

# Got Competencies? What's Next?

A Presentation at the  
National Early Childhood  
Inclusion Institute  
May 19, 2010



# Presenters

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Florida ECE Professional  
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# Florida Competencies Team

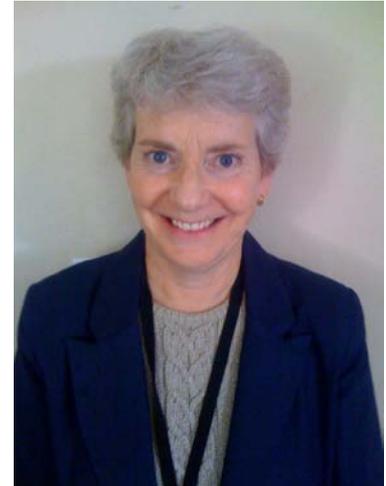
- Lilli Copp
- Kim Gallant
- Alisa Ghazvini
- Marilyn Hibbard
- Pat Snyder

# Florida Presenters

Lilli Copp



Marilyn Hibbard



Alisa Ghazvini



# Background: 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.

The NPDCI Team includes Virginia Buysse, Camille Catlett, Shelley deFosset, Jonathan Green, Heidi Hollingsworth, Tracey West, & Pam Winton.

# NPDCI Definition of Professional Development

- “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.”

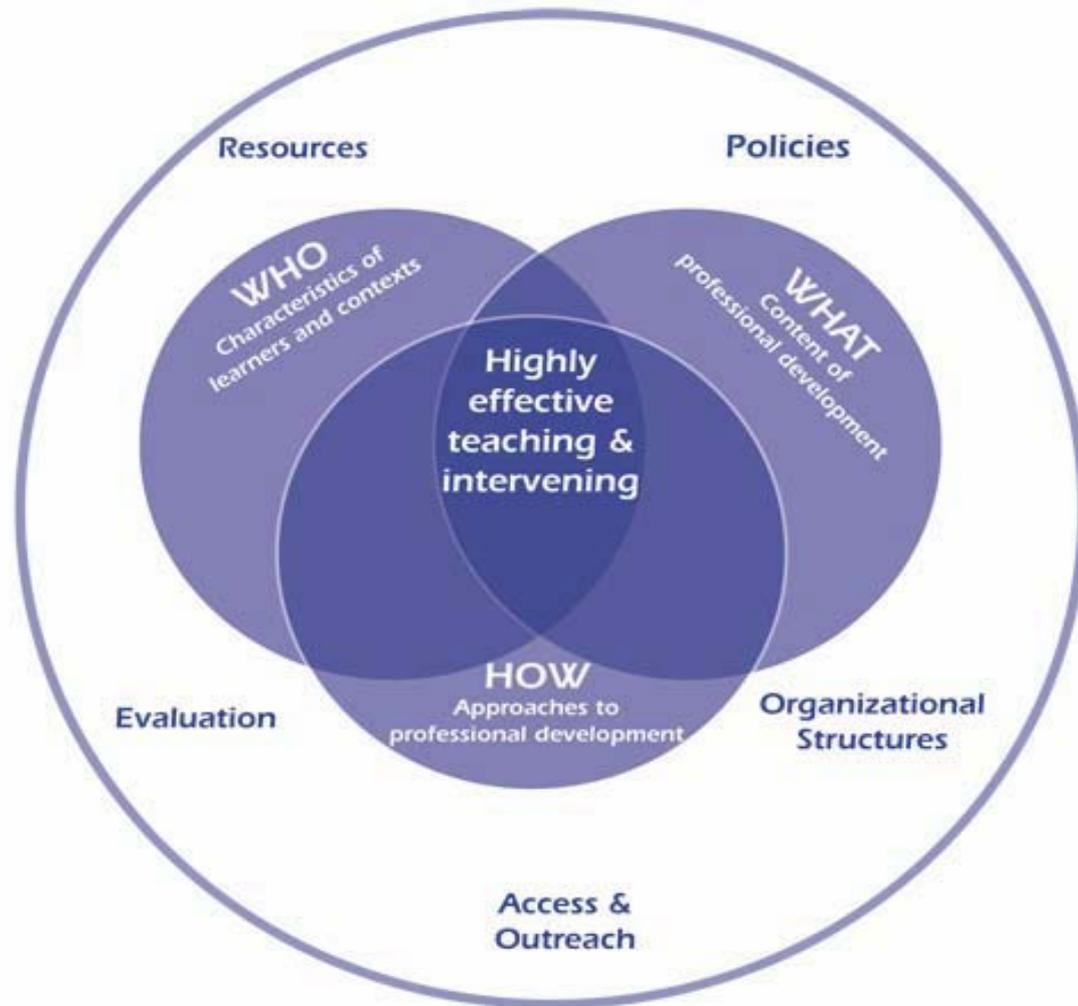
# Definition (continued)

*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”**).”*

National Professional Development Center on Inclusion. (2008)

# NPDCI's Conceptual Framework for PD



# Competencies

- Competencies are what a person knows and can do; the knowledge, skills, and dispositions necessary to effectively function in a role.
  - (Center for the Study of Child Care Employment, 2008; Hyson, 2003; Winton, McCollum & Catlett, 2008)

# National Standards

- National Association for Young Children (NAEYC)
- Council for Exceptional Children, Division of Early Childhood (CEC/DEC)

# Standards

- Standards are a set of expectation or benchmarks for measuring whether or what level educators have mastered the content provided in the competencies. \*

\* Definition from: Harbin, G. Rous, B., & Mclean, M. (2005). Issues in designing state accountability systems. *Journal of Early Intervention*, 27(3), 137-164.

# Poll

Does your state have early childhood competencies?

Do the competencies support inclusion?



# Challenges Faced in the Development of State Competencies

- States report drawing from national standards but evidence suggests the links are weak
- There is huge variability across states in how competencies are defined and organized. No standard approach.
- Competencies are commonly organized by broad content domain and level of education and/or experience rather than observable practices

# Agenda

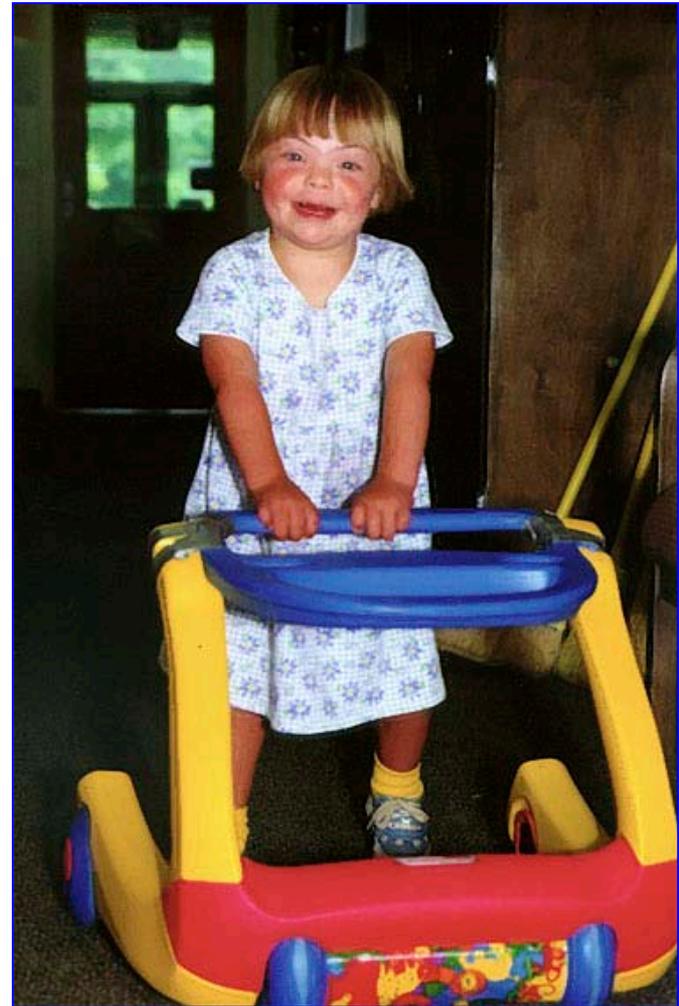
- How states are:
  - meaningfully incorporating inclusion into competencies for the early childhood workforce
  - connecting competencies to professional development
- Tips and lessons learned

# Why Competencies that Support Inclusion are Important

- Children with disabilities are being served in the full range of early childhood settings
- Competencies are a foundational component for preparing effective teachers who can provide high quality educational experiences for children
- All teachers must be equipped with the knowledge and skills to support each and every child

# Developing Competencies that Support Inclusion

Examples from States



# Oregon Early Childhood Inclusion Collaborative

## Professional Development Work Group

Goal 1: To ensure that there is adequate statewide in-service professional development and available resources to support inclusion.

