

# The Big Picture Planning Guide

Building Cross-Sector Professional Development Systems  
in Early Childhood, 3rd Edition

July 2011

## Table of Contents

Introduction .....	1
Planning Sequence .....	2
Step 1: Set the Stage	
Step 2: Develop a Vision and Focus Areas	
Step 3: Develop an Implementation Plan	
Step 4: Create a Structure for Ongoing Improvement	
References and Resources .....	5
Appendix A: Glossary .....	6
Appendix B: Recommendations for Meaningfully Involving Families in State Planning Meetings	
Appendix C: State Profile on Early Childhood Professional Development .....	7
Appendix D: Who, What, and How (WWH) Planning Matrix for Early Childhood PProfessional Development .....	8
Appendix E: All About the Landscape .....	9
Appendix F: Sample Vision, Focus Areas, and Action Steps .....	11
Appendix G: Planning Evidence-based Professional Development .....	12



National Professional Development Center  
on Inclusion

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

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National Professional Development Center on Inclusion  
<http://npdci.fpg.unc.edu>

The content of this guide reflects the work of the National Professional Development Center on Inclusion in assisting eight states in developing plans for an integrated, cross-sector professional development system to support inclusion.

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## Introduction

*The Big Picture Planning Guide* is designed to support a state-level planning process that leads to a single, integrated professional development (PD) system, across all early childhood sectors<sup>1</sup>. The ultimate goal of a coordinated PD system is to ensure that early childhood practitioners are highly effective in supporting the development and learning of every young child, including those with diverse abilities. Cross-sector planning is most likely to be productive when it involves:

- ◆ A high-level state team—people who represent the various early childhood sectors and who have the influence, authority, and commitment to transcend traditional boundaries to create new ways of working together and innovating to transform PD.
- ◆ Consensus on a meaning of PD that emphasizes both the acquisition of knowledge, skills, and dispositions, and the application of this knowledge in practice.
- ◆ Evidence-based practice—the specific educational programs and intervention strategies that have been validated through research, along with a decision-making process that practitioners can use to integrate various sources of evidence—as the centerpiece of professional development.<sup>2</sup>
- ◆ Effective implementation strategies, processes, and infrastructure supports that promote change at practice, program, organization, and systems levels.<sup>2</sup>

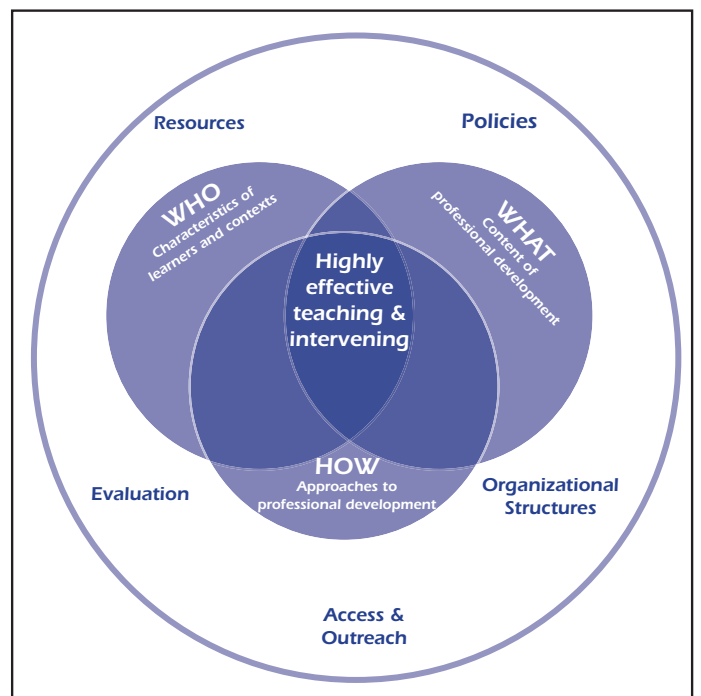
The NPDCI definition for PD provides a common language around PD issues that helps state planners frame problems and generate effective solutions. NPDCI defines professional development (PD) as facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of PD include:

*Who* (characteristics and needs of the learners and PD providers),

*What* (what learners and PD providers should know and be able to do), and

*How* (how PD can be organized and delivered most effectively).

