

National Professional Development Center on Inclusion

Helping states create professional development systems to support early childhood inclusion

The National Professional Development Center on Inclusion (NPDCI) will

Work with states to ensure that early childhood teachers are prepared to educate and care for young children with disabilities in settings with their typically developing peers.

By bringing together . . .

The leaders within a state who provide professional development related to inclusion to groups as diverse as child care providers, Head Start teachers, pre-kindergarten teachers, preschool disability specialists, higher education students, and family members.

And assisting states in creating . . .

A state system of high quality, cross-sector professional development to support inclusion. The “cross-sector” approach means that diverse perspectives—agencies, organizations, higher education and families—will be incorporated in all aspects of the system.

NPDCI is working with states to develop, implement and monitor a statewide plan for professional development that crosses traditional boundaries.

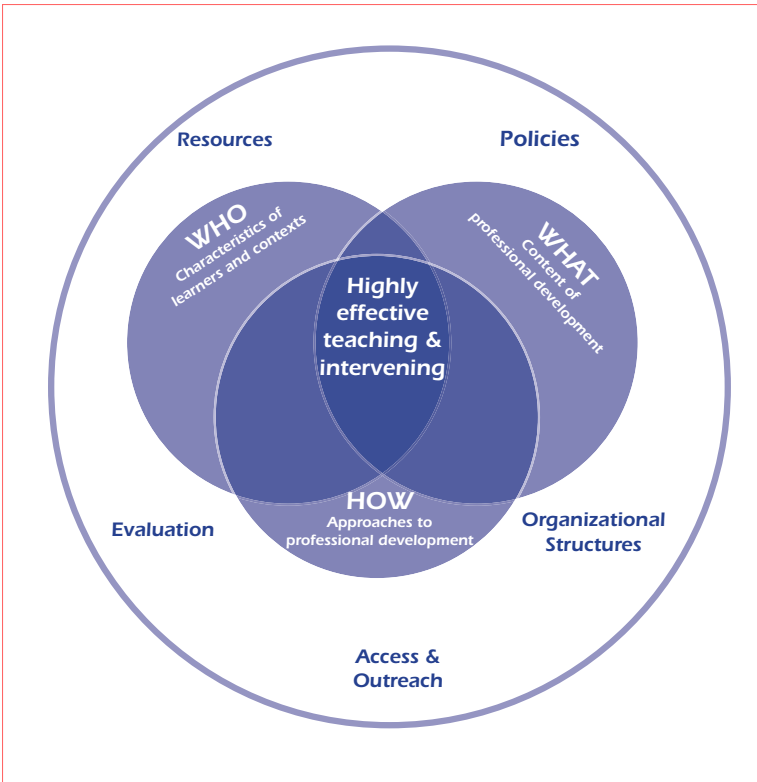
The conceptual framework that guides NPDCI's work with states is organized around three key components:

- 1) the characteristics and contexts of the adult learners and the children and families they serve (the “who” of professional development);
- 2) the content (the “what” of professional development; what professionals should know and be able to do); and
- 3) the organization and facilitation of learning experiences (the “how” of professional development).



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FPG CHILD DEVELOPMENT INSTITUTE



NPDCI Conceptual Framework

Principal Investigator

Pam Winton

winton@mail.fpg.unc.edu

Co-Principal Investigators

Virginia Buysse

buysse@mail.fpg.unc.edu

Camille Catlett

catlett@mail.fpg.unc.edu

Shelley deFosset

defosset@mail.fpg.unc.edu

For more information contact:

Project Coordinator

npdci@mail.fpg.unc.edu

Phone: 919.843.5418

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

State Partnerships

NPDCI is collaborating with eight states to develop a structure and process for bringing cross-sector partners together in a planning process.

We began partnerships with Georgia, Minnesota, Oregon, and Pennsylvania in 2007. In 2008 we began partnerships with New Mexico, North Carolina, Illinois, and Virginia.

A National Resource

NPDCI is taking advantage of the many resources the Internet now provides to collaborate on a larger scale to build a knowledge base around professional development and inclusion. We have launched a Community of Practice which serves as a forum for people to come together and share challenges, ask questions, and contribute ideas on issues related to early childhood professional development and inclusion. We host webinars on a variety of topics related to inclusion, and all NPDCI products, position statements and planning are available on the website.

For more information on NPDCI, to join the discussion surrounding professional development and inclusion, and to access NPDCI products and tools go to:

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

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The University of North Carolina at Chapel Hill

FPG Child Development Institute | CB #8185 | Chapel Hill, NC 27599-8185

FPG Information | 919.966.2622 | www.fpg.unc.edu

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