

The Big Picture: Building Cross-Sector Early Childhood Professional Development Systems

Presentation at 2009 Smart Start Conference

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Where We're Going Today

- Define terms and conceptual framework related to professional development (PD)
- Apply frameworks to your PD work at state, regional, program, classroom, and individual levels
- Identify resources to use and share with others



What is NPDCI?



The goal of NPDCI is *to assist states in developing cross-sector professional development plans to increase opportunities for high quality preschool inclusion.*

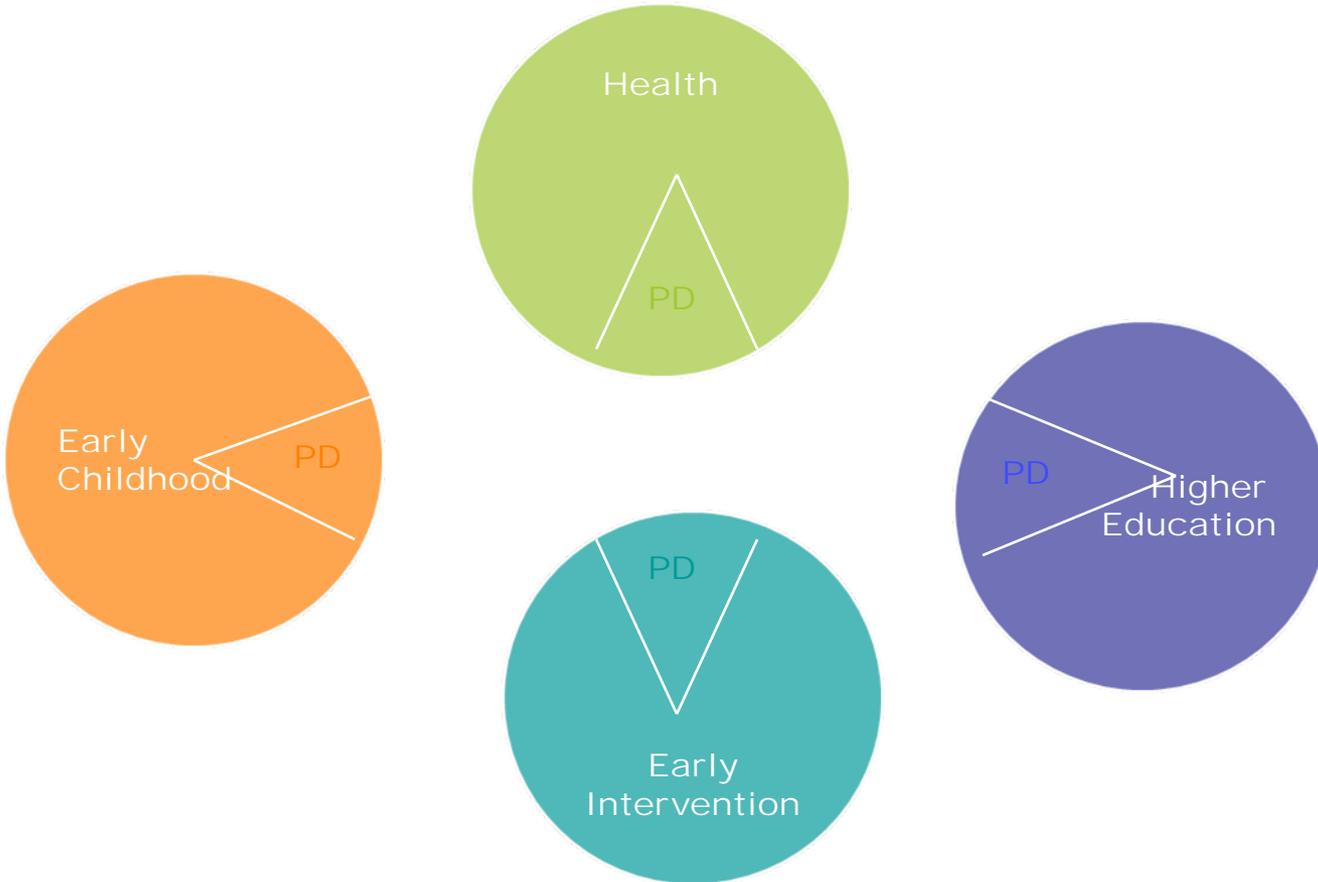
Terminology



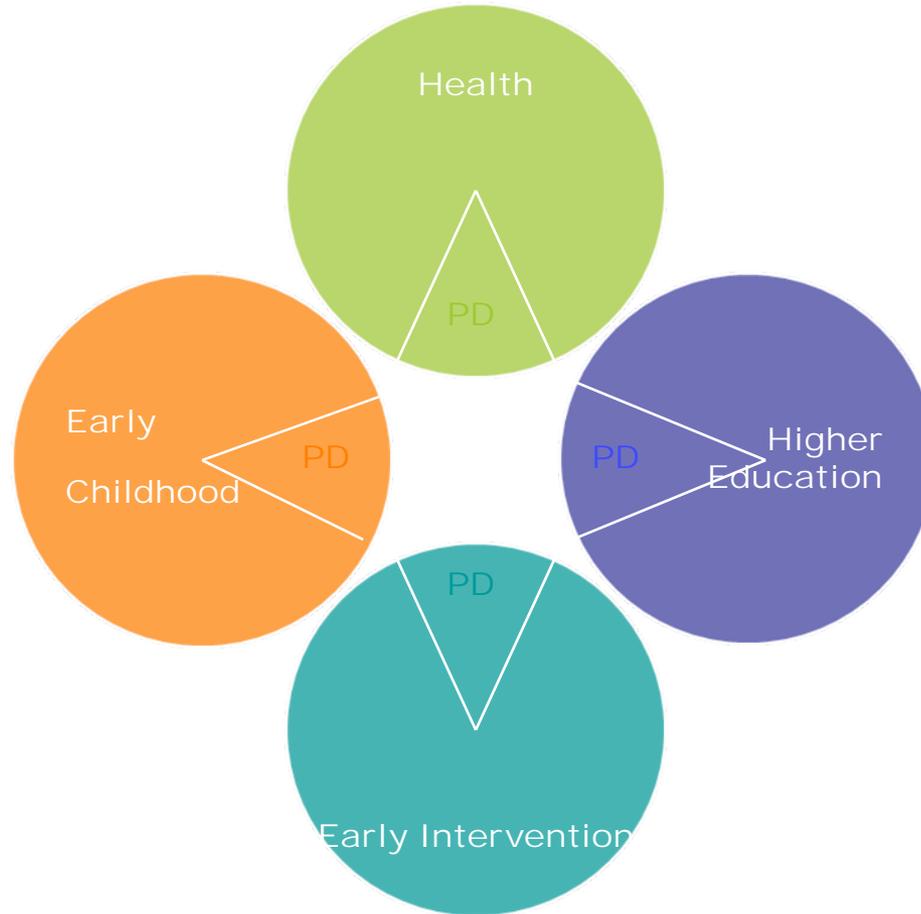
What do we mean by . . .

- cross-sector collaboration?
- professional development?
- professional development system?

