Supporting the Early Childhood Workforce to Implement High Quality Inclusion Practices

Series on High Quality Inclusion

Webinar #4

ECTACenter
The Early Childhood Technical Assistance Center

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Early Childhood National Centers

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).
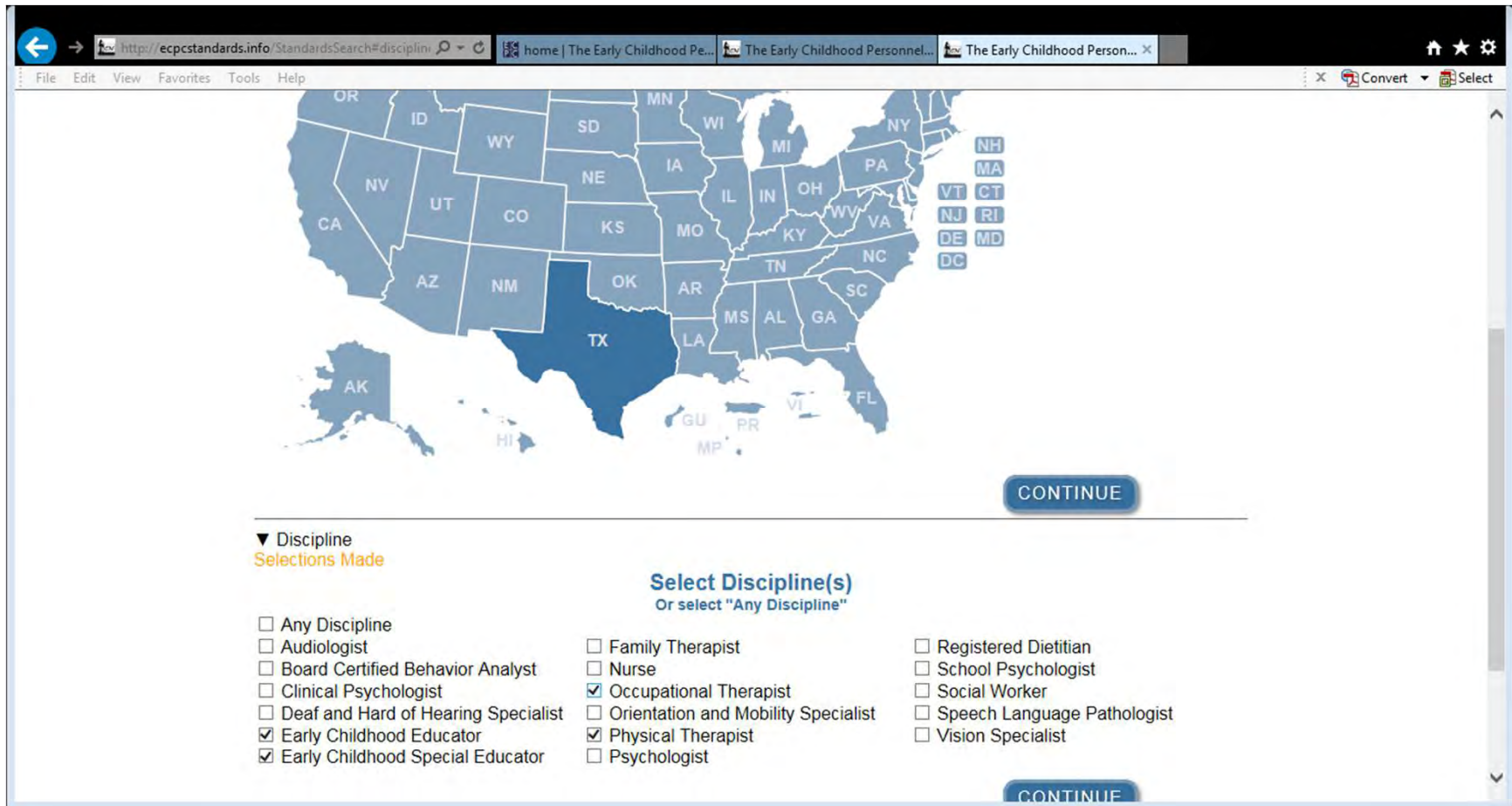
Certification and Licensing for EI/ECSE Workforce

- 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.