1.1 Identify and promote the use of personnel competences needed to implement inclusive practices.

[www.centeroninclusion.org](http://www.centeroninclusion.org)

# Methods

We developed a pilot survey (N = 11) to assess the validity of the competencies.

Stakeholders surveyed included EI/ECSE, ECE, and Head Start staff and administrators; personnel preparation faculty; and family members.

# Professional Competencies

Respondents were also provided a copy of the Professional Development Competencies developed by the Oregon Early Childhood Inclusion Collaborative Professional Development Workgroup (OECIC-PD).

# Inclusion Competencies

- **Competency Area # 1: Consultation**
- **Competency Area # 2: Foundations**
- **Competency Area #3: Development and Characteristics**

# Inclusion Competencies

- Competency Area #4: Instructional Strategies
- Competency Area # 5: Environments and Social Interaction
- Competency Area #6: Communication / Language

# Inclusion Competencies

- **Competency Area #7: Instructional Planning**
- **Competency Area #8: Assessment**
- **Competency Area #9: Professional and Ethical Practices**

# Illinois Blended Core Course Project

# Research Informing Our Work...

- **Preliminary Findings (Ray & Bowman, 2009)**
  - **Illinois 2-year programs**
    - **24% of 468 courses coded only referenced diversity (15 diversity categories) & 76% made no reference to diversity**
  - **Illinois 4-year programs**
    - **37% of 218 courses coded had diversity language**

# Vision for NPDCI-IL Work

***All practitioners who work with young children and their families will possess the knowledge, skills, and attitudes to respectfully, responsively, and collaboratively promote access to inclusive learning for each and every child, including those who are culturally, linguistically and ability diverse.***

# Goals Related to NPDCI-IL Vision

- Goal Two

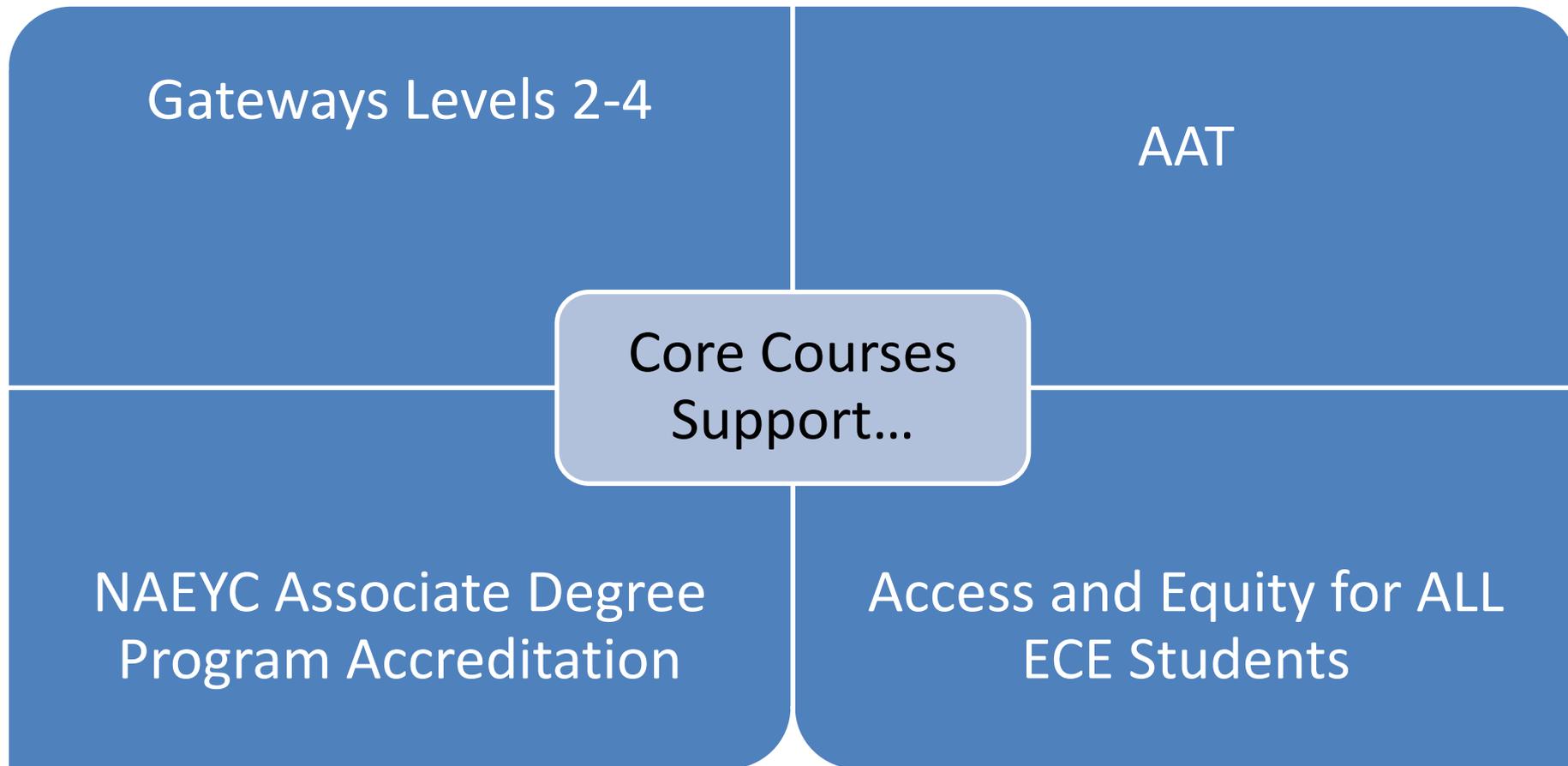
Develop and implement frameworks (competencies, standards) for blended early childhood preparation that incorporate an intentional emphasis on children with disabilities and inclusion as well as an emphasis on cultural and linguistic diversity.

# Action Steps: Goal 2

- Creation of blended core courses at Associate Degree level

## **Phase One: Core Course Project**

# What Do the Core Courses Support?



# Action Steps: Goal 2

## ***Phase Two: Blending***

### ***Main Objective:***

## **Creation of Blended Standards**

### ***Focus: Ability, Cultural, and Linguistic Diversity***

# Standards Source: Children with Diverse Abilities

- DEC ECSE-EI Initial Standards
  - Developed for Baccalaureate preparation
  - Utilized crosswalk between NAEYC and CEC/DEC standards to tier to associate degree level

# STANDARDS SOURCE: CULTURAL AND LINGUISTIC DIVERSITY



# Adaptations

- Combed Early Children Content Standards
- Cross-referenced with Gateways Standards
- Reviewed recommendations in  
Sánchez, S. Y., & Thorp, E.K. (2008). Teaching to transform: Infusing cultural and linguistic diversity. In P.J. Winton, J. A. McCollum, & C. Catlett (eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (p. 81-97). Washington, DC: Zero to Three Press.
- Developed suggested standards and consulted with state knowledge resources

# Process for Blending Standards

- Two- and four-year faculty meeting
- Crosswalk of CEC/DEC standards and NAEYC standards used to determine alignment
- Discussion of knowledge, skills, and attitudes appropriate at community college level
- Large group review

# Example Objective: ECE Curriculum Development

5. Identify strategies supportive of language development for each and every child, **including those who are culturally, linguistically and ability diverse.**

Levels 2-4 Gateways Benchmarks:	ECE Content Area Benchmarks:	CEC/DEC Standards	NAEYC Standards
D24 D25 D30 D31 E2 E33 E34 E35 E40 E41 E42 E43 E44 E45	2C 2D 2K 13E	CC5K8, CC6K1-4, CC6S1-2, EC6K1-2, EC6S2-3	1c, 4d

6. Generate curriculum development strategies for diverse populations including children who are culturally, linguistically, and ability diverse.