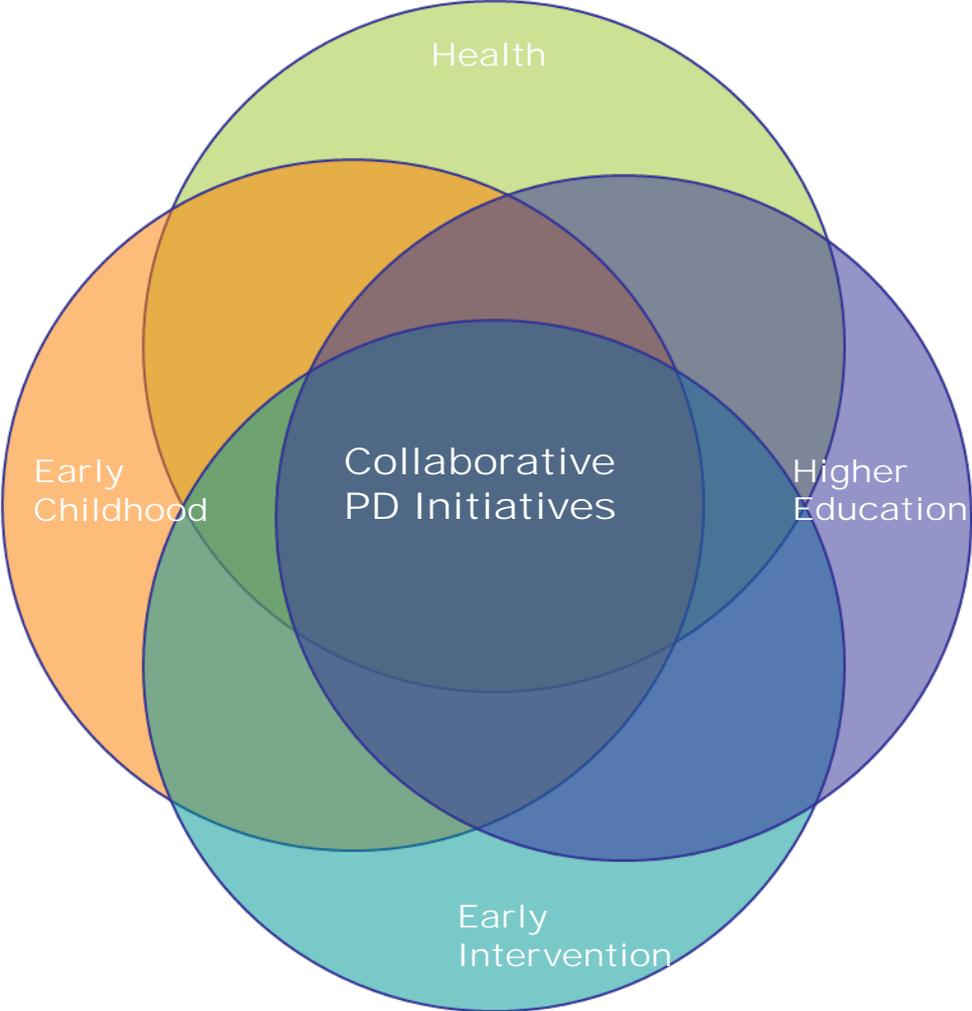
Silo Approach to PD



Limited Partnership Approach



Collaborative Approach to PD



Cross-Sector Collaboration



A commitment to work together across clearly recognizable sectors or subsystems to address a problem and achieve a goal that could not be accomplished by the organizations working individually⁸

Legislative Support for Cross-Sector Collaboration

- Higher Education Opportunity Act of 2008 authorizes “*state advisory councils on early childhood professional development and career systems*” to “*pull together all of the different stakeholders to create a coherent system*”⁵
- New (2007) Head Start legislation Congress **required every state to create or designate a State Advisory Council to better coordinate early education and care services**⁶

Recommendations for Meaningfully Involving Families in State Planning Meetings

Individualized Supports

- Contact the Parent Training and Information Centers (PTIs), Community Parent Resource Centers (CPRCs), and any state coalition to identify possible parents to serve on state planning teams, keeping in mind factors such as having parents whose children are currently enrolled in inclusive preschools, having parents with accumulative years of experience, and having parents from diverse backgrounds.
- Develop a strategic plan to include families who have lower incomes, have diverse ethnic/racial backgrounds, and whose native language is not English.
- Define acronyms when speaking with families (or with cross-agency teams).
- Acknowledge that parents' challenges are great. They are giving up a lot to be involved with these groups.
- Allow families to define "family involvement."
- Consider the impact on families when the degrees and titles of professionals are used on nametags and on participant lists. Consider ways to "even the playing field" for parents to avoid parents perceiving themselves as "just parents" in the midst of people with professional credentials.

Professional Development



National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



What Do We Mean by Professional Development in the Early Childhood Field?

Almost everyone recognizes the importance of an having effective early childhood workforce in programs that serve young children and families. Less clear is how to ensure that all early childhood practitioners have the essential knowledge and skills they need to be effective. Increasingly, policy makers are turning to professional development as the solution to adequately preparing practitioners or helping them improve their instructional and intervention practices. This focus on effective practices is associated with the goal of improving child outcomes as part of the

NPDCI Definition of Professional Development

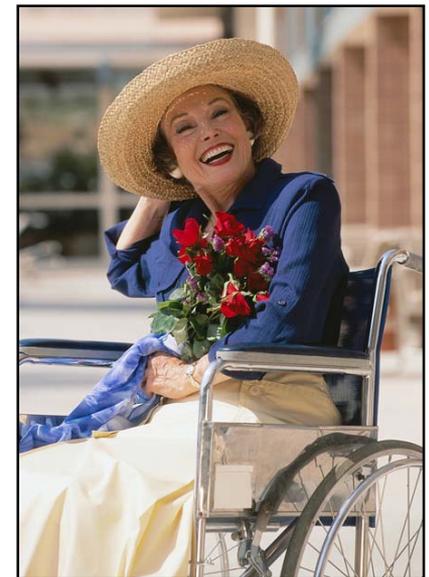
*“Professional development is facilitated teaching and learning experiences that are **transactional** and designed to support the **acquisition** of professional knowledge, skills, and dispositions as well as the **application** of this knowledge in practice.....*

