# Promoting Inclusion through Professional Development?
# Bring an Example – Leave with a Plan

**Presenters:  Camille Catlett, Shelley deFosset, Tracey West, Pam Winton**



*National Professional Development Center on Inclusion*
Helping states achieve an integrated professional development system that supports high quality inclusion

# National Professional Development Center on Inclusion (NPDCI)

NPDCI is helping states achieve an integrated professional development system that supports high quality inclusion.

http://www.fpg.unc.edu/~npdci/

# Goal: Learn about a professional development activity on research related to inclusion

# Goal: Learn about and apply a conceptual framework for professional development

# Looking at the Data:  Pair & Share Activity

# THE WALL STREET JOURNAL

## "Mainstreaming" Trends Test
## Classroom Goals

Teachers are alienated
Children are distracted and not getting attention
Not enough specialists
Parents not happy
Children are "maindumped" not mainstreamed

# What are the Implications?

# How do you define professional development?

# National Professional Development Center on Inclusion

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

Almost everyone recognizes the importance of an having effective early childhood[1] 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 <span style="color:red">transactional</span> and designed to support the <span style="color:red">acquisition</span> of professional knowledge, skills, and dispositions as well as the <span style="color:red">application</span> of this knowledge in practice…..*

# Definition (continued)

*The key components of professional development include:*

a) *characteristics and contexts of the learners (i.e., <span style="color:red">the "who"</span> );*

b) *content (i.e., <span style="color:red">the "what"</span> of professional development); and*

c) *organization and facilitation of learning experiences (i.e., <span style="color:red">the "how"</span>)."*

The "Who"

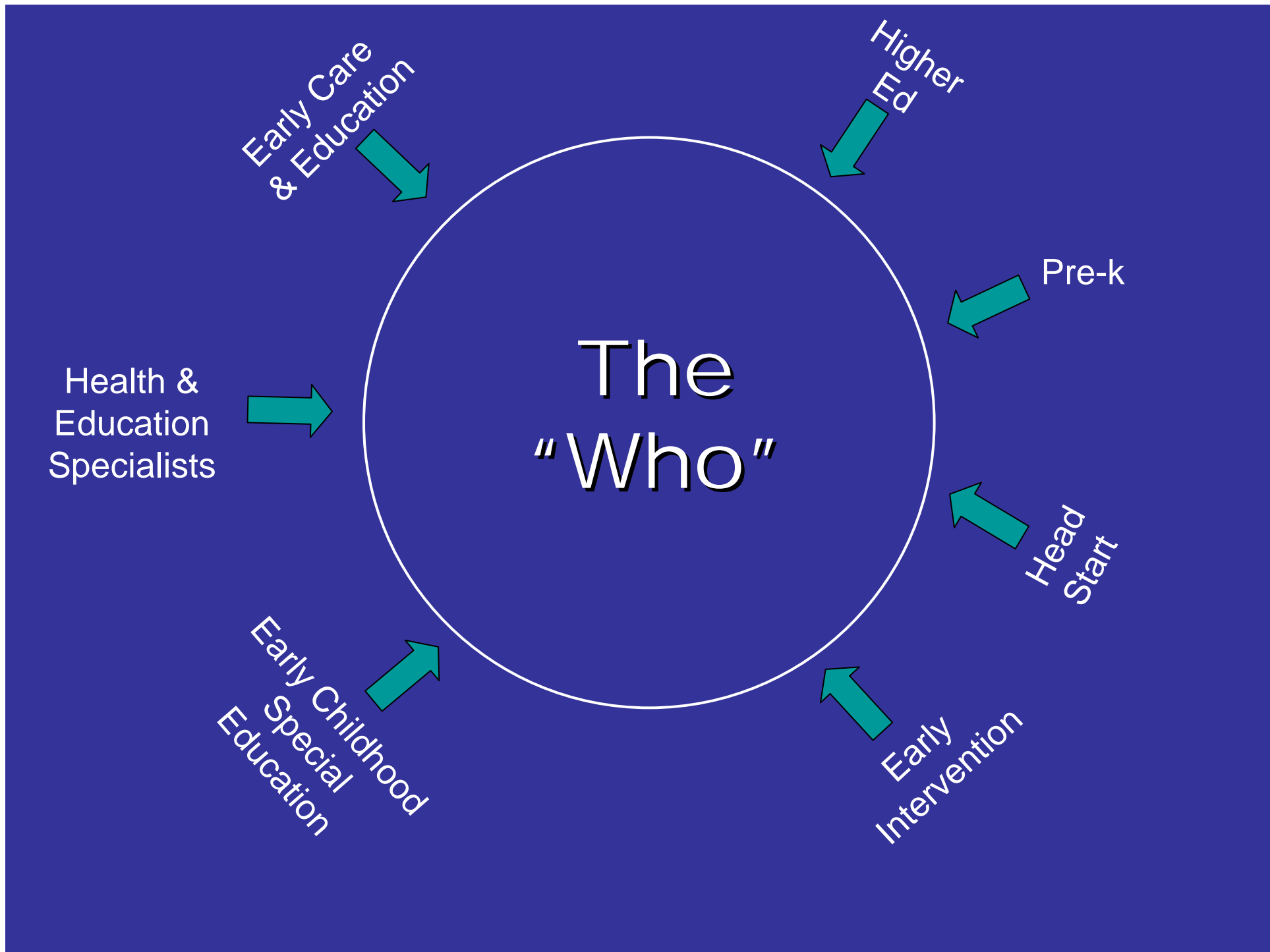- Early Care & Education
- Higher Ed
- Pre-k
- Health & Education Specialists
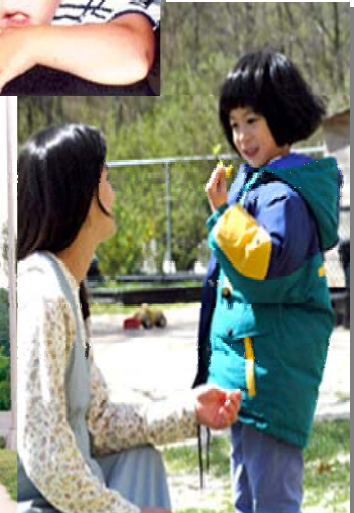- Head Start
- Early Childhood Special Education
- Early Intervention