Levels 2-4 Gateways Benchmarks:	ECE Content Area Benchmarks:	CEC/DEC Standards	NAEYC Standards
D24 D25 D30 D31 E2 E33 E34 E35 E40 E41 E42 E43 E44 E45	11A 11B	CC3K1, CC3K6, EC3S2, CC4S3, EC4K1, CC5S9, CC7S1	1c, 4d

# Research Informing Our Work...

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# Florida

Cross-Sector Professional Development  
to Support Early Childhood Inclusion:  
Focus on Competencies

Presentation at the 10<sup>th</sup> National Early Childhood Inclusion  
Institute, Chapel Hill, NC, May 19, 2010

# Florida Core Competencies for Early Care and Education Providers

- Developed by the Florida Early Care and Education Professional Development Initiative steering committee
  - Originally developed by a local collaborative in Palm Beach County, FL
  - Based on national standards and competency work in other states
  - Cross-sector input from state agencies, higher education, provider association representatives, and **Expanding Opportunities**
  - Collaboration continues as we develop competencies for directors, trainers, and coaches

# Florida Targeted Competencies for Inclusion

- Developed by Expanding Opportunities
  - Cross-walk of discipline-specific competencies, including the Florida Core Competencies for Early Care and Education Providers
  - Developed for **any** practitioners providing support or services to children birth to 5 and their families in inclusive environments
  - Designed to align with and augment the Florida Core Competencies for Early Care and Education Providers

# Cross-Sector Collaboration: Key Factors to our Success

- Consultants who understood the importance of collaboration across sectors and invited participation from multiple agencies and state-wide work groups
- Champions in early childhood sectors who participated in the development of both the core competencies for early care and education providers and the targeted competencies for inclusion
- Willingness of agencies to pool technical assistance resources
- Involvement of higher education and doctoral students
- Persistence in the face of challenge

# Ongoing Cross-Sector Collaboration

- Annual meetings including both groups
  - Mechanism for tracking yearly progress side-by-side
- Each group continues work and meets regularly between annual joint meetings
  - Implementation of a system for sharing information between groups throughout the year
- Written agreement between groups
  - Partnership Working Agreement between Florida Expanding Opportunities Development Workgroup and Florida Early Care and Education Professional Development Initiative

# Virginia Competencies

- Developed by Virginia's Early Childhood Alignment Project
- Aimed at providers, practitioners, teachers, directors, program administrators, trainers higher education faculty

**Statewide Professional Development Network to include:**

**Home Visiting Consortium**

**Integrated Training Collaborative**

**Early Childhood Foundation-0**

**Local Smart Beginnings Coalitions**

**Early Childhood Priority Project**

**Infant & Toddler Specialist Network**

**VACCRRN**

**Head Start Collaborative**

**DSS**

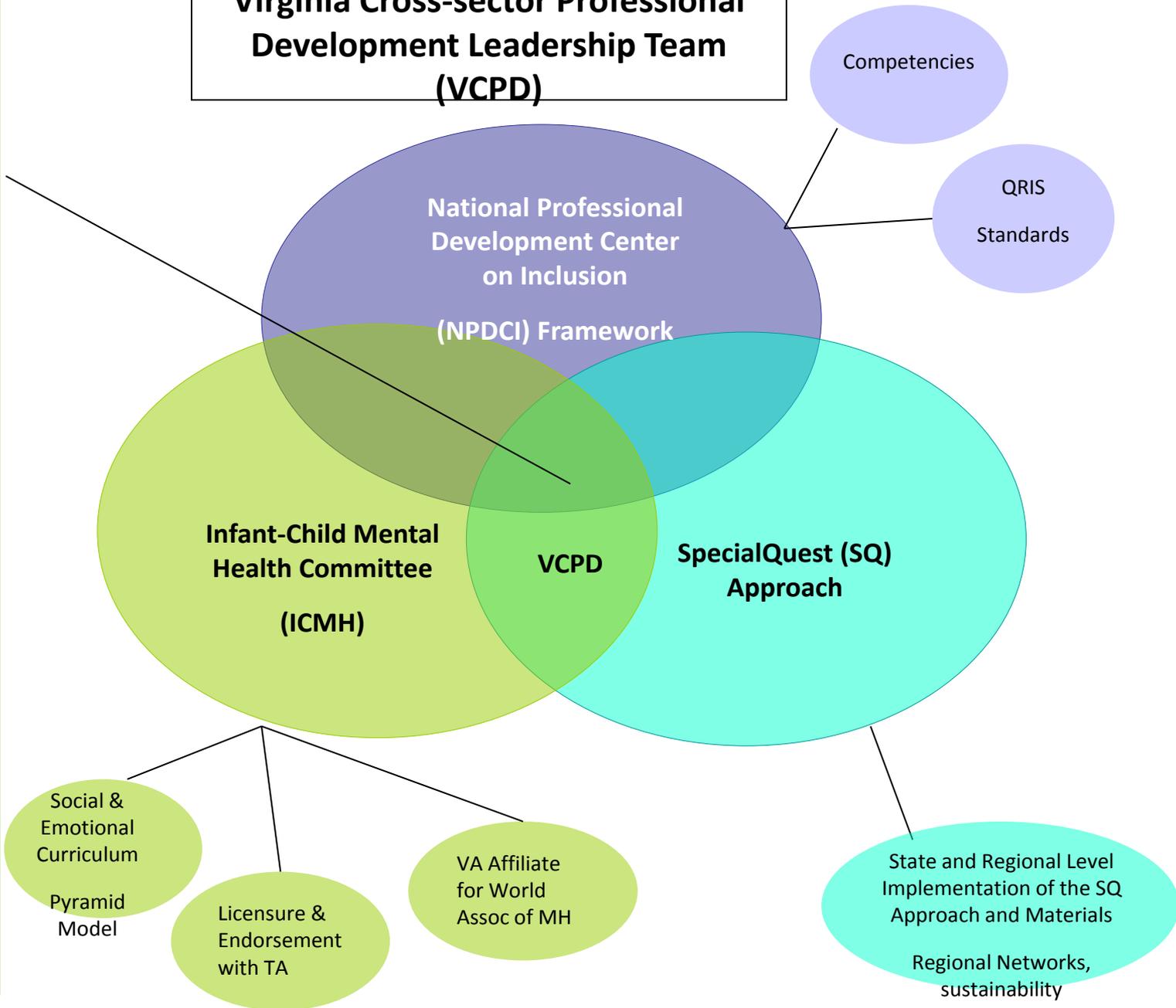
**Social/Emotional Pilot**

**HS TA Network**

**IHE**

**Community Colleges**

# Virginia Cross-sector Professional Development Leadership Team (VCPD)



Competency	Level 1	Level 2	Level 3	Level IV
<b>2.1 Effective Learning Strategies</b>	<p>a. Use a variety of learning strategies, including:</p> <ul style="list-style-type: none"> <li>• Play</li> <li>• Small group projects</li> <li>• Open-ended questioning</li> <li>• Conversation</li> <li>• Problem solving</li> <li>• Cooperative learning</li> <li>• Methods of inquiry</li> </ul> <p><b>Assistive technology</b></p> <p><b>b. Arrange the environment to accommodate individual learning opportunities for children with varying styles.</b></p>	<p>a. Demonstrate skills for:</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Implementing music and art experiences</li> <li>• Planning and conducting field trips</li> <li>• Leading group activities for children who are developmentally ready</li> </ul> <p><b>Adapting activities and environments to meet the special needs and situations of individual children</b></p>	<p>Model and help others acquire skills in a variety of teaching and learning strategies</p> <p><b>Describe and implement strategies using multiple means of expression, participation, and engagement</b></p>	<p>Encourage assistants, colleagues and other staff members to practice effective teaching and learning strategies by sharing up-to-date information on best practice</p> <p><b>Implement and support others in the use of embedded learning opportunities to address IFSP/IEP goals across the daily routines</b></p>

# Virginia Competencies

- Competencies and Milestones
- <http://www.dss.virginia.gov/family/cc/publications.cgi>
- Career Lattice
- [http://www.dss.virginia.gov/family/cc/professionals\\_resources.html](http://www.dss.virginia.gov/family/cc/professionals_resources.html)

# Virginia

- Inclusive Placement Opportunities for Preschoolers Manual
- <http://ttaonline.org> log in
  - Resources
  - Early Childhood (on left bar at bottom)
  - IPOP manual in middle of page
- Smart Beginnings
- <http://smartbeginnings.org/>

