Supporting the Early Childhood Workforce to Implement High Quality Inclusion Practices

Series on High Quality Inclusion

Webinar #4
Introductions

Presenter: Sangeeta Parikshak
Office of Head Start

Presenter: Christy Kavulic
Office of Special Education Programs

Presenter: Jamie Sheehan
Office of Head Start

Presenter: Julia Martin Eile
Office of Special Education Programs

Moderator: Pam Winton
National Center on Early Childhood Development,
Teaching & Learning &
FPG Child Development Institute
Partnership for Inclusion

• This is the fourth webinar in a series focusing on building the three essential features of high quality inclusion

ACCESS
PARTICIPATION
SUPPORTS
Supports: Essential Feature of Inclusion

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion (Joint Position Statement on Inclusion, 2009).
Learning Outcomes

• Understand how different facets of the workforce can work together to promote inclusion
• Understand professional development as part of a broader systems framework
• Learn about what research tells us is effective professional development in the context of inclusion practices
• Learn about federal strategies and resources to support the workforce in implementing high quality inclusion practices
POLL: Please tell us the program or early childhood sector with which you are primarily affiliated (check all that apply):

- Head Start
- Early Head Start
- Child Care
- Part C (early intervention)
- Part B Section 619 (early childhood special education)
- Pre-K
- Parents
- Infant/Toddler Home Visiting
- Other (please describe in chat)
Who is the EI/ECSE Workforce

• Early interventionists (EI), early childhood special educators (ECSE) and related service providers:
  – Typically work with families and their infants and toddlers in home or community–based settings and with preschool children in community-based or specialized settings.
  – Work in collaboration with other providers and with families to support the inclusion of children with disabilities in natural environments.
  – Most have a minimum of a bachelor’s degree.
Requirements for the IDEA Workforce

• Part C – Infants and Toddlers – birth through 2 years old
  – The personnel, representing multiple disciplines, serving 357,715 infants and toddlers and their families receiving Part C services must be “appropriately and adequately prepared and trained,” meaning they have “qualifications consistent with state-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the personnel provide early intervention services” (618 data; Part C of the IDEA).

• Part B Section 619 – Preschool children age 3 through 5 years old
  – Data indicated that 94.5% of the 40,704 special education teachers serving children 3-5 are “highly qualified”, defined as: (1) having a bachelor’s degree, (2) having a state certificate or licensure, and (3) demonstrating subject-matter knowledge for the subjects they teach (618 data).
Certification and Licensing for EI/ECSE Workforce

- There is not a national body sets certification and licensing criteria for personnel serving children with disabilities.

- Wide variation across States on what is required to work as an early interventionist, special educator, or related services provider serving young children with disabilities.
Early Childhood Personnel Center (ECPC)

Our Mission
Our mission is to facilitate the development, implementation and evaluation of integrated and comprehensive systems of personnel development (CSPD) for the early childhood workforce serving infants and young children with disabilities eligible for Part C and Part B(619) programs under the Individuals with Disabilities Education Act (IDEA).

Database of State Personnel Standards by State
Click the map to view our national database of personnel standards for all professional disciplines serving children with disabilities from birth to five years and their families.
ECPC Center
Example: Info on Texas
ECPC Center
Example: Info on Texas
Division for Early Childhood (DEC)
Field Generated Personnel Standards

• Personnel Standards
  – Knowledge and skills that early interventionists and early childhood special educators should have and be able to do effectively to serve young children with disabilities and their families.

https://www.decccecpersonnelstandards.org/
DEC – Personnel Standards
Field Generated Personnel Standards

Division for Early Childhood
CEC Professional Preparation Standards and DEC EI and ECSE Specialty Sets

To enter a Personnel Standards set, please choose one below

Initial Standards & Specialty Set
Advanced Standards & Specialty Set

In 2012, the Council for Exceptional Children (CEC) revised its Initial Level Special Educator Professional Preparation Standards. The Initial Professional Preparation Standards are designed to be used by faculty in Institutes of Higher Education (IHE) and professional development programs to guide the

The CEC Special Education Specialist Advanced Preparation Standards are designed to be used by faculty in IHEs and professional development programs to guide the implementation and evaluation of curricula to prepare individuals who already possess a special education license/credential.
Who is the Early Childhood Education Workforce - Research Findings

- Office of Planning, Research, and Evaluation (OPRE; U.S. Department of Health and Human Services, 2013)
  - Information on the biggest segment of the ECE workforce—the 2 million teachers working in Head Start, public pre-K, and child care
    - (53%) of center-based and one third (30%) of home-based educators (e.g., home visitors) have a college degree of some kind.
  - Workforce characteristics, such as education level and compensation, vary depending on the program’s funding stream and age being served
    - Children ages birth to 3, for example, were less likely to have degreed teachers (36% degreed) than were children ages 3 through 5 (62% degreed).
Who is the Early Childhood Education Workforce - Research Findings

- Office of Head Start PIR Data (2016)
  - 73% of all center-based preschool teachers had a BA or higher in early childhood education or in a related field with experience.
  - 96% of preschool teachers have an AA or higher in ECE or a related field.
  - Of the 259,000 staff employed in Head Start, 23% were parents of current or former Head Start children.
  - About 127,000 staff members provided child development services (e.g., teachers, assistant teachers, home visitors, family child care providers)
  - Among child development staff, 30% were proficient in a language other than English.
Role of ECEs Related to Inclusion

• Provide screening and referral for infants, toddlers, and preschoolers
• Individualize services for young children with special needs
• Listen, support, and strengthen relationships with families, staff, and service providers
• Advocate for and connect families with local community agencies and resources
• Learn about, develop and strengthen local community partnerships with Early Intervention, Child Find, and Early Childhood Special Education
• Learn specific intervention and modification strategies
• Visualize the possibilities for all children
Link between college degrees and high quality is not a given
Examples of Common IDEA Workforce Challenges

Lack of training on inclusive practices with young children in personnel preparation programs

– Survey of higher education teacher preparation programs find that they offer little content (one course) on working with children with disabilities (Chang, Early, Winton, 2005; Early & Winton, 2001; Maxwell, Lim, & Early, 2006).

