National Professional Development Center on Inclusion

National Context - LRE

- IDEA 2004 requires States to submit State Performance Plans (SPPs) and Annual Performance Reports (APRs)

- States must report on the % of preschool children with IEPs who have received special education and related services in settings with typically developing peers.

- On their SPPs and APRs, many states have identified professional development as a strategy for improving inclusive opportunities.

Goal

The National PD Center on Inclusion will work with states to create a system of high quality, accessible professional development for early childhood personnel working in inclusive preschool settings.

The NPDCI Team

L-R (bck row) Virginia Buysse, Pam Winton, Wanda Weaver; (front row) Camille Catlett, Shelley deFosset

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Advisers

Advisory Board

Leadership Team

National
Professional
Development
Center on
Inclusion

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

Federal Partners
- OSEP
- Child Care Bureau
- The Office of Head Start
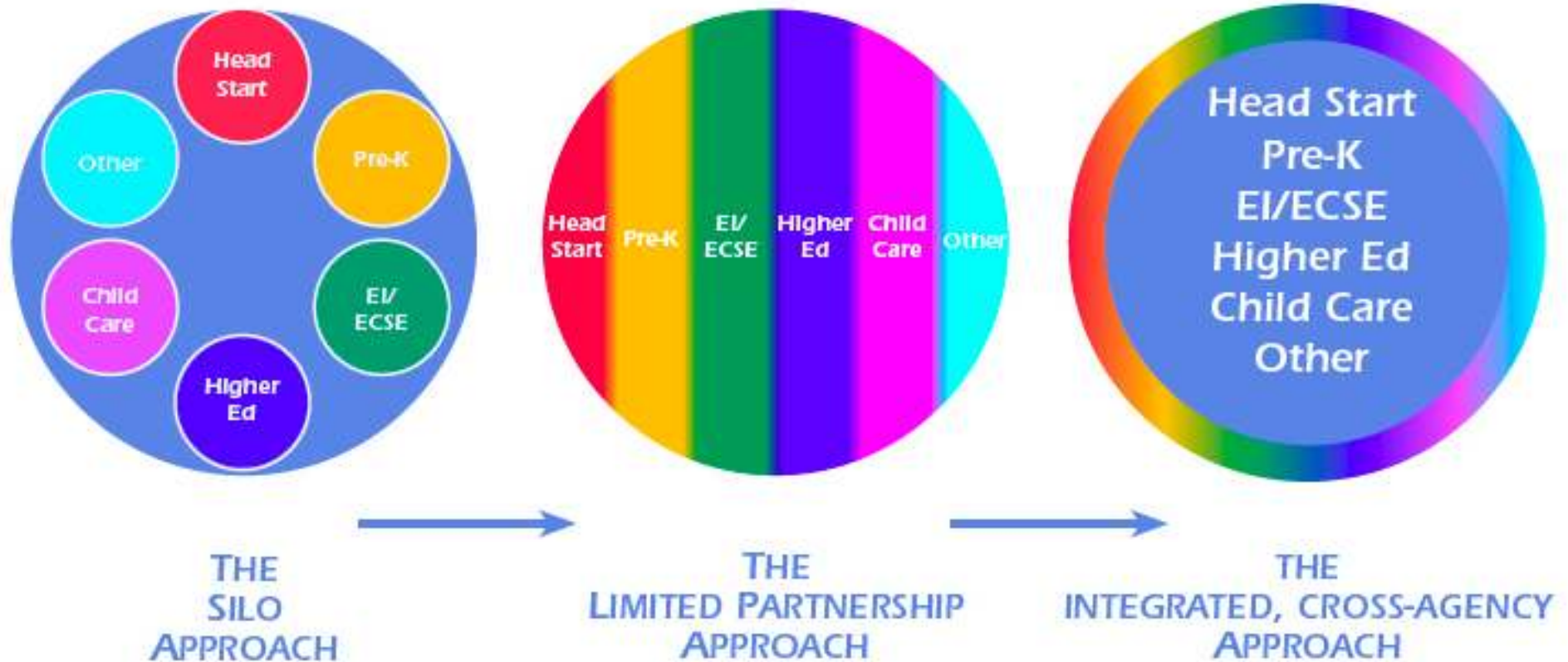
What's in a Name?
National Professional Development Center on Inclusion (NPDCI)