# Using Competencies to Drive Professional Development

Creating a connection between competencies and professional development

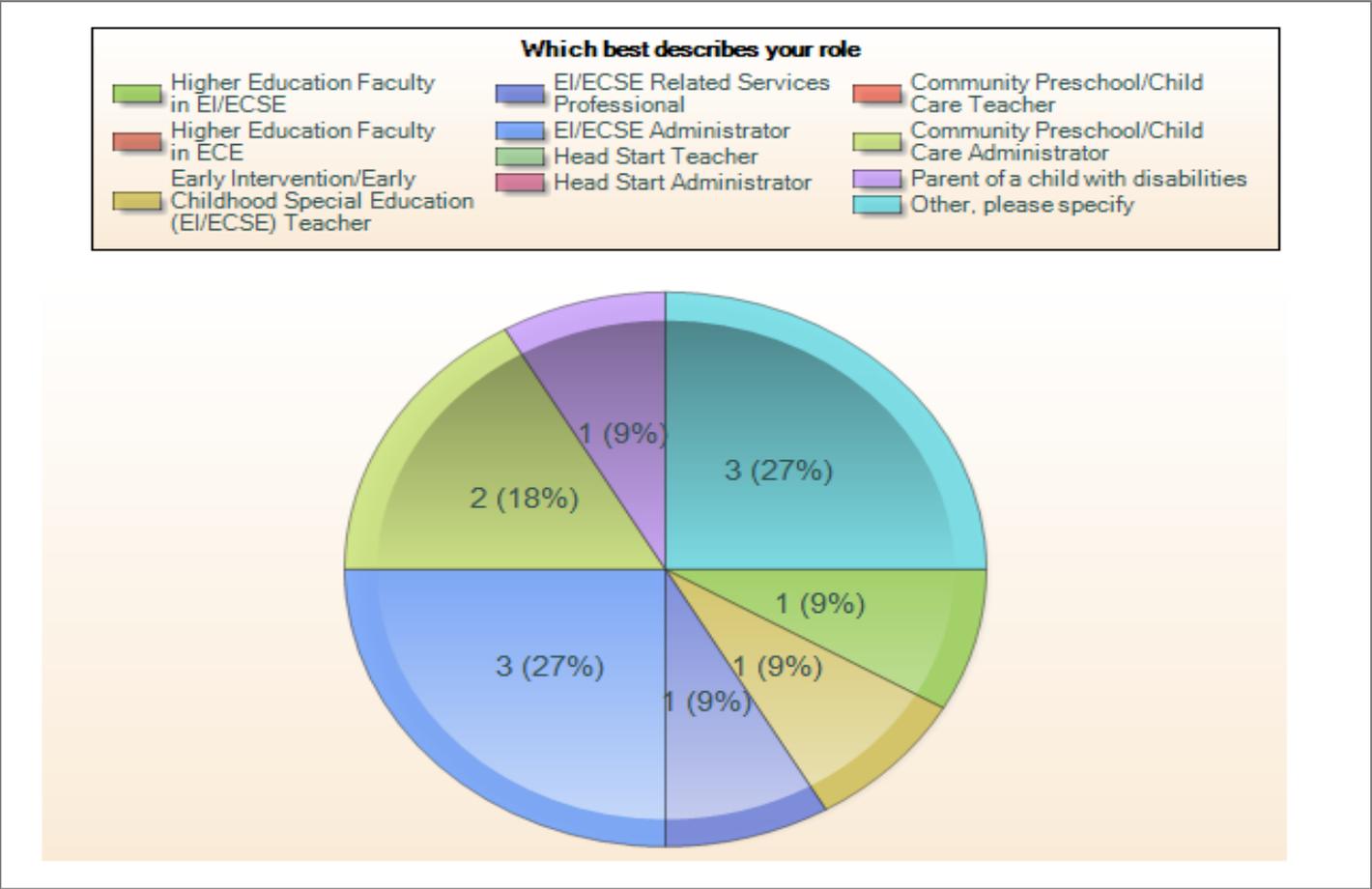
- Aligning competencies with quality assurance initiatives (e.g., QRIS, teacher credentialing programs)
- Aligning competencies with pre-service programs

