The State of Early Childhood Higher Education in Rhode Island
The Rhode Island Early Childhood Higher Education Inventory

By Lea J.E. Austin, Fran Kipnis, Laura Sakai, Marcy Whitebook, and Sharon Ryan

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The State of Early Childhood Higher Education in Rhode Island

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Introduction

The Rhode Island Early Learning Council (Council) is engaged in a multi-year planning process to build a coordinated early childhood system. An essential component of this system is access to appropriate early childhood higher education. To assist in this process, the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, was asked to investigate early childhood higher education opportunities available to the state's early learning workforce.

Historically, any higher education degree program within one of several disciplines focused on children has been considered an acceptable form of early childhood teacher preparation. "Early childhood-related" is a widely used label in research and policy to describe the educational backgrounds of teachers of young children. There is no accepted and agreed-upon standard for what constitutes a high-quality course of study for early childhood practitioners working with children before Kindergarten. Too often, highly diverse degree programs are assumed to produce equivalent results (Maxwell, Lim, & Early, 2006; Whitebook et al., 2012).

To address this issue, the Early Childhood Higher Education Inventory (Inventory) was designed to gain a clearer picture of the early childhood offerings in a state's higher education system. The Rhode Island Inventory was implemented for the Council in fall 2012/winter 2013. The Inventory describes the early childhood degree programs offered in the state, focusing on variation in program content, age group focus, student field-based learning, and faculty characteristics. This information allows the Council and other stakeholders to identify gaps and opportunities in the available offerings, and to assess the capacity of the higher education system over time. This document presents the Inventory findings.

The Inventory includes three modules:

1. **Mapping Module:** Through an extensive document review, the mapping module identifies the state's early childhood higher education programs by collecting information on each college or university, the departments in which the programs are housed, degrees and certificates offered, and characteristics of the students attending the programs.

2. **Program Module:** Using an online survey tool completed by each degree program's dean or coordinator, this module collects information on program content and age group focus; connections to state standards; accreditation; methods of student assessment; types, sequencing, duration and supervision of clinical experiences; and student supports and challenges within the institution.

3. **Faculty Module:** Using an online survey tool completed by all faculty members teaching in a given degree program, the faculty module collects information on faculty employment status, teaching experience and expertise, professional development experiences and needs, and past experience within the early childhood field.

Each of the four colleges offering early childhood degrees in Rhode Island agreed to participate in the Inventory. Among them, these four colleges offered one associate degree, four bachelor's degree and two master's degree programs, and data were collected from all seven degree programs.

Approximately one-half of the faculty currently working in these programs responded to the Faculty Module. For this reason, we cannot assume that findings from this module are representative of all early childhood teacher educators in the state. As documented in the report, however, findings from the Faculty Module concerning course content topics covered and age group focus were consistent with those from the Program Module.

This report presents highlights from the three modules of the Inventory, followed by recommendations for addressing the challenges identified in the findings and for building on promising practices. The appendices describe the Inventory methodology and present supplementary tables for both the Program and Faculty Modules.

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The State of Early Childhood Higher Education in Rhode Island:
Results from the Mapping and Program Modules of the Rhode Island Early Childhood Higher Education Inventory
June 2013

❖ Four institutions of higher education in Rhode Island offer six early childhood degree programs—one associate, three bachelor's, and two master's degrees—and reported serving a total of 452 students in the 2011-2012 academic year.

❖ The associate degree program, and two of the three bachelor's degree programs, reported as their primary goal the preparation of teachers and administrators to work in both early childhood (e.g., preschools, family child care homes) and elementary education settings.

❖ One bachelor's degree program, and both master's degree programs, reported as their primary goal the preparation of students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultants) in multiple settings for young children (e.g., preschools, K-3 settings, social service agencies, family resource centers).

❖ All degree programs required coursework on multiple topics related to child development and learning; teaching diverse child populations; teaching and curriculum; teaching skills; and community, family, and policy.

❖ Degree programs were less likely to report offering coursework on topics related to early childhood administration and leadership. Only five of the 13 topics listed in the Inventory were offered by three or more of the degree programs.

❖ While most degree programs reported focusing their coursework on preschool-age children (ages three through four years) and children in the early elementary grades, they were less likely to report focusing course content on infants and toddlers (birth through two years). Associate and master's degree programs were more likely to report focusing their course content on infants and toddlers than were the bachelor's degree programs.

❖ Four degree programs reported that they require students to participate in a student teaching experience; the associate degree and one's master's degree program did not require student teaching. One master's degree program did not require students to participate in a practicum.[1] The requirement for field experiences varied by degree program, with the three bachelor's degree programs requiring students to participate both in student teaching and in a practicum experience.

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[1] Student teaching is defined as full-time immersion in a classroom, with supervision by a cooperating teacher, and with increasing responsibility for curriculum planning and teaching. A practicum is defined as an experience, associated with a course, that is short in duration, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

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❖ Most programs reported either that their coursework was currently aligned with the six domains of the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators, or that new coursework was in the planning phase, or had been approved, that would align with these competencies.

❖ All programs reported offering coursework for the Rhode Island Early Childhood Education Certificate, and four of the six programs reported offering coursework for the Rhode Island Early Childhood Special Education Certificate.

This report presents major findings from the mapping and program modules of the Rhode Island Early Childhood Higher Education Inventory. The Inventory collected data from two bachelor's degree programs at Rhode Island College, one of which ended in the 2012-2013 academic year, and the other that began in the 2012-2013 academic year. Data related to the discontinued program are not included in the findings as one of the six degree programs reported on here, but are discussed in the narrative section related to the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators. All findings from the existing degree programs that participated in the Inventory are included in Appendix 2.

Please note: Due to very small sample sizes, the numbers in Figures 1 through 20 represent number of degree programs, not percentages.

Map: Rhode Island Degree Programs

Lincoln ■

■ ■ ■ Providence

■ Warwick

■ Kingston

■ ■ Newport

■ Associate degree programs
The associate degree program offers coursework for the early childhood degree at multiple campus locations.