The NPDCI conceptual framework (Figure 1) includes the three key components of the definition in the inner circle. The outer circle of the framework includes infrastructure issues such as policies, structures, resources, and other supports.<sup>3</sup>



**Figure 1:**  
**NPDCI Conceptual Framework for Professional Development in Early Childhood**

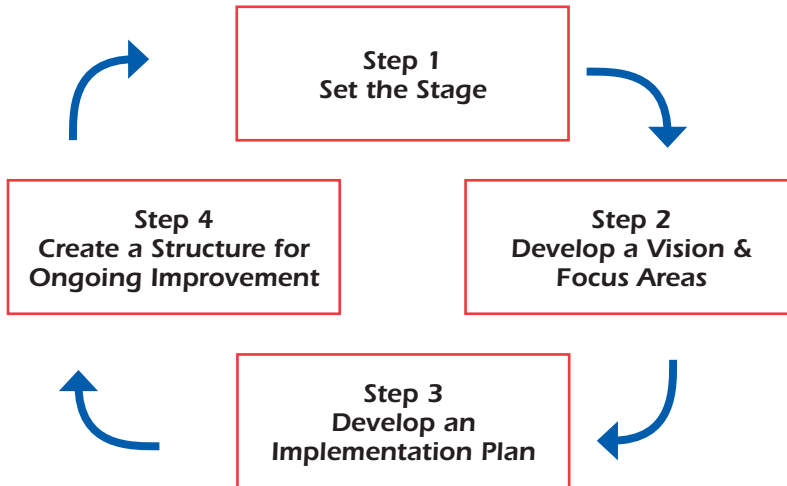
<sup>1</sup>Early Childhood Advisory Council legislation identifies key sectors as child care, public school (Title 1, pre-k, 619), Head Start, health or mental health, Part C, Institutions of Higher Education (IHEs), and other entities and agencies determined to be relevant by the Governor (Satkowski, 2009). Other considerations include ensuring that voices of families are represented. For guidance on involving families in state-level meetings, see Appendix B

<sup>2</sup> For information on implementation science, see Fixen & Blase, 2009 on page 5

<sup>3</sup>An additional resource that includes definitions of PD and associated approaches is the *Training and Technical Assistance Glossary* (NAEYC & NACCRRRA, 2011).

## Planning Sequence

The planning process is organized around four steps that the state cross-sector team may cycle through more than once. This cyclical process reflects the need to include and orient new team members as new sectors become involved and to address new PD opportunities, challenges, and initiatives that emerge over time. The four steps are:



### Step 1—Set the Stage

**Identify key sectors** to be involved and choose representatives of each sector, including families and practitioners, who have the power, authority, and resources to support the planning process.

**Create a structure** for decision-making, ongoing communication, and management of planning tasks and activities.

**Agree on definitions** of key terms that support the planning process. (Appendix A: Glossary)

**Identify infrastructure supports.** In addition to the NPDCI *Big Picture Planning Guide*, other resources have been developed to assist states in appraising their PD policies and infrastructure supports for an integrated state system. Examples of such resources include the following:

- *Early Childhood Professional Development Systems Toolkit* (NCCIC, 2007)
- *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (LeMoine, 2008)

The State Profile template in Appendix C is used to summarize information across sectors so that state team members have a broad understanding of current infrastructure supports for PD, such as policies and resources.

**Summarize the current status of statewide early childhood PD.** Two tools, based on the NPDCI framework, are available to assist in gathering and summarizing information about statewide PD practices to guide planning efforts.

### One State's Journey

#### STEP 1

The State Leadership Team began their planning effort by compiling a State Profile to ensure that they were building on existing resources. The Profile helped identify additional groups to include in the Leadership Team. This included representatives from the newly formed Early Learning Advisory Council created by the Governor's office and from a Department of Social Services team engaged in developing a Quality Rating and Improvement System (QRIS).

The NPDCI tools, the **Landscape** and the **Matrix**, provided valuable data for identifying and discussing gaps and overlaps in PD. For instance, the Landscape data indicated that only a small percentage of the PD available for practitioners was linked to any kind of course or continuing education credit. The information from the Matrix illustrated that while there were several agencies providing PD on inclusion, most of it was provided at the level of awareness rather than targeting application in practice. The Matrix also indicated that very little support or PD was available for the PD providers.

