

Resources to Support Cross-Sector Collaboration, Professional Development, and Inclusion

The following resources, primarily focused on workforce issues, were developed by the National Professional Development Center on Inclusion (NPDCI) and the CONNECT Project. For more information about these resources, contact Pam Winton (pam.winton@unc.edu) .

A. CREATING CROSS-SECTOR STATE PROFESSIONAL DEVELOPMENT SYSTEMS

- **The Big Picture Planning Guide: Building Cross-Sector Professional Development Systems In Early Childhood, 3rd Ed.** National Professional Development Center on Inclusion, (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute. The Big Picture Planning Guide is designed to support a cross-sector, state-level planning process that leads to a single, integrated, professional development system, across all early childhood sectors. The planning guide provides a four-step sequence for considering the key components and contexts of a statewide early childhood professional development system. A definition and conceptual framework for professional development are included, as well as suggestions for facilitation, guiding questions, key considerations, and planning forms. *Note: The Big Picture Planning Guide brings together related resources and tools developed by NPDCI into the four-step planning process.*
- **Recommendations for Meaningfully Involving Families in State Planning Meetings.** National Professional Development Center on Inclusion. (2007). Chapel Hill: The University of North Carolina, FPG Child Development Institute. This 1-page handout provides recommendations and strategies for preparing, engaging, and supporting family involvement in state-level meetings.
- **Creating Participatory Meetings.** (2007). National Professional Development Center on Inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute. This 1-page handout provides key points for consideration when planning, facilitating, and providing follow-up on meetings.
- **Guidance for Technical Assistance Providers on Working with States.** (2007). National Professional Development Center on Inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute. This 1-page handout provides recommendations for supporting cross-sector, state-level planning.
- **Building Integrated Professional Development Systems in Early Childhood: Recommendations for States.** (2010). National Professional Development Center on Inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute. This document includes comments on professional development in early childhood that were

provided to the US Department of Education's Listening and Learning about Early Learning Workforce and Professional Development Tour in May, 2010. The document provides three recommendations for states that are developing cross-sector, integrated professional development systems to improve early childhood programs and services.

B. PROMOTING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

- **Research Synthesis Points on Early Childhood Inclusion.** National Professional Development Center on Inclusion, (2009). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
This document is a summary of key conclusions or “synthesis points” drawn from a review of the literature and research syntheses on early childhood inclusion. References are provided for each key conclusion.
 - **Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).** DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. The Joint Position Statement provides a shared definition of inclusion and outlines essential components of inclusion. The components of inclusion — access, participation, and support — can be used to identify high quality programs and services.
 - **Access, Participation, and Supports: The Defining Features of High Quality Inclusion.** Buysse, (2011). *Zero to Three*, 31(4), 24-31. This article provides a description of specific practices related to the key components of the Joint Position Statement on Inclusion: access, participation, and support.
 - **CONNECT Modules**
CONNECT modules are designed to help two and four year faculty and professional development providers embed evidence-based practice into their teaching. The modules are free web-based instructional resources that use an evidence-based practice approach to support early childhood professional development. The modules use a 5-Step Learning Cycle designed to build early childhood practitioners' critical thinking skills and ability to make evidence-based clinical decisions. Each module includes videos, activities, handouts and audio clips to teach about a particular research-based practice.
 - **Module 1: Embedded Interventions:** This module focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.
 - **Module 2: Transition:** This module focuses on practices to help support children and families as they transition among programs in the early care and education system.
 - **Module 3: Communication for Collaboration:** This module focuses on effective communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.
 - **Module 4: Family-Professional Partnerships:** This module focuses on effective practices for developing trusting family-professional partnerships in early care and education programs.
 - **Module 5: Assistive Technology Interventions:** This module focuses on assistive technology interventions to help children with disabilities access and participate in everyday learning opportunities.
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C. HIGH-QUALITY PROGRAMS

