**Research and Evidence for the Vermont Guiding Principles**

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| **Vermont Guiding** **Principle** | | | **National Research and Evidence Sources** | | | | | |
| **We believe that each and every child learns within the context of secure and authentic relationships, play, and interactions within their environments.** | | **Secure relationships and interactions foster a sense of connection and security and build self-esteem and self-confidence, helping young children adapt more readily.**  Center on the Social and Emotional Foundations of Early Learning (CSEFEL). (2010) *Module 1: Promoting children’s success: Building relationships and creating supporting environments.* [**http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/Module1.zip**](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/Module1.zip)  Denham, S. A., Bassett, H. H., Zinsser, K., et al. (2008). How preschoolers' social–emotional learning predicts their early school success: Developing theory-promoting, competency-based assessments. *Infant and Child Development, 23*(4), 426-454.  Ladd, G.W. (2009). Trends, travails, and turning points in early research on children’s peer relationships: Legacies and lessons for our time? In K.H. Rubin, W.M. Bukowski, & B. Laursen (Eds.), *Handbook of Peer Interactions, Relationships, and Groups*, (Ch.2, pp. 20–41. New York: Guilford.  Sabol, T. J., Bohlmann, N. L., & Downer, J. T. (2017). Low-income ethnically diverse children’s engagement as a predictor of school readiness above preschool classroom quality. *Child Development*, DOI: [**10.1111/cdev.12832**](http://dx.doi.org/10.1111/cdev.12832).  Zeller, J. (2008). Relationships and learning. *Usable Knowledge: Connecting Research to Practice.* [**https://www.gse.harvard.edu/news/uk/08/05/relationships-and-learning**](https://www.gse.harvard.edu/news/uk/08/05/relationships-and-learning)  **Play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased ‘flexibility and improved potential for learning later in life’. Through play of all sorts—from building to board games, from make-believe to magic tricks—children are testing theories about how the world works and developing the brain plasticity for lifelong learning.**  American Academy of Pediatrics. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics, 119*, Issue 1. [**http://pediatrics.aappublications.org/content/pediatrics/119/1/182.full.pdf**](http://pediatrics.aappublications.org/content/pediatrics/119/1/182.full.pdf)  Hadani, H. S., & Rood, E. *The Roots of STEM success: Changing early learning experiences to build lifelong thinking skills*. Sausalito, CA: Center for Childhood Creativity. [**http://centerforchildhoodcreativity.org/wp-content/uploads/sites/2/2018/02/CCC\_The\_Roots\_of\_STEM\_Early\_Learning.pdf**](http://centerforchildhoodcreativity.org/wp-content/uploads/sites/2/2018/02/CCC_The_Roots_of_STEM_Early_Learning.pdf)  Lester, S., & Russell, W. (2008). Play for a change: Play, policy, and practice: A review of contemporary perspectives. London: Play England. [**http://www.playengland.org.uk/media/120519/play-for-a-change-summary.pdf**](http://www.playengland.org.uk/media/120519/play-for-a-change-summary.pdf) | | | | | | |
| **We believe that each and every child deserves equitable access to experiences that acknowledge and build on their uniqueness.** | | **Equity is a central core principle for early learning. Students are more likely to succeed if they have equal access to the resources and educational rigor at the right moment in their education despite race, gender, ethnicity, language, disability, family background, or family income.**  Johnson-Staub, C. (2017). *Equity starts early: Addressing racial inequities in child care and early education policy*. Washington, DC: CLASP. [**https://www.clasp.org/sites/default/files/publications/2017/12/2017\_EquityStartsEarly\_0.pdf**](https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf)  Weyer, M. (2018). *A fair start: Ensuring all students are ready to learn***.** Washington, DC: National Conference of State Legislatures. [**http://www.ncsl.org/Portals/1/Documents/educ/SPREE\_FinalReport\_011718.pdf**](http://www.ncsl.org/Portals/1/Documents/educ/SPREE_FinalReport_011718.pdf)  The Aspen Education and Society Program and the Council of Chief State School Officers. (2018). States leading for equity: Promising practices advancing equity commitments. Washington, D.C.: Authors. [**http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf**](http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf) | | | | | | |
| **Vermont Guiding** P**rinciple** | **Research and Evidence Sources** | | | | | | |
