Results of the Vermont Early Childhood Instructor Survey

**APPENDICES**

Appendix 1 Vermont Early Childhood Instructor Survey

Appendix 2 Vermont Early Childhood Instructor Survey: Item Alignment with State and National Frameworks, Standards, and Competencies

Appendix 3 Vermont Early Childhood Instructor Survey: **All Respondents (Faculty and Instructors)**

Appendix 4 Vermont Early Childhood Instructor Survey: **Faculty Results**

Appendix 5 Vermont Early Childhood Instructor Survey: **Instructor Results**

**­Appendix 1. Vermont Early Childhood Instructor Survey**

The purpose of this survey is to learn about your current level of knowledge and use of specific early childhood content, quality frameworks, and instructional practices. The information you provide will help to document current areas of strength and to identify areas in which resources or professional development could support increased emphasis on key early learning and development priority areas.

1. Knowledge of the Domains of Development (Birth – Grade 3)

Please read the following statements. On a scale of 1 to 5 where “1” is low and “5” is high, please indicate your CURRENT LEVEL of knowledge, your DESIRE for greater knowledge, and the extent to which there is an emphasis in the courses you teach with regard to each of the statements. Finally, please indicate your interest in free resources related to each statement. Please note that the level of emphasis on specific content areas will vary depending on the courses you teach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Your Current Level of Knowledge** | **Your Desire for Greater Knowledge** | **Current Level of Emphasis in Your Courses** | **Your Priority for Receiving Free Resources (e.g., videos, assignments)** |
| **Low** |  | **Medium** |  | **High** | **Low** |  | **Medium** |  | **High** | **Low** | **Medium** | **High** | **Low** |  | **Medium** |  | **High** |
| **1** |  **2** | **3** | **4** | **5** | **1** |  **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |  **1** |  | **3** |  | **5** |
|  |
| 1. Development of play and exploration
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of approaches to learning (creativity, problem solving)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Social and emotional development leading to successful peer and adult relationships, self-regulation and self- awareness
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of strength, coordination and control of large and fine muscles
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics) **for dual language learners**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of literacy skills (reading and writing)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of literacy skills **for dual language learners**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of creative expression (visual arts, music, dance, dramatic play)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of key science concepts
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of key math concepts
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Development of key social studies concepts
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How a child’s racial/ethnic identity develop-ment impacts their learning and development
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How a child’s cultural identity development impacts their learning and development
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |

1. Knowledge of Components of High Quality Teaching and Learning (Birth – Grade 3)

Please read the following statements. On a scale of 1 to 5 where “1” is low and “5” is high, please indicate your CURRENT LEVEL of knowledge, your DESIRE for greater knowledge, and the extent to which there is an emphasis in the courses you teach with regard to each of the statements. Finally, please indicate your interest in free resources related to each statement. Please note that the level of emphasis on specific content areas will vary depending on the courses you teach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Your Current Level of Knowledge** | **Your Desire for Greater Knowledge** | **Current Level of Emphasis in Your Courses** | **Your Priority for Receiving Free Resources (e.g., videos, assignments)** |
| **Low** |  | **Medium** |  | **High** | **Low** |  | **Medium** |  | **High** | **Low** | **Medium** | **High** | **Low** |  | **Medium** |  | **High** |
| **1** |  **2** | **3** | **4** | **5** | **1** |  **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |  **1** |  | **3** |  | **5** |
|  |
| 1. How to develop, implement and evaluate learning experiences and strategies that match the characteristics of each young child
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How to design, implement and evaluate developmentally, contextually, and individually meaningful and appropriate practices
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Observing, documenting, and assessing young children within the context of a child’s culture, language, family, and circumstances
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Observing, documenting, and assessing young children to inform decisions about goals, curriculum and teaching strategies
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Practices for collaborating effectively with diverse early childhood partners, including family members, specialists, and administrators
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Effective practices for family engagement
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Effective practices for family engagement **with families of diverse cultures, languages, values and circumstances**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Effective practices for learning about, interacting with, and authentically reflecting the communities in which children and families live
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Laws, policies, and research that support the importance and benefits of including children **with disabilities**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How to advocate for and lead change in the early childhood field based on current laws, policies, and research
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |

1. Knowledge of Components for Supporting the Full Participation of Each Child (Birth – Grade 3)

Please read the following statements. On a scale of 1 to 5 where “1” is low and “5” is high, please indicate your CURRENT LEVEL of knowledge, your DESIRE for greater knowledge, and the extent to which there is an emphasis in the courses you teach with regard to each of the statements. Finally, please indicate your interest in free resources related to each statement. Please note that the level of emphasis on specific content areas will vary depending on the courses you teach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Your Current Level of Knowledge** | **Your Desire for Greater Knowledge** | **Current Level of Emphasis in Your Courses** | **Your Priority for Receiving Free Resources (e.g., videos, assignments)** |
| **Low** |  | **Medium** |  | **High** | **Low** |  | **Medium** |  | **High** | **Low** | **Medium** | **High** | **Low** |  | **Medium** |  | **High** |
| **1** |  **2** | **3** | **4** | **5** | **1** |  **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |  **1** |  | **3** |  | **5** |
|  |
| 1. Evidence-based practices that support access for children **with disabilities** (e.g., universal design for learning, assistive technology)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Evidence-based practices that support participation for children **with disabilities** (e.g., scaffolding, embedded learning, individualizing)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. The DEC Recommended Practices for supporting children with disabilities
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How to develop, implement and evaluate experiences and practices to support young children **with disabilities**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How to develop, implement and evaluate experiences and practices to support young children who are **dual language learners**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How to develop, implement and evaluate experiences and practices to support the needs of young children who are **culturally, racially, and ethnically diverse**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Know and uphold ethical standards and other early childhood professional guidelines
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Evidence-based practices for supporting the learning and development of **infants and toddlers**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Evidence-based practices for supporting the learning and development of **preschoolers**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. Evidence-based practices for supporting the learning and development of **young children (Kindergarten through Grade 3)**
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |
| 1. How the cultural identity, attitudes, and biases **of teachers** may influence their instruction and their support for and expect-ations of each young child
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  | ⃝ |  | ⃝ |

1. Knowledge of Vermont Tools and Quality Frameworks

Please read the name of each tool, framework, or system. On a scale of 1 to 5 where “1” is low and “5” is high, please indicate your CURRENT LEVEL of knowledge, your DESIRE for greater knowledge, and the extent to which there is an emphasis in the courses you teach with regard to each of the statements. Finally, please indicate your interest in free resources related to each statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Your Current Level of** **Knowledge** | **Your Desire for Greater Knowledge** | **Current Level of Emphasis in Your Courses** | **Your Priority for Receiving Free Resources (e.g., videos, assignments)** |
| **Low** |  | **Medium** |  | **High** | **Low** |  | **Medium** |  | **High** | **Low** |  | **Medium** |  | **High** | **Low****1** | **Medium****3** | **High****5** |
| **1** |  **2** | **3** | **4** | **5** | **1** |  **2** | **3** | **4** | **5** | **1** |  **2** | **3** | **4** |  **5** |
|  |
| 1. Environment Rating Scales (ITERS, ECERS)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Teaching Strategies GOLD
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Classroom Assessment Scoring System (CLASS®)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Ready for Kindergarten! Survey (R4K!S)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Teaching Pyramid Observation Tool (TPOT)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Teaching Pyramid Infant Toddler Observation Tool (TPITOS)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Inclusive Classroom Profile (ICP)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Social Skills Improvement System (SSIS)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Ages and Stages Questionnaire (ASQ-3, ASQ:SE-2)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Strengthening Families
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Vermont STARS (Step Ahead Recognition System)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Vermont Early Learning Standards (VELS)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |  ⃝ | ⃝ | ⃝ | ⃝ |