- National
- Professional Development
- Inclusion
- National Professional Development Center on Inclusion (NPDCI)

NPDCI Conceptual Framework
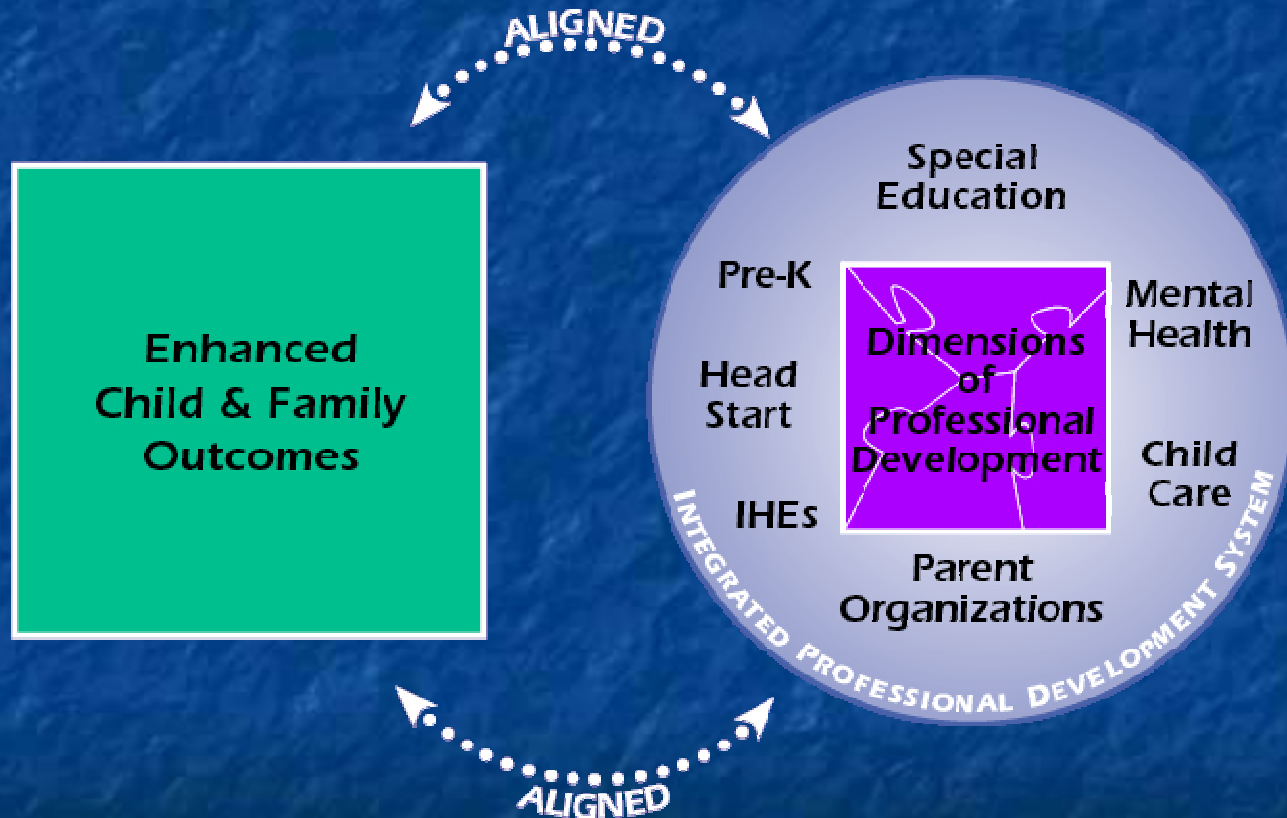
Approaches to State PD Systems

