

THINKING AHEAD
ENGAGING AND SUPPORTING HIGHER EDUCATION IN GROWING QUALITY¹

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Findings - Survey of Vermont Early Childhood Faculty/Instructors

<http://fpg.unc.edu/presentations/vermont-instructor-survey-results>

- There are areas in which both faculty and instructors identified considerable knowledge, notably the areas of social-emotional development, play and exploration, literacy, and creative expression.
- Faculty and instructors both highly rated their knowledge about the VELs; instructors also highly rated their knowledge about the Vermont Step Ahead Recognition System (STARS).
- Both groups of respondents indicated a consistent interest in greater knowledge and a high priority for receiving free materials.
- Items pertaining to diversity (e.g., children who are dual language learners, disability, race, and ethnicity) consistently received lower mean scores for knowledge and/or emphasis in course(s) for faculty and instructors.

Findings from the Review of Vermont Early Childhood Syllabi <http://fpg.unc.edu/presentations/vt-syllabus-review>

- Over half of the syllabi reviewed included significant emphasis (two or more specific occurrences) on **families/ family engagement** (60% of syllabi reviewed), **equity and diversity** (62%), and **children with disabilities** (67%). Less emphasis was seen (41%) on **young children who are DLLs**.
- Fewer than half of the syllabi reviewed (36% of the 52 reviewed) explicitly mentioned the **VELs**; just 21% reflected significant emphasis. Almost two-thirds of the syllabi (64%) never mentioned the VELs.
- Four tools (**ASQ, CLASS, ERS, TS GOLD**) that are part of Vermont's systems for measuring program quality were rarely mentioned in any of the syllabi. One syllabus explicitly incorporated the ASQ, one incorporated the CLASS, two incorporated one of the ERSs, and none incorporated TS GOLD.
- **Trauma-informed services and supports** and **EC mental health**, areas of significant legislative and programmatic importance in Vermont, were each mentioned only once.
- In general, indicators were **least** likely to be mentioned as part of course assignments. For example, looking at the example of **equity and diversity**, while 67% of the syllabi reviewed had some emphasis on this content in the readings, only 27%, roughly a fourth of the syllabi, required students to apply that content in the course assignments.

What is Vermont Doing? <http://fpg.unc.edu/presentations/vt-syllabus-review>

- Technical Assistance to Each Early Childhood and Early Childhood Special Education Program
Catlett, C., Maude, S., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*.¹
<http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses>

¹ This handout and related resources may be downloaded at <http://fpg.unc.edu/presentations/thinking-ahead>

- Vermont Personas¹
 - Vermont Personas Alignment Chart¹
- Annotated Resource Collections <http://fpg.unc.edu/presentations/vermont-resource-collections>

Developmental Domains	Core Values and Priorities
<ul style="list-style-type: none"> • Approaches to Learning • Creative Arts • Language Development • Literacy Development • Mathematics • Moving, Growing, and Being Healthy • Science • Social-Emotional Development • Social Studies 	<ul style="list-style-type: none"> • Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families • Culture, Diversity, and Equity • Family Engagement • Play • Promoting the Full and Equitable Participation of Young Children through Practices that Reduce Suspension and Expulsion • Resources for Supporting Children who are Dual Language Learners • Resources to Support Inclusive Practices

Vermont Master Classes

Master Class 1 <http://fpg.unc.edu/presentations/master-class-1>

Topic: Supporting Young Children and Families Who Are Racially, Ethnically, and Culturally Diverse

Master Class 2 <http://fpg.unc.edu/presentations/master-class-2>

Topic: Supporting Young Children Who Are Dual Language Learners and Their Families

Master Class 3 <http://fpg.unc.edu/presentations/master-class-3>

Topic: Environments and Interactions that Support Diverse Young Learners

Master Class 4 <http://fpg.unc.edu/presentations/master-class-syllabus>

Topic: Developing a High Quality Syllabus: Enhancing Course Design, Content, and Delivery

What is North Carolina Doing? <http://fpg.unc.edu/presentations/vt-syllabus-review>

North Carolina Senate Bill 315 <https://www.ncleg.net/Sessions/2017/Bills/Senate/PDF/S315v4.pdf>

CONNECT Modules <http://community.fpg.unc.edu/connect-modules/>

SCRIPT-NC <http://scriptnc.fpg.unc.edu/resource-search>

Faculty Finds – one-way listserv targeted to faculty & professional development providers; content and instructional resources, tools

Send an email with **no message** to subscribe-facultyfinds@listserv.unc.edu

Past issues are archived at <http://fpg.unc.edu/resources/faculty-finds>

Young Children See Difference Differently <https://www.youtube.com/watch?v=1MJrVvpjB1I>