1. Demographic Information
2. For which Vermont institution do you provide **the greatest amount of instruction**? **Please select only one.**

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ Apprenticeship Program | ⃝ Goddard College | ⃝ Lyndon State College | ⃝ Union Institute and University |
| ⃝ Champlain College | ⃝ Higher Education Collaborative | ⃝ Northern Lights | ⃝ University of Vermont |
| ⃝ Community College of VT | ⃝ Johnson State College | ⃝ Springfield College | ⃝ Other |

1. For which Vermont institution do you provide instruction? Please select all that apply.

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ Apprenticeship Program | ⃝ Goddard College | ⃝ Lyndon State College | ⃝ Union Institute and University |
| ⃝ Champlain College | ⃝ Higher Education Collaborative | ⃝ Northern Lights | ⃝ University of Vermont |
| ⃝ Community College of VT | ⃝ Johnson State College | ⃝ Springfield College | ⃝ Other |

Thank you for your time and helpful input.

**Appendix 2. Vermont Early Childhood Instructor Survey:**

 **Item Alignment with State and National Frameworks, Standards and Competencies**

|  |
| --- |
| **Knowledge of the Domains of Development** |
| **Survey Item** | **Children** | **Teachers** | **Programs** |
| **Early Learning Standards****(VELS)** | **Teacher Standards** | **Core Knowledge and****Competencies** | **NAEYC**  | **CEC/DEC**  | **Vision for Teaching, Leading and Learning** | **Child Care Licensing Regulations** | **Head Start Performance Standards** | **Step Ahead Recognition System (STARS)** | **Act 166** | **School Quality Standards** | **Guiding Principles**  |
| **EC** | **ECSE** | **EL EM** |
| 1. Development of play and exploration
 | **X** | **X** |  |  | **X** | **X** |  |  | **X** | **X** | **X** |  |  | **X** |
| 1. Development of approaches to learning (creativity, problem solving)
 | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| 1. Social and emotional development leading to successful peer and adult relationships, self-regulation and self- awareness
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| 1. Development of strength, coordin-ation and control of large and fine muscles
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics)
 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| 1. Development of receptive and expressive language **for dual language learners (DLLs)**
 | **X** |  | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| 1. Development of literacy skills
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| 1. Development of literacy skills **for DLLs**
 | **X** |  | **X** |  | **X** |  |  | **X** |  | **X** | **X** | **X** |  | **X** |
| 1. Development of creative expression
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| 1. Development of key science concepts
 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** |  |
| 1. Development of key math concepts
 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
| 1. Development of key social studies concepts
 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** |  |
| 1. How a child’s racial and ethnic identity development impacts their learning and development
 |  |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |
| 1. How a child’s cultural identity devel-opment impacts their learning and development
 |  |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |
| Indicates a state framework | Indicates a national framework |  |

|  |
| --- |
| **Knowledge of the Components of High-Quality Teaching and Learning** |
| **Survey Item** | **Children** | **Teachers** | **Programs** |
| **Early Learning Standards****(VELS)** | **Teacher Standards** | **Core Knowledge and****Competencies** | **NAEYC**  | **CEC/DEC**  | **Vision for Teaching, Leading and Learning** | **Child Care Licensing Regulations** | **Head Start Performance Standards** | **Step Ahead Recognition System (STARS)** | **Act 166** | **School Quality Standards** | **Guiding Principles** |
| **EC** | **ECSE** | **EL EM** |
| 1. How to develop, implement and evaluate learning experiences and strategies that match the characteristics of each young child
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| 1. How to design, implement and evaluate developmentally, contextually, and individually meaningful and appropriate practices
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. Observing, documenting, and assessing young children within the context of a child’s culture, language, family, and circumstances
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. Observing, documenting, and assessing young children to inform decisions about goals, curriculum and teaching strategies
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** |
| 1. Practices for collaborating effectively with diverse early childhood partners, including family members, specialists, and administrators
 |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** |
| 1. Effective practices for family engagement
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| 1. Effective practices for family engagement with families of diverse cultures, languages, values and circumstances
 | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** |
| 1. Effective practices for learning about, interacting with and authentically reflecting the communities in which children and families live
 |  |  | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** |
| 1. Laws, policies, and research that support the importance and benefits of including children **with disabilities**
 | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** |
| 1. How to advocate for and lead change in the early childhood field based on current laws, policies, and research
 | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** |
| Indicates a state framework | Indicates a national framework |  |

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| **Knowledge of the Components for Supporting the Full Participation of Each Child** |
| **Survey Item** | **Children** | **Teachers** | **Programs** |
| **Early Learning Standards****(VELS)** | **Teacher Standards** | **Core Knowledge and****Competencies** | **NAEYC**  | **CEC/****DEC**  | **Vision for Teaching, Leading and Learning** | **Child Care Licensing Regulations** | **Head Start Performance Standards** | **Step Ahead Recognition System (STARS)** | **Act 166** | **School Quality Standards** | **Guiding Principles for the Full Participation of Each Young Child** |
| **EC** | **ECSE** | **EL EM** |
| 1. Evidence-based practices that support access for children **with disabilities** (e.g., universal design for learning, assistive technology)
 |  | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** |
| 1. Evidence-based practices that support participation for children **with disabilities** (e.g., scaffolding, embedded learning, individualizing)
 |  |  | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. The DEC Recommended Practices for supporting children with disabilities
 |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |
| 1. How to develop, implement and evaluate experiences and practices to support **young children with disabilities**
 |  |  | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. How to develop, implement and evaluate experiences and practices to support **young children who are dual language learners**
 |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. How to develop, implement and evaluate experiences and practices to support the needs of young children who are **culturally, racially, and ethnically diverse**
 |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. Know and uphold ethical standards and other early childhood professional guidelines
 |  | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** |  |  |  |  |
| 1. Evidence-based practices for supporting the learning and development of infants and toddlers
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| 1. Evidence-based practices for supporting the learning and development of preschoolers
 | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| 1. Evidence-based practices for supporting the learning and develop-ment of young children (K – Grade 3)
 | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  | **X** | **X** |
| Indicates a state framework | Indicates a national framework |  |