THE SILO APPROACH → THE LIMITED PARTNERSHIP APPROACH → THE INTEGRATED, CROSS-AGENCY APPROACH
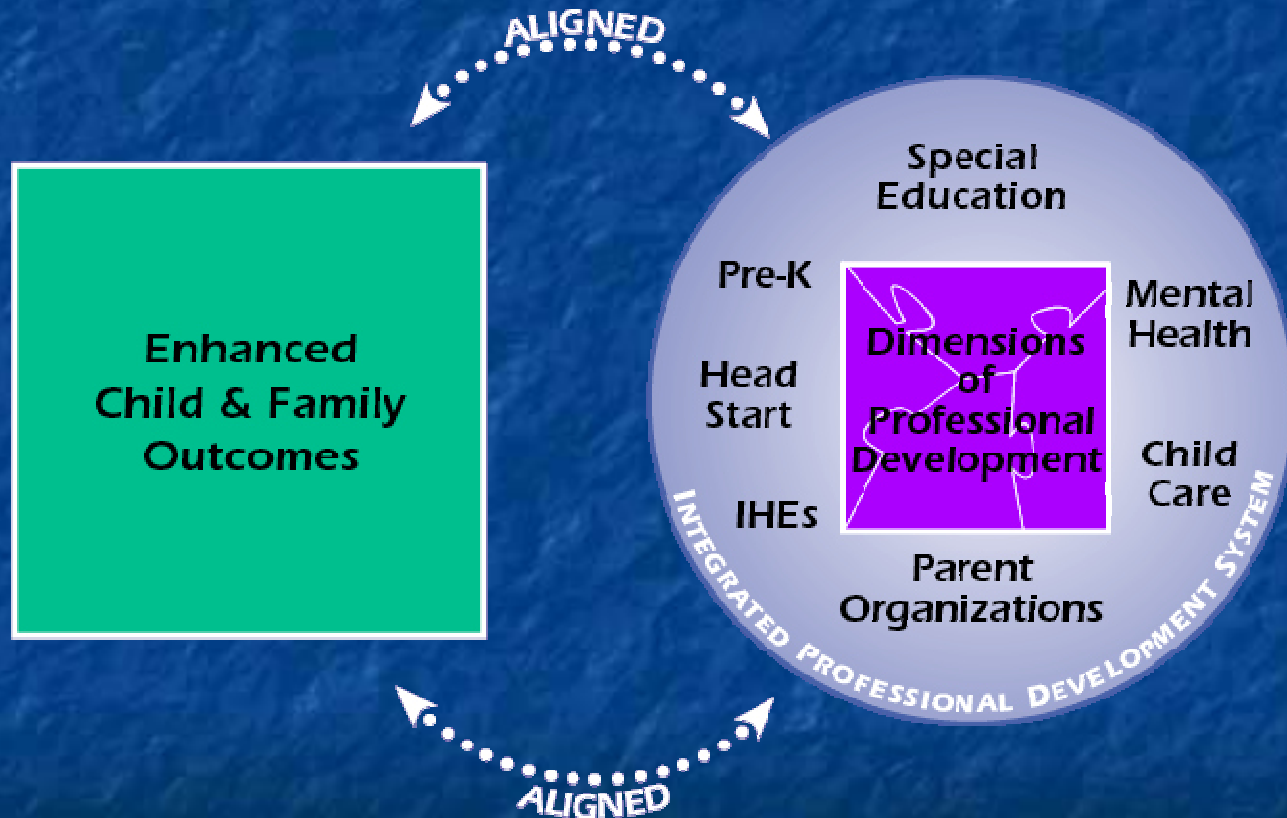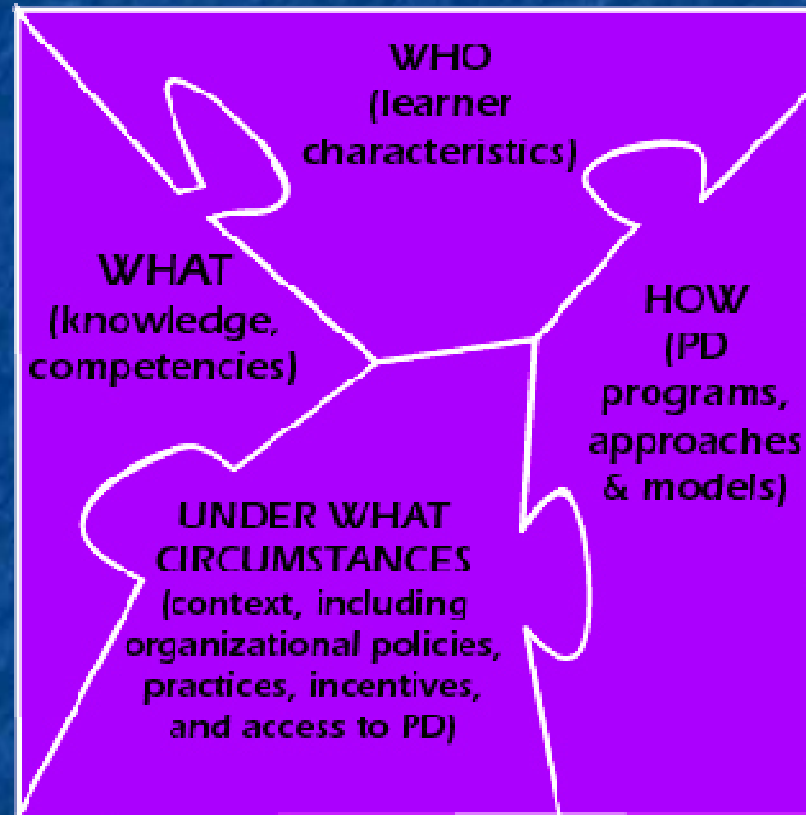
Information Exchange