■ Bachelor's degree programs

■ Master's degree programs

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I. What early childhood degree programs are available in Rhode Island?

Four institutions of higher education in Rhode Island offer early childhood degree programs, and reported serving a total of 452 students in the 2011-2012 academic year

❖ One public community college offers:

➢ An associate degree program;

➢ An early childhood certificate developed specifically for working adults with the aid of a state grant, and the Child Development Associate certificate; and

➢ Coursework for the Rhode Island Early Childhood Education Certificate.

❖ Among the three public and private four-year colleges and universities are offered:

➢ Three bachelor's degree programs;

➢ Two master's degree programs;

➢ Coursework for the Rhode Island Early Childhood Special Education Certificate at one bachelor's degree program and at one master's degree program; and

➢ Coursework for the Rhode Island Early Childhood Education Certificate at all three institutions.

No doctoral programs in early childhood education are offered in Rhode Island.

II. What are the primary goals of the early childhood degree programs?

These degree programs reported two primary goals related to preparing students for specific early childhood job roles and job settings.

❖ The associate degree program, and two of the three bachelor's degree programs, reported as their primary goal the preparation of teachers and administrators to work in both early childhood (e.g., preschools, family child care homes) and elementary education settings.

❖ One bachelor's degree program, and both master's degree programs, reported as their primary goal the preparation of students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultants) in multiple settings for young children (e.g., preschools, K-3 settings, social service agencies, family resource centers).

❖ No programs reported that their primary goal was to prepare teachers and administrators to work exclusively in early childhood settings, or to exclusively prepare early interventionists or special education teachers.

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III. Who are the students being served, and what services are available to them?

❖ The associate degree program, and two of the three bachelor's degree programs, reported that their target population was a mix of pre-service students and those already working in early childhood settings. One bachelor's degree program reported that its target population was pre-service students, and the two master's degree programs reported that their target population was students already working in early childhood settings.

❖ These degree programs reported that students were offered a variety of services, in three categories, to make education accessible and to help them succeed in their educational careers. These included: 1) counseling and support services, such as academic and financial aid counseling; 2) access support, such as classes held in convenient locations and/or at convenient times, such as evenings and/or weekends; and 3) skills support, such as academic tutoring and assistance with technology. (See Figure 1.)

The associate and master's degree programs reported that students were offered all services in each of these three categories, and the bachelor's degree programs offered students all services in the categories of counseling and support services and skills support. In the category of access support, two of the three bachelor's degree programs offered classes at off-campus locations and on alternative schedules for working adults, such as evenings and/or weekends. Only one of the three bachelor's degree programs reported offering online courses or "hybrid" in-person and online courses.

Figure 1: Services Offered to Students in Rhode Island Early Childhood Higher Education Degree Programs

Skills Supports

Service	Value
Academic assistance for students who are English language learners	6
Academic tutoring	6

Access Supports

Service	Value
Computer/technology training	6
Financial assistance, other than federal financial aid (e.g., scholarships, tuition, book stipends)	6
Classes located off-campus in community locations	5
Online courses	4
Hybrid courses (courses offered partially online and in-person)	4

Counseling and Support

Service	Value
Alternative class schedules for working adults (e.g., evening, weekend classes)	5
Cohort models (small groups of students who move through the program together)	6
Financial aid counseling	6
Academic counseling	6

N=6

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IV. What is the academic and age group focus of the early childhood degree programs?

❖ The Inventory asked deans or program coordinators to indicate the course content required for students to complete their degrees. Most degree programs required coursework in multiple topics related to child development and learning; teaching diverse child populations; teaching and curriculum; teaching skills; and community, family, and policy.

❖ While most degree programs reported focusing their coursework on preschool-age children (ages three through four years) and children in the early elementary grades, they were less likely to report focusing course content on infants and toddlers (birth through two years old). (See Figures 2 to 6.) The graduate programs were more likely to report focusing their course content on infants and toddlers than were the associate and bachelor's degree programs.

❖ Degree programs were less likely to report offering coursework in topics related to early childhood administration and leadership, such as human resources, adult supervision, and program planning. None of the degree programs reported offering coursework in grant management and proposal writing or fiscal procedures and management. Only five of the 13 topics listed in the Inventory were offered by at least one-half of the degree programs, and only three of those topics were offered by all of the programs. The two master's degree programs, however, offered coursework on a total of 11 of the 13 topics, with both programs offering five of the topics. (See Figure 7.)

All degree programs reported requiring coursework related to *Child Development and Learning*. All degree programs reported focusing this content on preschool and elementary age children, and the associate and master's degree also reported focusing this content on infants and toddlers.

Figure 2: *Child Development and Learning* Coursework in Rhode Island Early Childhood Higher Education Degree Programs: Age Group Focus, by Degree Program

