

National Professional Development Center on Inclusion:

Engaging States and TA Partners in Change

Pam Winton, Virginia Buysse, Shelley deFosset

OSEP Project Directors Meeting

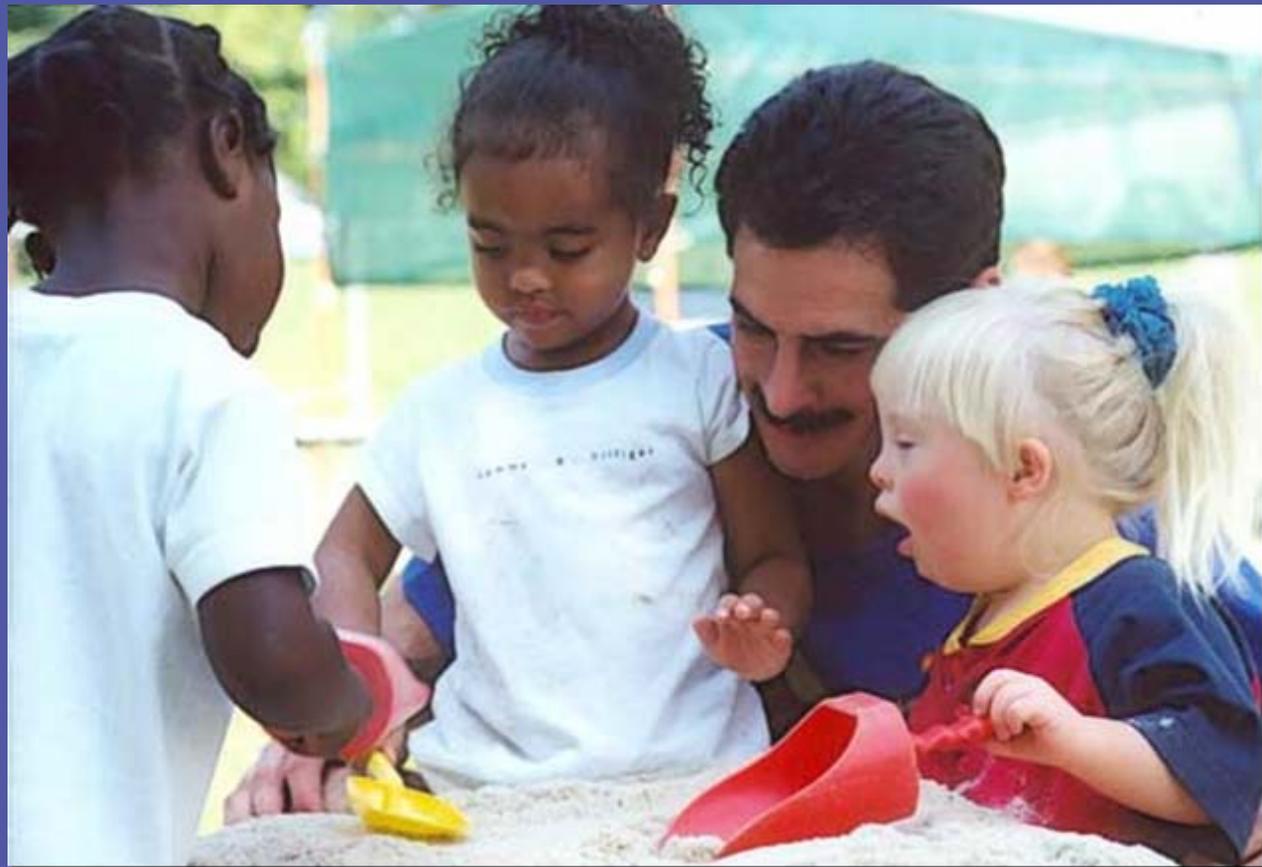
July 16, 2007

Washington, DC



National Professional Development Center
on Inclusion

National Professional Development Center on Inclusion



UNC

FPG CHILD DEVELOPMENT INSTITUTE

The NPDCI Team



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



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.



Participant Outcomes

- Describe the research on preschool inclusion and professional development (PD)
- Be aware of the need for continued and improved efforts on PD related to inclusion
- Describe a definition and conceptual framework related to PD and inclusion
- Identify actions and strategies for engaging states in improving the quality of personnel working in inclusive settings



Looking at the Data

- Pair and Share activity

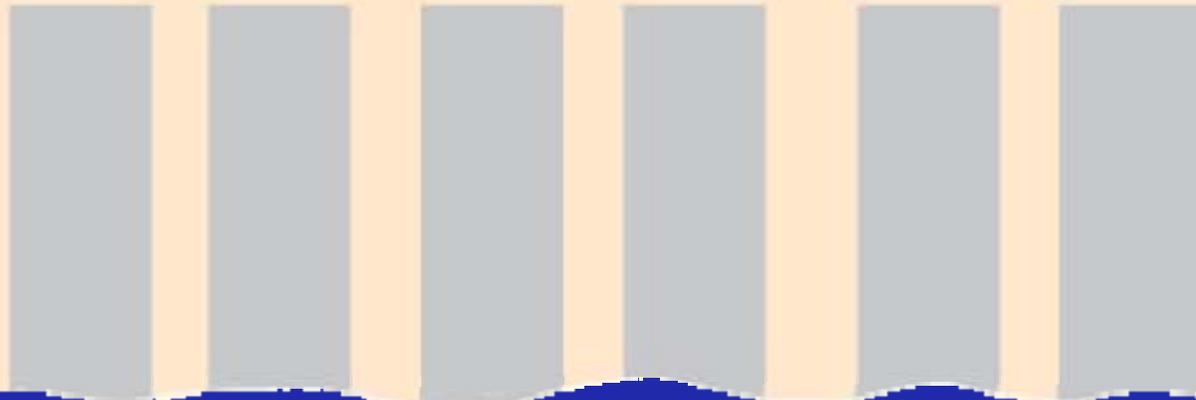


Reactions to Data?