# Connecting Competencies to Professional Development (or using your competencies to drive PD)

## Examples from States

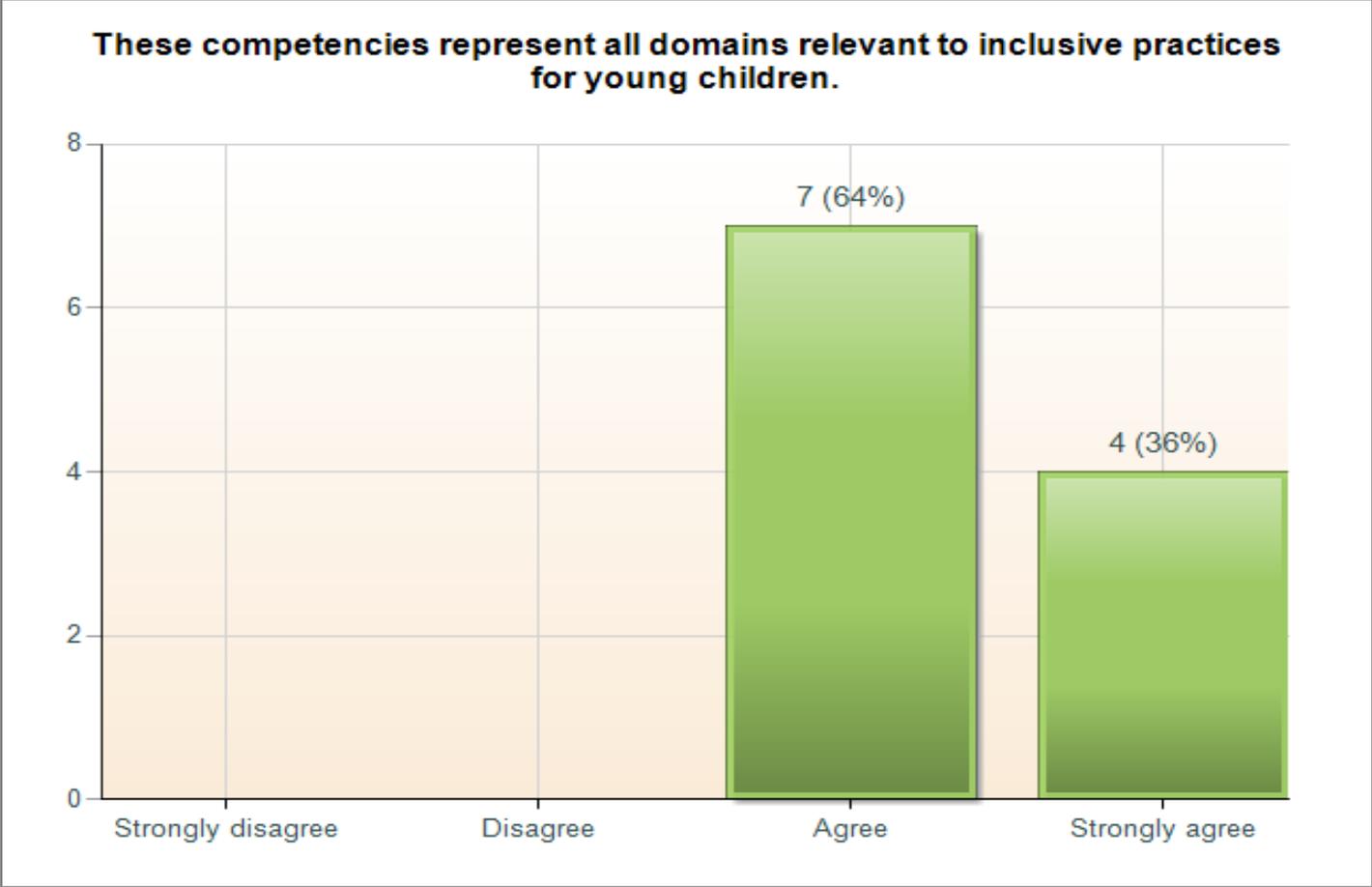


**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:** Which best describes your role

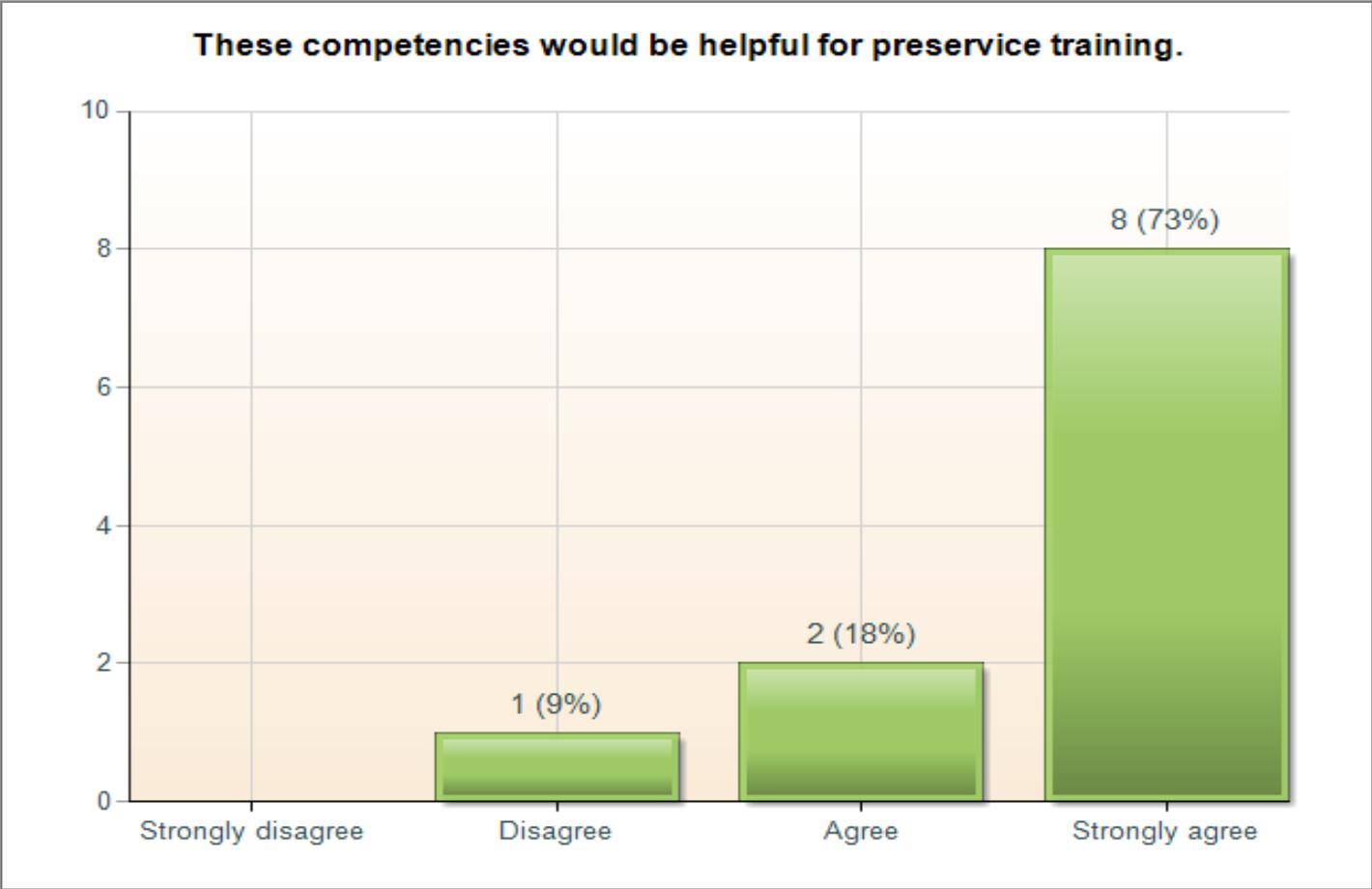


***Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:***

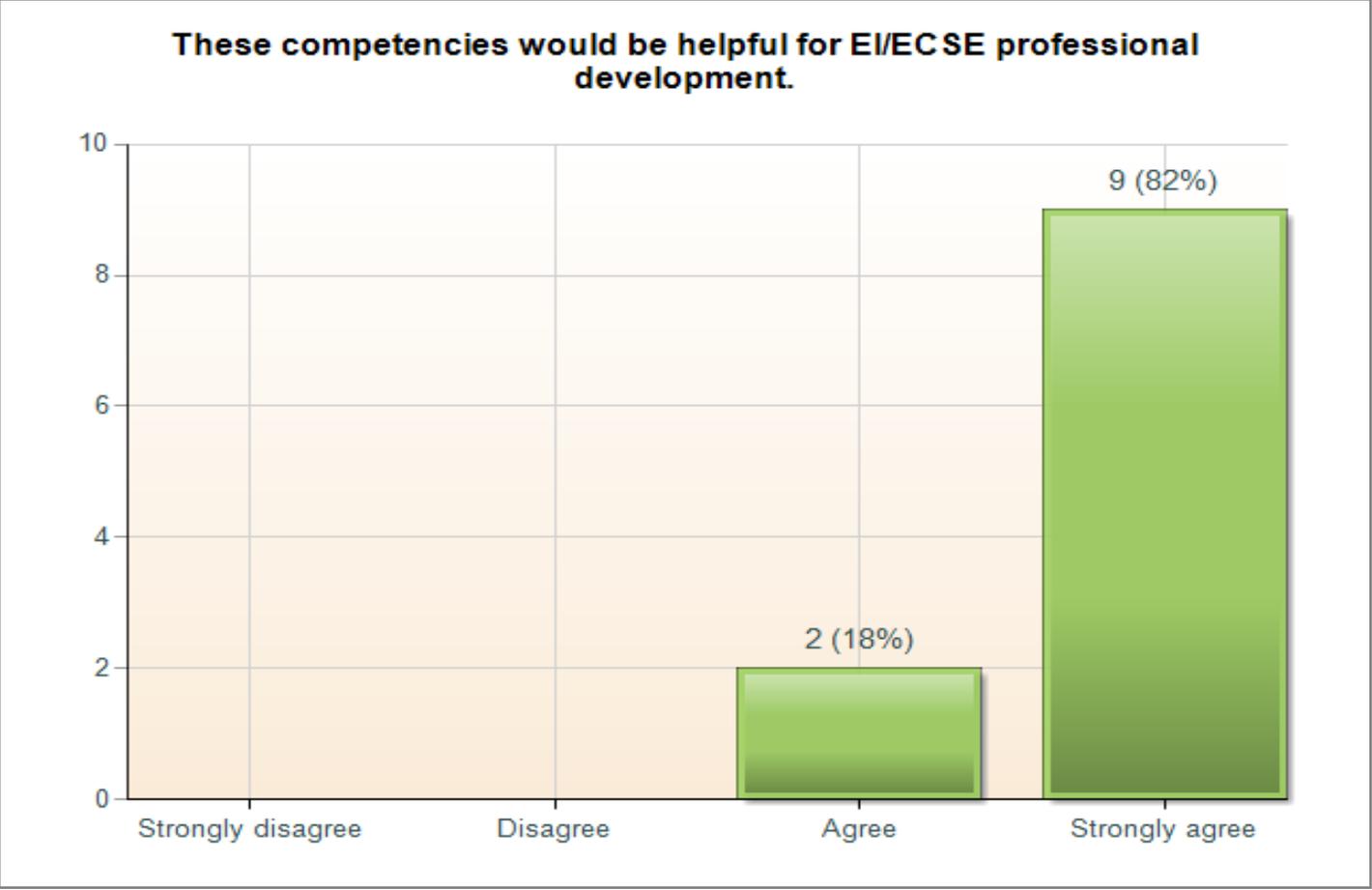
These competencies represent all domains relevant to inclusive practices for young children.