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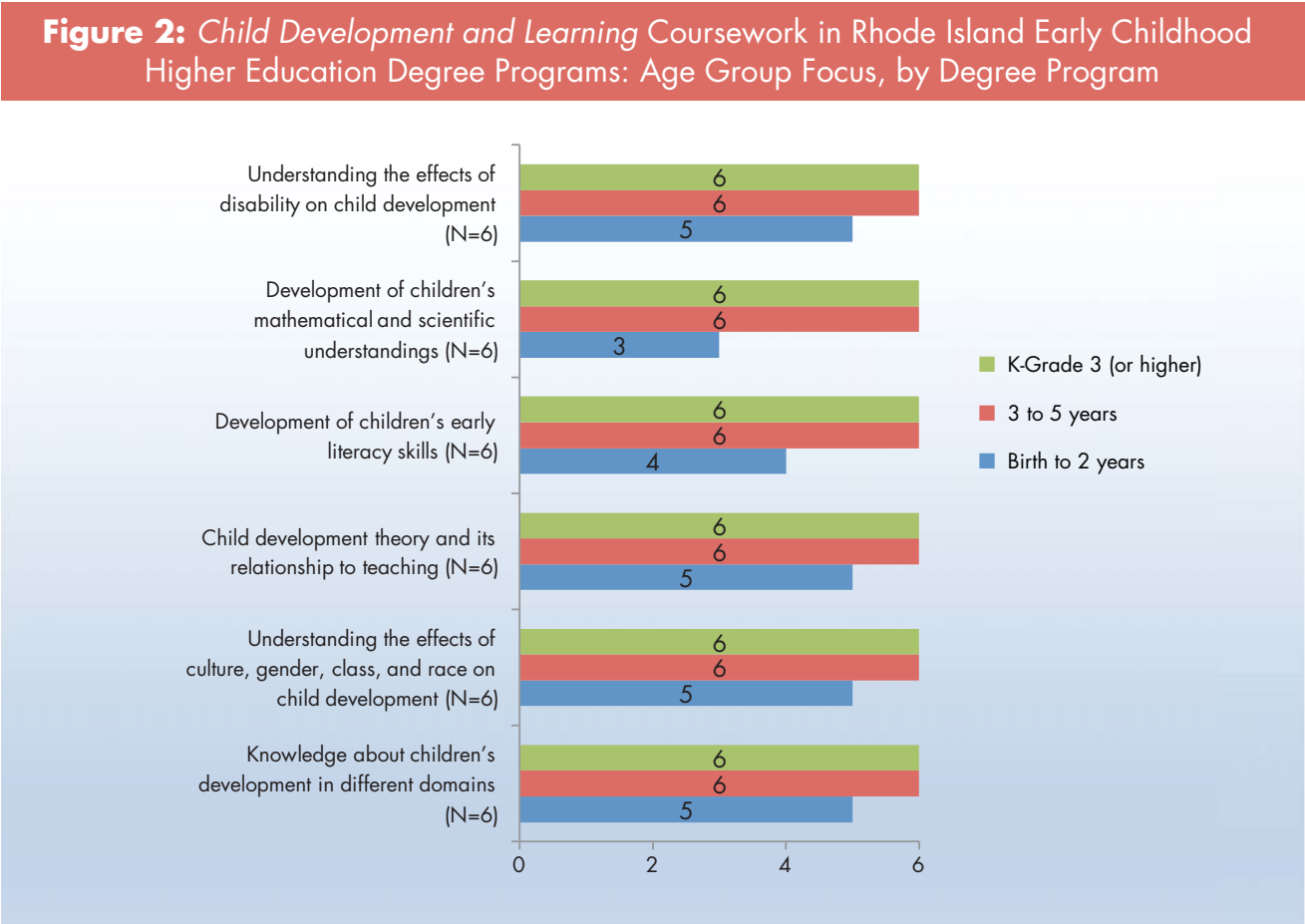
Both of the master's degree programs, and three of the bachelor's degree programs, reported requiring the topics related to Teaching Diverse Child Populations. The master's degree programs reported focusing on all age groups, and the bachelor's degree programs were more likely to focus this content on preschool- and elementary-age children than on infants and toddlers. The associate degree program reported "teaching children with special needs" as the only required topic in this category.

Figure 3: *Teaching Diverse Child Populations* Coursework in Rhode Island Early Childhood Higher Education Degree Programs: Age Group Focus, by Degree Program

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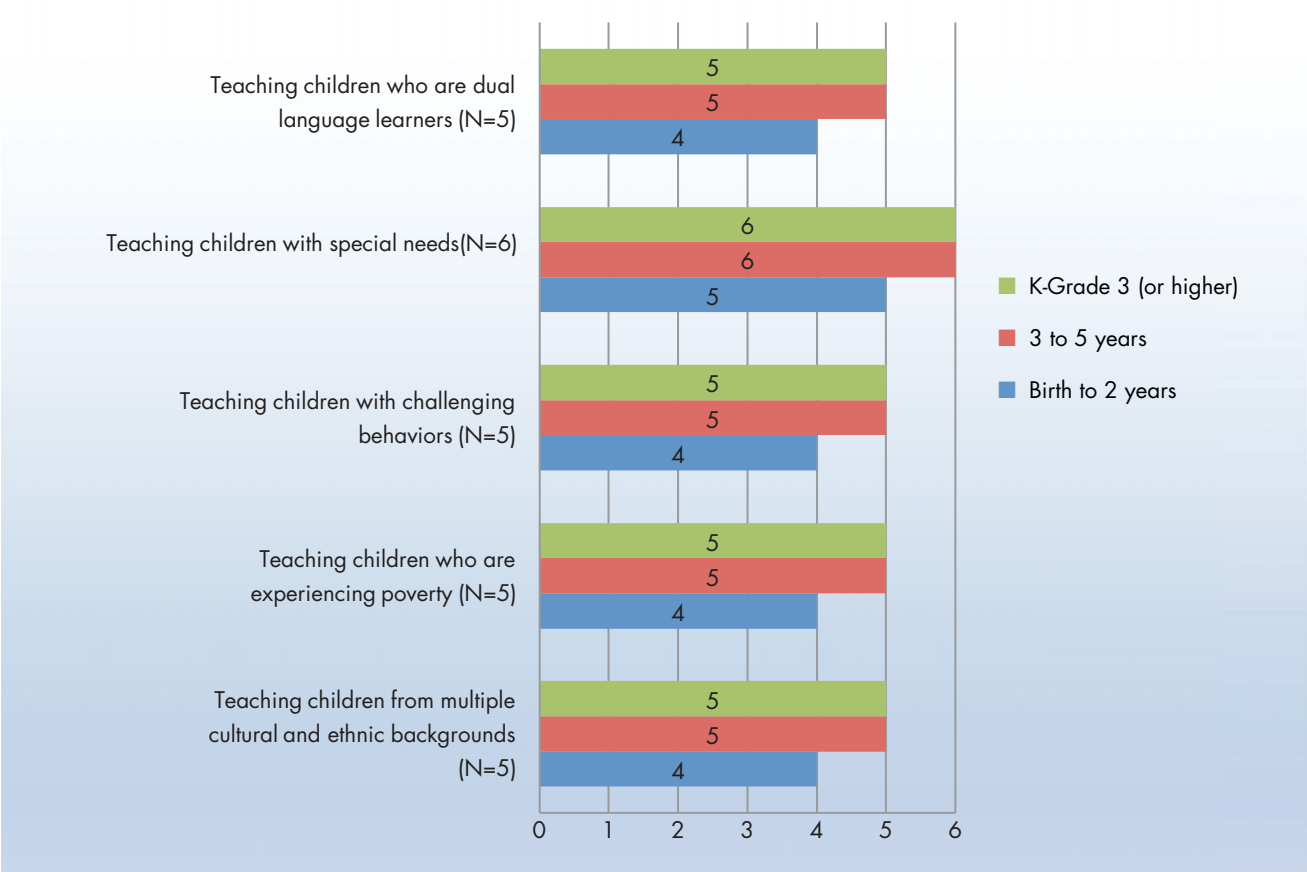
Nearly all of the degree programs reported requiring a variety of topics related to Teaching and Curriculum. Master's degree programs were more likely to report focusing course content on infants and toddlers than were the associate and bachelor's degree programs

