



# 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



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



Presenter: Jamie Sheehan  
Office of Head Start



Presenter: Julia Martin Eile  
Office of Special Education Programs

# 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).



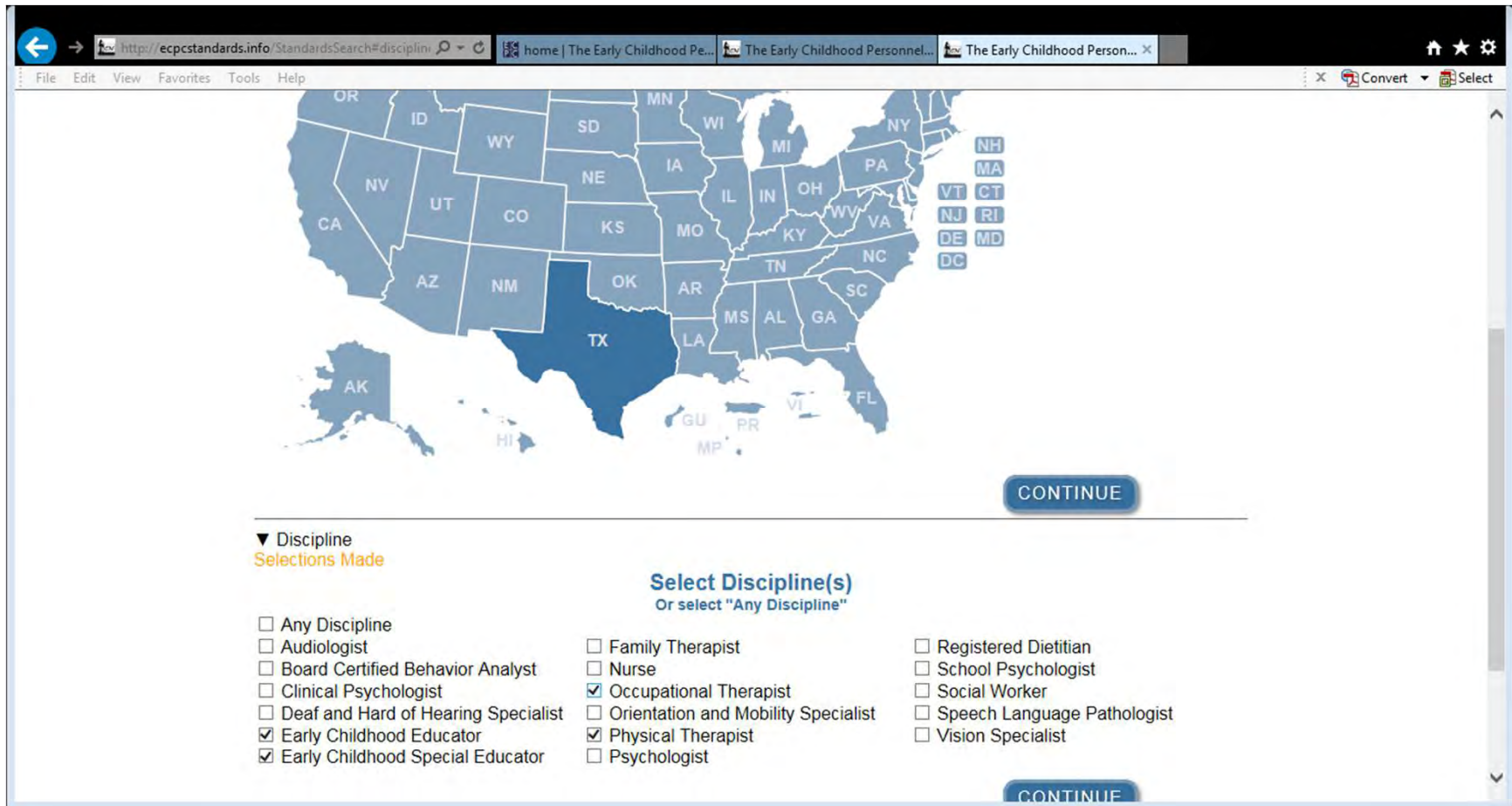
# Certification and Licensing for EI/ECSE Workforce

- 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.