| **Each and every child deserves opportunities to deeply learn and develop to their full potential through joyful interactions in safe, accepting environments.** | **High-quality, culturally responsive interactions and environments that support each child’s full participation are critical to closing achievement gaps.**  Whitebrook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Preparing teachers of young children: The current state of knowledge, and a blueprint for the future. Executive summary*. (p. 1). Berkeley, CA: Cenrer for the Study of Child Care Employment. [**http://cscce.berkeley.edu/preparing-teachers-of-young-children-the-current-state-of-knowledge-and-a-blueprint-for-the-future/**](http://cscce.berkeley.edu/preparing-teachers-of-young-children-the-current-state-of-knowledge-and-a-blueprint-for-the-future/)  **Children whose full participation is supported early on in welcoming environments see themselves as capable and have a better chance of doing well throughout their educational journey.**  Alexander, K.L., Entwisle, D.R., & Dauber, S.L. (1993). First-grade classroom behavior: Its short and long-term consequences for school performance. *Child Development, 64*, 801–814.  NAEYC. (2009). *Where we stand on responding to linguistic and cultural diversity: Recommendations for effective early childhood education*. [**http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf**](http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf)  **When children do not see themselves represented [in environments], it can harm their self-concept and sense of belonging. Children who are not represented may not be as readily accepted by their peers.**  Favazza, P. C., LaRoe, J., Phillipsen, L., & Kumar, P. (2000). Representing young children with disabilities in classroom environments. *Young Exceptional Children, 3*(2), 2-8.  DEC. (2014). Recommended practices for environment. [**http://ectacenter.org/decrp/topic-environment.asp**](http://ectacenter.org/decrp/topic-environment.asp) | | | | | |
| **For each and every family, we will respect and support them as experts, partners, and decision makers in the learning and development of their children.** | **Family engagement is one of the strongest predictors of children’s school success, according to more than 40 years of steadily accumulating evidence.**  California Department of Education. (2011). *Family engagement framework: A tool for California school districts.* Sacramento, CA: Author. [**http://www.wested.org/online\_pubs/cpei/family-engagement-framework.pdf**](http://www.wested.org/online_pubs/cpei/family-engagement-framework.pdf)  Fantuzzo, J., McWayne, C., Perry, M.A., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review, 33(4),* 467-480.  Harvard Family Research Project. (2006, Spring). *Family involvement makes a difference: Evidence that family involvement promotes school success for every child of every age*. Cambridge, MA: Harvard Graduate School of Education, Author.  McWayne, C., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social/academic competencies of urban kindergarten children. *Psychology in the Schools*, *41*(3), 363-377.  Technical Assistance ALLIANCE for Parent Centers National Parent Technical Assistance Center. (n.d.). *Fostering parent and professional collaboration: Research brief.* Minneapolis, MN: Author. [**https://www.utoledo.edu/education/grants/ partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf**](https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf)  U.S. Department of Health and Human Services and U.S. Department of Health. (2016). [*Family engagement: From the early years to the early grades*](http://www2.ed.gov/about/inits/ed/earlylearning/families.html)*.* Washington, DC: Authors. [**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf)  Weiss, H., Bouffard, S., Bridglall B., & Gordon, E. (2009). *Reframing family involvement in education: Supporting families to support educational equity*. New York, NY: Columbia University. [**https://files.eric.ed.gov/fulltext/ED523994.pdf**](https://files.eric.ed.gov/fulltext/ED523994.pdf) | | | | | | |
| **Vermont Guiding** **Principle** | | | | **Research and Evidence Sources** | | | | | |
| **For each and every family, we will** **pledge to be open, genuine, reflective, and respectful listeners and communication partners.** | | | | **Effective family engagement features consistent, two-way communication [that] is facilitated**  **through multiple forms and is responsive to the language spoken by the family**  Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016). *Toolkit of resources for engaging families and the Community as Partners in Education: Part 3: Building trusting relationships with families and the community through effective communication* (REL 2016– 152). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf)  Halgunseth, L. (2009). Family engagement, diverse families, and an integrated review of the literature. *Young Children.* [**http://www.buildinitiative.org/Portals/0/Uploads/Documents/Family%20Engagement%20Halgunseth.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/Family%20Engagement%20Halgunseth.pdf)  U.S. Department of Health and Human Services and U.S. Department of Health. (2016). [*Family engagement: From the early years to the early grades*](http://www2.ed.gov/about/inits/ed/earlylearning/families.html)*.* Washington, DC: Authors. [**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf) | | | | | |
| **For each and every family, we will** **build caring communities that are accepting of differences and foster a sense of belonging.** | | | | **When families and the programs where children learn work together and support each other in their respective roles, children have a more positive attitude toward school, stay in school longer, have better attendance, and experience more school success**  Division for Early Childhood (DEC). (2014). *Recommended practices for family*. [**http://ectacenter.org/decrp/topic-family.asp**](http://ectacenter.org/decrp/topic-family.asp) DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill, NC: NPDCI. [**https://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion/**](https://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/) Henderson, A.T. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement.* Austin: SEDL. [**http://www.sedl.org/pubs/catalog/items/fam33.html**](http://www.sedl.org/pubs/catalog/items/fam33.html)  U.S. Department of Health and Human Services and U.S. Department of Health. (2016). [*Family engagement: From the early years to the early grades*](http://www2.ed.gov/about/inits/ed/earlylearning/families.html)*.* Washington, DC: Authors. [**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf) | | | | | |