Figure 4: *Teaching and Curriculum Coursework in Rhode Island Childhood Higher Education Degree Programs: Age Group Focus, by Degree Progam*

Legend:
- K-Grade 3 (or higher)
- 3 to 5 years
- Birth to 2 years

Supporting and extending children's physical skills (N=6):
- K-Grade 3 (or higher): 5
- 3 to 5 years: 6
- Birth to 2 years: 4

Teaching children art (N=5):
- K-Grade 3 (or higher): 5
- 3 to 5 years: 5
- Birth to 2 years: 3

Teaching children social studies (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 2

Teaching children science skills (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 1

Teaching children math skills (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 1

Teaching children literacy skills (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 4

Supporting children's social development (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 4

Implementing integrated curriculum (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 2

Using play in the curriculum (N=6):
- K-Grade 3 (or higher): 6
- 3 to 5 years: 6
- Birth to 2 years: 4

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All degree programs reported requiring a variety of topics related to Teaching Skills in Early Childhood Settings. The programs were more likely to focus this content on preschool and elementary school children than on infants and toddlers.

Figure 5: *Teaching Skills in Early Childhood Settings* Coursework in Rhode Island Early Childhood Higher Education Degree Programs: Age Group Focus, by Degree Program

- K-Grade 3 (or higher)
- 3 to 5 years
- Birth to 2 years

Classroom management (N=6)
- 5
- 6
- 2

Observation, assessment, & documentation to inform teaching and learning (N=6)
- 5
- 6
- 3

How to use different teaching techniques (e.g., planning, instructing, facilitating) (N=6)
- 6
- 6
- 3
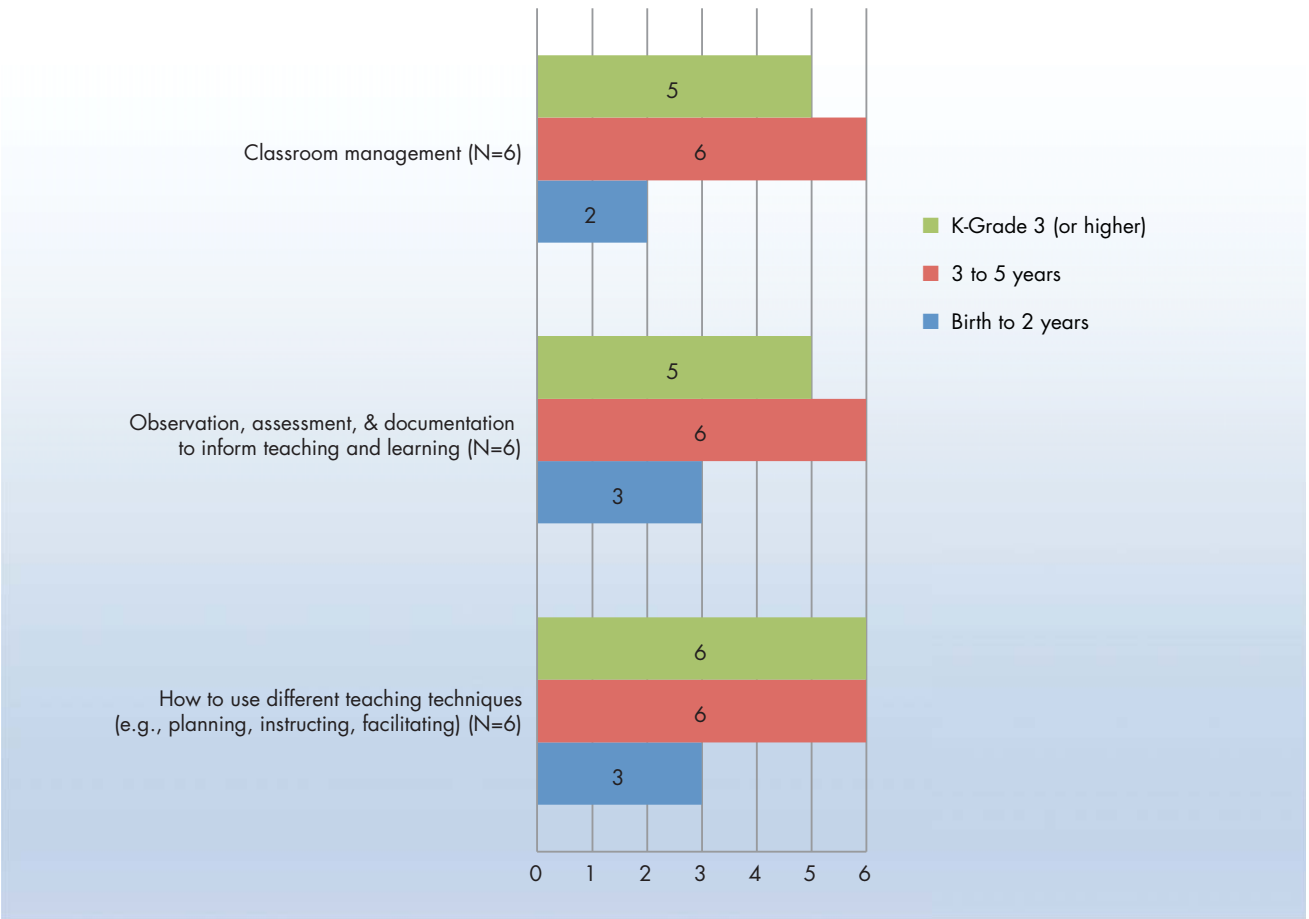
Most degree programs reported requiring a variety of topics related to Community, Family, and Policy. The programs were more likely to focus this content on preschool-age children or early elementary classrooms.