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| --- |
| **Knowledge of the Components for Supporting the Full Participation of Each Child** |
| **Survey Item** | **Children** | **Teachers** | **Programs** |
| **Early Learning Standards****(VELS)** | **Teacher Standards** | **Core Knowledge and****Competencies** | **NAEYC**  | **CEC/****DEC**  | **Vision for Teaching, Leading and Learning** | **Child Care Licensing Regulations** | **Head Start Performance Standards** | **Step Ahead Recognition System (STARS)** | **Act 166** | **School Quality Standards** | **Guiding Principles for the Full Participation of Each Young Child** |
| **EC** | **ECSE** | **EL EM** |
| 1. How the cultural identity, attitudes, and biases **of teachers** may influence their instruction and impact their support for and expectations of each young child
 |  |  |  |  |  | **X** |  | **X** |  |  |  |  |  | **X** |
| **Knowledge of Vermont Assessment Tools and Quality Frameworks** |
| **Tool/Framework** | **Early Childhood Comprehensive Assessment System Framework** | **Early Multi-Tiered System of Supports (Early MTSS)** | **Step Ahead Recognition System (STARS)** | **Guiding Principles** |
| 1. Environment Rating Scales (ITERS, ECERS, SACERS, FCCERS)
 |  | **X** | **X** |  |
| 1. Teaching Strategies GOLD
 | **X** | **X** | **X** |  |
| 1. Classroom Assessment Scoring System (CLASS®)
 | **X** | **X** | **X** |  |
| 1. Ready for Kindergarten! Survey (R4K!S)
 | **X** | **X** |  |  |
| 1. Teaching Pyramid Observation Tool (TPOT)
 |  | **X** |  |  |
| 1. Teaching Pyramid Infant Toddler Observation Tool (TPITOS)
 |  | **X** |  |  |
| 1. Inclusive Classroom Profile (ICP)
 |  | **X** |  | **X** |
| 1. Social Skills Improvement System (SSIS)
 |  | **X** |  |  |
| 1. Ages and Stages Questionnaire (ASQ-3, ASQ:SE-2)
 |  | **X** |  |  |
| 1. Strengthening Families
 |  |  | **X** | **X** |
| 1. Vermont STARS (Step Ahead Recognition System)
 |  |  | **X** |  |
| 1. Vermont Early Learning Standards (VELS)
 |  |  |  |  |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 |  | **X** |  |  |
| Indicates a state framework | Indicates a national framework |  |

Compiled by Camille Catlett, October 2016

 Appendix 3. Vermont Early Childhood Instructor Survey: **All Respondents (Faculty and Instructors)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early Childhood Content Areas | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF DOMAINS OF DEVELOPMENT (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **85** | **3.65** | **1.17** | **85** | **3.61** | **1.28** | **85** | **3.21** | **1.32** | **85** | **2.22** | **0.75** |
| 1. Development of play and exploration
 | 85 | 4.38H | 0.72 | 85 | 3.49 | 1.31 | 85 | 4.12 H | 0.97 | 85 | 2.20 | 0.75 |
| 1. Development of approaches to learning (creativity, problem solving)
 | 85 | 3.96 | 0.97 | 85 | 3.68 | 1.20 | 85 | 3.98 | 1.01 | 85 | 2.28 H | 0.70 |
| 1. Social and emotional development leading to successful peer and adult relationships, self-regulation, and self-awareness
 | 85 | 4.47 H | 0.75 | 85 | 3.88 | 1.30 | 85 | 4.27 H | 0.93 | 85 | 2.39 H | 0.69 |
| 1. Development of strength, coordination, and control of large and fine muscles
 | 85 | 3.62 | 1.08 | 85 | 3.27 | 1.35 | 85 | 2.86 L | 1.17 | 85 | 1.92 | 0.77 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics)
 | 85 | 3.87 | 1.00 | 85 | 3.56 | 1.30 | 85 | 3.24 | 1.27 | 85 | 2.24 | 0.72 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics) **for dual language learners**
 | 85 | 2.67L | 1.20 | 85 | 3.72 | 1.30 | 85 | 2.52 L | 1.34 | 85 | 2.39 H | 0.76 |
| 1. Development of literacy skills (reading and writing)
 | 85 | 4.05 H | 0.94 | 85 | 3.53 | 1.38 | 85 | 3.15 | 1.36 | 85 | 2.11 | 0.77 |
| 1. Development of literacy skills **for dual language learners**
 | 85 | 2.52 L | 1.12 | 85 | 3.62 | 1.33 | 85 | 2.29 L | 1.26 | 85 | 2.28 H | 0.75 |
| 1. Development of creative expression (visual arts, music, dance, and dramatic play)
 | 85 | 4.04 H | 0.85 | 85 | 3.53 | 1.23 | 85 | 3.36 | 1.20 | 85 | 2.18 | 0.73 |
| 1. Development of key science concepts
 | 85 | 3.39 | 1.24 | 85 | 3.46 | 1.28 | 85 | 2.89 L | 1.25 | 85 | 2.07 | 0.78 |
| 1. Development of key math concepts
 | 85 | 3.53 | 1.19 | 85 | 3.38 | 1.35 | 85 | 2.86 L | 1.27 | 85 | 2.07 | 0.78 |
| 1. Development of key social studies concepts
 | 85 | 3.48 | 1.21 | 85 | 3.34 | 1.24 | 85 | 2.92 L | 1.27 | 85 | 2.07 | 0.74 |
| 1. How a child’s racial/ethnic identity development impacts their learning and development
 | 85 | 3.48 | 1.08 | 85 | 4.06 H | 1.02 | 85 | 3.16 | 1.24 | 85 | 2.47 H | 0.70 |
| 1. How a child’s cultural identity development impacts their learning and development
 | 85 | 3.58 | 1.05 | 85 | 4.05 H | 1.01 | 85 | 3.25 | 1.24 | 85 | 2.45 H | 0.70 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early Childhood Content Areas | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS OF HIGH QUALITY TEACHING AND LEARNING (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **83** | **4.00** | **.99** | **83** | **3.75** | **1.30** | **83** | **3.62** | **1.24** | **83** | **2.27** | **0.76** |
| 1. How to develop, implement, and evaluate learning experiences and strategies that match the characteristics of each young child
 | 83 | 4.23 H | 0.86 | 83 | 3.75 | 1.27 | 83 | 3.99 | 1.16 | 83 | 2.33 H | 0.75 |
| 1. How to design, implement, and evaluate developmentally, contextually, and individually meaningful and appropriate practices
 | 83 | 4.31 H | 0.84 | 83 | 3.64 | 1.32 | 83 | 3.88 | 1.15 | 83 | 2.25 H | 0.78 |
| 1. Observing, documenting, and assessing young children within the context of a child’s culture, language, family, and circumstances
 | 83 | 3.88 | 1.03 | 83 | 3.71 | 1.30 | 83 | 3.65 | 1.28 | 83 | 2.28 H | 0.79 |
| 1. Observing, documenting, and assessing young children to inform decisions about goals, curriculum, and teaching strategies
 | 83 | 4.19 H | 0.97 | 83 | 3.67 | 1.37 | 83 | 4.04 H | 1.13 | 83 | 2.20 | 0.81 |
| 1. Practices for collaborating effectively with diverse early childhood partners, including family members, specialists, and administrators
 | 83 | 4.30 H | 0.74 | 83 | 3.73 | 1.27 | 83 | 3.75 | 1.07 | 83 | 2.30 H | 0.76 |
| 1. Effective practices for family engagement
 | 83 | 4.25 H | 0.78 | 83 | 3.78 | 1.28 | 83 | 3.81 | 1.06 | 83 | 2.27 H | 0.77 |
| 1. Effective practices for family engagement with families of diverse cultures, languages, values and circumstances
 | 83 | 3.61 | 0.97 | 83 | 3.94 | 1.23 | 83 | 3.49 | 1.20 | 83 | 2.37 H | 0.74 |
| 1. Effective practices for learning about, interacting with, and authentically reflecting the communities in which children and families live
 | 83 | 3.66 | 1.00 | 83 | 3.83 | 1.27 | 83 | 3.35 | 1.21 | 83 | 2.24 | 0.79 |
| 1. Laws, policies, and research that support the importance and benefits of including children **with disabilities**
 | 83 | 3.86 | 1.04 | 83 | 3.70 | 1.33 | 83 | 3.27 | 1.31 | 83 | 2.23 | 0.74 |
| 1. How to advocate for and lead change in the early childhood field based on current laws, policies, and research
 | 83 | 3.70 | 1.25 | 83 | 3.70 | 1.35 | 83 | 2.96 L | 1.39 | 83 | 2.25 H | 0.75 |
| Early Childhood Content Areas | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS FOR SUPPORTING THE FULL PARTICIPATION OF EACH CHILD**

