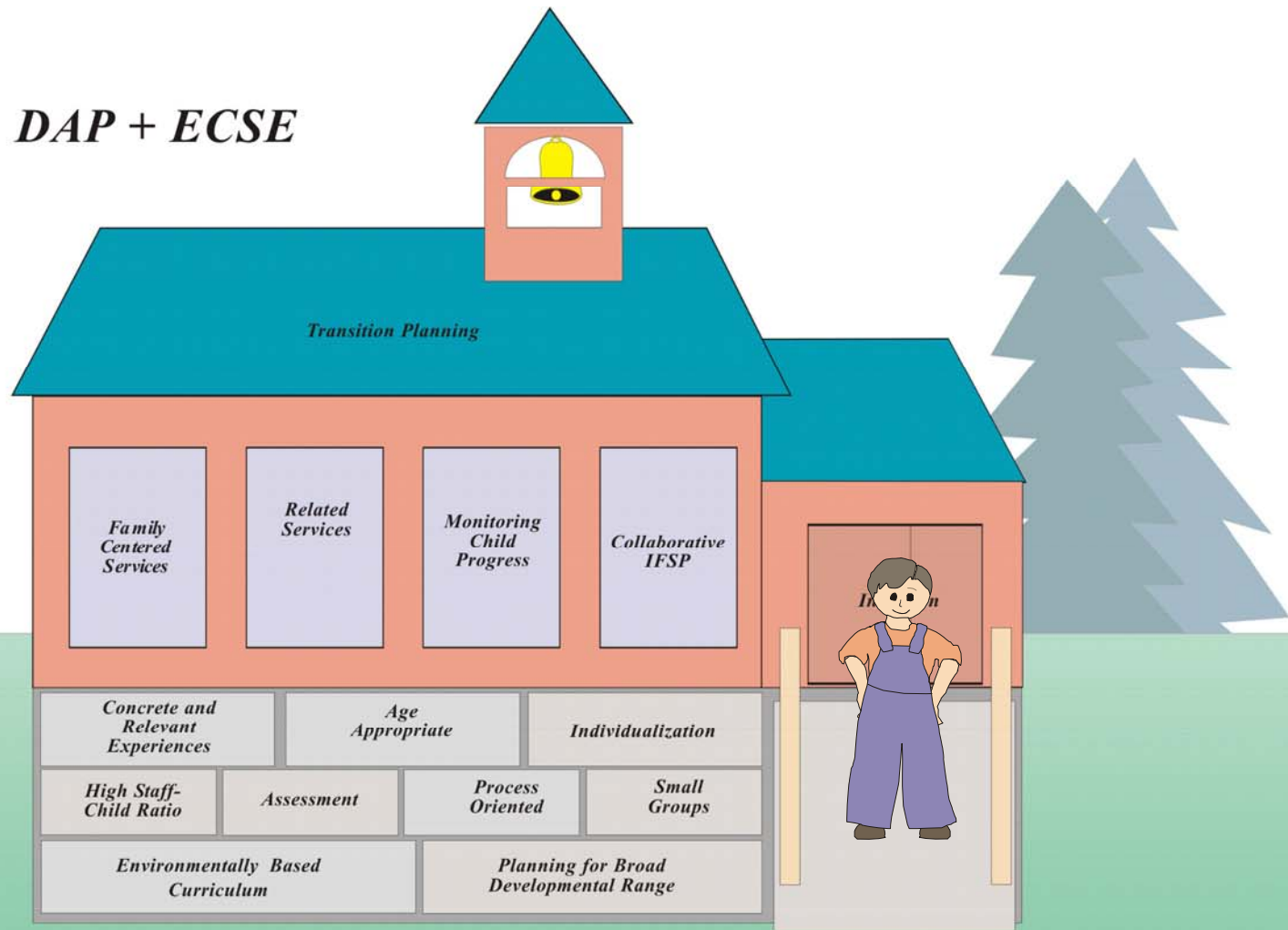
Activities/Outcomes

- 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

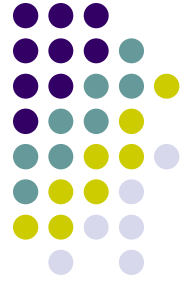


DAP + ECSE



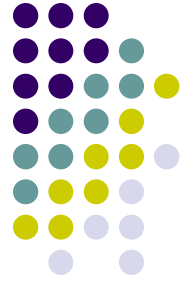
A DAP Setting Produces the Foundation for Developing Comprehensive Programs for Children with Disabilities

Georgia's Vision



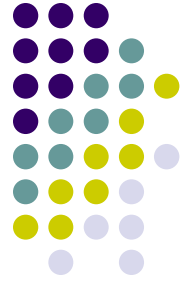
An integrated, statewide early childhood professional development system that supports high quality, culturally and linguistically responsive inclusion for all children with disabilities and their families.