# ECPC Center

## Example: Info on Texas



http://ecpcstandards.info/StandardsSearch#disciplin... home | The Early Childhood Pe... The Early Childhood Personnel... The Early Childhood Person...

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Convert Select

OR ID WY SD MN WI MI NY NH  
CA NV UT CO KS MO IL IN OH PA MA  
AZ NM OK AR TN KY WV VA NJ RI  
AK HI TX LA MS AL GA SC NC DE MD  
GU PR VI FL DC

CONTINUE

▼ Discipline  
Selections Made

Select Discipline(s)  
Or select "Any Discipline"

<input type="checkbox"/> Any Discipline	<input type="checkbox"/> Family Therapist	<input type="checkbox"/> Registered Dietitian
<input type="checkbox"/> Audiologist	<input type="checkbox"/> Nurse	<input type="checkbox"/> School Psychologist
<input type="checkbox"/> Board Certified Behavior Analyst	<input type="checkbox"/> Occupational Therapist	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Clinical Psychologist	<input type="checkbox"/> Orientation and Mobility Specialist	<input type="checkbox"/> Speech Language Pathologist
<input type="checkbox"/> Deaf and Hard of Hearing Specialist	<input checked="" type="checkbox"/> Physical Therapist	<input type="checkbox"/> Vision Specialist
<input checked="" type="checkbox"/> Early Childhood Educator	<input type="checkbox"/> Psychologist	
<input checked="" type="checkbox"/> Early Childhood Special Educator		

CONTINUE

# ECPC Center

## Example: Info on Texas

Or select "Any Discipline"

- Any Discipline
- Audiologist
- Board Certified Behavior Analyst
- Clinical Psychologist
- Deaf and Hard of Hearing Specialist
- Early Childhood Educator
- Early Childhood Special Educator
- Family Therapist
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- Psychologist
- Registered Dietitian
- School Psychologist
- Social Worker
- Speech Language Pathologist
- Vision Specialist

[CONTINUE](#)

▼ Minimum Degree Level Required  
Selection Made

Select Minimum Degree Requirement  
Or select "Not Specified"

Not Specified  Associates  Bachelors  Masters  Doctorate

2 Programs Found

[LIST PROGRAMS](#)

### Search Results

State	Discipline	State Department	License/Certificate
▶ Texas	Early Childhood Educator	Texas Education Agency	Generalist (Grade Level EC-6)
▶ Texas	Early Childhood Special Educator	Texas Education Agency	Special Education (Grade Level EC-12) OR Early Childhood Education for Handicapped Children (infants-Grade 6 only)

# 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.deccecpersonnelstandards.org/>

# DEC – Personnel Standards

## Field Generated Personnel Standards



The screenshot shows a web browser window with the URL <https://www.dececpersonnelstandards.org/>. The page header includes the logo for the Division for Early Childhood of the Council for Exceptional Children and the text "CEC Professional Preparation Standards and DEC EI and ECSE Specialty Sets". Below the header is a navigation bar with three tabs: "Home", "Initial", and "Advanced". The "Initial" tab is currently selected.

TO ENTER A PERSONNEL STANDARDS SET, PLEASE CHOOSE ONE BELOW

**INITIAL**  
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

**ADVANCED**  
STANDARDS & SPECIALTY SET

The CEC Special Education Specialist Advanced Preparation Standards are designed to be used by faculty in IHEs and professional development programs to guide the development, 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**