THE WALL STREET JOURNAL

“Mainstreaming” Trends Test Classroom Goals



What are the Implications?



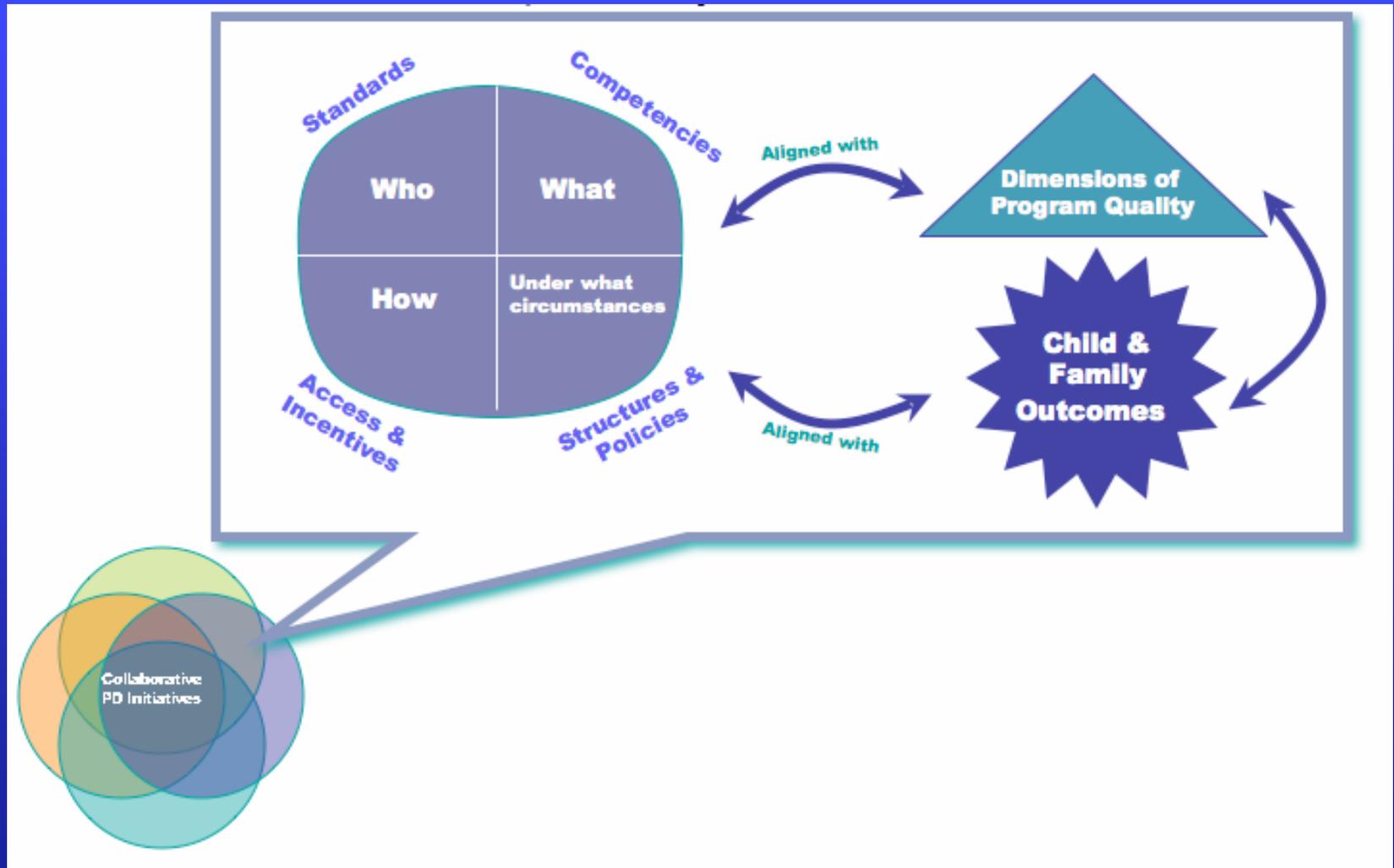
Professional Development

(working NPDCI definition)