# Implications

Early childhood
practitioners
represent a variety of
backgrounds,
perspectives and
 disciplines

The "What"

Program Standards

Personnel Competencies

Evidence-based Practice

Emerging & Promising Practices

# Implications

There are many aspects to what practitioners should know and be able to do to implement effective inclusive practices

# Implications

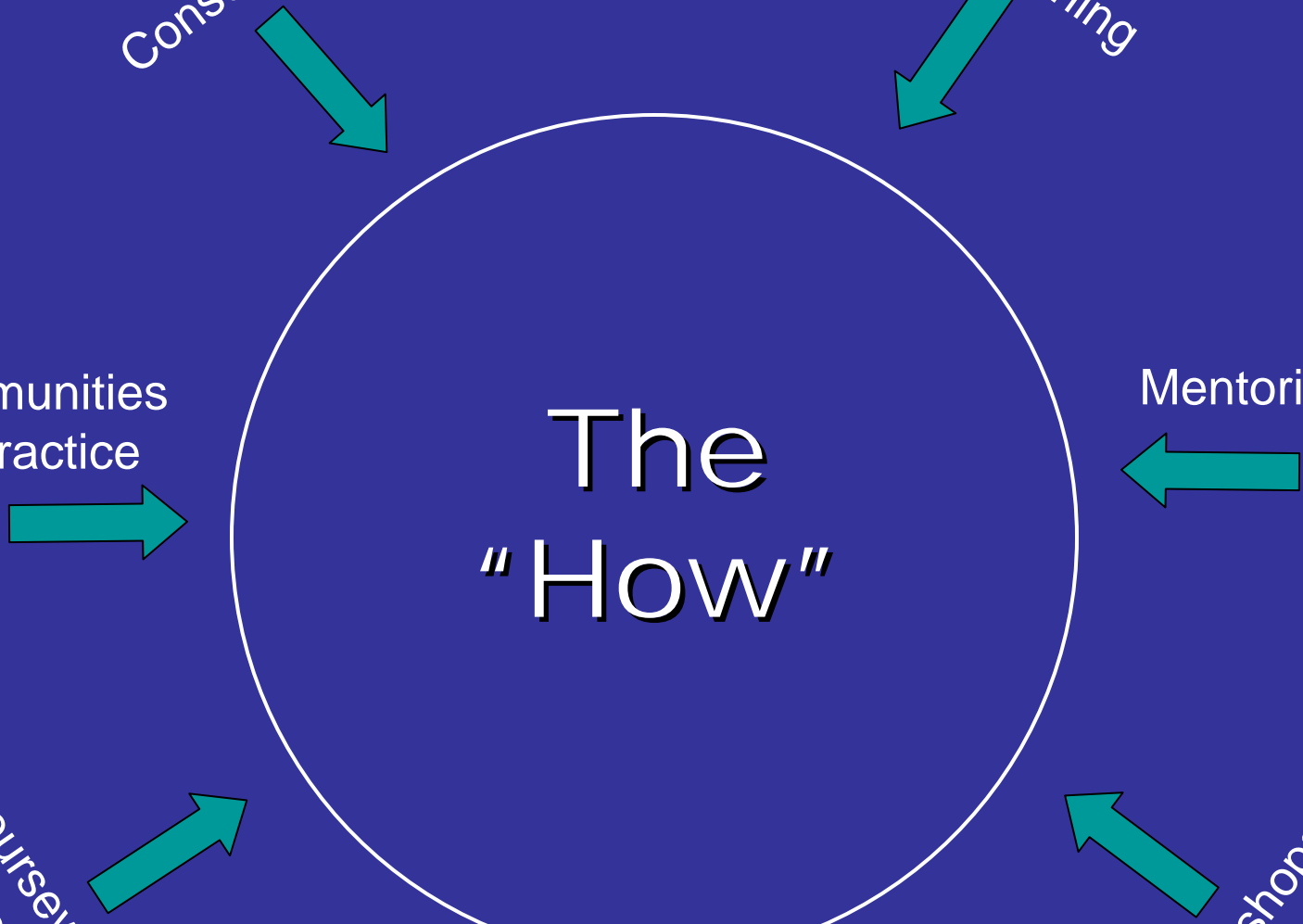- There are lots of approaches described in the literature but a slim body of evidence on what constitutes effective professional development

# Effective
# Professional Development ...

- focuses on professional practices and consists of content-specific rather than general instruction.

- is aligned with instructional goals, learning standards, and curriculum materials.

- is intense, sustained over time and includes guidance and feedback through methods such as coaching, consultation, or facilitated collaboration.

# Current Status of Early Childhood Professional Development

- The primary method for delivering training and technical assistance provided by Part C & 619 state agencies is the workshop

- Although 60% of early childhood teacher preparation program chairs said preparing early childhood/early personnel was part of their primary mission, only 40% of those programs required a course in working with children with special needs

Findings from national surveys of early childhood teacher education programs and Part C and 619 agencies (Center to Inform Personnel Preparation Policy and Practice, 2007; Chang, Early & Winton, 2006; Early & Winton, 2001)

# Implication for Professional Development Providers



How to align the "who", "what" and "how"?

How to do it in ways that take into account systems factors?

Resources

Policies

WHO

WHAT

Highly effective teaching & intervening

Evaluation

HOW

Organizational Structures

Access & Outreach

Conceptual Framework for Professional Development in Early Childhood

# Small Group Activity:
## See Handout for Directions

# Video

# Thank you

- **We sincerely appreciate your input.**

- **Please complete the session evaluation.**

- **Visit our community website
http://community.fpg.unc.edu/npdci**