**(Birth – Grade 3)** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **80** | **3.60** | **1.26** | **80** | **3.63** | **1.31** | **80** | **3.11** | **1.43** | **80** | **2.20** | **0.79** |
| 1. Evidence-based practices that support access for children **with disabilities** (e.g., universal design for learning, assistive technology)
 | 80 | 3.50 | 1.18 | 80 | 3.78 | 1.27 | 80 | 3.00 | 1.36 | 80 | 2.23 | 0.78 |
| 1. Evidence-based practices that support participation for children **with disabilities** (e.g., scaffolding, individualizing)
 | 80 | 3.69 | 1.20 | 80 | 3.71 | 1.31 | 80 | 3.25 | 1.42 | 80 | 2.23 | 0.78 |
| 1. The DEC Recommended Practices for supporting children **with disabilities**
 | 80 | 2.90 L | 1.36 | 80 | 3.69 | 1.27 | 80 | 2.50 L | 1.42 | 80 | 2.16 | 0.79 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children **with disabilities**
 | 80 | 3.50 | 1.24 | 80 | 3.68 | 1.25 | 80 | 3.05 | 1.41 | 80 | 2.18 | 0.82 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children who are **dual language learners**
 | 80 | 2.39 L | 1.12 | 80 | 3.76 | 1.27 | 80 | 2.36 L | 1.37 | 80 | 2.24 | 0.77 |
| 1. How to develop, implement, and evaluate experiences and practices to support the needs of young children who are **culturally, racially, and ethnically diverse**
 | 80 | 3.21 | 1.12 | 80 | 3.83 | 1.13 | 80 | 2.96 L | 1.37 | 80 | 2.34 H | 0.71 |
| 1. Know and uphold ethical standards and other early childhood professional guidelines
 | 80 | 4.46 H | 0.79 | 80 | 3.21 L | 1.53 | 80 | 3.56 | 1.28 | 80 | 1.99 | 0.82 |
| 1. Evidence-based practices for supporting the learning and development of infants/toddlers
 | 80 | 4.06 H | 1.04 | 80 | 3.59 | 1.40 | 80 | 3.60 | 1.32 | 80 | 2.25 H | 0.77 |
| 1. Evidence-based practices for supporting the learning and development of preschoolers
 | 80 | 4.35 H | 0.83 | 80 | 3.53 | 1.32 | 80 | 3.83 | 1.33 | 80 | 2.23 | 0.81 |
| 1. Evidence-based practices for supporting the learning and development of young children (Kindergarten through Grade 3)
 | 80 | 3.64 | 1.28 | 80 | 3.36 | 1.31 | 80 | 2.99 L | 1.55 | 80 | 2.04 | 0.83 |
| 1. How the cultural identity, attitudes, and biases **of teachers** may influence their instruction and their support for and expectations of each young child
 | 80 | 3.89 | 1.07 | 80 | 3.80 | 1.17 | 80 | 3.16 L | 1.31 | 80 | 2.29 H | 0.73 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early Childhood Content Areas | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| **IV. KNOWLEDGE OF VERMONT ASSESSMENT TOOLS AND QUALITY FRAMEWORKS** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **79** | **2.96** | **1.55** | **79** | **3.38** | **1.49** | **79** | **2.22** | **1.41** | **79** | **2.07** | **0.85** |
| 1. Environment Rating Scales (ITERS, ECERS)
 | 79 | 3.54 | 1.34 | 79 | 3.15 | 1.50 | 79 | 2.47 L | 1.32 | 79 | 1.99 | 0.85 |
| 1. Teaching Strategies GOLD
 | 79 | 3.34 | 1.43 | 79 | 3.27 | 1.50 | 79 | 2.42 L | 1.30 | 79 | 1.97 | 0.83 |
| 1. Classroom Assessment Scoring System (CLASS®)
 | 79 | 2.43 L | 1.32 | 79 | 3.52 | 1.49 | 79 | 1.82 L | 1.18 | 79 | 2.00 | 0.88 |
| 1. Ready for Kindergarten! Survey (R4K!S)
 | 79 | 2.22 L | 1.34 | 79 | 3.33 | 1.48 | 79 | 1.65 L | 1.10 | 79 | 2.00 | 0.86 |
| 1. Teaching Pyramid Observation Tool (TPOT)
 | 79 | 2.29 L | 1.35 | 79 | 3.52 | 1.48 | 79 | 1.78 L | 1.22 | 79 | 2.10 | 0.86 |
| 1. Teaching Pyramid Infant Toddler Observation Tool (TPITOS)
 | 79 | 2.03 L | 1.22 | 79 | 3.25 | 1.47 | 79 | 1.63 L | 1.10 | 79 | 1.95 | 0.83 |
| 1. Inclusive Classroom Profile (ICP)
 | 79 | 1.90 L | 1.28 | 79 | 3.52 | 1.47 | 79 | 1.56 L | 1.06 | 79 | 2.14 | 0.84 |
| 1. Social Skills Improvement System (SSIS)
 | 79 | 1.82 L | 1.25 | 79 | 3.57 | 1.57 | 79 | 1.57 L | 1.15 | 79 | 2.14 | 0.86 |
| 1. Ages and Stages Questionnaire (ASQ-3, ASQ:SE-2)
 | 79 | 3.80 | 1.40 | 79 | 3.15 | 1.55 | 79 | 2.47 L | 1.45 | 79 | 2.05 | 0.86 |
| 1. Strengthening Families
 | 79 | 3.67 | 1.40 | 79 | 3.46 | 1.44 | 79 | 2.91 L | 1.50 | 79 | 2.16 | 0.82 |
| 1. Vermont Step Ahead Recognition System (STARS)
 | 79 | 3.97 | 1.20 | 79 | 3.06 | 1.56 | 79 | 2.63 L | 1.49 | 79 | 1.91 | 0.85 |
| 1. Vermont Early Learning Standards (VELS)
 | 79 | 4.24 H | 1.02 | 79 | 3.42 | 1.52 | 79 | 3.42 | 1.43 | 79 | 2.19 | 0.80 |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 | 79 | 3.23 | 1.49 | 79 | 3.71 | 1.33 | 79 | 2.59 L | 1.45 | 79 | 2.30 H | 0.81 |