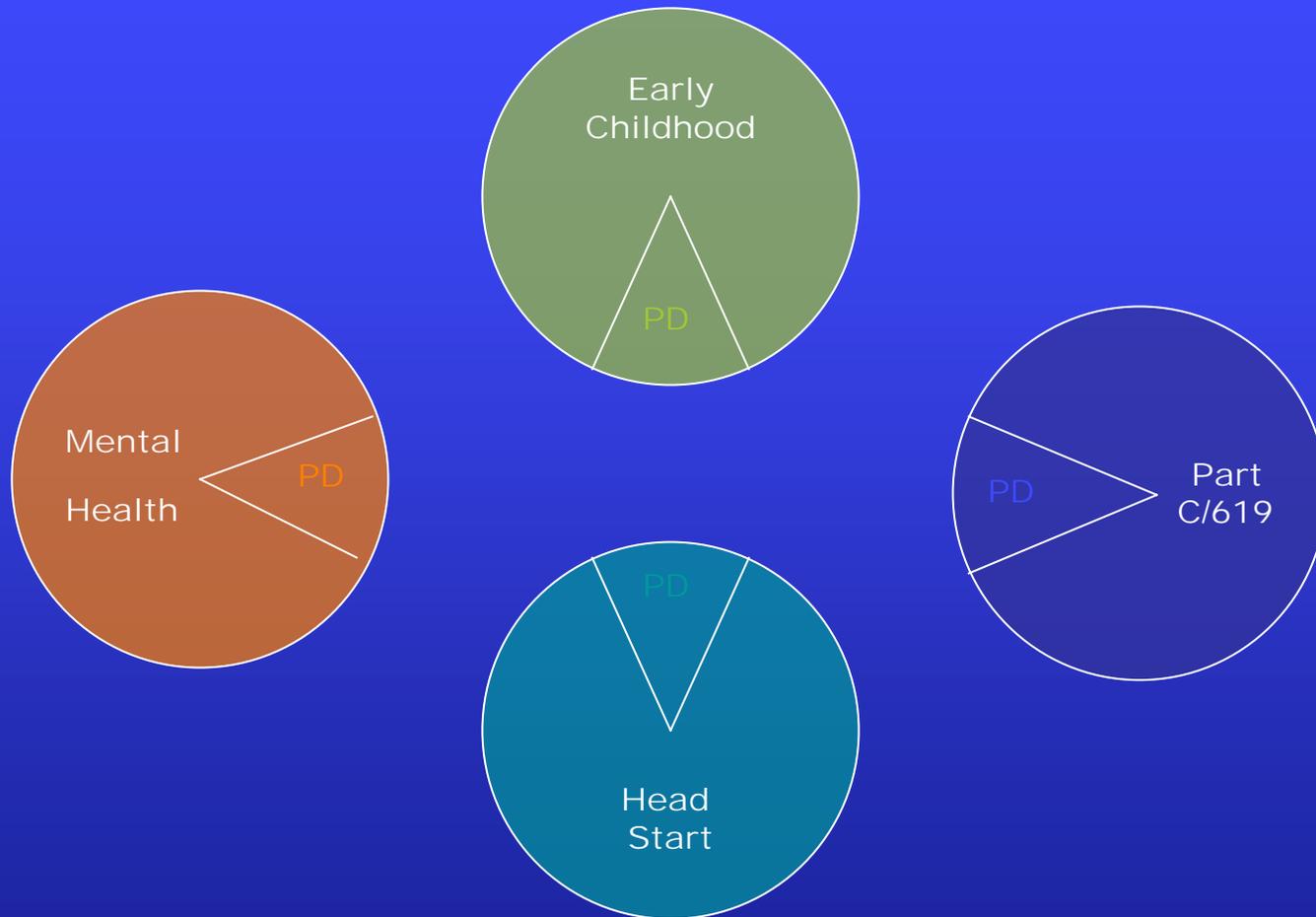
- Professional development is defined as structured teaching and learning experiences that are formalized and designed to support the acquisition of professional knowledge, skills and dispositions, as well as, the application of this knowledge in practice (NPDCI, 2007).



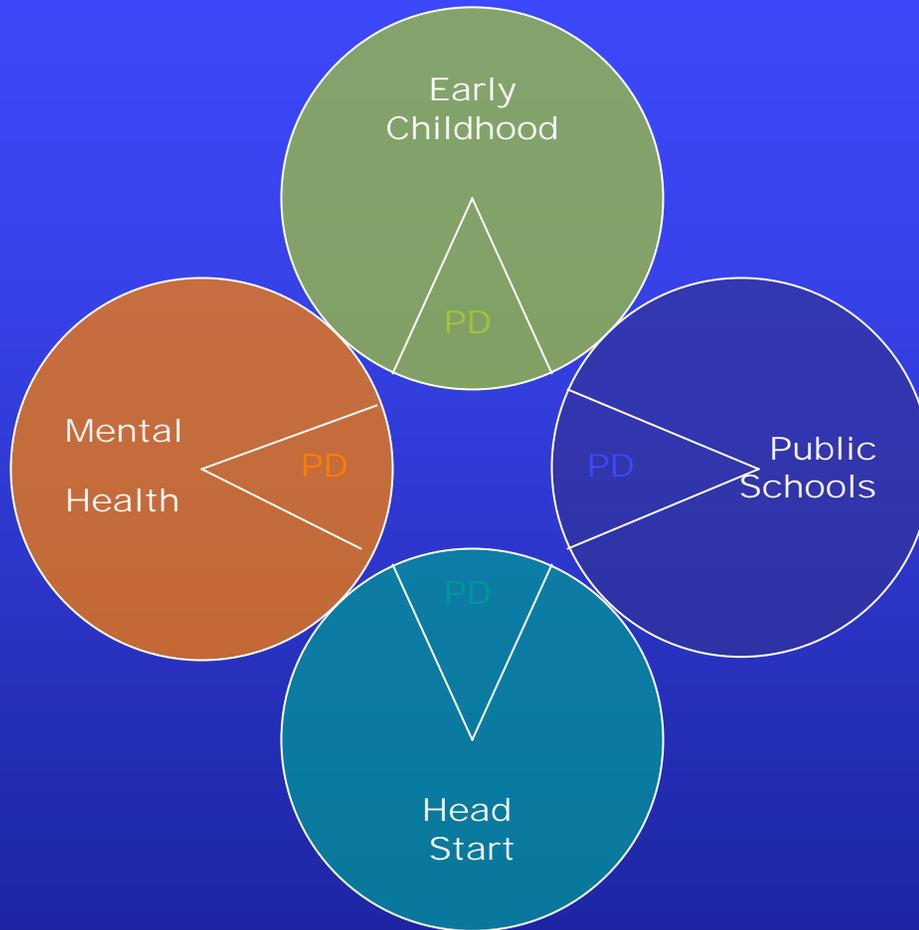
A Cross-Agency Framework for PD and Inclusion