The first tool, *The Who, What, and How (WWH) Planning Matrix for Early Childhood Professional Development*<sup>2</sup> (Appendix D), is used early in the planning process to gather information from **state team members** about their agencies' PD practices, the target audience of each agency's PD, what content is delivered, what PD approaches are used, who the PD providers are, and what supports they receive in their PD role. The information is summarized and discussed by the state team. This leads to team members having a better understanding of each other's statewide PD practices and areas for making changes. The following questions can be used to help the state team discuss the information gathered from the *Matrix*.

- ◆ Are there unnecessary duplications in PD practices across agencies (e.g., multiple agencies providing PD on the same content areas to the same target audiences without intentional planning)?
- ◆ Are there gaps in PD efforts (e.g., important content not being addressed in PD, content not aligned with competencies and standards, lack of support for PD providers)?
- ◆ Is there collaboration across sectors in how PD is funded, planned, and implemented? How could collaboration be improved?

The second tool, *The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood* (Buysse, Hollingsworth, & West, 2010), is used to gather information about PD from the perspective of **PD providers** (see Appendix E). This survey includes demographic questions about the PD providers as well as information from their perspective that can supplement the information from state leaders provided on the matrix, including:

- ◆ What content is being addressed most/least often (e.g., general knowledge, practice knowledge)?
- ◆ What are the characteristics of the learners (e.g., level of education, age group served, work settings)?
- ◆ What PD approaches are being used most/least often? What level of intensity is representative of the majority of PD provided?

## Step 2—Develop a Vision and Focus Areas

**Develop a vision**, a broad statement that reflects priorities, based on the acknowledged gaps between the current status of PD and what is desired in terms of quality, efficiency, access, and collaboration (See sample vision in Appendix F).<sup>5</sup>

**Brainstorm and prioritize collective needs** related to achieving the vision, based on the information generated through the profile, discussion of the *WWH Planning Matrix*, the data collected through the *Landscape* survey, and through other means.

**Identify 1–3 focus areas** that reflect the strongest cross-sector priorities for improving PD and moving toward an integrated system. Some focus areas will address infrastructure “outer circle” issues, for example, creating regional cross-sector teams to provide PD. See Appendix E for an example. Others may address core “inner circle” issues such as providing PD on evidence-based intervention practices to support inclusion or implementing the most effective PD approaches. If the focus is on “inner circle” issues, it is important to specify the *who* (the target of the PD), the *what* (the content focus and evidence-based practices within that content area), and the *how* (the evidence-based PD methods and approaches that best meet the needs of the PD target audience, strategies for measuring the fidelity of the implementation of the PD, and desired impact on learners). See Appendix G for a tool, *Planning Evidence-Based Professional Development*, to help with this process. Ensuring that the inner circle and outer circle activities support one another is an important aspect of this step.

### The Journey Continues

#### STEP 2

The team developed a vision that aligned with the priorities of their state Early Childhood Advisory Council, and identified a cross-sector priority for increasing the effectiveness and cost-efficiency of early childhood professional development. The **NPDCI definition of professional development** and the “**who, what, and how**” **framework** enabled them to identify audiences, areas of evidence-based practice on which to focus, and delivery mechanisms that emphasize both knowledge acquisition and knowledge application.

<sup>2</sup>The *Who, What, and How (WWH) Planning Matrix for Early Childhood Professional Development* is available as an online resource at: <http://npdci.fpg.unc.edu/resources/planning-and-facilitation-tools/the-matrix>

<sup>5</sup>A blank planning template is available at: <http://community.fpg.unc.edu/resources/planning-and-facilitation-tools>

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### Step 3—Develop an Implementation Plan

Revisit the membership of the planning team and the organizational structure developed in Step 1 and refine, if needed, to facilitate initial implementation of the plan.

**Identify implementation steps** needed to address the vision, focus areas, and action steps identified in Step 2, being clear about timelines, responsibilities, and benchmarks for measuring progress.

**Integrate the plan** with the work of other initiatives and structures with PD components that are not directly addressed in the focus areas (e.g., Quality Rating and Improvement Systems [QRIS]).

**Identify, secure, and/or develop resources** needed to implement the plan.

**Develop dissemination and outreach strategies** for sharing information about the plan with this broader group of stakeholders to ensure widespread adoption and implementation of PD improvement activities.