\*IHEs included respondents from Champlain College, Community College of Vermont, Goddard College, Lyndon State College, Springfield College, Union Institute and University, and the University of Vermont; Instructors included respondents from the VT Higher Education Collaborative, Resource Development Specialists, and the VT Registry – Master Trainers; Adapted from instruments developed by the SCRIPT-NC project (2013)

1Rating Scale is 1 = Low, 3 = Medium, and 5 = High;

 HHighest Rated Items obtained a Mean Score of 4.0 or higher and LLowest Rated Items obtained a Mean score of less than 3.0

2Rating Scale is 1 = Low, 2 = Medium, and 3 = High;

 HHighest Rated Items obtained a Mean Score of 2.25 or higher and LLowest Rated Items obtained a Mean score of less than 1.5

Appendix 4. Vermont Early Childhood Instructor Survey: **Faculty Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF DOMAINS OF DEVELOPMENT (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **34** | **3.64** | **1.14** | **34** | **3.93** | **1.08** | **34** | 3.40 | 1.31 | **34** | 2.39H | .75 |
| 1. Development of play and exploration
 | 34 | 4.24H | 0.85 | 34 | 3.85 | 1.05 | 34 | 4.38 H | 0.78 | 34 | 2.41 H | 0.74 |
| 1. Development of approaches to learning (creativity, problem solving)
 | 34 | 3.85 | 1.02 | 34 | 3.97 | 0.94 | 34 | 4.24 H | 0.82 | 34 | 2.38 H | 0.78 |
| 1. Social and emotional development leading to successful peer and adult relationships, self-regulation, and self-awareness
 | 34 | 4.41 H | 0.89 | 34 | 4.29 H | 0.94 | 34 | 4.29 H | 0.84 | 34 | 2.50 H | 0.66 |
| 1. Development of strength, coordination, and control of large and fine muscles
 | 34 | 3.38 | 1.13 | 34 | 3.59 | 1.13 | 34 | 2.97 L | 1.24 | 34 | 2.09 | 0.87 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics)
 | 34 | 3.85 | 0.99 | 34 | 3.85 | 1.10 | 34 | 3.47 | 1.26 | 34 | 2.26 H | 0.79 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics) **for dual language learners**
 | 34 | 2.88L | 1.20 | 34 | 4.00 H | 1.13 | 34 | 2.76 L | 1.33 | 34 | 2.53 H | 0.71 |
| 1. Development of literacy skills (reading and writing)
 | 34 | 4.15 H | 0.82 | 34 | 3.94 | 1.07 | 34 |  3.62 | 1.26 | 34 | 2.32 H | 0.77 |
| 1. Development of literacy skills **for dual language learners**
 | 34 | 2.74 L | 1.05 | 34 | 4.03 H | 1.14 | 34 | 2.62 L | 1.33 | 34 | 2.50 H | 0.71 |
| 1. Development of creative expression (visual arts, music, dance, and dramatic play)
 | 34 | 4.21 H | 0.81 | 34 | 3.91 | 1.03 | 34 | 3.71 | 1.14 | 34 | 2.32 H | 0.73 |
| 1. Development of key science concepts
 | 34 | 3.18 | 1.31 | 34 | 3.71 | 1.17 | 34 | 2.88 L | 1.32 | 34 | 2.24 | 0.78 |
| 1. Development of key math concepts
 | 34 | 3.44 | 1.19 | 34 | 3.65 | 1.18 | 34 | 2.97 L | 1.38 | 34 | 2.26 H | 0.79 |
| 1. Development of key social studies concepts
 | 34 | 3.38 | 1.28 | 34 | 3.53 | 1.11 | 34 | 2.91 L | 1.42 | 34 | 2.29 H | 0.80 |
| 1. How a child’s racial/ethnic identity development impacts their learning and development
 | 34 | 3.56 | 0.99 | 34 | 4.32 H | 0.94 | 34 | 3.29 | 1.17 | 34 | 2.71 H | 0.63 |
| 1. How a child’s cultural identity development impacts their learning and development
 | 34 | 3.74 | 0.93 | 34 | 4.38 H | 0.89 | 34 | 3.47 | 1.19 | 34 | 2.65 H | 0.65 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS OF HIGH QUALITY TEACHING AND LEARNING (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **32** | **4.18H** | **.57** | **32** | **4.21H** | **.96** | **32** | **3.90** | **1.04** | **32** | **2.53H** | **0.70** |
| 1. How to develop, implement, and evaluate learning experiences and strategies that match the characteristics of each young child
 | 32 | 4.50 H | 0.62 | 32 | 4.22 H | 0.87 | 32 | 4.53 H | 0.62 | 32 | 2.53 H | 0.67 |
| 1. How to design, implement, and evaluate developmentally, contextually, and individually meaningful and appropriate practices
 | 32 | 4.50 H | 0.67 | 32 | 4.13 H | 0.98 | 32 | 4.25 H | 0.84 | 32 | 2.44 H | 0.72 |
| 1. Observing, documenting, and assessing young children within the context of a child’s culture, language, family, and circumstances
 | 32 | 4.00 H | 0.98 | 32 | 4.28 H | 1.02 | 32 | 4.03 H | 1.00 | 32 | 2.59 H | 0.71 |
| 1. Observing, documenting, and assessing young children to inform decisions about goals, curriculum, and teaching strategies
 | 32 | 4.34 H | 0.79 | 32 | 4.19 H | 1.00 | 32 | 4.25 H | 0.92 | 32 | 2.50 H | 0.76 |
| 1. Practices for collaborating effectively with diverse early childhood partners, including family members, specialists, and administrators
 | 32 | 4.41 H | 0.67 | 32 | 4.25 H | 0.76 | 32 | 3.97 | 0.86 | 32 | 2.59 H | 0.67 |
| 1. Effective practices for family engagement
 | 32 | 4.31 H | 0.74 | 32 | 4.28 H | 0.77 | 32 | 3.88 | 1.01 | 32 | 2.50 H | 0.72 |
| 1. Effective practices for family engagement with families of diverse cultures, languages, values and circumstances
 | 32 | 3.72 | 0.73 | 32 | 4.34 H | 0.75 | 32 | 3.56 | 0.91 | 32 | 2.66 H | 0.60 |
| 1. Effective practices for learning about, interacting with, and authentically reflecting the communities in which children and families live
 | 32 | 3.72 | 0.99 | 32 | 4.22 H | 0.97 | 32 | 3.34 | 1.10 | 32 | 2.50 H | 0.72 |
| 1. Laws, policies, and research that support the importance and benefits of including children **with disabilities**
 | 32 | 4.31 H | 0.69 | 32 | 4.09 H | 1.06 | 32 | 3.91 | 1.06 | 32 | 2.50 H | 0.72 |
| 1. How to advocate for and lead change in the early childhood field based on current laws, policies, and research
 | 32 | 4.00 H | 1.22 | 32 | 4.06 H | 1.34 | 32 | 3.25 | 1.34 | 32 | 2.47 H | 0.76 |