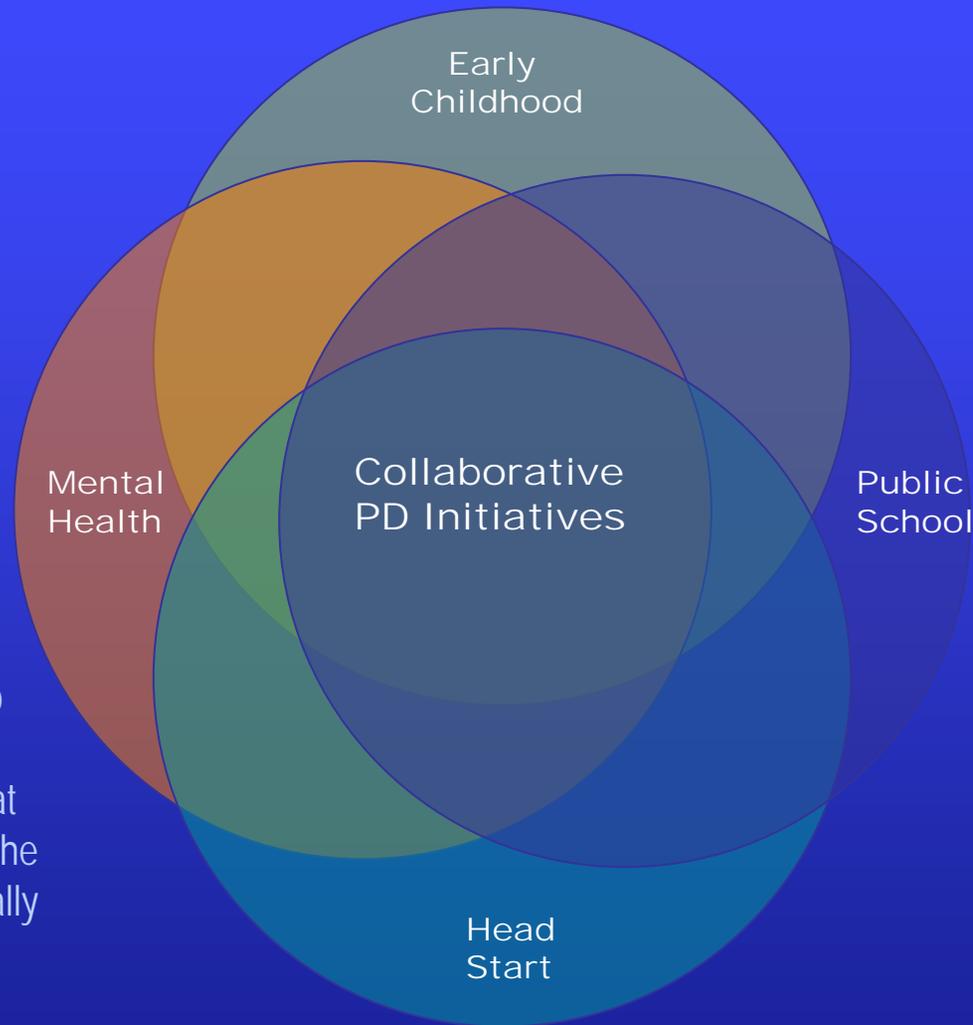
COLLABORATION: Silo Approach to PD



COLLABORATION: Limited Partnership Approach



Collaborative Approach to PD



Collaboration: a commitment to work together to address a problem and achieve a goal that could not be accomplished by the organizations working individually (Mattessich et al., 2004)