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### Step 4—Create a Structure for Ongoing Improvement

**Develop strategies for monitoring and evaluating** implementation of the plan (e.g., develop a portfolio of artifacts that demonstrate progress and accomplishment of goals). Link with other data systems as appropriate.

**Refine the plan for sustaining progress** and identify ways to address emerging challenges and build on accomplishments.

#### The Journey Continues

##### STEP 3

The **Implementation Plan** incorporated a significant emphasis on sustainability which included the development of regional teams of PD providers and a Memorandum of Agreement among all sectors involved. As a result, the state now has cross-sector regional teams of PD providers, each of which is responsible for orchestrating cross-sector early childhood professional development on inclusion. In addition, the regional teams, which include faculty at 2- and 4-year colleges and universities, have formed learning communities with support from several state agencies aimed at sharing PD resources, building their knowledge and skill, and leveraging their expertise across key content areas.

#### The Journey Continues

##### STEP 4

**Monitoring and evaluation** at both the state and regional level proved to be particularly useful. When funding was cut to the state pre-k program, fewer high quality inclusive settings were available to children with disabilities. This set off a chain reaction, which included parents being turned away from community child care programs that felt unable to educate and care for children who didn't meet certain criteria. The cross-sector team mobilized around their original vision which was to increase the number of high quality inclusive settings. New goals were set related to educating parents about their rights and community child care programs about their responsibilities. The PD provided by the regional teams on inclusion was critical in building the capacity of child care programs to implement effective inclusion practices.

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## Appendix A: Glossary

**Collaboration:** As defined by Mattessich, Murray-Close, & Monsey (2004), collaboration is 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 individually.

**Cross-Sector:** As defined by NPDCI cross-sector includes the major organizations, agencies, and institutions in a state that provide services and support the development and learning of young children, their families, and the practitioners who serve them.

**Evidence-based practice(s):**

- ◆ As defined by Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, (2005), evidence-based practices are specific research-based practices that have been validated through a rigorous review process.
- ◆ As defined by Buysse & Wesley (2006) and Buysse, Wesley, Snyder, & Winton (2006), evidence-based practice is a decision-making process that integrates the best available research evidence with family and professional wisdom & values.

**Implementation:** As defined by Fixsen and Blase (2009), implementation is the art and science of incorporating innovations into typical human service settings to benefit children, families, adults, and communities.

**Inclusion:** As defined by DEC and NAEYC (2009), early childhood inclusion “embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports” (p. 2).

**Professional Development:** As defined by NPDCI (2008), professional development (PD) is the “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. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the ‘who’ of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the ‘what’ of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the ‘how’ of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice.”

**Professional Development System:** As defined by NAEYC (2008), a PD system is “comprehensive system of preparation and ongoing development and support for all early childhood education professionals working with and on behalf of young children.”



## Appendix B: Recommendations for Meaningfully Involving Families in State Planning Meetings

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### Individualized Supports

- Contact the Parent Training and Information Centers (PTIs), Community Parent Resource Centers (CPRCs) [<http://www.parentcenternetwork.org/>], 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.



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### Financial Supports

- Provide financial compensation for families who are not employed by an organization, including all expenses and an honorarium in the range of \$100–\$250 per day.

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### Leadership Development and Orientation

- Keep in mind that young families with young children can be overwhelmed dealing with all of the issues. Provide guidelines for involvement.
- Contact parents in advance, provide an overview of the meeting, and offer to answer any questions.
- Designate a contact person at the meeting who is available to provide explanations to parents and answer their questions in private.
- Invite parents who have previously served on state planning groups to mentor parents who are new to the effort.
- Develop a way to build relationships among team members so they can provide ongoing support to one another (e.g., provide contact information, if available and with permission, to all team members).
- Involve family members together with professionals in professional development. When parents and professionals get the same information, it enhances collaboration.

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### **Communication and Coordination**

- Ensure that meetings are accessible and participatory – before, during and after meetings. Use web-supported technology to let people be involved from home if necessary. If you use technology for meetings, have opportunity for face-to-face contact first.
- Provide facilitation at meetings to ensure that all voices are heard.