| **For each and every child and their family, we will promote understanding of the importance of inclusive and effective early childhood experiences.** | | | | **Quality inclusion benefits children with and without disabilities.**  Buysse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children, 68*, 503–517.  Cross, A. F., Traub, E. K., Hutter-Pishgahi, L., & Shelton, G. (2004). Elements for successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education, 24*, 169–183.  Holahan, A., & Costenbader, V. (2000). A comparison of developmental gains for preschool children with disabilities in inclusive and self-contained classrooms. *Topics in Early Childhood Special Education, 20*, 224 – 235.  Odom, S. L., Zercher, C., Li, S., Marquart, J., Sandall, S., & Brown, W. (2006). Social acceptance and social rejection of young children with disabilities in inclusive classes. *Journal of Educational Psychology, 98*, 807-823.  Strain, P.S., & Hoyson, M. (2000). The need for longitudinal, intensive social skill intervention: LEAP follow-up outcomes for children with autism. *Topics in Early Childhood Special Education, 20*, 116 – 122. | | | | | |
| **Vermont Guiding** **Principle(s)** | | | | **Research and Evidence Sources** | | | | | |
| **For each and every child and their family, we will** **build equitable access to opportunities, supports, and services.** | | | | **Achieving equity means meeting the needs of every child, which includes providing a safe and supportive school environment, access to a well-rounded curriculum and appropriate technology, and regular examination of additional unmet needs.**  The Aspen Education and Society Program and the Council of Chief State School Officers. (2018). *States leading for equity: Promising practices advancing equity commitments*. Washington, D.C.: Authors. [**http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf**](http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf)  Johnson-Staub, C. (2017). *Equity starts early: Addressing racial inequities in child care and early education policy*. Washington, DC: CLASP. [**https://www.clasp.org/sites/default/files/publications/2017/12/2017\_EquityStartsEarly\_0.pdf**](https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf) | | | | | |
| **For each and every child and their family, we will** a**cknowledge and address biases in ourselves and others and the importance of differences such as race, class, gender, family structure, ability, and sexual orientation.** | | | | **Implicit biases can complicate educators’ efforts to help students reach their full potential.**  Bradshaw, W. (2012). A framework for providing culturally responsive early intervention services. *Young Exceptional Children, 16*(1), 3-15. [**http://yec.sagepub.com/content/16/1/3.full.pdf+html**](http://yec.sagepub.com/content/16/1/3.full.pdf+html)  Capatosto, K. (2015). *Strategies for addressing implicit bias in early childhood education*. Columbus, OH: Kirwan Institute. [**http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf**](http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf)  Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Building anti-bias early childhood programs: The role of the leader***.** [**https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs**](https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs)  MacLaughlin, S. (2017). Reflection: The first step for addressing bias in infant and toddler programs. *Young Children, 72*(5). [**https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling**](https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling) | | | | | |
| **For each and every child and their family, we will advance policies, procedures, programs, and practices that honor and are supportive of each family’s culture, strengths, structure, expertise, and preferences.** | | | | **Standards that include indicators around cultural competency, family engagement, curriculum and learning materials, and other areas can support participation by families and children of diverse backgrounds.**  Barrueco, S., Smith, S., & Stephens, S. A. (2015). *Supporting parent engagement in linguistically diverse families to promote young children’s learning: Implications for early care and education policy*. New York, NY: Child Care & Early Education Research Connections. [**http://www.researchconnections.org/childcare/resources/30185/pdf**](http://www.researchconnections.org/childcare/resources/30185/pdf)  DEC. (2010). *Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Washington, DC: Author. [**https://www.decdocs.org/position-statement-family-culture**](https://www.decdocs.org/position-statement-family-culture)  Johnson-Staub, C. (2017). *Equity starts early: Addressing racial inequities in child care and early education policy*. Washington, DC: CLASP. [**https://www.clasp.org/sites/default/files/publications/2017/12/2017\_EquityStartsEarly\_0.pdf**](https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf) | | | | | |