Definition (continued)

The key components of professional development include:

- a) characteristics and contexts of the learners (i.e., **the “who”**);*
- b) content (i.e., **the “what”** of professional development); and*
- c) organization and facilitation of learning experiences (i.e., **the “how”**).”*

WHO Needs Professional Development?



Discussion about the “who”

- *What PD is available for those who provide PD?*
- *What competencies guide PD for PD providers?*



WHAT Drives the Content of Professional Development?

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

NAEYC



State
Standards &
Licensure

Competencies and Credentials

Discussion about the “what”

What competencies, standards, guidelines provide the basis for the content of professional development activities?



HOW is PD provided? Looking at the Findings

Pair and
Share
activity



Reactions to Findings?



HOW is Professional Development Currently Provided?

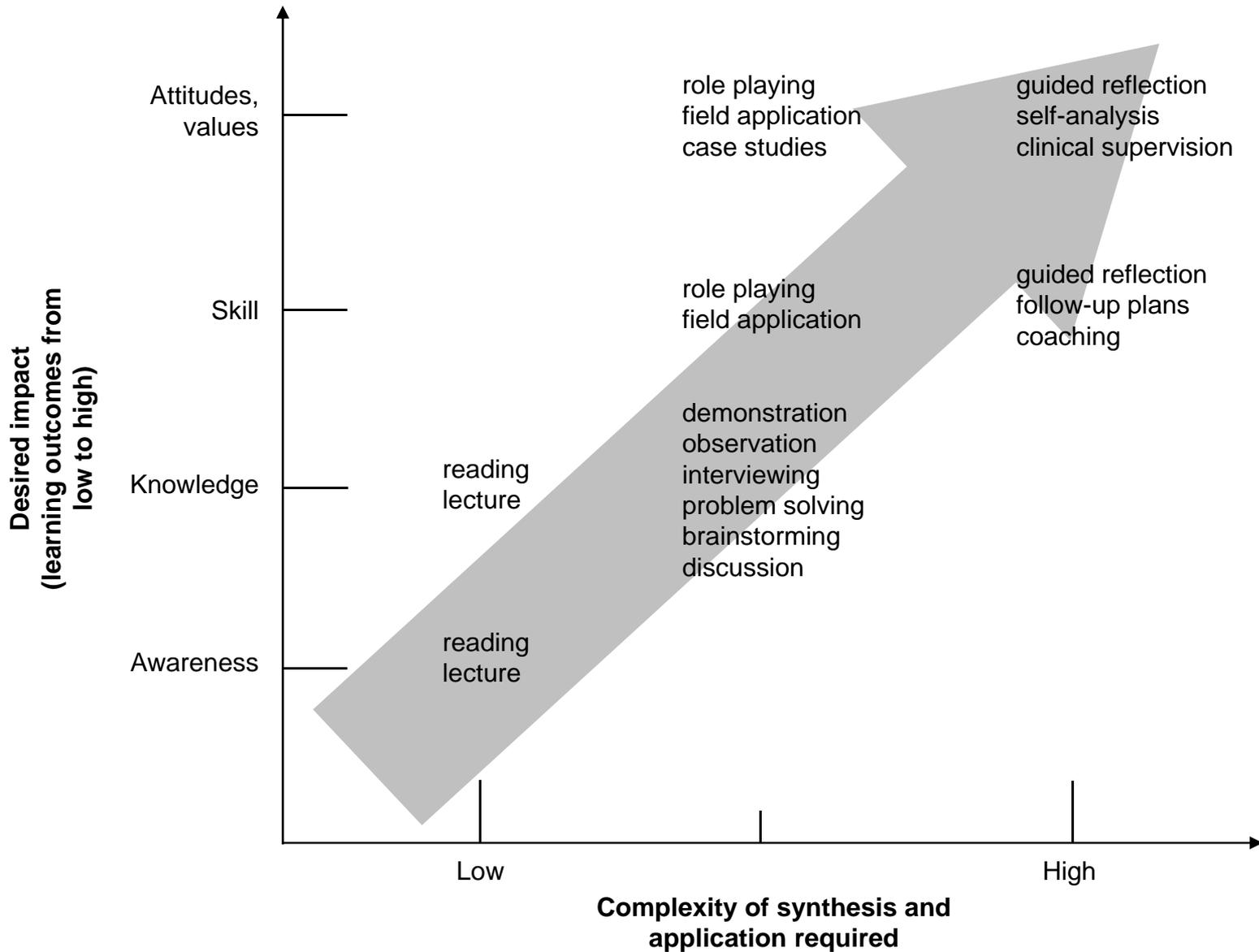
A recent survey of Part C and 619 Coordinators indicated that workshops were primary mode for delivering training and technical assistance²