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| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS FOR SUPPORTING THE FULL PARTICIPATION OF EACH CHILD**

**(Birth – Grade 3)** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **31** | **3.68** | **1.25** | **31** | **3.99** | **1.12** | **31** | **3.35** | **1.41** | **31** | **2.42H** | **0.80** |
| 1. Evidence-based practices that support access for children **with disabilities** (e.g., universal design for learning, assistive technology)
 | 31 | 3.65 | 1.14 | 31 | 4.13 H | 1.12 | 31 | 3.42 | 1.29 | 31 | 2.48 H | 0.77 |
| 1. Evidence-based practices that support participation for children **with disabilities** (e.g., scaffolding, individualizing)
 | 31 | 3.90 | 1.22 | 31 | 4.13 H | 1.12 | 31 | 3.58 | 1.29 | 31 | 2.48 H | 0.81 |
| 1. The DEC Recommended Practices for supporting children **with disabilities**
 | 31 | 3.13 | 1.36 | 31 | 4.13 H | 0.96 | 31 | 2.87L | 1.50 | 31 | 2.35 H | 0.84 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children **with disabilities**
 | 31 | 3.68 | 1.22 | 31 | 3.97 | 1.08 | 31 | 3.26 | 1.39 | 31 | 2.52 H | 0.81 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children who are **dual language learners**
 | 31 | 2.45 L | 1.03 | 31 | 4.13 H | 1.12 | 31 | 2.42 L | 1.41 | 31 | 2.39 H | 0.80 |
| 1. How to develop, implement, and evaluate experiences and practices to support the needs of young children who are **culturally, racially, and ethnically diverse**
 | 31 | 3.42 | 1.06 | 31 | 4.13 H | 0.96 | 31 | 3.23 | 1.33 | 31 | 2.55 H | 0.72 |
| 1. Know and uphold ethical standards and other early childhood professional guidelines
 | 31 | 4.45 H | 0.89 | 31 | 3.45 | 1.39 | 31 | 3.90 | 1.19 | 31 | 2.26 H | 0.86 |
| 1. Evidence-based practices for supporting the learning and development of infants/toddlers
 | 31 | 3.87 | 1.15 | 31 | 4.23 H | 1.06 | 31 | 3.68 | 1.35 | 31 | 2.52 H | 0.77 |
| 1. Evidence-based practices for supporting the learning and development of preschoolers
 | 31 | 4.32 H | 0.94 | 31 | 3.90 | 1.14 | 31 | 3.90 | 1.30 | 31 | 2.45 H | 0.81 |
| 1. Evidence-based practices for supporting the learning and development of young children (Kindergarten through Grade 3)
 | 31 | 3.61 | 1.48 | 31 | 3.65 | 1.23 | 31 | 3.06 | 1.61 | 31 | 2.26 H | 0.89 |
| 1. How the cultural identity, attitudes, and biases **of teachers** may influence their instruction and their support for and expectations of each young child
 | 31 | 3.97 | 1.05 | 31 | 4.06 H | 1.00 | 31 | 3.48 | 1.26 | 31 | 2.39 H | 0.76 |

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| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF VERMONT ASSESSMENT TOOLS AND QUALITY FRAMEWORKS**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **30** | **3.03** | **1.53** | **30** | **3.73** | **1.25** | **30** | **2.38** L | **1.44** | **30** | **2.27H** | **0.79** |
| 1. Environment Rating Scales (ITERS, ECERS)
 | 30 | 3.60 | 1.35 | 30 | 3.33 | 1.37 | 30 | 2.57 L | 1.25 | 30 | 2.10 | 0.80 |
| 1. Teaching Strategies GOLD
 | 30 | 3.30 | 1.49 | 30 | 3.53 | 1.20 | 30 | 2.40 L | 1.28 | 30 | 2.10 | 0.80 |
| 1. Classroom Assessment Scoring System (CLASS®)
 | 30 | 2.33 L | 1.21 | 30 | 3.83 | 1.26 | 30 | 1.83 L | 1.15 | 30 | 2.20 | 0.85 |
| 1. Ready for Kindergarten! Survey (R4K!S)
 | 30 | 2.33 L | 1.37 | 30 | 3.70 | 1.18 | 30 | 1.70 L | 1.21 | 30 | 2.23 | 0.82 |
| 1. Teaching Pyramid Observation Tool (TPOT)
 | 30 | 2.23 L | 1.41 | 30 | 3.73 | 1.17 | 30 | 1.83 L | 1.23 | 30 | 2.27 H | 0.74 |
| 1. Teaching Pyramid Infant Toddler Observation Tool (TPITOS)
 | 30 | 1.97 L | 1.19 | 30 | 3.70 | 1.26 | 30 | 1.87 L | 1.25 | 30 | 2.13 | 0.82 |
| 1. Inclusive Classroom Profile (ICP)
 | 30 | 2.33L | 1.45 | 30 | 4.03 H | 1.03 | 30 | 1.83 L | 1.23 | 30 | 2.47 H | 0.73 |
| 1. Social Skills Improvement System (SSIS)
 | 30 | 2.30L | 1.49 | 30 | 4.07 H | 1.11 | 30 | 1.73 L | 1.31 | 30 | 2.40 H | 0.77 |
| 1. Ages and Stages Questionnaire (ASQ-3, ASQ:SE-2)
 | 30 | 3.80 | 1.42 | 30 | 3.50 | 1.43 | 30 | 2.87 L | 1.46 | 30 | 2.27 H | 0.87 |
| 1. Strengthening Families
 | 30 | 3.50 | 1.33 | 30 | 3.93 | 1.14 | 30 | 2.83 L | 1.46 | 30 | 2.40 H | 0.77 |
| 1. Vermont Step Ahead Recognition System (STARS)
 | 30 | 3.87 | 1.22 | 30 | 3.40 | 1.48 | 30 | 2.73 L | 1.36 | 30 | 2.13 | 0.86 |
| 1. Vermont Early Learning Standards (VELS)
 | 30 | 4.40 H | 0.93 | 30 | 3.70 | 1.39 | 30 | 3.83 | 1.34 | 30 | 2.40 H | 0.72 |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 | 30 | 3.43 | 1.52 | 30 | 3.97 | 1.13 | 30 | 2.93 L | 1.53 | 30 | 2.40 H | 0.77 |

\*Faculty included respondents from Champlain College, Community College of Vermont, Goddard College, Lyndon State College, Springfield College, Union Institute and University, and the University of Vermont; Instructors included respondents from the VT Higher Education Collaborative, Resource Development Specialists, and the VT Registry – Master Trainers