Information Exchange

- What do you see as the greatest challenges to building a cross-agency professional development system?
- What might such a system look like?
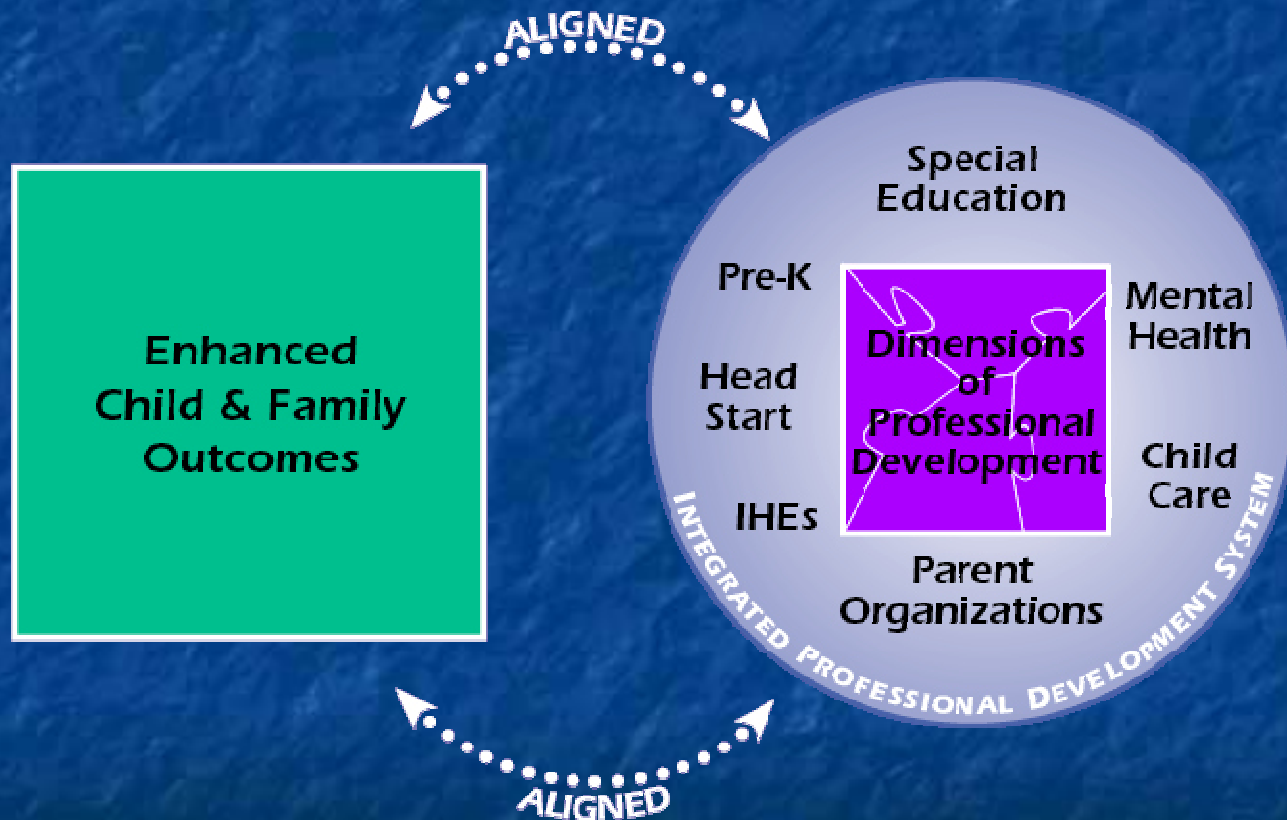- What resources and supports would help create and sustain such a system?