Effective Professional Development ...

- ...is grounded in specific practice-focused content.
- ...is intense, sustained over time
- ...is organized around a sequenced approach to learning
- ...emphasizes application to real life situations
- ...builds on learner's current level of understanding
- ...includes guidance and feedback to the learner
- ...is aligned with instructional goals, learning standards, and curriculum materials

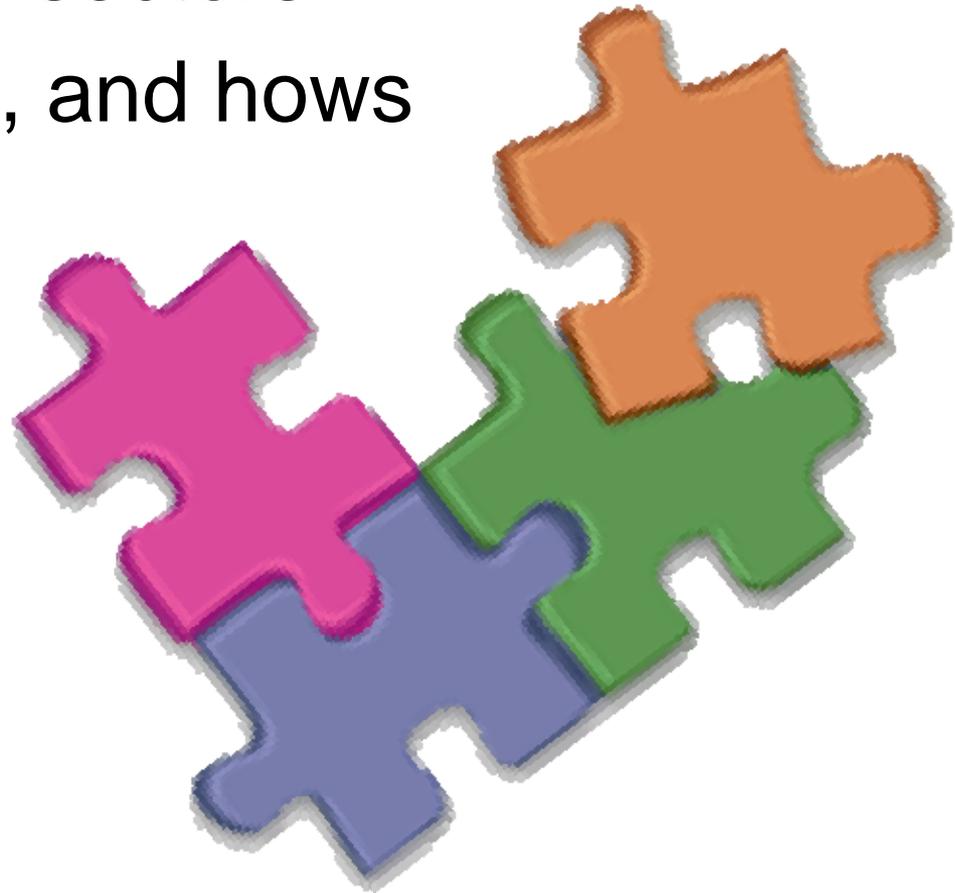
(Bransford, Brown, & Cocking, 1999¹; Trivette, 2005¹¹; Whitehurst, 2002¹²; Winton, 2006¹³)



A model for matching training approach to desired training outcomes and complexity of application. (Adapted from Harris [1980].)⁴

Putting It All Together

- Multiple systems and sectors
- Multiple whos, whats, and hows



NPDCI Conceptual Framework for a PD System



The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood

National Professional Development Center
on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



The Landscape

A Statewide Survey for
Providers of Professional Development
in Early Childhood

Who are the learners?