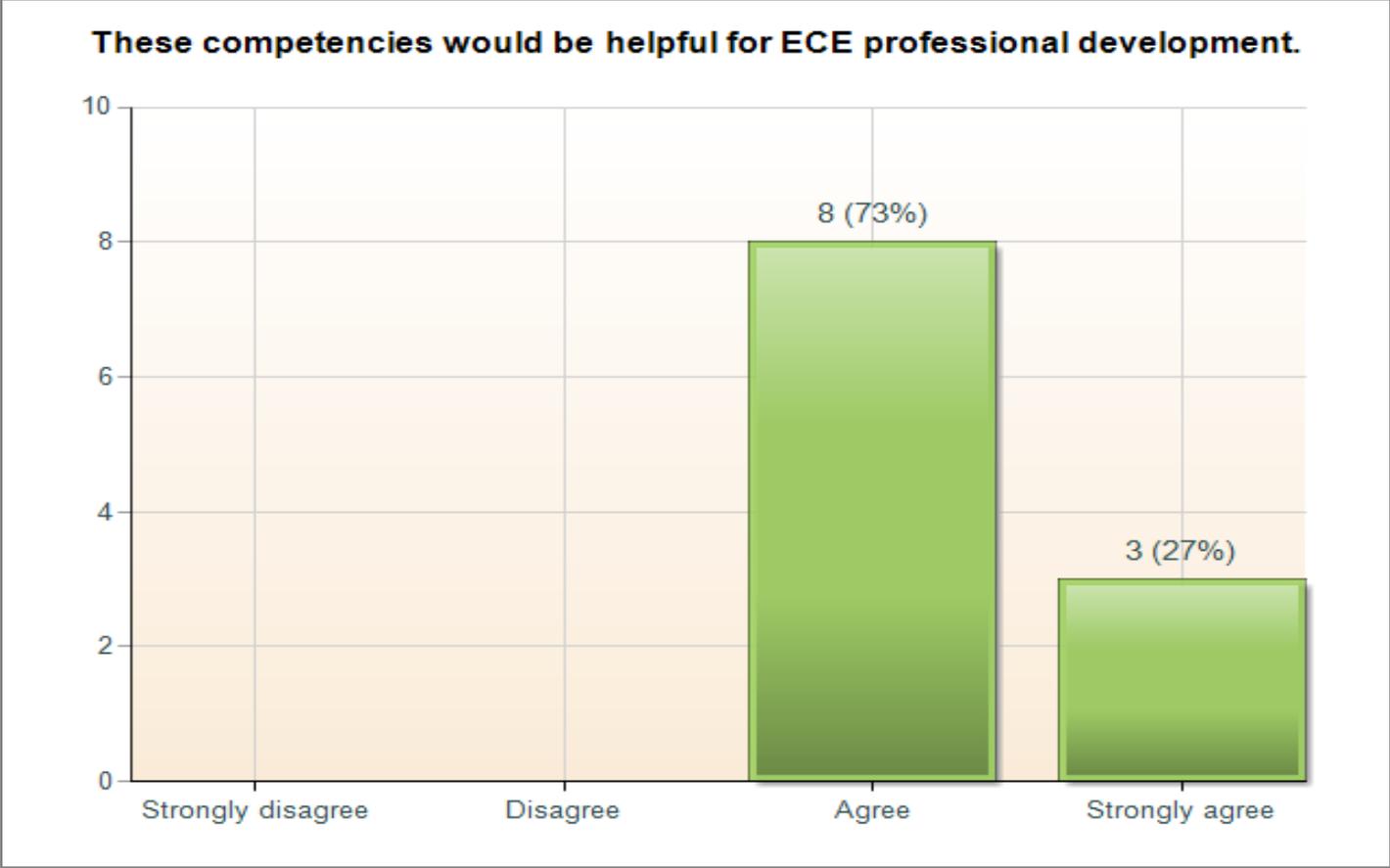
**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:** These competencies would be helpful for preservice training.



**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:** These competencies would be helpful for EI/ECSE professional development.

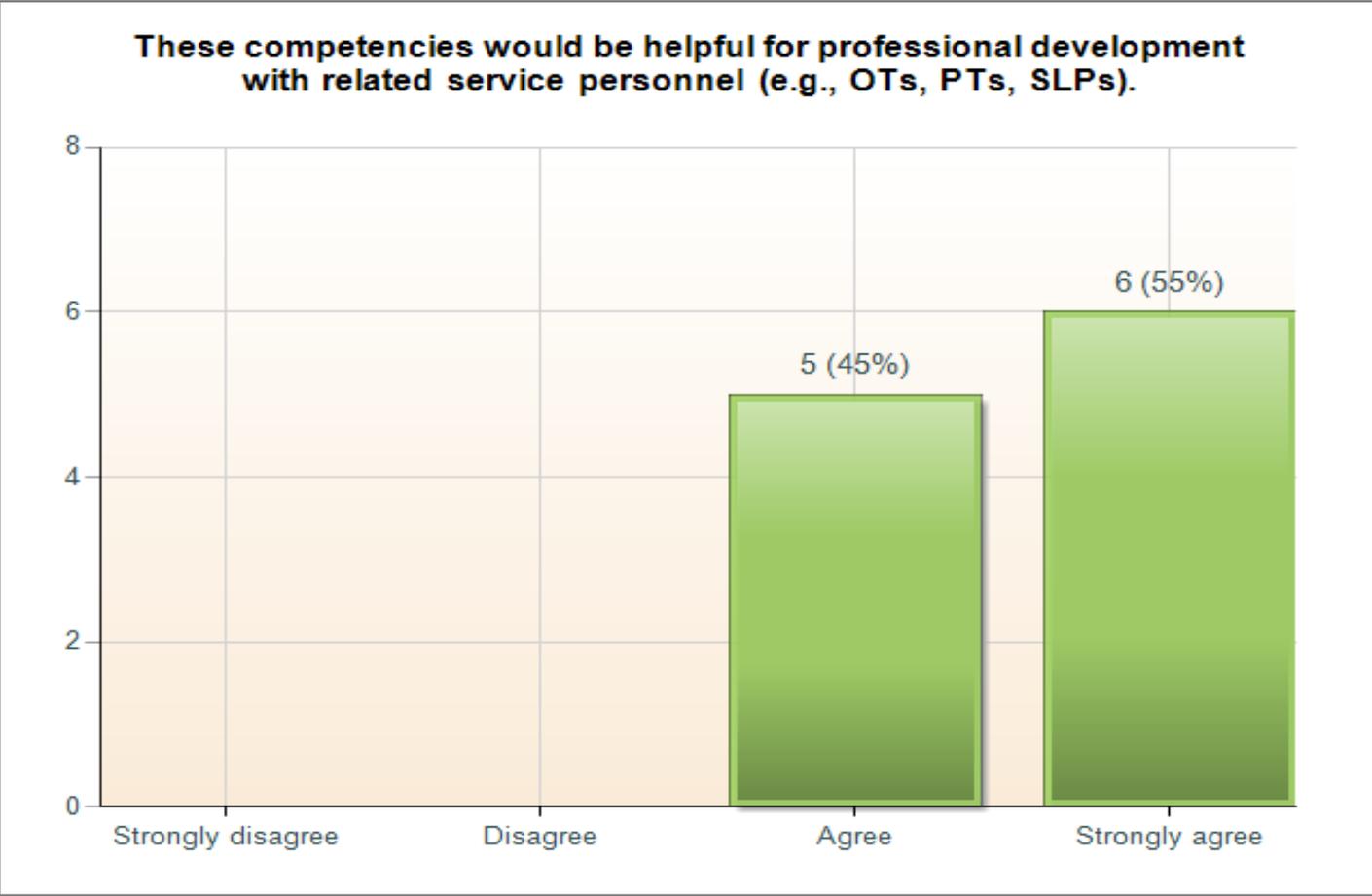


**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:** These competencies would be helpful for ECE professional development.