Figure 6: *Family, Community and Policy* Coursework in Rhode Island Early Childhood Higher Education Degree Programs: Age Group Focus, by Degree Level

The early childhood system, advocacy, and public policy (N=5)
- K-Grade 3 (or higher): 5
- 3 to 5 years: 5
- Birth to 2 years: 3

Utilizing community resources (N=6)
- K-Grade 3 (or higher): 4
- 3 to 5 years: 6
- Birth to 2 years: 3

Working with families (N=6)
- K-Grade 3 (or higher): 5
- 3 to 5 years: 6
- Birth to 2 years: 3

Building relationships with other teachers and/or early childhood professionals (N=5)
- K-Grade 3 (or higher): 5
- 3 to 5 years: 5
- Birth to 2 years: 3

Legend:
- K-Grade 3 (or higher)
- 3 to 5 years
- Birth to 2 years

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These degree programs were less likely to report offering topics related to *Administration and Leadership* than other early childhood topics, as displayed in Figure 7. Only five topics were offered by one-half or more of the degree programs. Two topics were not offered by any of the programs.

Figure 7: *Administration and Leadership* Coursework in Rhode Island Early Childhood Higher Education Degree Programs

Topic	Value
Grant management and proposal writing	0
Fiscal procedures and management	0
Managing and maintaining facilities	1
Human resources/personnel policies	1
Organizational development and change	1
Adult learning styles	2
Adult supervision	2
Program planning, development and operations (e.g., child enrollment, daily operations)	2
Using technology to maintain records and enhance program operations	3
Effective advocacy, and policy analysis and development	3
Assessment and documentation to inform program quality	5
Guiding practitioners in implementing curriculum and appropriate teaching strategies	6
Assessment and documentation to inform teaching and learning	6

N=6

Overall, these degree programs were less likely to report focusing their Administration and Leadership content on infant and toddler programs than on preschool programs or early elementary classrooms

Figure 8: *Administration and Leadership:* Age Group Focus All Degree Programs Coursework in Rhode Island Early Childhood Higher Education Degree Programs: Age Group Focus, by Degree Level

Organizational development and change (N=1)
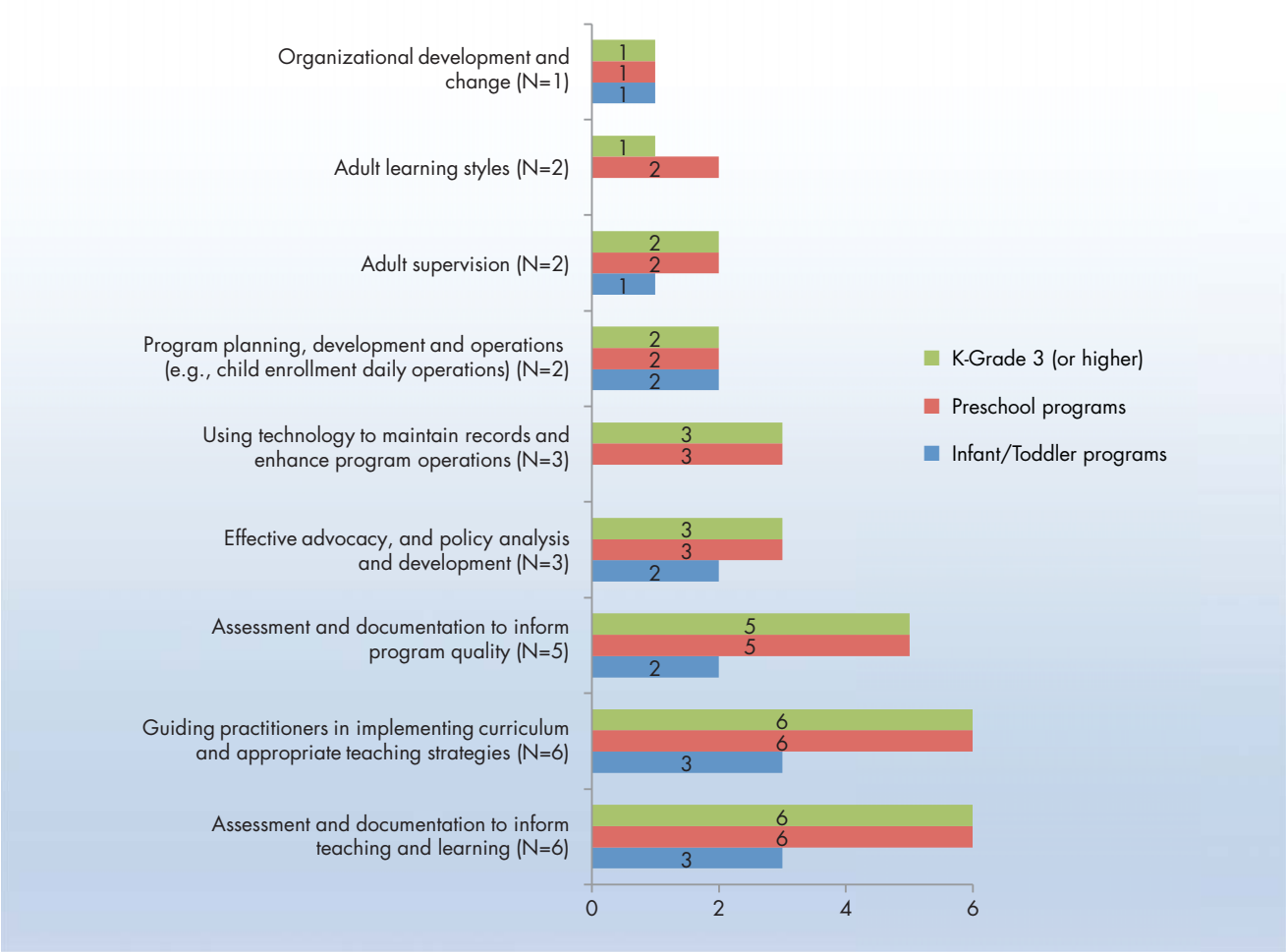- K-Grade 3 (or higher): 1
- Preschool programs: 1
- Infant/Toddler programs: 1