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### **Values and Outcomes**

- Develop goals and outcomes for the quality and quantity of parent partnerships in planning. Provide technical assistance to increase the capacity of the state planning group to implement the action plan for genuine and authentic parent partnership.
- Shared ownership—have buy-in from all professionals and families so that everyone “owns” the work.
- Involve families from the beginning.
- If families cannot participate:
  - develop and share case studies illustrating family needs and concerns.
  - collect and share compelling family stories by conducting interviews—use a microphone at parent conferences to collect them.
- Weave together the “anecdotal/synthesis rich information” from family stories with the “data rich information” to make points in meetings.

### **Additional Resource**

Caldwell, J., Hauss, S., Richins, G., & Stark, B. (2006, March). *Consumer advisory committees: Recommendations for meaningful participation of individuals with disabilities and families*. Silver Spring, MD: Association of University Centers on Disabilities. [http://www.aucd.org/template/news.cfm?news\\_id=390&id=295&parent=295](http://www.aucd.org/template/news.cfm?news_id=390&id=295&parent=295)

Recommendations were generated by  
Sharman Davis Barrett, Stephanie Smith Lee, Ann Turnbull and other participants at the  
NPDCI National Planning Meeting; Washington, DC; February 26, 2007.

## Appendix C: State Profile on Early Childhood Professional Development (PD)

An important step in developing a plan for an integrated, cross-sector PD system is to identify current policies and infrastructures related to PD. Policies and infrastructures may provide support or present challenges to the development of a PD system. Use the sample template below to compile information about such policies and infrastructures.<sup>4</sup>

### Sample Template: State Profile on Early Childhood PD

**1. Policies and Quality Assurance Initiatives such as Professional Standards, Competencies, and Quality Rating and Improvement Systems (QRIS)**

(What is driving the content of PD?)

**2. Access to PD, Career Pathways, and Articulation Agreements**

(What mechanisms and supports are available to support EC practitioners in obtaining PD and credentials?)

**3. Advisory and Organizational Structures**

(What structures are in place that support early childhood PD?)

**4. Data and Evaluation** (What information is being gathered to inform PD efforts?)

**5. Funding and Resources** (What funding streams and resources are currently in place to support PD?)

## Appendix D: Who, What, and How (WWH) Planning Matrix for Early Childhood Professional Development (PD)

Use the matrix below, in advance or during group discussion, to compile information from representatives of key sectors about the PD they fund. The WWH Planning Matrix consists of two parts: the WWH at the level of learners and at the level of PD providers.

Part 1: WWH – Learners				
<p><b>Who are the major funding agencies for early childhood PD?</b> (one agency per row, e.g., Head Start)</p>	<p><b>To whom does this agency provide PD?</b> (list target audience for each initiative, if appropriate)</p>	<p><b>What is the content of the PD?</b> <b>What are the evidence-based intervention practices associated with the content?</b></p>	<p><b>How is the PD delivered?</b> <b>Is this aligned with level of learner impact desired</b> (e.g., knowledge, skills, application) <b>and practice focus?</b></p>	<p><b>Is this PD integrated with infrastructure supports?</b> (e.g., quality initiatives, licensure, accreditation, evaluation, policies)</p>
Part 2: WWH – PD Providers				
<p><b>Who are the PD providers?</b> (Answer this question for each of the agencies listed in Part 1)</p>	<p><b>Who provides information and support to the PD providers?</b></p>	<p><b>What type of information and support is available for PD providers?</b> <b>Does content focus on:</b></p> <ul style="list-style-type: none"> <li>▪ Evidence-based intervention practices?</li> <li>▪ Evidence-based PD approaches?</li> </ul>	<p><b>How are information and support delivered to PD providers?</b></p>	<p><b>Is this information and support integrated with infrastructure supports?</b> (e.g., quality initiatives, licensure, accreditation, evaluation, policies)</p>

<sup>4</sup>Template categories are based on the essential policy areas provided in Workforce Designs (LeMoine, 2008), and on the contextual issues in the outer circles of the NPDCI Conceptual Framework for Professional Development (2008).

# National Professional Development Center on Inclusion

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



# All About The Landscape

### Purpose:

The *Landscape* was designed to help state agency administrators who need information about what is happening in early childhood professional development activities across various sectors. The purpose of the *Landscape* is to gather information that will produce a descriptive landscape of professional development in early childhood in a state across multiple sectors.