Cross-Agency Collaboration

- See activity sheet

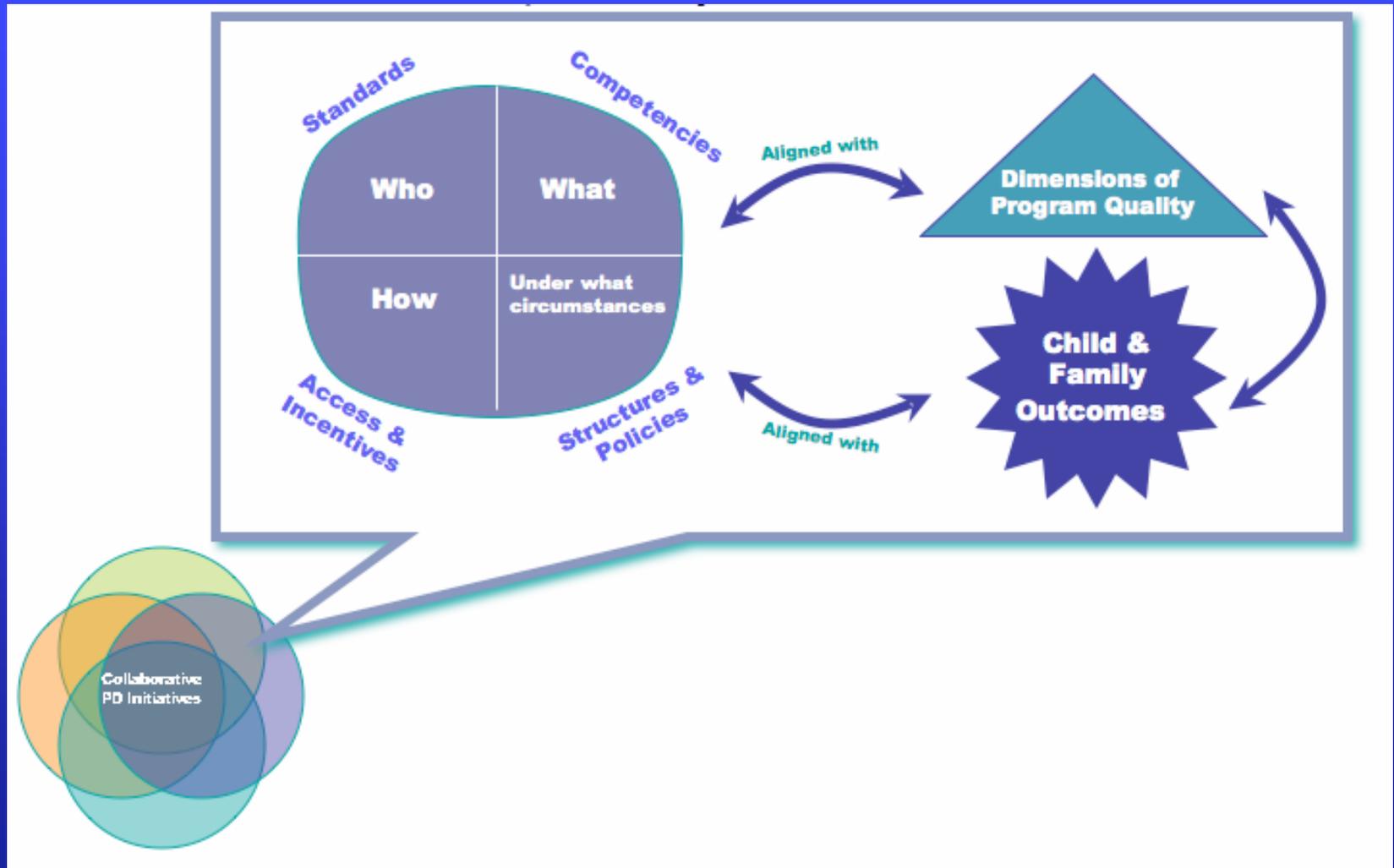


NPDCI Documents to Support Collaborative Partnerships in States

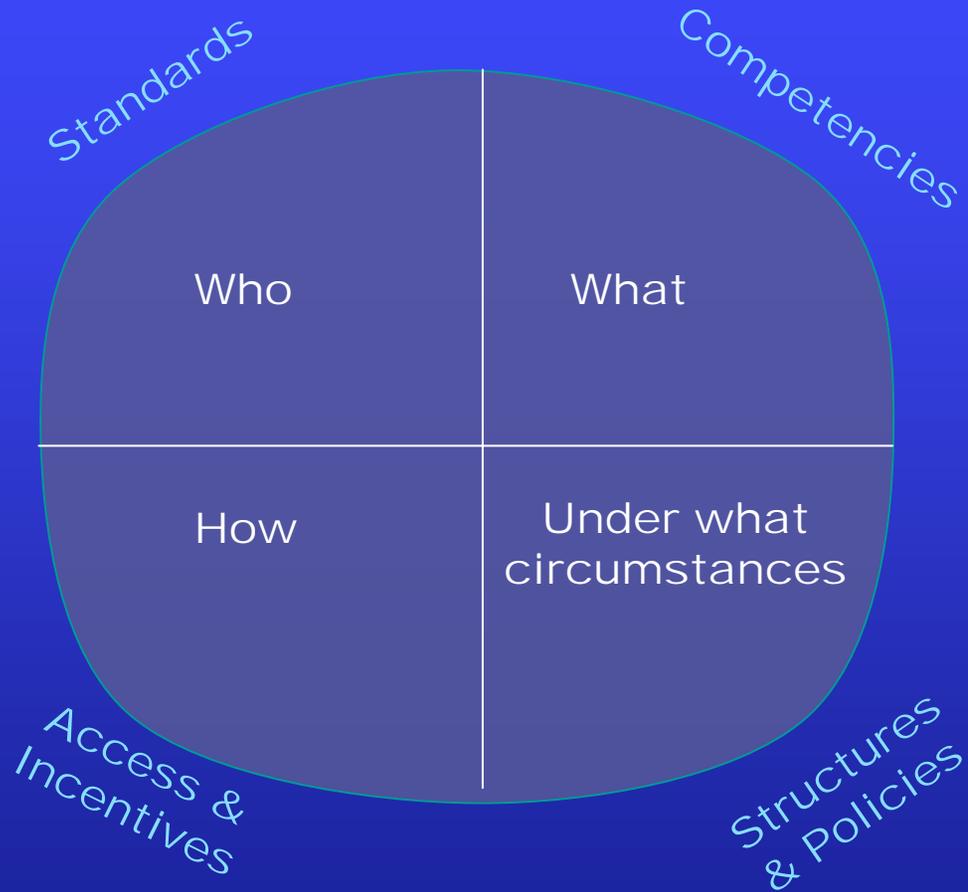
- Gina..put example of one of the nicely formatted documents Michael did