Georgia's Priorities

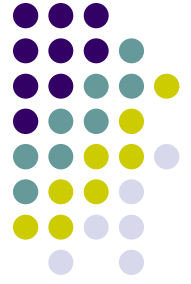


- **An integrated system of professional development**
- **A clear vision and consistent messaging**
- **Integrated systems**
- **Family partnerships**
- **Evaluation, tracking and accountability**

Pennsylvania's Vision

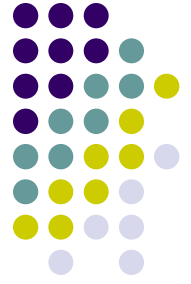


*To **create and sustain** opportunities for **all** of Pennsylvania's youngest children to benefit from **high quality inclusive early childhood** programs through **approaches** that **unify and recognize** the important **contributions of partners.***



GOALS

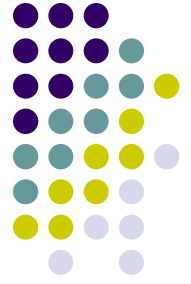
- *Develop the design and **structure** for a **cross-sector early childhood professional development system***
- *Develop a **regional cross-sector professional development system** to support increased opportunities for high quality inclusion*
- *Increase the **emphasis** on children with disabilities 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

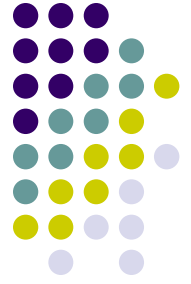
OCDEL



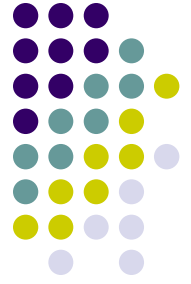
State focus on Early Childhood

- 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

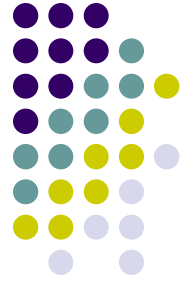
Professional Development:

Professional Development Instructors

No formal system to provide PD!!!

- PQAS instructors
- Higher Education faculty

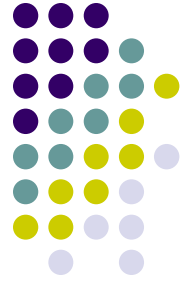
A Professional Development Structure



Professional Development Advisory Council

Professional Development Instructors Higher Education

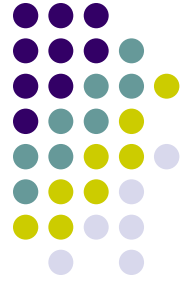
A Professional Development Structure



Professional Development Professional Development Instructors

- Higher Education Institute – Diversity
- Monthly Webinars – PD and TA providers
- Early Childhood Summit

A Professional Development Structure



????????????

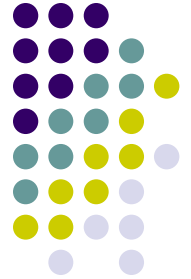
Continue to do PD as we have done:

Face to Face with some follow-up

OR

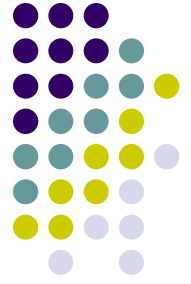
Try something new

A Professional Development Structure



Professional Development Cadres

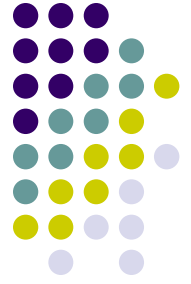
A Professional Development Structure



Begin with the lens of Inclusion

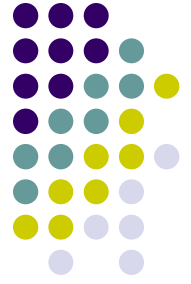
Continue through other lenses until we are looking at each child and providing the supports and services they need to be successful in life.

Minnesota's Vision



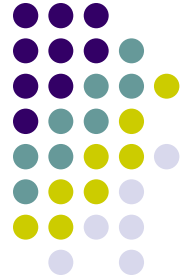
All people who work with young children in Minnesota will possess the knowledge, skills, and attitudes that will promote the successful inclusion of young children with disabilities.

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

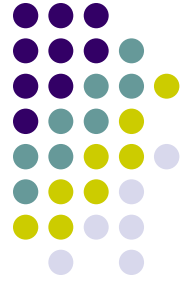
Access NPDCI Resources and Conversations! Share Your Expertise!

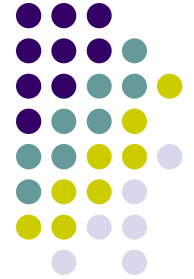
<http://community.fpg.unc.edu/>

The screenshot shows a Mozilla Firefox browser window displaying the 'Early Childhood Community' website. The browser's address bar shows 'http://community.fpg.unc.edu/'. The website header features a banner with the title 'Early Childhood Community' and a search box. Below the banner, it states 'Sponsored by CONNECT & NPDCI at the FPG Child Development Institute'. The main content area is divided into several sections: 'NAVIGATION' on the left, a central introductory paragraph, a 'CURRENT DISCUSSION' section with a yellow arrow pointing to it, a 'LOG IN' section, and a 'NEWS' section at the bottom right. The 'CURRENT DISCUSSION' section contains the text 'Help define various approaches to professional development' and an image of two children looking at a tablet.

Current Discussion

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>