The intended respondents are providers of continuing education (in-service) professional development—those who provide learning opportunities and support for practitioners (the learners) who already work directly with young children (birth to 8) and their families.

The information gathered by the *Landscape* can be used to describe who the learners are, what professional development content they receive, and how learners acquire core competencies and get support to apply what they learn in practice. In addition, the *Landscape* can be used to gather information about key contexts and supports for

professional development in a state, as well as background information about the professional development providers themselves.

### Format:

The *Landscape* is an online Qualtrics survey that takes about 5-10 minutes to complete.

### NPDCI provides:

- Invitation email
- Website with survey details
- Online survey
- Thank you/reminder emails
- Summary of survey results
- Original survey data, if requested
- Contact information for respondents who choose to provide such information (separated from other survey responses)

### What states will need to do:

- Contact NPDCI at [npdci@unc.edu](mailto:npdci@unc.edu)
- Send the invitation email
- Send thank you/reminder emails

### For more information...

See the website below, the Frequently Asked Questions (FAQ) on the next page, and contact NPDCI at [npdci@unc.edu](mailto:npdci@unc.edu) if you would like additional information.

<http://npdci.fpg.unc.edu/resources/planning-and-facilitation-tools/the-landscape>

## Landscape FAQ

### 1. Who should states invite to complete the *Landscape* survey?

States are encouraged to identify and invite respondents who provide professional development (PD) across a variety of sectors, such as child care, Head Start, early intervention, pre-K, and others. If a state already has a registry of PD providers, this might be a good list of potential respondents with which to start. If a state does not have a registry of PD providers, the *Landscape* can help the state begin to build one.

### 2. Is the *Landscape* appropriate for gathering information about in-service as well as pre-service PD efforts?

The *Landscape* is appropriate for use by respondents who provide continuing (in-service) PD (e.g., leading to child development credentials, continuing education credits), as well as individuals who provide ongoing support (e.g., coaching, consultation, technical assistance). The questions on this survey are less relevant or appropriate for describing pre-service PD. Other national surveys have focused on describing early childhood teacher education programs in Institutions of Higher Education. The National Prekindergarten Center has provided individual state reports on pre-service early childhood teacher preparation programs (see [www.fpg.unc.edu/~npc/pages/state\\_reports.cfm](http://www.fpg.unc.edu/~npc/pages/state_reports.cfm)).

### 3. Does the *Landscape* require PD providers to provide their names, social security numbers, or any other individually identifying information?

At the end of the survey, respondents may choose to provide their name and email address if they wish to be included in a database of PD providers in their state. This contact information will not be linked in any way to the responses provided on the survey, but will be used to develop a list of PD providers in their state. The *Landscape* does not ask for social security numbers, and does not require PD providers to provide contact information unless they choose to do so at the end of the survey.

### 4. When and how frequently should the *Landscape* be used?

In order to maximize the response rate, NPDCI encourages states to use the survey in the fall or spring rather than in the summer. NPDCI suggests using the survey once a year.

### 5. How can I get a copy of the questions on the *Landscape*?

Although the *Landscape* is completed online, you can find a list of the survey questions on the NPDCI website.

### 6. What is the process for inviting respondents to complete the survey?

NPDCI will work with states wishing to use the *Landscape* and will provide a state contact person with the email message to send to PD providers in the state inviting them to complete the survey. The email message will direct potential respondents to a webpage containing details about the survey and a link to the *Landscape* itself. NPDCI will want to know the number of people invited to complete the survey, but will not need their email addresses.

### 7. What steps will be taken to help ensure the validity of the survey results?

NPDCI will work with the state contact person developing the list of potential respondents to ensure that respondent characteristics closely match those of the intended PD providers. The methods used to administer the survey will help ensure an adequate response rate. Data will be summarized so that it may be disseminated to a broad audience.

### 8. What is the suggested citation for the *Landscape*?

Buyse, V., Hollingsworth, H., & West, T. (2010). *The Landscape: A statewide survey for providers of professional development in early childhood*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, NPDCI.

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## Appendix F: Sample Vision, Focus Areas, and Action Steps

### Vision

Early childhood personnel across sectors will possess the knowledge, skills, and attitudes that will promote the successful inclusion of young children with disabilities.