Adult learning styles (N=2)
- K-Grade 3 (or higher): 1
- Preschool programs: 2

Adult supervision (N=2)
- K-Grade 3 (or higher): 2
- Preschool programs: 2
- Infant/Toddler programs: 1

Program planning, development and operations (e.g., child enrollment daily operations) (N=2)
- K-Grade 3 (or higher): 2
- Preschool programs: 2
- Infant/Toddler programs: 2

Using technology to maintain records and enhance program operations (N=3)
- K-Grade 3 (or higher): 3
- Preschool programs: 3

Effective advocacy, and policy analysis and development (N=3)
- K-Grade 3 (or higher): 3
- Preschool programs: 3
- Infant/Toddler programs: 2

Assessment and documentation to inform program quality (N=5)
- K-Grade 3 (or higher): 5
- Preschool programs: 5
- Infant/Toddler programs: 2

Guiding practitioners in implementing curriculum and appropriate teaching strategies (N=6)
- K-Grade 3 (or higher): 6
- Preschool programs: 6
- Infant/Toddler programs: 3

Assessment and documentation to inform teaching and learning (N=6)
- K-Grade 3 (or higher): 6
- Preschool programs: 6
- Infant/Toddler programs: 3

Legend:
- K-Grade 3 (or higher)
- Preschool programs
- Infant/Toddler programs

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V. What are the characteristics of the field experiences offered by the early childhood degree programs?

The Inventory asked respondents about two types of field experiences offered to the students: 1) student teaching, defined as full-time immersion in a classroom with supervision by a cooperating teacher, and with increasing responsibility for curriculum planning and teaching; and 2) a practicum, defined as an experience associated with a course that is short in duration, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

❖ All of the bachelor's degree programs and one of the two master's degree programs reported requiring students to participate in a student teaching experience. The associate degree program did not require a student teaching experience.

❖ Five of the six degree programs reported requiring students to participate in a practicum. The associate degree program and the master's degree program that did not require student teaching did report requiring a practicum experience.

❖ The requirement for field experiences varied by degree program, with the bachelor's degree programs requiring both a student teaching experience and a practicum.

Degree programs requiring student teaching and/or practicum experiences:

❖ The three bachelor's degree programs reported that students participated in student teaching at the conclusion of the degree program, and the master's degree program reported that students participated midway into the program. The timing of practicum experiences varied; two bachelor's degree programs reported that the first practicum occurred during the first year of the program; one bachelor's degree program and the master's degree program that required a practicum reported that the first practicum occurred during the middle of the degree program; and the associate degree program reported that the first practicum occurred at the end of the program.

❖ In the programs that included student teaching, the length of the experience ranged from three to five months.

❖ In a pattern similar to the age focus of coursework, programs reported that field experiences were more likely to focus on preschool and early elementary school children than on infants and toddlers. (See Figures 9 and 12.)

❖ Programs reported multiple criteria for selecting sites for field experiences, with ages of children served being the most commonly reported consideration. Observed quality rating was reported as being a criterion for site selection by only two of the four programs that required student teaching, and by two of the programs that required a practicum. (See Figures 10 and 13.)

❖ All of the degree programs that required student teaching and two of the five that required practicum reported using a cooperating teacher at the site to help supervise students. Of these programs, all required the cooperating teachers to be a certified mentor/master teacher, have experience in supervising students and hold a Rhode Island state credential or equivalent. (See Figures 11 and 14).

❖ The most common resource that degree programs offered to cooperating teachers was an individual stipend. No degree programs offered financial resources to allow for release time to plan or to meet with students.

❖ The master's degree program that required student teaching was the only program that reported structuring field experiences differently for pre-service and for experienced teachers.

See Appendix 2 for degree-level information on clinical experience topics identified in Figures 9 to 14.

Figures 9 to 11 represent the four degree programs that reported requiring student teaching.

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Figure 9: Age Group Focus of Required Student Teaching in Rhode Island
Early Childhood Higher Education Degree Programs

K - 3 or higher not available
K - 3 or higher - optional · 1
K - 3 or higher - required · 3

Three to four years - not available · 1
Three to four years - optional · 2
Three to four years - required · 1

Birth to two years - not available · 3
Birth to two years - optional
Birth to two years - required · 1

N=4

0   1   2   3   4

Figure 10: Criteria for Selecting Student Teaching Sites in Rhode Island Early Childhood
Higher Education Degree Programs: Site Characteristics

Site is at a college laboratory school · 0

Site is a nationally accredited early childhood program · 1

Demographic background of children served at the site · 1

Site is at a professional development school · 1

Student currently works at the site · 1

Other · 1

Observed quality rating of the site (e.g., ERS or part of a QRIS) · 2

Children with disabilities served at the site · 2

Location of site (e.g., proximity to college/university or student workplace) · 2

Age of children served at the site · 3

N=4

0   1   2   3   4

Figure 11: Criteria for Selecting Cooperating Teachers for Student Teachers in Rhode Island Early Childhood Higher Education Degree Programs

Cooperating teacher holds a state credential or equivalent	4
Cooperating teacher is a certified/certificated mentor or master teacher	4
Cooperating teacher has experience working with student teachers	4

N=4

Figures 12 and 13 represent the five degree programs that reported requiring a practicum.