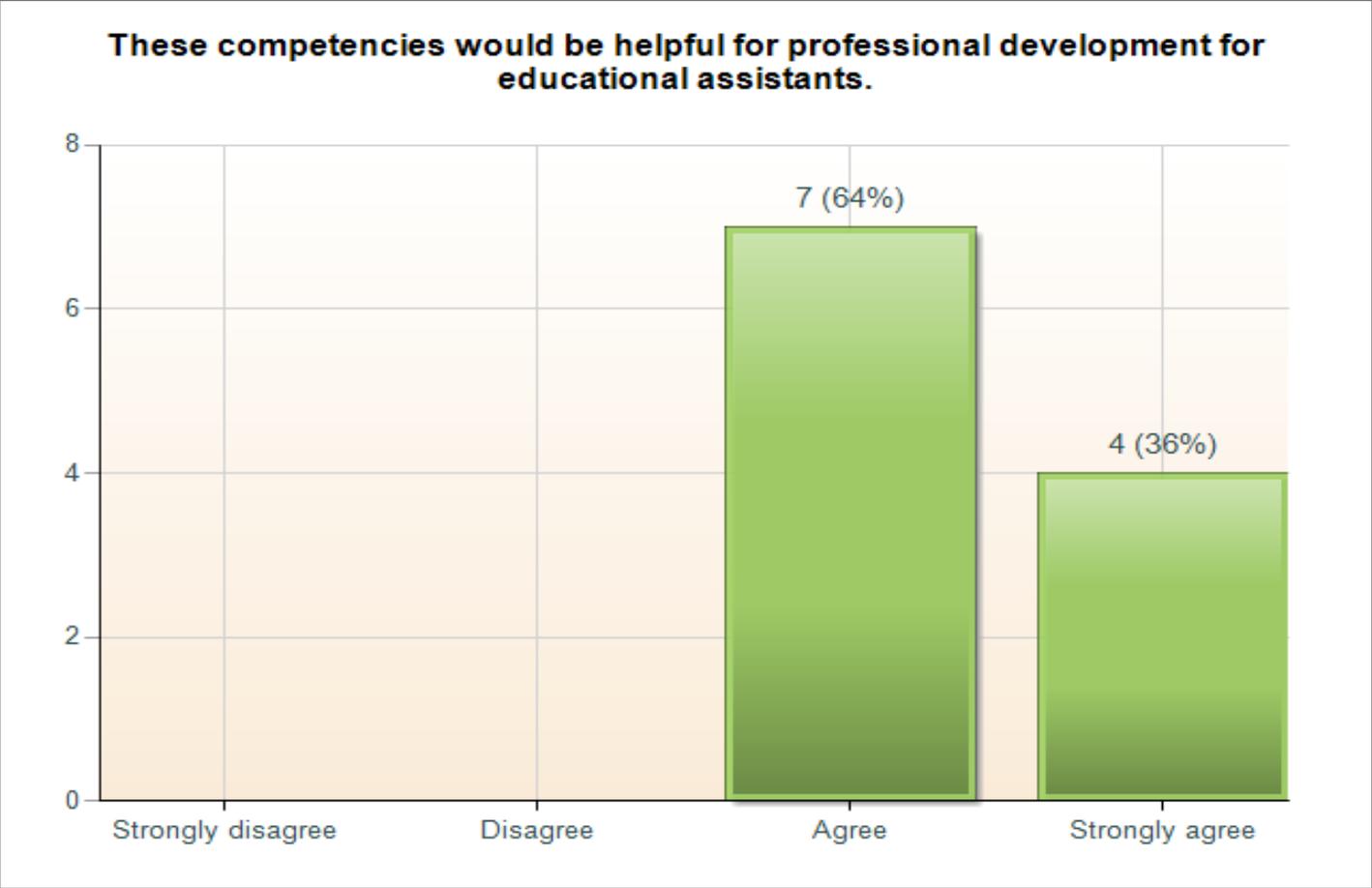


**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:**

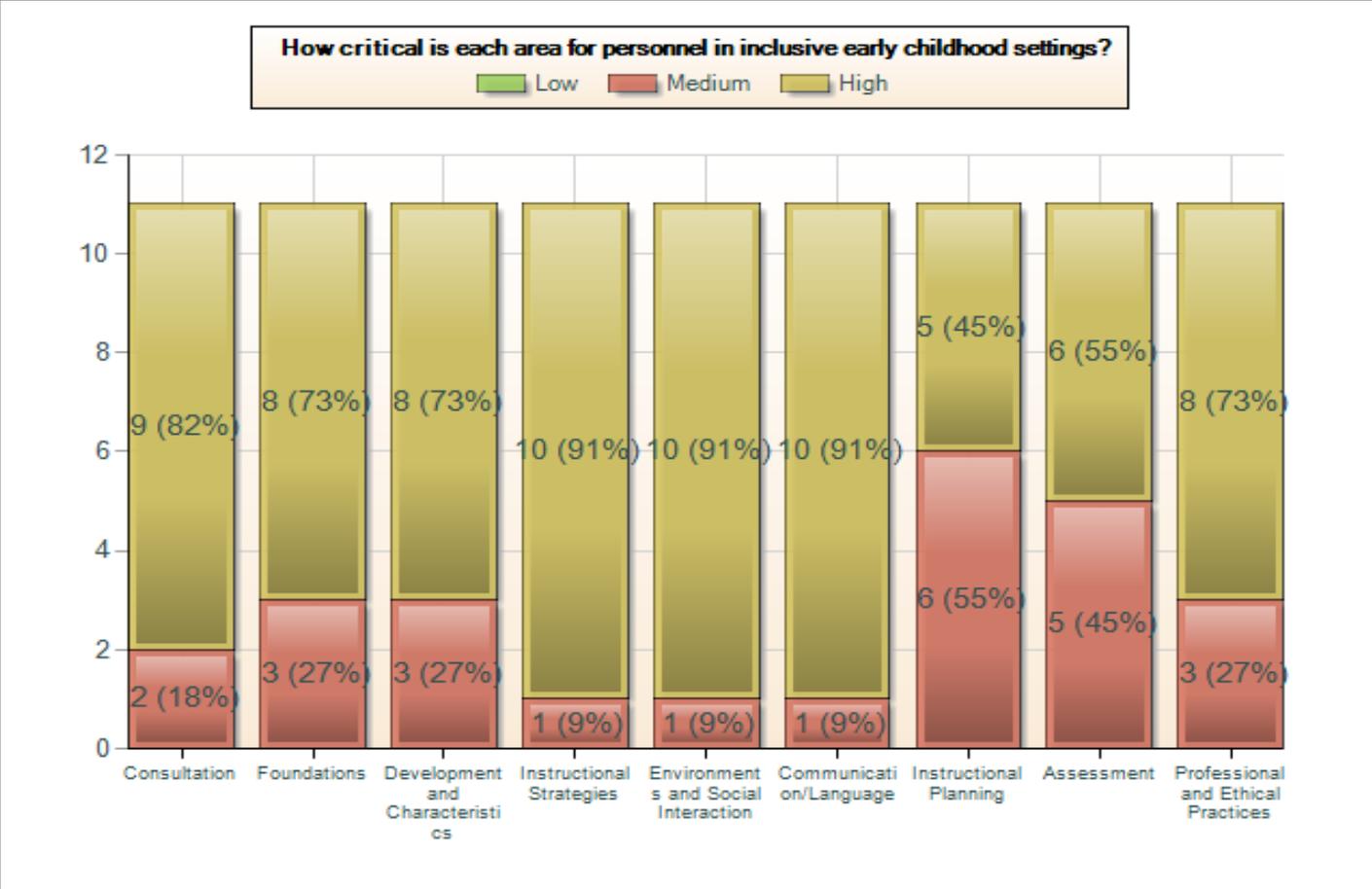
These competencies would be helpful for professional development with related service personnel ( ...



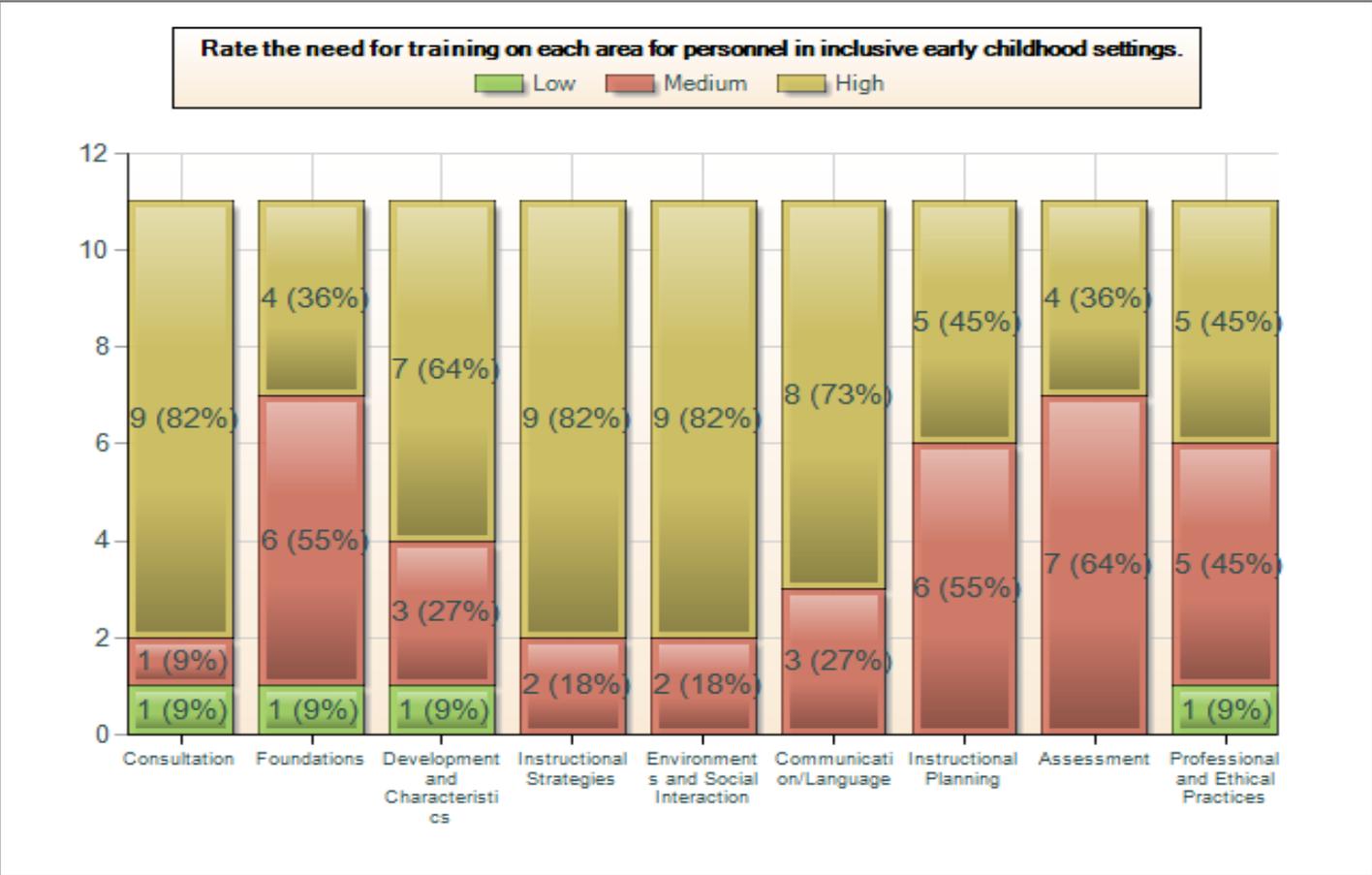
***Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:***  
These competencies would be helpful for professional development for educational assistants.