NPDCI Conceptual Framework

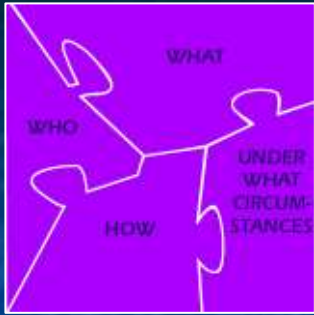# Dimensions of PD

NPDCI Conceptual Framework

Information Exchange

- What kinds of information and resources are most helpful to states to support professional development and inclusion?

Products Related to Child & Family Outcomes

- Definition of inclusion
- Identification of child & family outcomes related to inclusion
- Guidance for aligning child and family outcomes with teacher practices & professional development

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Products to Support the Dimensions of Professional Development

- Core competencies related to inclusion
- Effective inclusion practices
- Core competencies for professional development leaders
- Effective professional development strategies
- Definition of professional development

State Recruitment

- National application process
- 4 states in 2007, 4 states in 2008
- Application materials available now at http://www.fpg.unc.edu/~npdci/state-selection-process.cfm
- Due in April 20, 2007
- Decisions made May 11, 2007

Application Requirements

- One application per state
- Required partners: State child care, Head Start and Part B-Section 619 (preschool) representatives
- Essential partners: Other relevant early childhood agencies/entities, Pre-K, community colleges and universities, family networks, funded projects

Selection Criteria

- Evidence of past efforts at cross-agency collaboration related to early childhood professional development
- Evidence of resources (fiscal, organizational, human) that a state will bring to the collaborative work
- Evidence of how the state has successfully used external resources as a catalyst for positive change

Selection Criteria

- Evidence of how participation in NPDCI would build on or complement existing or planned state professional development efforts related to inclusion

- Identification of a dedicated state liaison

- Evidence of the state's current initiatives to increase opportunities for preschool children to be served in inclusive settings

Selection Criteria

- Evidence of how efforts to build a workforce that can support preschool inclusion are currently planned, funded, and implemented

- Evidence of efforts to engage and support participants who are culturally and linguistically diverse

- Evidence of how the state has engaged and supported the participation of family members and parent organizations

Information Exchange

- How should the presence of other projects focused on changes at the state level affect our state selection?