Figure 12: Age Group Focus of Required Practicum Experience in Rhode Island Early Childhood Higher Education Degree Programs

K-3 or higher - not available	
K-3 or higher - optional	2
K-3 or higher - required	3
Three to four years - not available	
Three to four years - optional	2
Three to four years - required	3
Birth to two years - not available	2
Birth to two years - optional	2
Birth to two years - required	1

N=5

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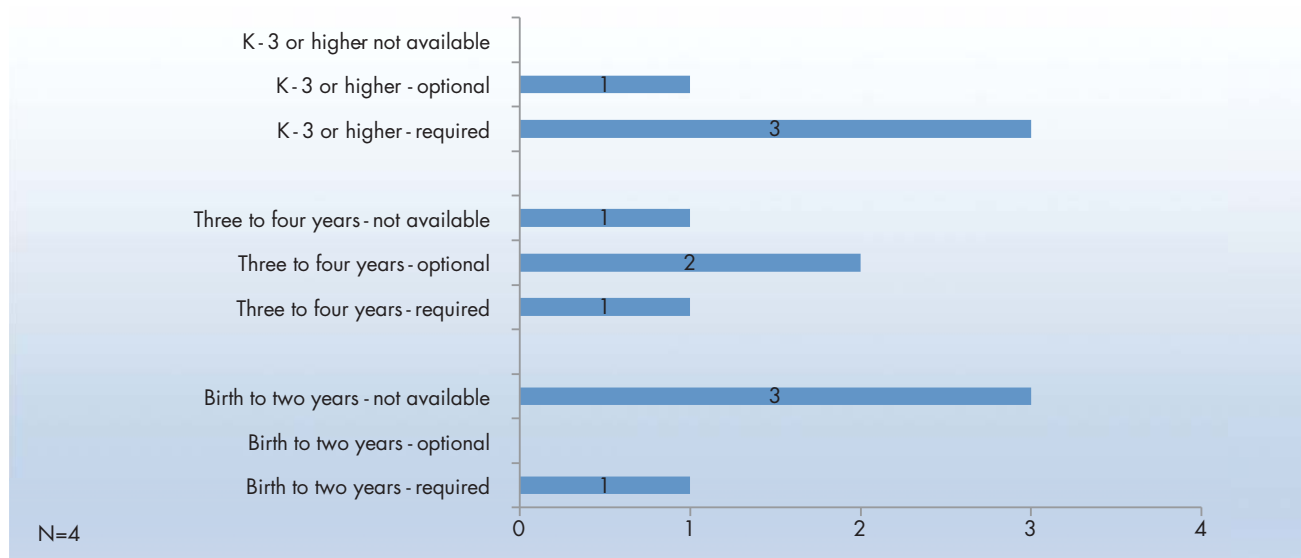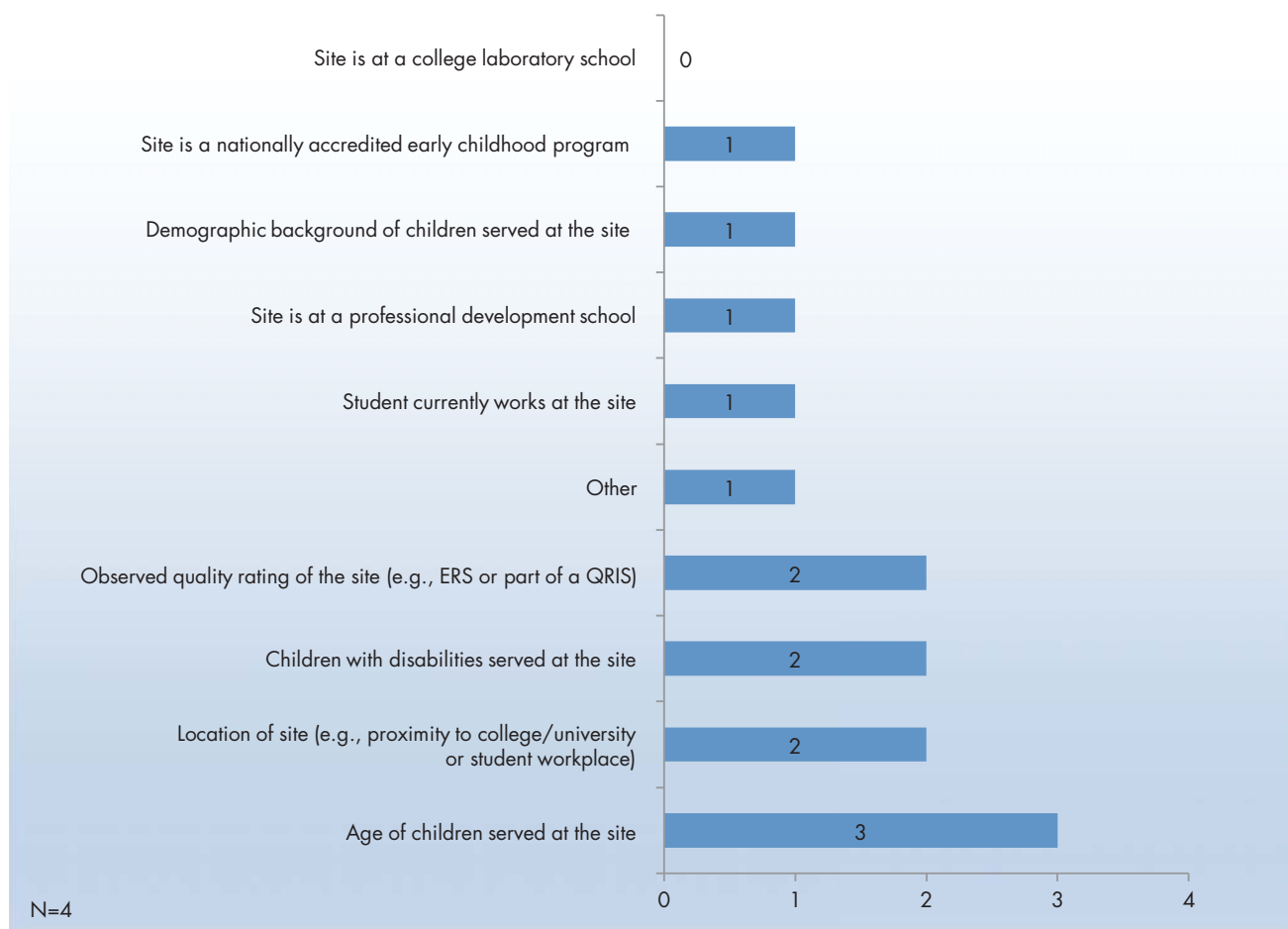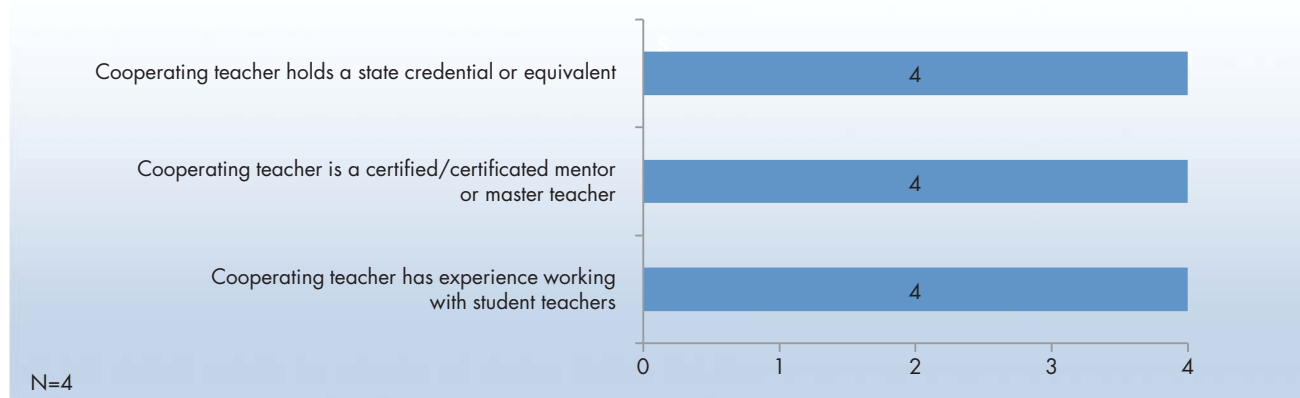**Figure 13:** Criteria for Selecting Practicum Sites in Rhode Island Early Childhood Higher Education Degree Programs: Site Characteristics