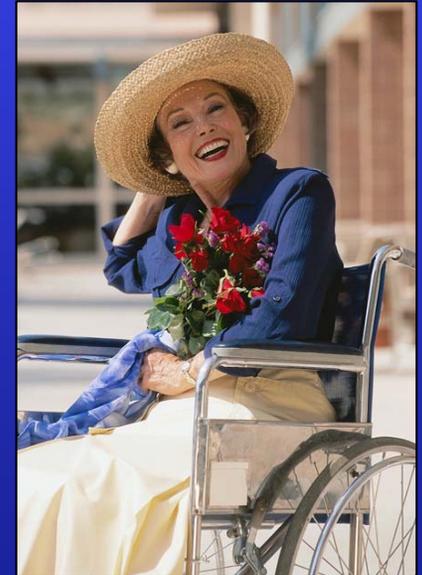
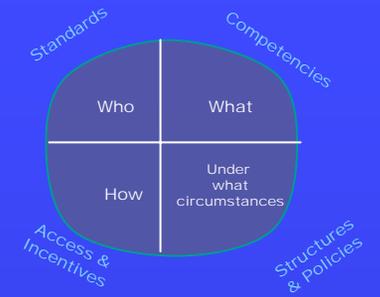
A Cross-Agency Framework



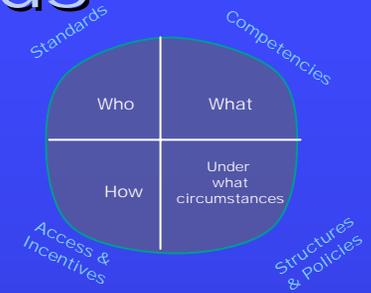
Alignment of Dimensions of PD



WHO Needs Professional Development?



WHAT: Competencies & Standards



National Boards for Professional Teaching
Standards for early childhood/generalist
(NBPTS)

NAEYC

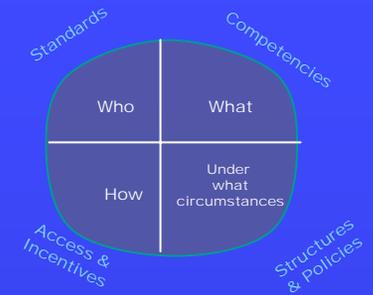
CDA Credential



State Standards
& Licensure



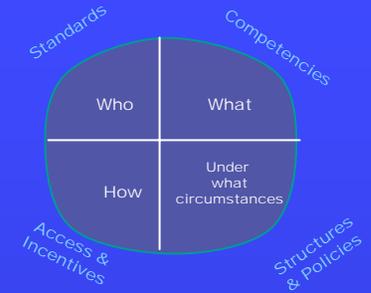
Common Elements across Standards



- Child development
- Family/community partnerships
- Assessment
- Methods (curriculum, instruction, environment)
- Professionalism



HOW: Factors that Support Utilization of Knowledge



- Long-term, multi-level approaches focused on organizational, political, social, cultural factors (Fixsen; Hiebert et al, 2002)
- Skill-based training accompanied by assessments of implementation (Cohen & Hill, 2000; Fixsen et al, 2005)



Connecting states with promising but unproven approaches including.....