Early Childhood Personnel Center (ECPC)

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.deccecpersonnelstandards.org/

DEC – Personnel Standards
Field Generated Personnel Standards

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
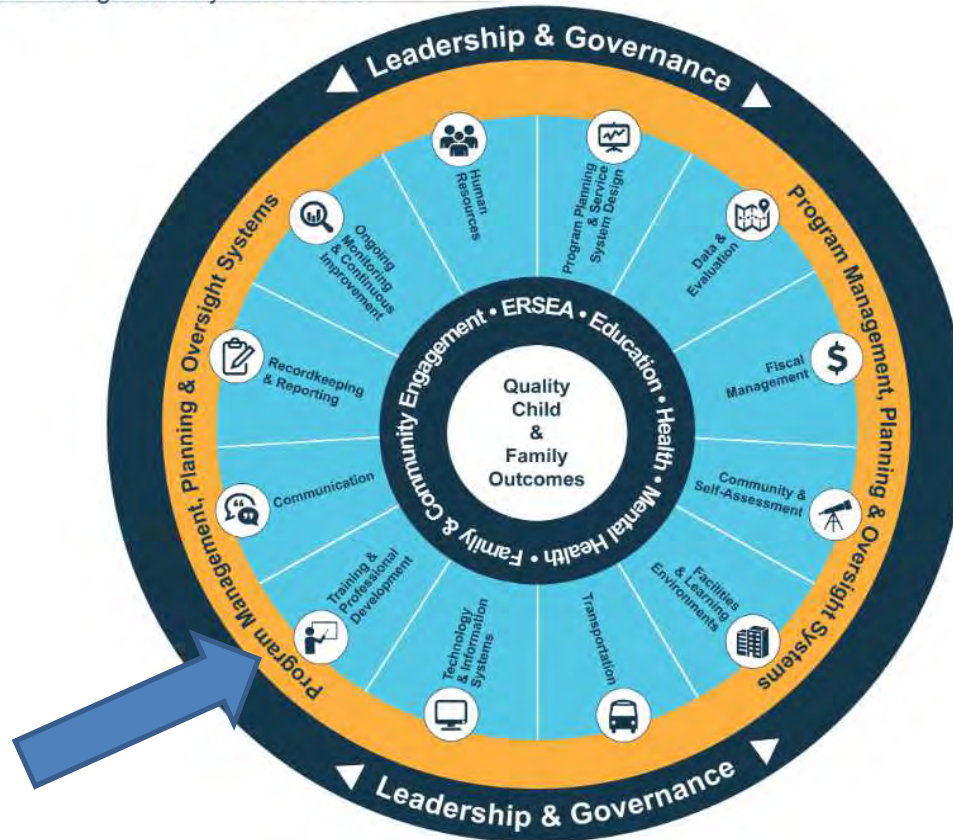
Q & A

