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| **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 (grammar, vocabulary, pragmatics) **for dual language learners** | **X** |  | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| 1. Development of literacy skills (reading and writing) | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| 1. Development of literacy skills **for dual language learners** | **X** |  | **X** |  | **X** |  |  | **X** |  | **X** | **X** | **X** |  | **X** |
| 1. Development of creative expression (visual arts, music, dance, dramatic play) | **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 (e.g., values, beliefs) |  |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |

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| **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** |

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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. Laws, policies, and research that support the importance and benefits of including children **with disabilities** | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** |
| 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** |
| 1. The DEC Recommended Practices for supporting children with or at risk for disabilities |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |
| 1. How to develop, implement and evaluate learning experiences and practices that match the needs of **young children with disabilities** |  |  | **X** |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. How to develop, implement and evaluate learning experiences and practices that match the needs of **young children who are dual language learners** |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. How to develop, implement and evaluate learning experiences and practices that match the needs of young children who are **culturally, racially, and ethnically diverse** |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| 1. Racism and systematic discrimination in Vermont’s early childhood systems (e.g., family engagement, curriculum, hiring, program design, policies) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Know and uphold ethical standards and other early childhood professional guidelines |  | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** |  |  |  |  |

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| **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. Infant-Toddler Environment Rating Scale (ITERS-R) |  | **X** | **X** |  |
| 1. Early Childhood Environment Rating Scale (ECERS-R) |  | **X** | **X** |  |
| 1. School Age Care Environment Rating Scale (SACERS) |  | **X** |  |  |
| 1. Family Child Care Environment Rating Scale (SACERS-R) |  | **X** |  |  |
| 1. Teaching Strategies GOLD Assessment System |  | **X** |  |  |
| 1. Teaching Strategies GOLD | **X** | **X** | **X** |  |
| 1. Classroom Assessment Scoring System (CLASS®) PreK, K-3 | **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 Scale (TPITOS) |  | **X** |  |  |
| 1. Inclusive Classroom Profile |  | **X** |  | **X** |
| 1. Social Skills Improvement System |  | **X** |  |  |
| 1. Ages and Stages Questionnaire (ASQ-3) (ASQSE) |  | **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** |  |  |