– The higher education programs are not preparing students to arrive in the classroom ready to implement high-quality inclusive practices.

– Related service providers may have limited preparation in working with young children; and they are in short supply.
Early Childhood Systems Framework

Building High-Quality Systems

Governance

Quality Standards

Finance

Accountability & Quality Improvement

Personnel / Workforce

Data Systems
Head Start Management Systems Framework
Q & A

Related To Defining The Workforce And PD Systems Frameworks
Definition of Professional Development

“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.

Source: (National Professional Development Center on Inclusion, 2008)
Model for Aligning Desired Impact of PD to Continuum of PD Delivery

- **Know or Be Aware**
  - Reading
  - Lecture
  - Training Video

- **Demonstrate**
  - Self-analysis
  - Modeling
  - Case Study
  - Guided Reflection
  - Learning checks
  - Discussion

- **Use in Practice Context**
  - “Job” Aids (Implementation Materials)
  - Follow-Up Plans
  - Implementation Plans
  - Practice with feedback (micro-teaching)
  - Role Playing
  - Case Study
  - Team Meeting (Brainstorming or Problem-Solving)
  - Simulations
  - Team Meeting (Brainstorming or Problem-Solving)
  - Simulations

**Low Complexity of Learner Synthesis and Application**
Education staff participate in a webinar on laws, policies and effective practices related to inclusion.

**Medium Complexity of Learner Synthesis and Application**
Education staff watch multiple video examples of social problem solving and draw implications to their work setting.

**High Complexity of Learner Synthesis and Application**
Teachers receive practice-based coaching to support their use of responsive interactions with children.

Effective Professional Development
Focused on Practices

• Practices that are the focus of the PD are explicitly defined and multiple exemplars are provided
• Job-embedded opportunities to learn and implement the practices with explicit feedback about their implementation
• Information that links teachers’ practices to child progress monitoring and child learning outcomes.
Training and Professional Development
Practice-Based Coaching Model
Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships. View the videos below to learn more about PBC.
Coaching Companion
Highly Individualized Teaching and Learning 15 Minute In-Service Suites

- Specific teaching practices and ways of interacting with children
- Adaptations to daily schedules and the learning environment
- Use of assistive technology
- Other strategies that meet individual children’s needs
Front Porch Series: Resource on the ECLKC

Patricia Snyder, University of Florida

Examples of Additional Resources

• Division of Early Childhood (DEC) Recommended Practices
• CONNECT modules and materials
• Coaching resources
• ECPC literature reviews of PD practices
• Scholarship support for preservice students wanting careers in EI/ECSE
Coaching Resources

http://ectacenter.org/~calls/2017/learninglab-supporting.asp and
http://ectacenter.org/~calls/2017/learninglab.asp
Personnel Preparation Programs

• Annually, OSEP awards approximately 2.5 million in new grants for early childhood personnel preparation:
  
  – Prepare practitioner-level personnel in special education, early intervention, or related services
  
  – Prepare doctoral-level special education, early intervention, and related services personnel for leadership positions

Database of Discretionary Grants: https://publicdddb.osepideasthatwork.org
Summary of Resources to Support PD

- **CONNECT Modules**: [http://community.fpg.unc.edu/connect-modules/learners](http://community.fpg.unc.edu/connect-modules/learners)
  - CONNECT Module on Teaming & Collaboration: [http://community.fpg.unc.edu/connect-modules/learners/module-3](http://community.fpg.unc.edu/connect-modules/learners/module-3)
- **Division for Early Childhood (DEC) Recommended Practices**: [http://www.dec-sped.org/recommendedpractices](http://www.dec-sped.org/recommendedpractices)
- **Early Childhood Learning and Knowledge Center (ECLKC)**: [https://eclkc.ohs.acf.hhs.gov/](https://eclkc.ohs.acf.hhs.gov/)
  - ECLKC 15 Minute In-Service Suites: [https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites](https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites)
- **Early Childhood Technical Assistance Center (ECTA)**: [http://ectacenter.org/](http://ectacenter.org/)
  - ECTA Resources to support Inclusion: [http://ectacenter.org/topics/inclusion/personnel/personnel.asp](http://ectacenter.org/topics/inclusion/personnel/personnel.asp)
- **Early Childhood Personnel Center (ECPC)**: [http://ecpcta.org/](http://ecpcta.org/)
  - ECPC Database of State Personnel Standards by State: [http://ecpcstandards.info/StandardsSearch](http://ecpcstandards.info/StandardsSearch)
- **Office of Special Education Programs (OSEP) Discretionary Grants Database**: [https://publicdb.osepideasthatwork.org](https://publicdb.osepideasthatwork.org)
- **Power to the Profession** [https://www.naeyc.org/files/naeyc/file/pdf/P2P%20one-pager%20clean%203.1.17.pdf](https://www.naeyc.org/files/naeyc/file/pdf/P2P%20one-pager%20clean%203.1.17.pdf)
- **Surveys of higher education teacher preparation programs**:
We want to partner to build a culture of inclusion

Christy.Kavulic@ed.gov
Julia.Martin.Eile@ed.gov
Sangeeta.Parikshak@acf.hhs.gov
Jamie.Sheehan@acf.hhs.gov
Pam_Winton@unc.edu
Megan.Vinh@unc.edu

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching
www.ectacenter.org