Related To Defining The Workforce And PD
Systems Frameworks

Definition of Professional Development

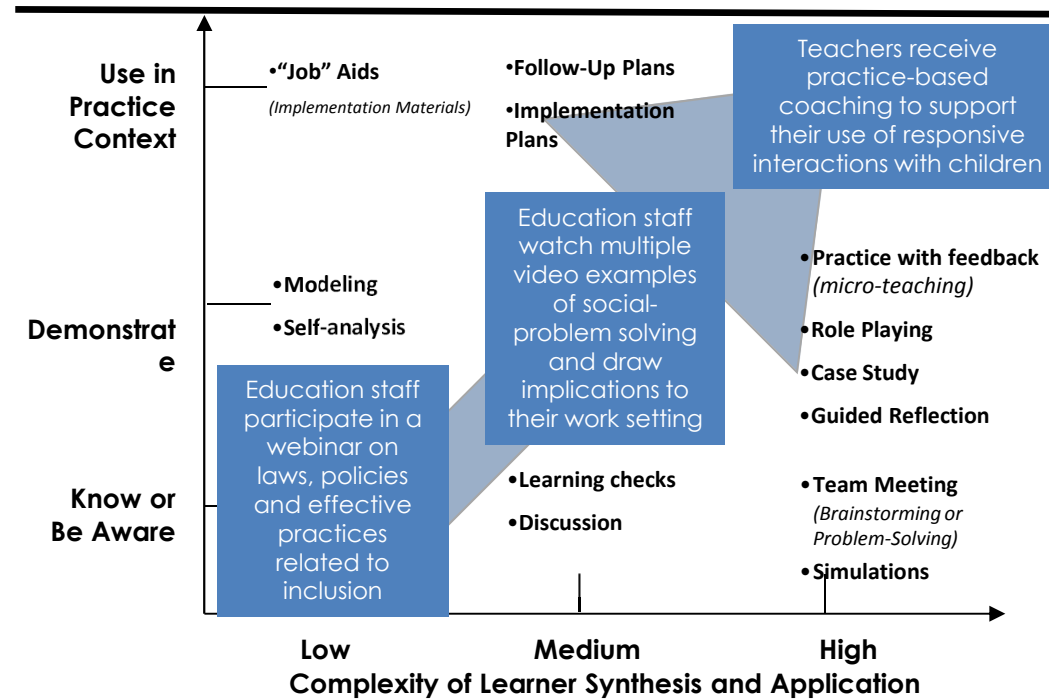*"Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.*

Source: (National Professional Development Center on Inclusion, 2008)

Model for Aligning Desired Impact of PD to Continuum of PD Delivery

Use in Practice Context

• "Job" Aids
(Implementation Materials)

• Follow-Up Plans

• Implementation Plans

Teachers receive practice-based coaching to support their use of responsive interactions with children

Education staff watch multiple video examples of social-problem solving and draw implications to their work setting

• Practice with feedback *(micro-teaching)*

Demonstrate

• Modeling

• Self-analysis

Education staff participate in a webinar on laws, policies and effective practices related to inclusion

• Role Playing

• Case Study

• Guided Reflection

Know or Be Aware

• Learning checks

• Discussion

• Team Meeting *(Brainstorming or Problem-Solving)*

• Simulations

Low   Medium   High

**Complexity of Learner Synthesis and Application**

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
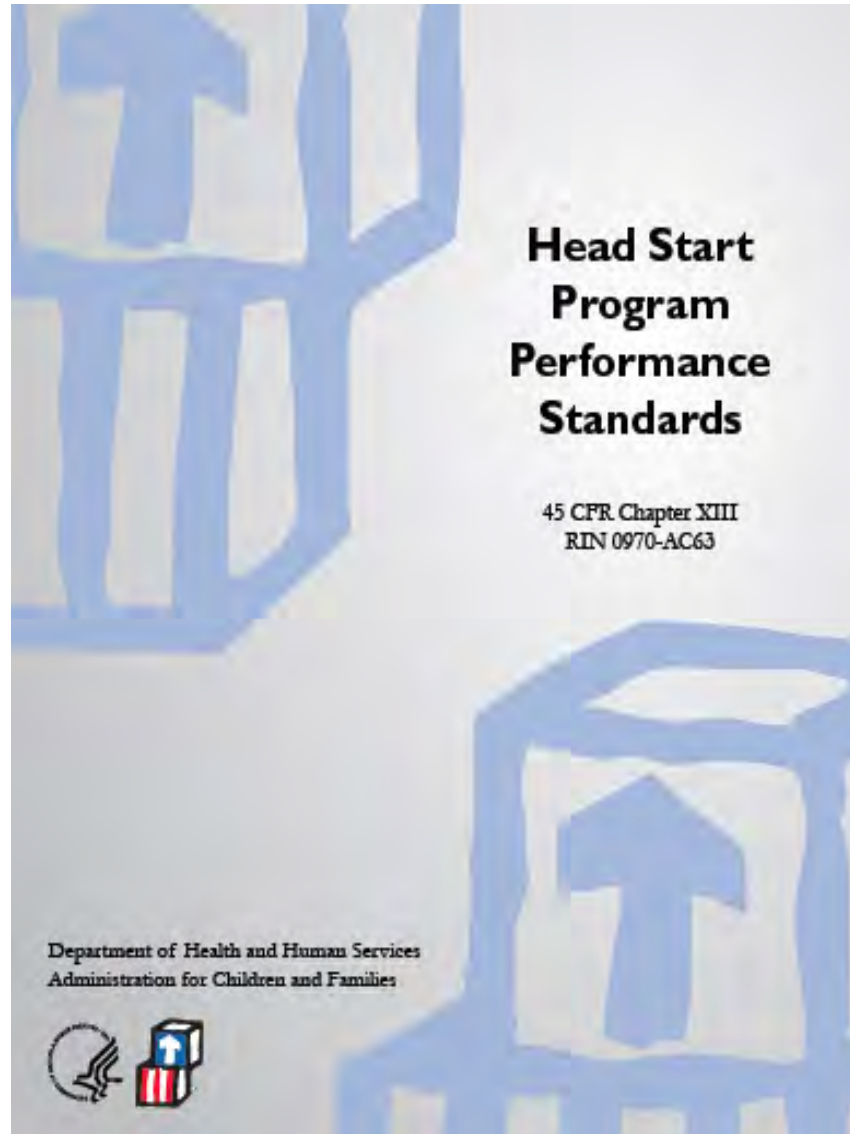
Practice-Based Coaching Model