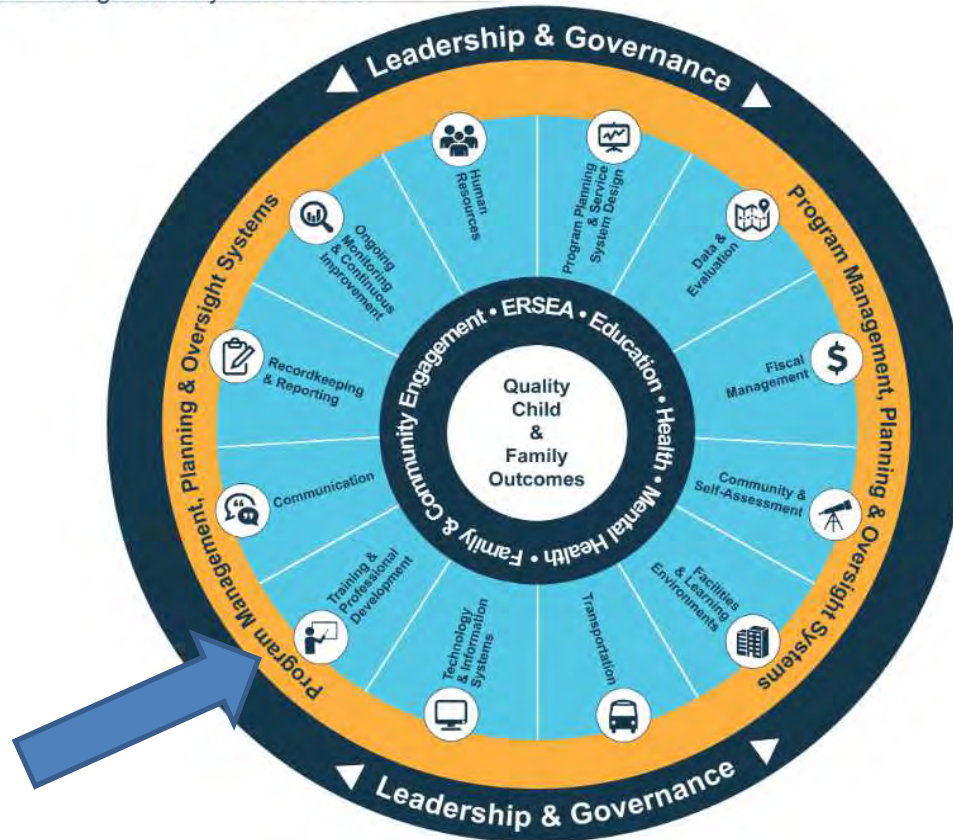
- Survey of higher education teacher preparation programs find that they offer little content (**one course**) on working with children with disabilities (Chang, Early, Winton, 2005; Early & Winton, 2001; Maxwell, Lim, & Early, 2006).
- The higher education programs are **not preparing students** to 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



# Head Start Management Systems Framework

Head Start Management Systems Wheel



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Early Childhood  
Program Management and Fiscal Operations

pmfo@ecetta.info • <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/operations> • Tel: 888 874-5469