- Consultation
- Coaching
- Communities of Practice



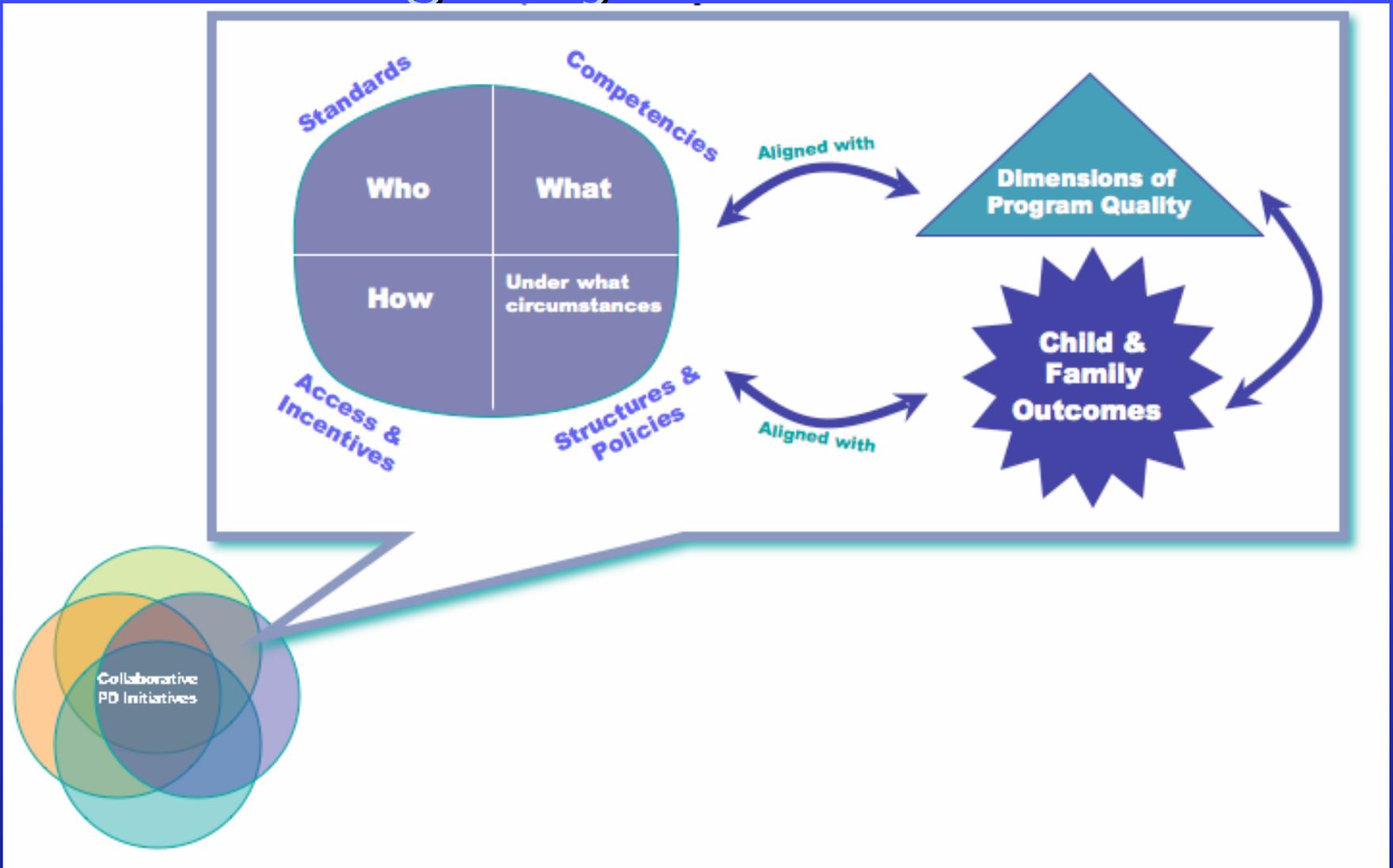


Supporting High Quality Professional Development for Inclusion

- See activity sheet



A Cross-Agency Framework



PROGRAM OUTCOMES: Common Categories of Standards of State Quality Rating Systems (NCCIC, 2007, based on 14 states)



- Professional development, qualifications
- Accreditation
- Parent/family involvement
- Learning environments



High quality
early
childhood
programs are
necessary, but
not sufficient
environment
for Inclusion



THE PARENT SIDE ©™

Inclusion Checklist



Breathing

Adapted from inclusion needs surveys
by Dr. Don B. Leftout

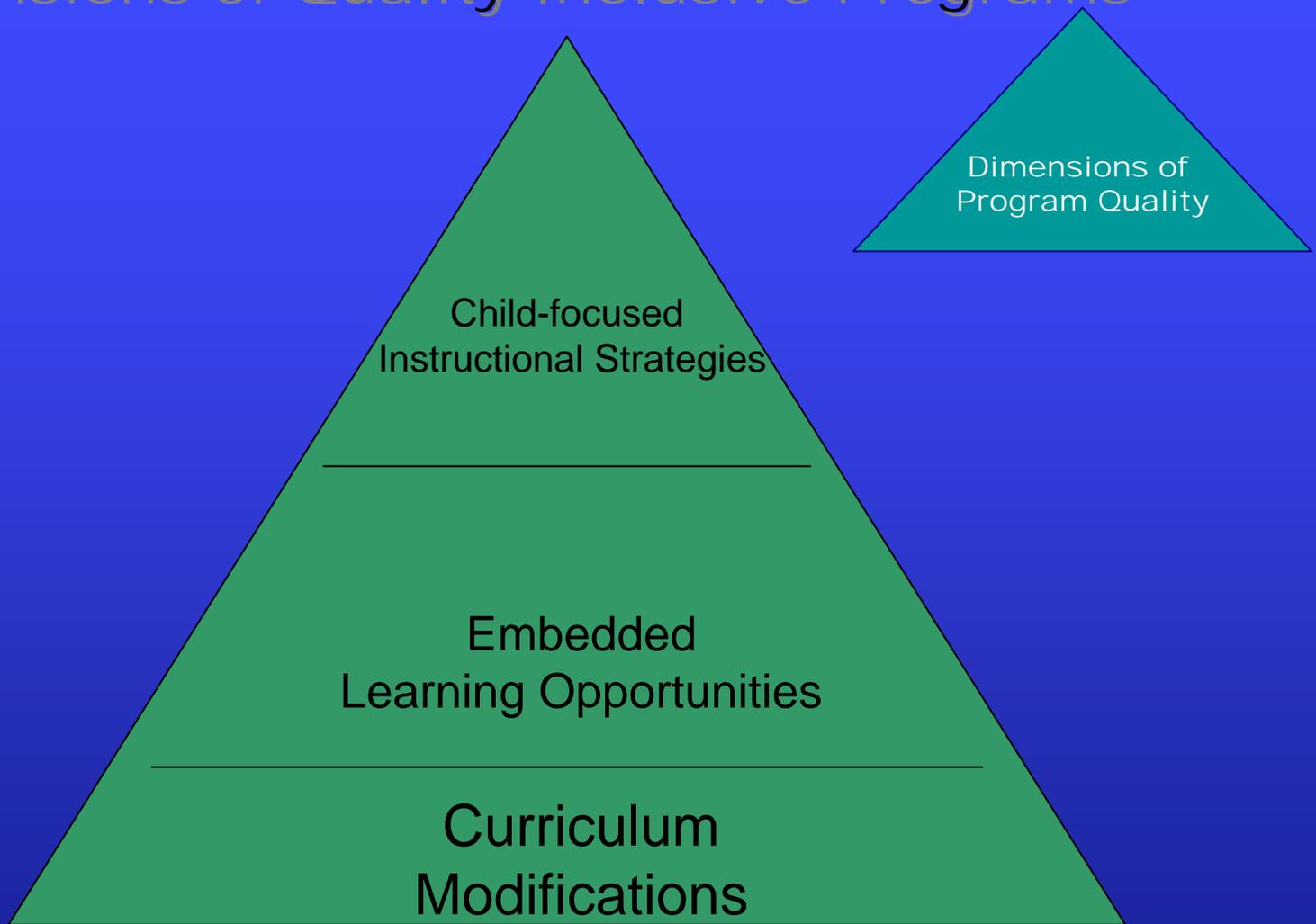
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Dimensions of Quality Inclusive Programs