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

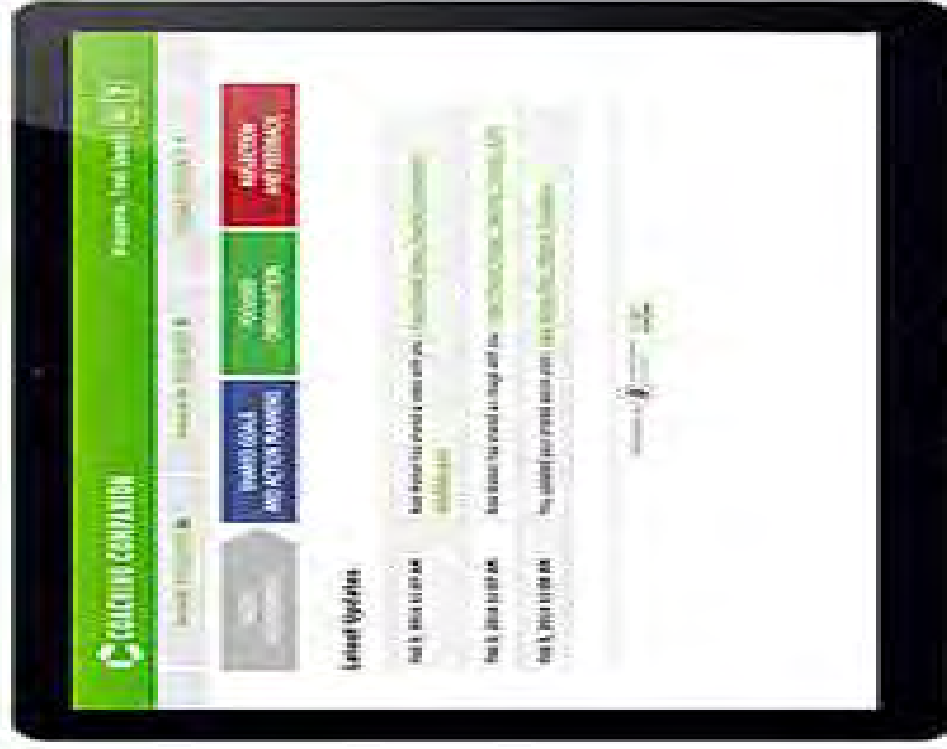#### Practice-Based Coaching: Collaborative Partners

Practice-Based Coaching

Transition to Kindergarten

Effective Practice

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

Literature Syntheses

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

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

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

Metasynthesis of Inservice Professional Development Research: Features Associated with Positive Educator and Student Outcomes .pdf

Literature Reviews

Literature Report
DEC Initial Specialty Set: Early Childhood Special Education/ Early Intervention .pdf

Literature Report
DEC Advanced 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
  - 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.osepideasthatwork.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

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