Examples of

How We Will Support States

- Facilitate an integrated sequence of planning and technical assistance supports
  - Establish state Cross-Agency Council
  - Identify existing resources, needs, and priorities
  - Develop state cross-agency PD plan for inclusion
  - Monitor, support and evaluate progress

- Provide resources
  - Guidance for aligning child and family outcomes with teacher practices & professional development
  - Critical elements of a state cross-agency PD plan
  - Synthesis of research-based professional development activities, strategies and models related to inclusion

Examples of

How We Will Support States

- **Provide professional development**
  - Summit for State Network (Cross-Agency Council + cross-agency knowledge mediators) within each of the 8 states
- **Provide and promote evaluation**
 - Development and monitoring of a state portfolio

Information Exchange

- What approaches have you found effective for doing action planning in your state with cross-agency state-level groups?

- What are strategies for integrating and coordinating project activities (e.g., action planning) in a state when multiple projects are present?

- What approaches taken by outside projects have you found effective for providing your state with ongoing support for implementing action plans and sustaining positive changes?

Possible Scenarios

- State A

- State B

- State C

- State D

Questions?
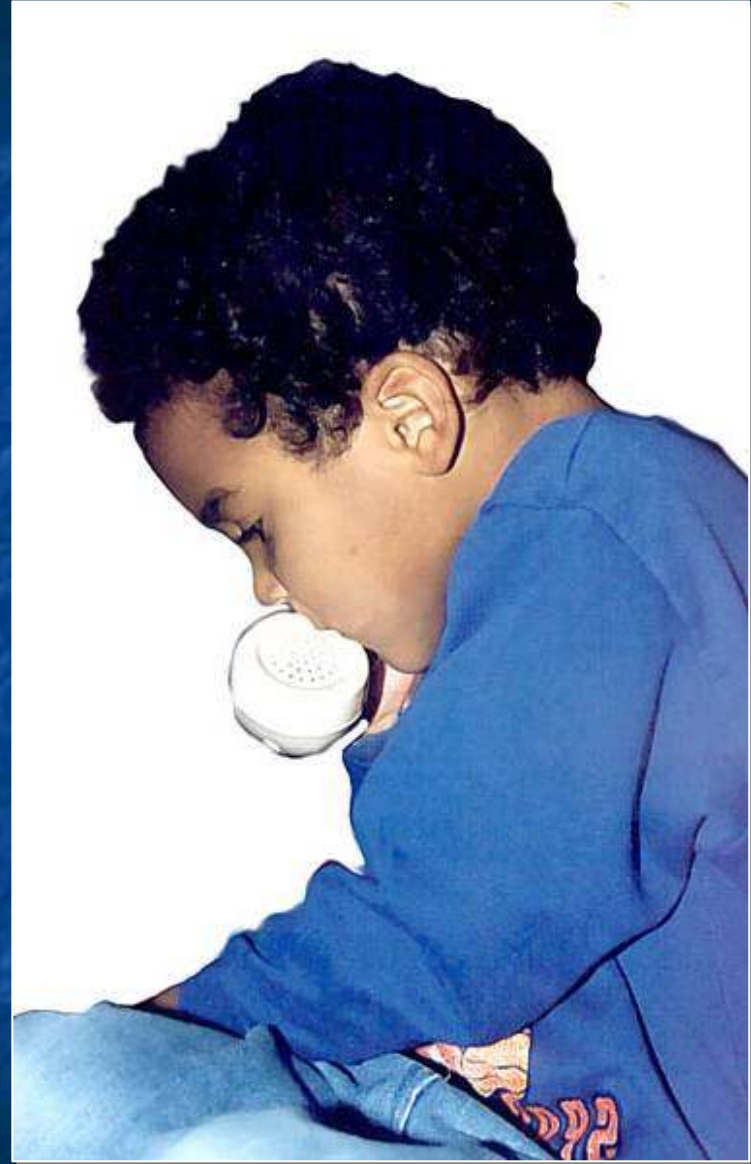
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State Application materials available now at
   http://www.fpg.unc.edu/~npdci/state-
   selection-process.cfm