# Q & A

Related To Defining The Workforce And PD  
Systems Frameworks

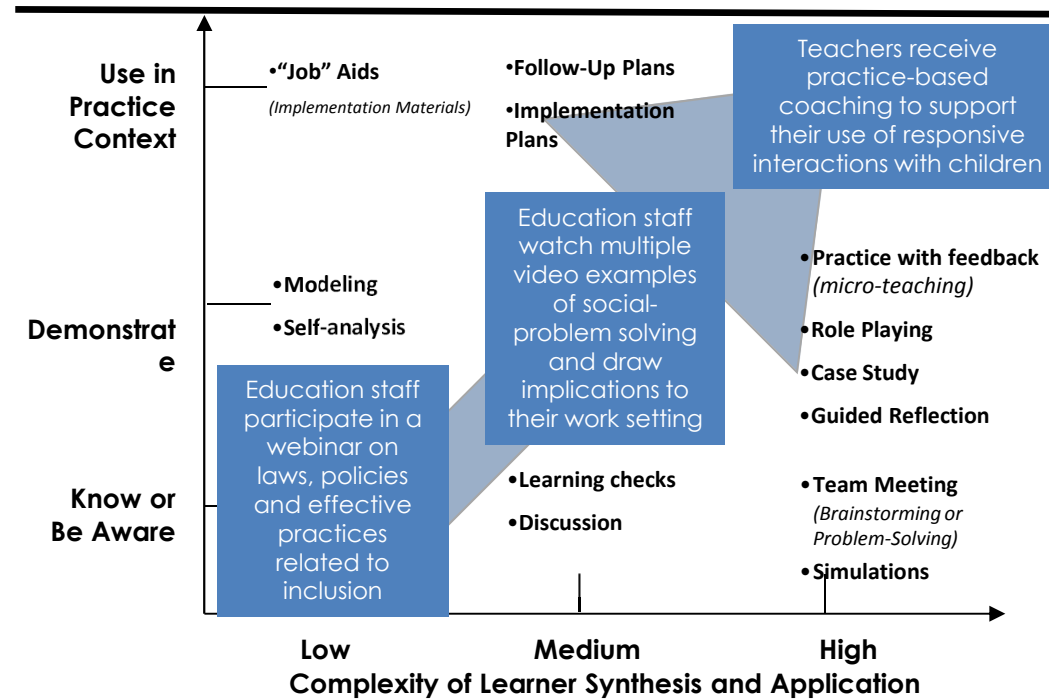


# Definition of Professional Development

*“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



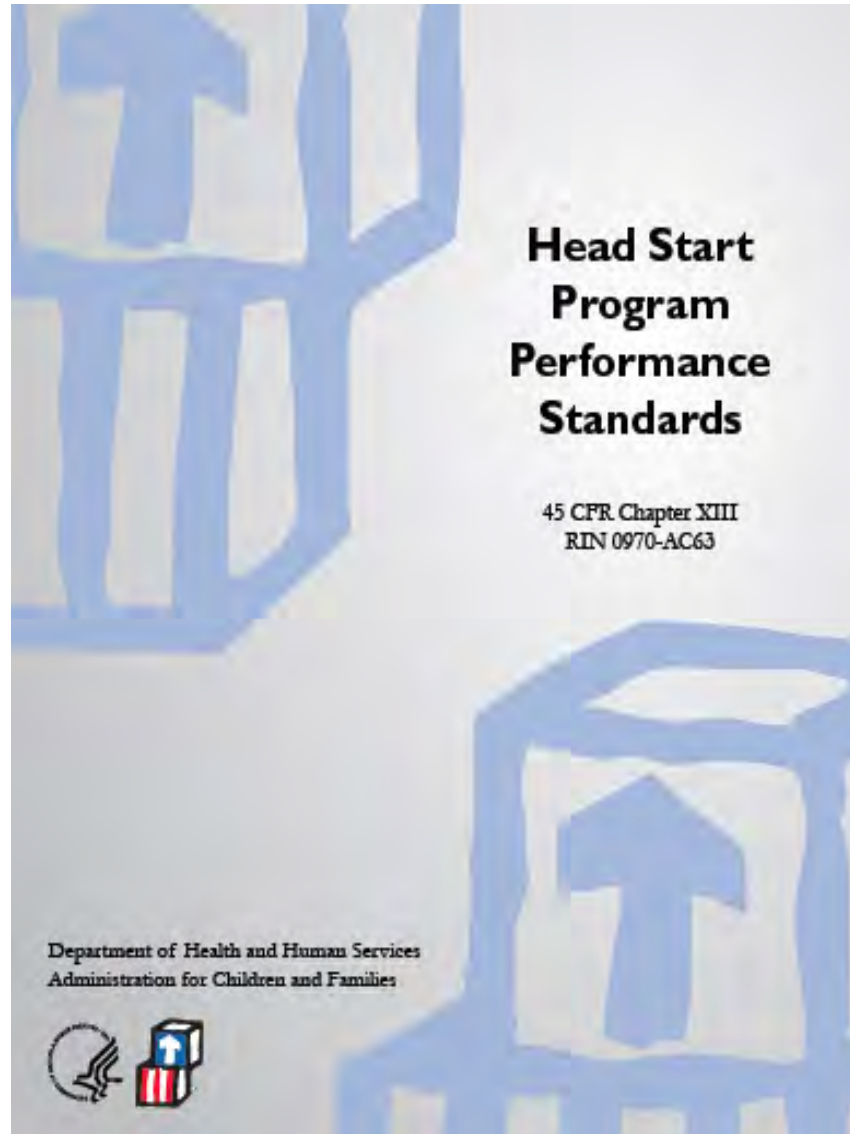
From: Snyder, P., (2014). NCQTL Front Porch series. Adapted from: McCollum & Catlett (1997)



# 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 on the ECLKC

## Practice-Based Coaching (PBC)

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.

