

## Kansas Inservice Training System Kits

The Kansas Inservice Training System is designed to meet the need for a comprehensive statewide professional development and technical assistance system for early intervention and early childhood special education professionals, paraprofessionals, related services professionals and parents. The framework supporting this system is composed of collaborative linkages, information services, training, and technical assistance. Research validated strategies and results-based professional development are addressed at three levels of training:

- Proactive/General Issues Staff Development
- Focused Staff Development, and
- Intensive Staff Development

The project's goals are accomplished through activities such as results-based training; a summer institute; dissemination of information through a quarterly newsletter, web site, and listserv provision of district and program technical assistance, development of focused self-study new teacher, new administrator and technical assistance packets, the identification of exemplary practices in the state, and the management of an early childhood resource center whose materials are accessible through an online searchable database.

### Goals

1. Scale up multi-tiered support system efforts to integrate supports for early childhood and become part of a sustainable multi-tiered support system.
2. Sustain collaborative partnerships with KSDE and state agencies, institutions of higher education, local education agencies and professional organizations.
3. Increase the knowledge, skills and capacity of individuals and/or organizations across the state through results-based training and technical assistance.
4. Develop and disseminate evidence and research-based materials, state level guidance documents, processes and training materials.
5. Provide leadership and training for the implementation of State Performance Plan improvement activities related to early childhood indicators.
6. Collaborate with special education services Technical Assistance System Network coordination staff members to design and carry out evaluation of the priority area work at multiple levels.

### Collaboration/Linkages

- Collaboration with State Organizations
- Involved in Training Central to Early Childhood Services
- Co-Sponsor Training Events

- Collaboration with other State Agency Programs Central to Early Childhood Services
- Co-Sponsor Conferences

### Training

- Summer Institute
- General Issues Staff Development
- Focused Staff Development
- Intensive Staff Development
- Head Start/Early Head Start Collaboration Meeting
- Transitioning into Developmentally Appropriate Practices Strand at the KSDE Annual Conference

### Information Services

List Service for Infant-Toddler Networks and Preschool Programs-register at:

- [kskits.org/html/listserv/listservices.html](http://kskits.org/html/listserv/listservices.html)
- Online Collaborative Training Calendar [kskits.org/ktc](http://kskits.org/ktc)
- Early Childhood Resource Center [kskits.org/ecrc](http://kskits.org/ecrc)
- Web Page [kskits.org](http://kskits.org)
- Best Practices Community Profiles
- E-update

### Technical Assistance

- Individual TA Plans
- Information Packets on Specific Topics-many available at [http://kskits.org/ta/Packets/Tech\\_AssPacketList.shtml](http://kskits.org/ta/Packets/Tech_AssPacketList.shtml)
- New Teacher/Interventionist Support-Information Packets
- New Administrator/Service Coordinator Support-Information Packets
- Consultation/Cross Program Visitation

### Values Relating to Inservice Training for People Working with Children (0-5)

- Anticipated outcomes are clear and understandable.
- Learning opportunities are provided in multiple learning formats to foster growth for all adult learners.
- Information sharing and networking among participants acknowledges their positive contributions to the learning process.
- Family members are actively included as presenters and participants.
- Inclusion of interagency and interdisciplinary participants is facilitated.
- Collaborative training among agencies is actively sought to maximize resources.
- Professional development is a continuing process rather than a discrete activity,

- and is viewed within the context of life-long learning.

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