—Sandall & Schwartz, 2002



CHILD OUTCOMES: State Part C and 619 Programs must report % of young children with IEP/IFSPs who demonstrate....

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet their needs.



CHILD OUTCOMES: Components of State Early Learning Guidelines (Scott-Little et al, 2003)



- Physical & motor
- Social & emotional
- Approaches toward learning
- Language & communication
- Cognitive & general knowledge

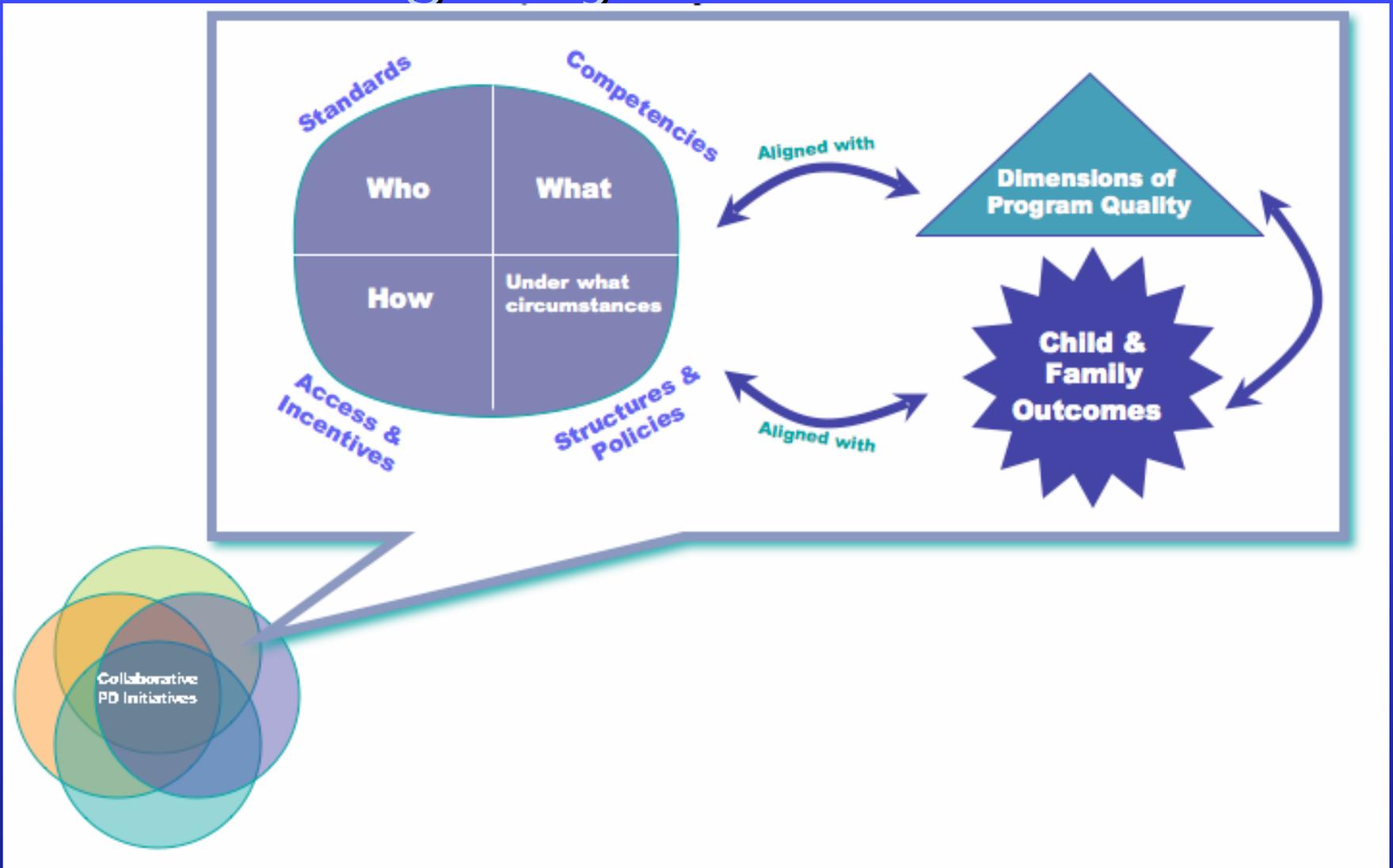


Alignment of Professional Development with Outcomes

- See activity sheet



A Cross-Agency Framework



Small Group Discussion: Consider Actions You Can Take



Questions?





Reference for Video

- AGH Associates. (1994). *It's really no different: Conversations with caregivers*. Hampton, NH: Author . Available for \$65 at <http://www.schoolhousedoor.com/childhood.htm>



Thank you

- We sincerely appreciate your input.
- Please complete the session evaluation.
- Visit our website
www.fpg.unc.edu/~npdci/