### Videos

#### Practice-Based Coaching: Collaborative Partners

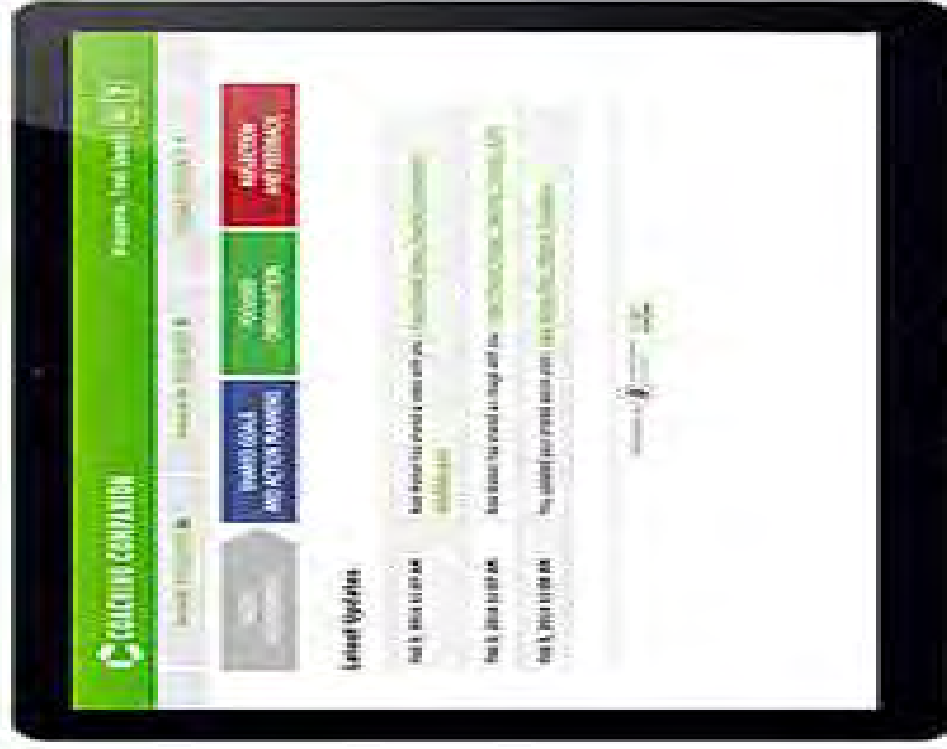
The video player displays a video titled "Practice-Based Coaching: Collaborative Partners". The main video frame shows a circular diagram with "Effective Teaching Practices" at the center, surrounded by "Shared Goals and Action Planning" and "Collaborative Coaching Partnerships". The diagram is set against a background of photos showing teachers in collaborative settings. The video player includes a play button and a list of related video thumbnails on the right side.



Effective Practice

Transition to Kindergarten

Practice-Based Coaching



# 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

<https://eclkc.ohs.acf.hhs.gov/video/supporting-quality-teaching-learning-conversation-about-professional-development>

# 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

**ECTA Center**  
The Early Childhood Technical Assistance Center *Improving Systems, Practices and Outcomes*

Google Custom Search  Search x

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | Publications | eNotes | For Families/Para Familias

System Framework | DEC Recommended Practices | Implementation Process | Implement & Scale Up EBP | SSIP | Outcomes Measurement

**Learning Lab:  
Exploring Coaching for Practice Change  
May - August 2017**

**Series Overview**

The Learning Lab on Coaching for Practice Change provides a remote learning opportunity to explore how coaching can be supported by states and used within programs to improve implementation of evidence-based practices. The Learning Lab provides information, resources, implementation approaches, and thoughtful discussions with experts and colleagues.