1Rating Scale is 1 = Low, 3 = Medium, and 5 = High;

 HHighest Rated Items obtained a Mean Score of 4.0 or higher and LLowest Rated Items obtained a Mean score of less than 3.0

2Rating Scale is 1 = Low, 2 = Medium, and 3 = High;

 HHighest Rated Items obtained a Mean Score of 2.25 or higher and LLowest Rated Items obtained a Mean score of less than 1.5

 Appendix 5. Vermont Early Childhood Instructor Survey: **Instructor Results**

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| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF DOMAINS OF DEVELOPMENT (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **51** | **3.65** | **1.18** | **51** | **3.42** | **1.35** | **51** | **3.09** | **1.32** | **51** | **2.14** | **0.77** |
| 1. Development of play and exploration
 | 51 | 4.47H | 0.61 | 51 | 3.27 | 1.43 | 51 | 3.94 | 1.05 | 51 | 2.12 | 0.77 |
| 1. Development of approaches to learning (creativity, problem solving)
 | 51 | 4.04 H | 0.94 | 51 | 3.51 | 1.32 | 51 | 3.82 | 1.09 | 51 | 2.25 H | 0.69 |
| 1. Social and emotional development leading to successful peer and adult relationships, self-regulation, and self-awareness
 | 51 | 4.51 H | 0.64 | 51 | 3.65 | 1.43 | 51 | 4.25 H | 1.00 | 51 | 2.35 H | 0.74 |
| 1. Development of strength, coordination, and control of large and fine muscles
 | 51 | 3.76 | 1.01 | 51 | 3.10 | 1.45 | 51 | 2.80 L | 1.13 | 51 | 1.84 | 0.76 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics)
 | 51 | 3.88 | 1.01 | 51 | 3.39 | 1.40 | 51 | 3.08 | 1.26 | 51 | 2.25 H | 0.72 |
| 1. Development of receptive and expressive language (grammar, vocabulary, pragmatics) **for dual language learners**
 | 51 | 2.55L | 1.21 | 51 | 3.55 | 1.38 | 51 | 2.35 L | 1.34 | 51 | 2.31 H | 0.81 |
| 1. Development of literacy skills (reading and writing)
 | 51 | 3.98 | 1.01 | 51 | 3.27 | 1.50 | 51 | 2.86 L | 1.36 | 51 | 2.00 | 0.80 |
| 1. Development of literacy skills **for dual language learners**
 | 51 | 2.37 L | 1.15 | 51 | 3.37 | 1.39 | 51 | 2.08 L | 1.18 | 51 | 2.16 | 0.78 |
| 1. Development of creative expression (visual arts, music, dance, and dramatic play)
 | 51 | 3.94 | 0.86 | 51 | 3.29 | 1.30 | 51 | 3.16 | 1.21 | 51 | 2.10 | 0.76 |
| 1. Development of key science concepts
 | 51 | 3.55 | 1.19 | 51 | 3.29 | 1.33 | 51 | 2.92 L | 1.23 | 51 | 1.98 | 0.81 |
| 1. Development of key math concepts
 | 51 | 3.59 | 1.20 | 51 | 3.22 | 1.45 | 51 | 2.80 L | 1.22 | 51 | 1.98 | 0.81 |
| 1. Development of key social studies concepts
 | 51 | 3.55 | 1.17 | 51 | 3.22 | 1.32 | 51 | 2.94 L | 1.19 | 51 | 1.96 | 0.72 |
| 1. How a child’s racial/ethnic identity development impacts their learning and development
 | 51 | 3.43 | 1.14 | 51 | 3.88 | 1.03 | 51 | 3.08 | 1.29 | 51 | 2.33 H | 0.74 |
| 1. How a child’s cultural identity development impacts their learning and development
 | 51 | 3.47 | 1.12 | 51 | 3.82 | 1.03 | 51 | 3.10 | 1.27 | 51 | 2.33 H | 0.74 |

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| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS OF HIGH QUALITY TEACHING AND LEARNING (Birth – Grade 3)**
 | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **51** | **3.89** | **1.03** | **51** | **3.47** | **1.39** | **51** | **3.45** | **1.31** | **51** | **2.16** | **0.80** |
| 1. How to develop, implement, and evaluate learning experiences and strategies that match the characteristics of each young child
 | 51 | 4.04 H | 0.94 | 51 | 3.47 | 1.39 | 51 | 3.63 | 1.28 | 51 | 2.25 H | 0.80 |
| 1. How to design, implement, and evaluate developmentally, contextually, and individually meaningful and appropriate practices
 | 51 | 4.18 H | 0.91 | 51 | 3.35 | 1.43 | 51 | 3.63 | 1.25 | 51 | 2.20 | 0.83 |
| 1. Observing, documenting, and assessing young children within the context of a child’s culture, language, family, and circumstances
 | 51 | 3.78 | 1.05 | 51 | 3.37 | 1.34 | 51 | 3.41 | 1.39 | 51 | 2.14 | 0.80 |
| 1. Observing, documenting, and assessing young children to inform decisions about goals, curriculum, and teaching strategies
 | 51 | 4.08 H | 1.06 | 51 | 3.37 | 1.48 | 51 | 3.88 | 1.23 | 51 | 2.08 | 0.82 |
| 1. Practices for collaborating effectively with diverse early childhood partners, including family members, specialists, and administrators
 | 51 | 4.24 H | 0.79 | 51 | 3.43 | 1.42 | 51 | 3.61 | 1.17 | 51 | 2.16 | 0.81 |
| 1. Effective practices for family engagement
 | 51 | 4.22 H | 0.81 | 51 | 3.49 | 1.43 | 51 | 3.76 | 1.11 | 51 | 2.16 | 0.81 |
| 1. Effective practices for family engagement with families of diverse cultures, languages, values, and circumstances
 | 51 | 3.57 | 1.10 | 51 | 3.69 | 1.41 | 51 | 3.45 | 1.36 | 51 | 2.24 | 0.81 |
| 1. Effective practices for learning about, interacting with, and authentically reflecting the communities in which children and families live
 | 51 | 3.63 | 1.02 | 51 | 3.59 | 1.37 | 51 | 3.37 | 1.30 | 51 | 2.12 | 0.84 |
| 1. Laws, policies, and research that support the importance and benefits of including children **with disabilities**
 | 51 | 3.61 | 1.10 | 51 | 3.45 | 1.43 | 51 | 2.90 L | 1.30 | 51 | 2.10 | 0.76 |
| 1. How to advocate for and lead change in the early childhood field based on current laws, policies, and research
 | 51 | 3.55 | 1.22 | 51 | 3.51 | 1.30 | 51 | 2.84 L | 1.39 | 51 | 2.18 | 0.74 |
| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| 1. **KNOWLEDGE OF COMPONENTS FOR SUPPORTING THE FULL PARTICIPATION OF EACH CHILD**