### Focus Area

Develop a regional cross-sector PD system to support increased opportunities for high quality inclusion

Focus Area: Develop a regional cross-sector PD system to support increased opportunities for high quality inclusion				
Action Steps	Date/ Duration	Human Resources	Benchmarks	Updates & Progress
<p><b>1. Develop a written description for how a regional, cross-sector PD approach would operate</b></p> <ul style="list-style-type: none"> <li>o Identify a work group to develop a written description of how this approach would operate</li> <li>o Seek input on the written description from state and regional partners and systems</li> <li>o Identify regions</li> <li>o Identify leadership for each region</li> <li>o Identify who will be part of the regional teams</li> </ul>				
<p><b>2. Implement a regional, cross-sector approach for early childhood PD to foster increased opportunity for inclusion</b></p> <ul style="list-style-type: none"> <li>o Secure fiscal and organizational support and authorization from relevant agencies</li> <li>o Develop plan to support regional team leaders                             <ul style="list-style-type: none"> <li>▪ Identify inclusion and PD content needed by regional team leaders</li> <li>▪ Provide PD to support regional team leaders</li> </ul> </li> <li>o Support launch of regional team approach                             <ul style="list-style-type: none"> <li>▪ Organize 2-day summit for core members of regional teams on effective PD and inclusion</li> </ul> </li> <li>o Support implementation of regional approach</li> </ul>				
<p><b>3. Evaluate the regional, cross-sector approach</b></p>				

## Appendix G: Planning Evidence-Based Professional Development\*

### I. WHO are the learners and PD providers?

Characteristics of the learners: \_\_\_\_\_

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Characteristics of the PD providers: \_\_\_\_\_

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### II. WHAT is the content of the PD?

Definition of the practice (defines what practitioners should know and be able to do): \_\_\_\_\_

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Standards and competencies that support the practice (e.g., early learning standards, program standards, professional competencies): \_\_\_\_\_

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Content resources directly related to the practice defined above (e.g., curricula, video clips, research summaries, practice guidelines, policy and position statements):

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### III. HOW will PD be delivered to promote the acquisition of knowledge and skills and the application of these in practice?

#### KNOWLEDGE ACQUISITION

Organize PD content into the CONNECT Learning Cycle and identify or develop resources related to each step.<sup>2</sup>

Step 1. Share a practice dilemma (e.g., a situation in which a practitioner must make a decision about whether and how to use a specific practice). \_\_\_\_\_  
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Step 2. Pose an answerable question (e.g., a question that addresses the effectiveness of the practice that can be answered through research and other sources of evidence).  
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Step 3. Consider sources of evidence (e.g., practice definition, demonstrations of the practice, research summaries, policy statements, practice guidelines). \_\_\_\_\_  
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Step 4. Integrate evidence with local contexts (e.g., family and professional perspectives, local program policies) and develop an implementation plan. \_\_\_\_\_  
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Step 5. Evaluate implementation and the results of using the practice (e.g., evaluation tools and approaches). \_\_\_\_\_  
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#### KNOWLEDGE APPLICATION

Identify approaches such as coaching, consultation, mentoring, and communities of practice for providing guided practice and corrective feedback. \_\_\_\_\_  
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Determine how you will know when learners become proficient in using the practice (e.g., reaching criteria on measures of proficiency, obtain feedback from families, assessing child progress in learning/development). \_\_\_\_  
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<sup>5</sup>The CONNECT Learning Cycle, designed to build evidence-based practice decision-making skills, is described at the CONNECT project website (<http://community.fpg.unc.edu/connect-modules/help-faq/tours/about-the-connect-modules>) and in Winton, P. (2010).

Identify the sequence and logistics of PD (e.g., number and type of PD sessions and ongoing supports, along with the intensity and duration of each).

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Identify resources for implementing PD supports such as coaching, mentoring, and communities of practice

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**IV. Create an implementation plan related to decisions you made under the Who, the What, and the How of your professional development.**

For example, if you decided to include a research summary as part of your plan, then one action step might be to conduct a search to determine if such a summary exists. If having a practice dilemma is part of your plan, then an action step might be to create the dilemma, including determining the resources and the person responsible for doing this.

Implementation Plan				
Action Steps	Date To Be Accomplished	Resources	Benchmarks	Person Responsible

\*Jointly developed by the NPDCI and CONNECT Projects



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