**Sessions in this Series**

1. Implementing Coaching for Practice Change: Innovations for

<http://ectacenter.org/~calls/2017/learninglab-supporting.asp> and  
<http://ectacenter.org/~calls/2017/learninglab.asp>

## Literature Syntheses



Systematic Review of Models of State Agency and Institutions of Higher Education Practices Leading to Alignment of Preservice and Inservice Training for Early Childhood Interventionists [.pdf](#)



Systematic Review of Models of State Agency and Institutions of Higher Education Practices Leading to Alignment of State Personnel Standards and Competencies with Curricula at Institutions of Higher Education [.pdf](#)



Metasynthesis of Inservice Professional Development Research: Features Associated with Positive Educator and Student Outcomes [.pdf](#)



Models of Coordination at a Systems Level to Promote Integrated Early Childhood Professional Development for Personnel Working with Infants, Toddlers, and Preschoolers with Disabilities [.pdf](#)

## Literature Reviews



**Literature Report**  
DEC Advanced Specialty Set: Early Childhood Special Education/Early Intervention [.pdf](#)



**Literature Report**  
DEC Initial Specialty Set: Early Childhood Special Education/Early Intervention [.pdf](#)

# 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://publicddb.osepideasthatwork.org>

# Summary of Resources to Support PD

- **CONNECT Modules:** <http://community.fpg.unc.edu/connect-modules/learners>
  - CONNECT Module on Teaming & Collaboration: <http://community.fpg.unc.edu/connect-modules/learners/module-3>
- **Division for Early Childhood (DEC) Recommended Practices:** <http://www.dec-sped.org/recommendedpractices>
- **Early Childhood Learning and Knowledge Center (ECLKC):** <https://eclkc.ohs.acf.hhs.gov/>
  - ECLKC Practice-Based Coaching Video: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>
  - ECLKC Coaching Companion: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/coaching-companion.pdf>
  - ECLKC 15 Minute In-Service Suites: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>
  - ECLKC Front Porch Series: <https://eclkc.ohs.acf.hhs.gov/video/supporting-quality-teaching-learning-conversation-about-professional-development>
- **Early Childhood Technical Assistance Center (ECTA):** <http://ectacenter.org/>
  - ECTA Learning Lab : <http://ectacenter.org/~calls/2017/learninglab.asp>
  - ECTA Resources to support Inclusion: <http://ectacenter.org/topics/inclusion/personnel/personnel.asp>
  - ECTA Resources on Reaching Potential Through Recommended Practices (RP2): [http://ectacenter.org/implement\\_ebp/implement\\_ebp.asp](http://ectacenter.org/implement_ebp/implement_ebp.asp)
  - ECTA Resources on the DEC Recommended Practices: <http://ectacenter.org/decrp/>
- **Early Childhood Personnel Center (ECPC):** <http://ecpcta.org/>
  - ECPC Database of State Personnel Standards by State: <http://ecpcstandards.info/StandardsSearch>
- **Head Start Performance Standards:** <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>
- **Office of Special Education Programs (OSEP) Discretionary Grants Database:** <https://publicddb.osepideastthatwork.org>
- **Power to the Profession** <https://www.naeyc.org/files/naeyc/file/pdf/P2P%20one-pager%20clean%203.1.17.pdf>
- **Surveys of higher education teacher preparation programs:**
  - Early, D.M. & Winton, P.J. (2001). Preparing the workforce: Early childhood teacher preparation at 2-year and 4-year institutions of higher education. *Early Childhood Research Quarterly*, 16(3), 285-306.
  - Chang, F., Early, D.M., & Winton, P.J. (2005). Early Childhood Teacher Preparation in Special Education at 2- and 4-Year Institutions of Higher Education. *Journal of Early Intervention*, 27(2), 110 – 124.
  - Maxwell, K.L., Lim, C.-I., & Early, D.M. (2006). *Early childhood teacher preparation programs in the United States: National report*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.



We want to partner to build a culture of inclusion

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<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>  
[www.ectacenter.org](http://www.ectacenter.org)

**ECTA***Center*  
The Early Childhood Technical Assistance Center



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Early Childhood Development, Teaching and Learning