**(Birth – Grade 3)** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **49** | **3.56** | **1.25** | **49** | **3.40** | **1.36** | **49** | **2.99L** | **1.43** | **49** | **2.10** | **0.78** |
| 1. Evidence-based practices that support access for children **with disabilities** (e.g., universal design for learning, assistive technology)
 | 49 | 3.43 | 1.21 | 49 | 3.55 | 1.32 | 49 | 2.76 L | 1.36 | 49 | 2.10 | 0.80 |
| 1. Evidence-based practices that support participation for children **with disabilities** (e.g., scaffolding, individualizing)
 | 49 | 3.57 | 1.17 | 49 | 3.45 | 1.37 | 49 | 3.04 | 1.47 | 49 | 2.10 | 0.77 |
| 1. The DEC Recommended Practices for supporting children **with disabilities**
 | 49 | 2.82 L | 1.33 | 49 | 3.39 | 1.35 | 49 | 2.33 L | 1.34 | 49 | 2.08 | 0.79 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children **with disabilities**
 | 49 | 3.41 | 1.26 | 49 | 3.49 | 1.32 | 49 | 2.92 L | 1.43 | 49 | 2.02 | 0.80 |
| 1. How to develop, implement, and evaluate experiences and practices to support young children who are **dual language learners**
 | 49 | 2.39 L | 1.20 | 49 | 3.53 | 1.31 | 49 | 2.33 L | 1.36 | 49 | 2.20 | 0.76 |
| 1. How to develop, implement, and evaluate experiences and practices to support the needs of young children who are **culturally, racially, and ethnically diverse**
 | 49 | 3.08 | 1.15 | 49 | 3.63 | 1.20 | 49 | 2.80 L | 1.38 | 49 | 2.27 H | 0.70 |
| 1. Know and uphold ethical standards and other early childhood professional guidelines
 | 49 | 4.45 H | 0.74 | 49 | 3.10 | 1.61 | 49 | 3.39 | 1.29 | 49 | 1.88 | 0.81 |
| 1. Evidence-based practices for supporting the learning and development of infants/toddlers
 | 49 | 4.16 H | 0.94 | 49 | 3.20 | 1.46 | 49 | 3.53 | 1.29 | 49 | 2.14 | 0.76 |
| 1. Evidence-based practices for supporting the learning and development of preschoolers
 | 49 | 4.35 H | 0.75 | 49 | 3.31 | 1.39 | 49 | 3.76 | 1.35 | 49 | 2.14 | 0.82 |
| 1. Evidence-based practices for supporting the learning and development of young children (Kindergarten through Grade 3)
 | 49 | 3.65 | 1.15 | 49 | 3.18 | 1.35 | 49 | 2.98 L | 1.52 | 49 | 1.94 | 0.83 |
| 1. How the cultural identity, attitudes, and biases **of teachers** may influence their instruction and their support for and expectations of each young child
 | 49 | 3.84 | 1.09 | 49 | 3.61 | 1.24 | 49 | 3.02 | 1.28 | 49 | 2.24 | 0.75 |

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| Early Childhood Content Areas**TOTAL DOMAIN SUMMARY RESULTS:** | **Current Level of** **Knowledge1** | **Desire for Greater Knowledge 1** | **Current Level of Emphasis in Course(s)1** | **Priority for Receiving Free Materials2** |
| **IV. KNOWLEDGE OF VERMONT ASSESSMENT TOOLS AND QUALITY FRAMEWORKS** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** | **N** | **Mean** | **SD** |
| **49** | **2.95L** | **1.54** | **49** | **3.23** | **1.56** | **49** | **2.18L** | **1.39** | **49** | **2.01** | **0.89** |
| 1. Environment Rating Scales (ITERS, ECERS)
 | 49 | 3.49 | 1.32 | 49 | 3.08 | 1.58 | 49 | 2.41 L | 1.37 | 49 | 1.98 | 0.92 |
| 1. Teaching Strategies GOLD
 | 49 | 3.35 | 1.39 | 49 | 3.16 | 1.62 | 49 | 2.49 L | 1.32 | 49 | 1.96 | 0.89 |
| 1. Classroom Assessment Scoring System (CLASS®)
 | 49 | 2.55 L | 1.39 | 49 | 3.39 | 1.57 | 49 | 1.88 L | 1.25 | 49 | 1.94 | 0.92 |
| 1. Ready for Kindergarten! Survey (R4K!S)
 | 49 | 2.20 L | 1.34 | 49 | 3.16 | 1.59 | 49 | 1.67 L | 1.09 | 49 | 1.92 | 0.91 |
| 1. Teaching Pyramid Observation Tool (TPOT)
 | 49 | 2.39 L | 1.34 | 49 | 3.45 | 1.60 | 49 | 1.82 L | 1.25 | 49 | 2.06 | 0.94 |
| 1. Teaching Pyramid Infant Toddler Observation Tool (TPITOS)
 | 49 | 2.12 L | 1.27 | 49 | 3.04 | 1.51 | 49 | 1.55 L | 1.04 | 49 | 1.90 | 0.87 |
| 1. Inclusive Classroom Profile (ICP)
 | 49 | 1.69 L | 1.14 | 49 | 3.27 | 1.58 | 49 | 1.45 L | 0.98 | 49 | 2.00 | 0.89 |
| 1. Social Skills Improvement System (SSIS)
 | 49 | 1.59 L | 1.04 | 49 | 3.33 | 1.71 | 49 | 1.53 L | 1.10 | 49 | 2.04 | 0.91 |
| 1. Ages and Stages Questionnaire (ASQ-3, ASQ:SE-2)
 | 49 | 3.78 | 1.39 | 49 | 3.00 | 1.58 | 49 | 2.29 L | 1.41 | 49 | 1.98 | 0.88 |
| 1. Strengthening Families
 | 49 | 3.84 | 1.39 | 49 | 3.22 | 1.50 | 49 | 3.02 | 1.51 | 49 | 2.08 | 0.86 |
| 1. Vermont Step Ahead Recognition System (STARS)
 | 49 | 4.04 H | 1.19 | 49 | 2.92 L | 1.57 | 49 | 2.63 L | 1.56 | 49 | 1.84 | 0.87 |
| 1. Vermont Early Learning Standards (VELS)
 | 49 | 4.12 H | 1.05 | 49.00 | 3.31 | 1.56 | 49 | 3.14 | 1.41 | 49 | 2.12 | 0.86 |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 | 49 | 3.16 | 1.45 | 49.00 | 3.61 | 1.38 | 49 | 2.45 L | 1.37 | 49 | 2.31 H | 0.85 |

\*IHEs included respondents from Champlain College, Community College of Vermont, Goddard College, Lyndon State College, Springfield College, Union Institute and University, and the University of Vermont; Instructors included respondents from the VT Higher Education Collaborative, Resource Development Specialists, and the VT Registry – Master Trainers

1Rating Scale is 1 = Low, 3 = Medium, and 5 = High;

 HHighest Rated Items obtained a Mean Score of 4.0 or higher and LLowest Rated Items obtained a Mean score of less than 3.0

2Rating Scale is 1 = Low, 2 = Medium, and 3 = High;

 HHighest Rated Items obtained a Mean Score of 2.25 or higher and LLowest Rated Items obtained a Mean score of less than 1.5

Adapted from instruments developed by the SCRIPT-NC project (2013)