What is the content of the professional development?

How do you deliver professional development activities?

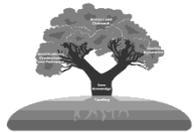
Key contexts and supports for professional development

Respondent demographic information

Other Resources on Professional Development Systems

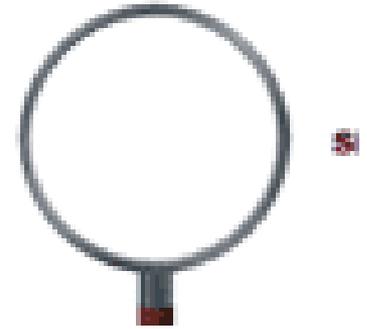


NAEYC – *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*⁷



NCCIC - *Early Childhood Professional Development Systems Toolkit*¹⁰

Discussion: Looking for Professional Development Systems



Does your state have a PD system? More than one?

What are some of the features of your state's PD system?

The NPDCI Approach



NPDCI

The Big Picture

A Planning Guide for
Cross-Sector Early Childhood
Professional Development Systems

Introduction

This guide offers a 7-step sequence for considering the key components and contexts of a statewide early childhood professional development (PD) system. The content of the guide stems from a definition¹ and conceptual framework for PD developed by the National Professional Development Center on Inclusion (National Professional Development Center on Inclusion, 2008a). The purpose of the guide is to support states in developing integrated plans and systems for cross-sector² early childhood professional development. It was designed to support individuals and groups with the organization and facilitation of a sequential process.

7-Step Planning Sequence

1. Set the Stage
2. Discuss Core PD Components
3. Determine Key Contexts and Supports for PD
4. Clarify Your Vision
5. Identify Goals for Attaining Your Vision
6. Develop and Implement Your Plan
7. Evaluate Your Progress

Professional Development 1-2-3 Planning Guide

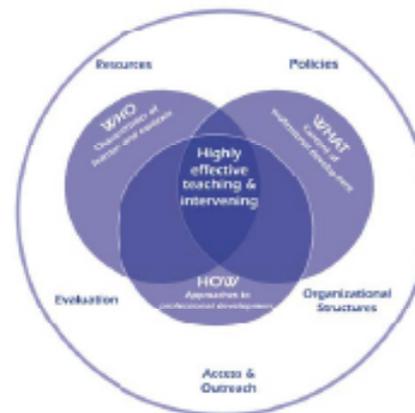
National Professional Development Center on Inclusion

Professional Development 1-2-3 Planning Guide

The National Professional Development Center on Inclusion (NPDCI) has developed a concept paper, "*What Do We Mean by Professional Development in the Early Childhood Field?*"*, which includes a definition and conceptual framework for early childhood professional development (PD), as illustrated in Figure 1.

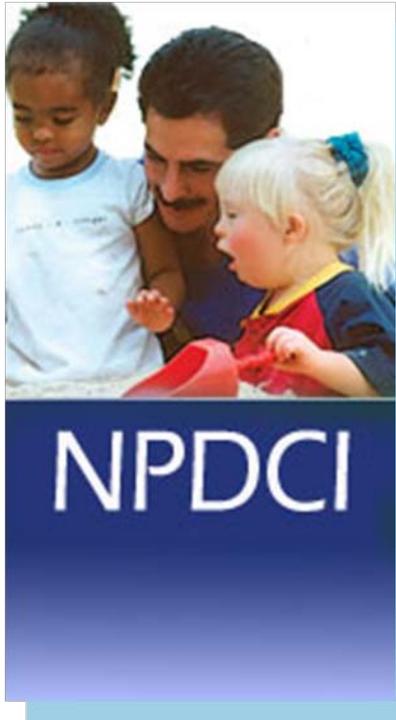
This guide offers a process through which planners can use that framework to guide PD efforts that achieve desired learner outcomes.

Figure 1. A Conceptual Framework for Professional Development



How Could you use These Resources in Your Work?