- **The Inclusive Classroom Profile** (Soukakou 2007). The Inclusive Classroom Profile (ICP) is a structured observation rating scale designed to assess the quality of provisions and daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. Ratings on the measure's items indicate the extent to which "classroom practices intentionally adapt the classroom's environment, activities and instructional support in ways that encourage access and active participation in the group, through adjustments that might differ from child to child." Specific examples clarify the different ways by which inclusive practices can be embedded in the classroom to support the diverse needs of children with disabilities. The ICP has been validated and NPDCI has built a capacity to help states use the tool for program quality assessment. **For more information, contact Elena Soukakou, author, at: elena.soukakou@unc.edu**
 - **Why Program Quality Matters For Early Childhood Inclusion: Recommendations For Professional Development.** National Professional Development Center on Inclusion, (2009, November). Chapel Hill: The University of North Carolina, FPG Child Development Institute. This concept paper advocates for the need to link early childhood program quality and professional development, with a particular focus on how this topic relates to early childhood inclusion. Recommendations supporting the incorporation of dimensions of inclusive program quality into professional development for the early childhood workforce are made. The paper includes a table listing key components of state's Quality Rating and Improvement Systems (QRIS) including their standards relating to including children with disabilities.
 - **Reaching Consensus on a Definition of Professional Development for the Early Childhood Field.** Buysse, V., Winton, P. J., & Rous, B. (2009). *Topics in Early Childhood Special Education*, 28 (4), 235-243. This article is based on the concept paper, *Why Program Quality Matters For Early Childhood Inclusion: Recommendations For Professional Development* listed above.
 - **Program Quality and Early Childhood Inclusion Recommendations for Professional Development.** Buysse, V. & Hollingsworth, H. L. (2009). *Topics in Early Childhood Special Education*. 29(2). 119-228.
 - **The Quest for Quality: Promising Innovations for Early Childhood Programs.** (2010). Wesley, P. W., & Buysse, V. (Eds.). Baltimore, MD: Brookes. This book provides current research on issues and challenges surrounding quality programming in early childhood.
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D. EARLY CHILDHOOD EDUCATION WORKFORCE

- **The Big Picture Planning Guide: Building Cross-Sector Professional Development Systems In Early Childhood, 3rd Ed.** National Professional Development Center on Inclusion, (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute. For information about The Big Picture Planning Guide, see Section A: Successful State Systems. *Note: The Big Picture Planning Guide brings together related resources and tools developed by NPDCI into a four-step planning process.*
- **The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood.** Buysse, V., Hollingsworth, H., & West, T. (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute. National Professional Development Center on Inclusion. The Landscape is used to gather information, state-wide, about professional development in early childhood from the perspective of professional development providers. The Landscape includes demographic questions about the PD providers and gathers information about the professional development they provide, including the content addressed, the characteristics of the learners (e.g.,

level of education, age group served), the approaches used, and the level of intensity that is representative of the majority of professional development provided. The Landscape is available in hard copy or as an online survey.

- **The Who, What, and How (WWH) Planning Matrix for Early Childhood Professional Development.** National Professional Development Center on Inclusion, (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute.

The Matrix is used as part of a state-wide planning process to gather information from representatives of key early childhood agencies and initiatives about their agencies' professional development efforts. The information collected includes the target audience of each agency's professional development, the content delivered, professional development approaches used, who the professional development providers are, and the supports they receive in their professional development role. The information provides agencies with an understanding of each other's statewide professional development efforts and identifies areas for collaboration and for making changes. The Matrix is available in hard copy or as an online survey.

- **What Do We Mean By Professional Development In The Early Childhood Field?** National Professional Development Center on Inclusion. (2008). Chapel Hill: The University of North Carolina, FPG Child Development Institute.

This concept paper presents a definition and framework for professional development in early childhood. The definition and framework are intended to guide efforts aimed at ensuring that early childhood educators are highly qualified and effective in working with young children (birth through 8) and their families.

- **Competencies for Early Childhood Educators in the Context of Inclusion: Guidance and Issues for States.** Winton, P. & West, T., (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute. National Professional Development Center on Inclusion.

This concept paper identifies issues and provides guidance to states as they develop, revise, and utilize early educator competencies in the context of inclusion. Key issues include ensuring that early educator competencies reflect knowledge, skills and emerging research on effective practices for working in inclusive settings with children with and without disabilities and children who are Dual Language Learners and that early educator competencies that support inclusion are linked with quality professional development opportunities, accountability systems, and other components of a comprehensive early childhood system