| **For each and every child and their family, we will provide options, flexibility, and continuity within each community by working collaboratively within and across agencies, programs, and funding sources.** | | | | **Coordination and collaboration across early care and education sectors are essential to provide consistent, high-quality services to meet the needs of families with young children.**  Chien, N., Blasberg, A., Daneri, P., Halle, T., King, C., Zaslow, M., Fisher, K., & Dwyer, K. (2013). *Conceptualizing and measuring collaboration in the context of early childhood care and education* (OPRE Research Brief OPRE 2013-29). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. [**https://www.acf.hhs.gov/sites/default/files/opre/collaborations\_brief.pdf**](https://www.acf.hhs.gov/sites/default/files/opre/collaborations_brief.pdf)  Tseng, S-H. (2004). *Interagency collaboration in early intervention*. Unpublished doctoral dissertation. [**https://drum.lib.umd.edu/bitstream/handle/1903/1495/umi-umd-1452.pdf;jsessionid=B1B1F4740ADAD5ECA8E257E100441E8A?sequence=1**](https://drum.lib.umd.edu/bitstream/handle/1903/1495/umi-umd-1452.pdf;jsessionid=B1B1F4740ADAD5ECA8E257E100441E8A?sequence=1) | | | | | |
| **Vermont Guiding** **Principle** | | | | | | **Research and Evidence Sources** | | | | | |
| **For each and every child and their family, we will expand the number of early childhood professionals who are well prepared, reflect the diversity of the community, and are appropriately compensated.** | | | | | | **Teachers’ qualifications (based on measures of knowledge, education, and experience) account for a larger share of the variance in students’ achievement than any other single factor.**  Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1). [**https://epaa.asu.edu/ojs/article/viewFile/392/515**](https://epaa.asu.edu/ojs/article/viewFile/392/515)  Goe, L., & Stickler, L. M. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality. [**https://files.eric.ed.gov/fulltext/ED520769.pdf**](https://files.eric.ed.gov/fulltext/ED520769.pdf)  **Low compensation undermines quality.**  U.S. Department of Health and Human Services, & U.S. Department of Education. (2016). *High-quality early learning settings depend on a high-quality workforce: Low compensation undermines quality*. Washington, DC: Authors. [**https://www2.ed.gov/about/inits/ed/earlylearning/files/ece-low-compensation-undermines-quality-report-2016.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/files/ece-low-compensation-undermines-quality-report-2016.pdf) | | | | | |
| **For each and every child and their family, we will draw upon evidence and research for practices that are responsive and appropriate to the child’s culture(s), language(s), abilities, developmental level, identities, and needs.** | | | | | **Culturally-responsive practices yield measurable benefits for young learners.**  Ford , D.Y., & C.D. Kea. 2009. Creating culturally responsive instruction: For students’ and teachers’ sakes.” *Focus on Exceptional Children, 41*(9), 1–16.  Underwood, P.S. (2009). *Effects of culturally-responsive teaching practices on first grade students' reading comprehension and vocabulary gains*. Unpublished doctoral dissertation, Florida State University.  U.S. Department of Health and Human Services and U.S. Department of Education. (2014). *Policy statement on expulsion and suspension policies in early childhood settings.* Washington, DC: Authors. [**http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf**](http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf)  **Children’s learning and development is enhanced when early childhood professionals recognize the benefits of multilingualism and actively support children’s home languages and cultures.**  McCabe, A., Bornstein, M., Wishard Guerra, A., Kuohirko, Y., Paez, M., Tamis-Lemonda, C., et al. (2013). *Multilingual children: Beyond myths and toward best practices*. Society for Research in Child Development.  U.S. Department of Health and Human Services and U.S. Department of Education. (2017). *Policy statement on supporting the development of children who are dual language learners in early childhood programs*. Washington, DC: Authors. [**https://www.acf.hhs.gov/sites/default/files/ecd/dll\_policy\_statement\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf)  **Evidence-based and recommended practices are the most effective way to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities.**  Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education* 2014. Washington, DC: Author. [**http://www.dec-sped.org/dec-recommended-practices**](http://www.dec-sped.org/dec-recommended-practices)  **A trauma-informed comprehensive approach has clear benefits for consumers and caregivers alike.**  Hepburn, S. (2017). *Quantitative benefits of trauma-informed care*. Alexandria, VA: National Association of State Mental Health Program Directors. [**https://www.nasmhpd.org/sites/default/files/TAC.Paper\_.5.Quantitative\_Benefits\_TraumaInformedCare\_Final.pdf**](https://www.nasmhpd.org/sites/default/files/TAC.Paper_.5.Quantitative_Benefits_TraumaInformedCare_Final.pdf) | | | | | |

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