National Professional Development Center on Inclusion (NPDCI)

View state profiles, visions, and goals at <http://community.fpg.unc.edu/npdci/state-cop>

Access NPDCI resources (including *The Big Picture, What Do We Mean by Professional Development in the Early Childhood Field, & The Landscape*) at <http://community.fpg.unc.edu/resources>

Developed by the NPDCI Team (Virginia Buysse, Camille Catlett, Shelley deFosset, Jonathan Green, Tracey West, & Pam Winton) with support from Don Trull

Wiki on PD Approaches

<http://community.fpg.unc.edu/discussions/wiki-pd-approaches>

Wiki: Help Define Approaches to Professional Development — Early Childhood Community - Mozilla Firefox

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You are here: Home → Discussions → Wiki: Help Define Approaches to Professional Development

DISCUSSION LINKS

Discussions

Influence the Future of Early Childhood Inclusion; Provide Feedback on DRAFT National Position Statement

Blog: Speaking of Inclusion...

Wiki: Help Define Approaches to Professional Development

Learn more about NPDCI's definition of professional development

Wiki: Coaching

Wiki: Community of Practice

Wiki: Consultation

Wiki: Lesson Study

Wiki: Mentoring

Wiki: Reflective Supervision

Wiki: Technical Assistance (TA)

References

Wiki: Help Define Approaches to Professional Development

tags: [npdci](#), [professional development](#)

What does it all mean?

Help us define these approaches to professional development.

From existing literature ([references](#)), we've created starter definitions. These are in a wiki format, so rest is up to you. You can contribute to and edit any part of the definitions by following the links to the right.

Background

NPDCI developed a definition and conceptual framework for professional development with the help of this community (see "Related content" below). We were asked to further to define some of the terms we used to describe professional development approaches that support collaboration and change in early childhood. Currently, there is little agreement on definition of these approaches, how they can be used to enhance professional development, and if they are actually effective in improving professional practices. As a result we have created this wiki.

This wiki-based activity is designed to stimulate discussion on this topic and to begin to build consensus on key dimensions that differentiate and define the various professional development approaches.

We invite you to help build consensus on key dimensions that differentiate and define the various professional development approaches. The information you help to create can be used to support professional development decisions.

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What bubbled up for you?

What will you use?

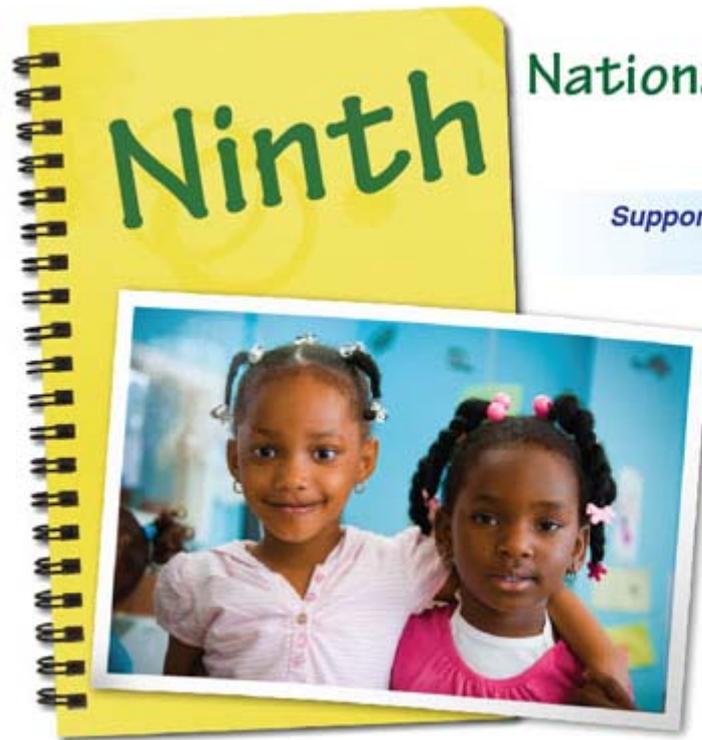
To do what?

How?

With whom?



Coming Soon . . .



National Early Childhood Inclusion Institute

*Supporting Natural Environments & Inclusion
for Children Birth - Age Five*

*"Yes We Can: New Opportunities for Young
Children with Disabilities and their Families"*

Invited Keynote Speaker: Joan Lombardi

The William and Ida Friday Center
for Continuing Education
Chapel Hill, NC

July 14-16, 2009

Sponsored By
FPG Child Development Institute,
University of North Carolina at Chapel Hill
National Early Childhood TA Center (NECTAC)

<http://www.nectac.org/~meetings/inclusionmtg2009/>

Thank you



- We sincerely appreciate your powerful ideas.
- Visit our community website

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

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