**Vermont Quality Tools, Frameworks, and Key Content**

Listed below are tools, frameworks, and key content that are important to consider when preparing professionals who will work in high-quality early childhood settings in Vermont. These may be found throughout the syllabus or in one specific section. When deciding on a rating, consider how much the area is reflected in the syllabus as a whole. In addition to scoring the extent to which each indicator is reflected in the syllabus, please mark where the indicator was found.

| **Indicators** | **Extent the Syllabus** **Reflects Indicator[[1]](#footnote-1)** | **Where Was the Indicator Found?** |
| --- | --- | --- |
| None | Some | Significantly | **Course Description** | **Outcomes/ Objectives** | **Texts, Readings, Resources** | **Assignments** | **Instructional Experiences** |
| 1. Ages and Stages QuestionnairesTM (ASQ-3, ASQ:SE-2)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Classroom Assessment Scoring System (CLASS®)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Environment Rating Scales (Infant-Toddler/ITERS, Early Childhood/ECERS, Family Child Care, School Age)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Teaching Strategies GOLD™ Assessment System
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Vermont Early Learning Standards (VELS)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on families and family engagement (e.g., Strengthening Families, family-centered practices)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on trauma-informed services and supports
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on early childhood mental health practices and supports
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on equity and diversity (e.g., culturally-responsive practices, race, class, how teacher attitudes and biases impact instruction and expectations)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on linguistic diversity (e.g., Dual Language Learners)
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. Emphasis on children with disabilities/inclusion
 | **0** | **1** | **2** |  |  |  |  |  |
|  |  |  |  | **TOTALS=** |

| **Additional Quality Features** | **Where Was the Indicator Found?** |
| --- | --- |
| **Course Description** | **Outcomes – Objectives** | **Texts, Readings, Resources** | **Assignments** | **Instructional Experiences** |
| 1. Vermont Step Ahead Recognition System (STARS)
 |  |  |  |  |  |
| 1. Early Vermont Multi-Tiered System of Supports (Early VT MTSS; Pyramid model)
 |  |  |  |  |  |
| 1. Emphasis on individualizing instruction (e.g., scaffolding, adaptations, accommodations, modifications)
 |  |  |  |  |  |
| 1. Emphasis on the plans for children with or at risk for disabilities (e.g., Individualized Family Service Plan/IFSP, Individualized Education Program/IEP, One Plan)
 |  |  |  |  |  |

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011; SCRIPT-NC, 2013.

1. **None** = indicator is not mentioned. **Some** = indicator is mentioned once. **Significantly** = indicator is mentioned 2 or more times. [↑](#footnote-ref-1)