**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:** How critical is each area for personnel in inclusive early childhood settings?



**Oregon's Early Childhood Inclusion Collaborative Professional Competencies on Inclusion:**  
 Rate the need for training on each area for personnel in inclusive early childhood settings.



# Illinois Alignment with Professional Development and Monitoring Systems

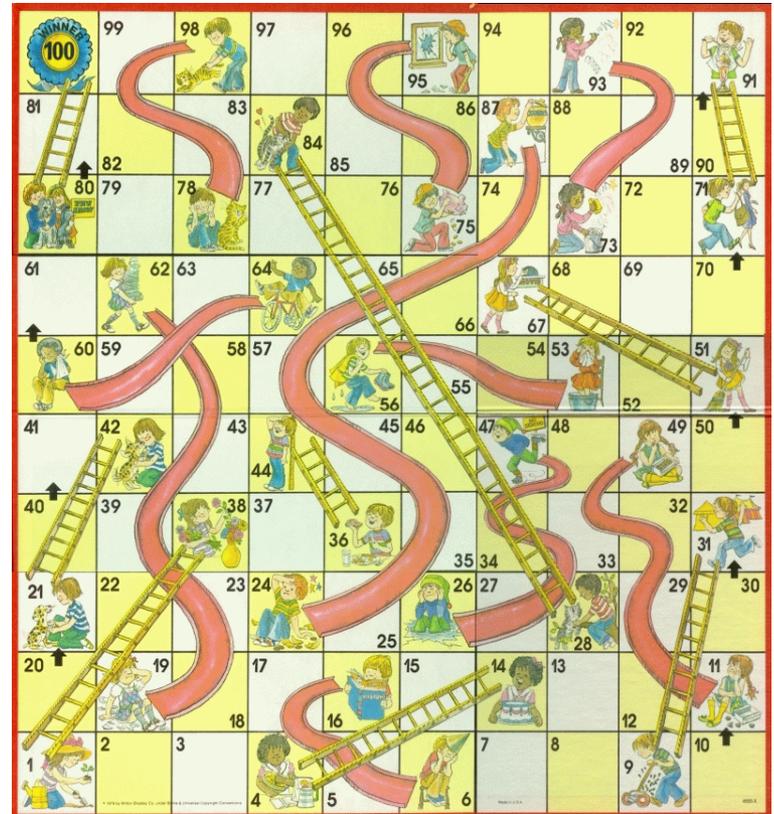
# Initial Firm Footing...

- Initial steps and landscape well-defined
- Core courses tied to courses, assessment, credentials, and AAT



# Next Steps...

- Challenges in navigating unique qualities across universities and ECE programs

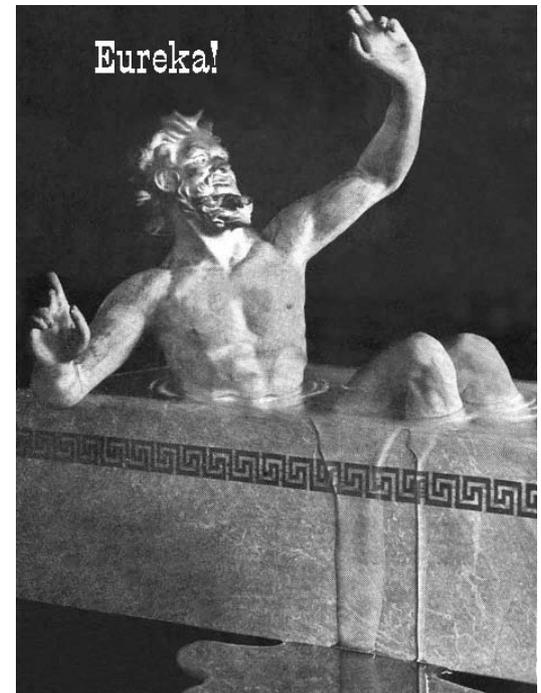


# Formative Questions...

- What would a fully blended system of professional development look like?  
Implications at baccalaureate level? Masters?
  - Do we have a shared definition of blending? How do we operationalize what we are blending, particularly with regard to cultural and linguistic diversity?

# New Directions?

- ISBE Standards for the Early Childhood Special Education Teacher represent blended option
- Presently used by one university in Illinois
- Has potential to be interwoven within Gateways core to support varied credential pathways within ECE and ECSE based on common core knowledge



# Formative Questions, cont.

- What other systems does this work impact, and what opportunities does this present for supporting meaningful inclusion and culturally and linguistically sensitive and responsive practices?

# Future Linkages...

- Illinois Quality Rating System
- Illinois Gateways Training Registry
- Supporting for faculty knowledge, skills and dispositions

# FL: Planned Use for Competencies

- Career Pathway
- ARRA
  - Competencies will be embedded into a statewide Professional Development registry
- Inform the “what” and “how” of early childhood professional development

**Challenges, Lessons  
Learned, and Tips from  
States**



# Additional Comments

- Demonstrate an understanding of person centered and family centered planning, Use strength based assessments and build on competencies and areas of interest and joy.
- Empower parents to be their own advocates in the system as they are the constant.
- Celebrate milestones and growth as part of practice.

# Additional Comments

- Understand PAR principals and seek ways to shape priorities around what the families identified needs along with developmental indicators.
- Develop the potential of peers to support and model behavior
- Knowledge of positive behavior supports and that all behavior is communication.
- Understand the need for a child to have boundaries and to be able to say no to therapies and activities at times.

# Illinois: Challenges...

- Strong support for developing competencies supporting inclusion within higher education institutions
- Landscape of early childhood services in Illinois not universally reflective of inclusive model
- Complementary change needed in both systems; current funding/political challenges make changes within higher ed more likely

# Lessons Learned

- Importance of face-to-face collaborative meetings
- Importance of tapping and utilizing higher education assets and partnerships
  - Engage doctoral students as well as faculty
- Development of a professional development system is a long-term commitment
  - To ensure the use of competencies, they must be embedded in a system
- Flexibility and continued evaluation are essential components to implementation of a professional development system

## **Small Group Discussion:**

What ideas from today can you use in your work?  
How can your competencies be connected to professional development? Support inclusion?



# For Additional Information:

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# Additional Resources

- Special Quest
- <http://specialquest.org>
  
- Project Connect
- CSFEL Soc-Emo Curric
  - <http://www.vanderbilt.edu/csefel/>

# References

- Center for the Study of Child Care Employment. (2008). *Early childhood educator competencies: A literature review of best practices, and a public input process on next steps for California*. Berkeley: University of California at Berkeley, Institute for Research on Labor and Employment, Center for the Study of Child Care Employment.
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