Criteria	Value
Site is at a professional development school	1
Observed quality rating of the site (e.g., ERS or part of a QRIS)	2
Student currently works at the site	2
Demographic background of children served at the site	3
Site is at a college laboratory school	3
Site is a nationally accredited early childhood program	3
Children with disabilities served at the site	3
Location of site (e.g., proximity to college/university or student workplace)	3
Age of children served at the site	4

N=5

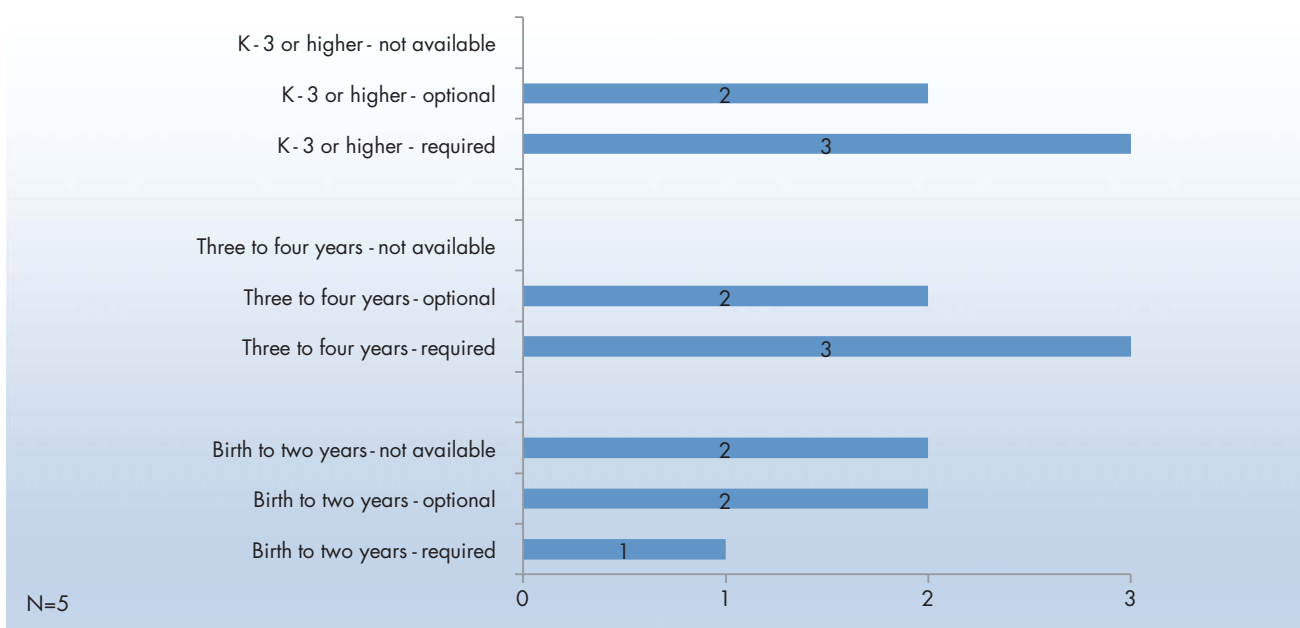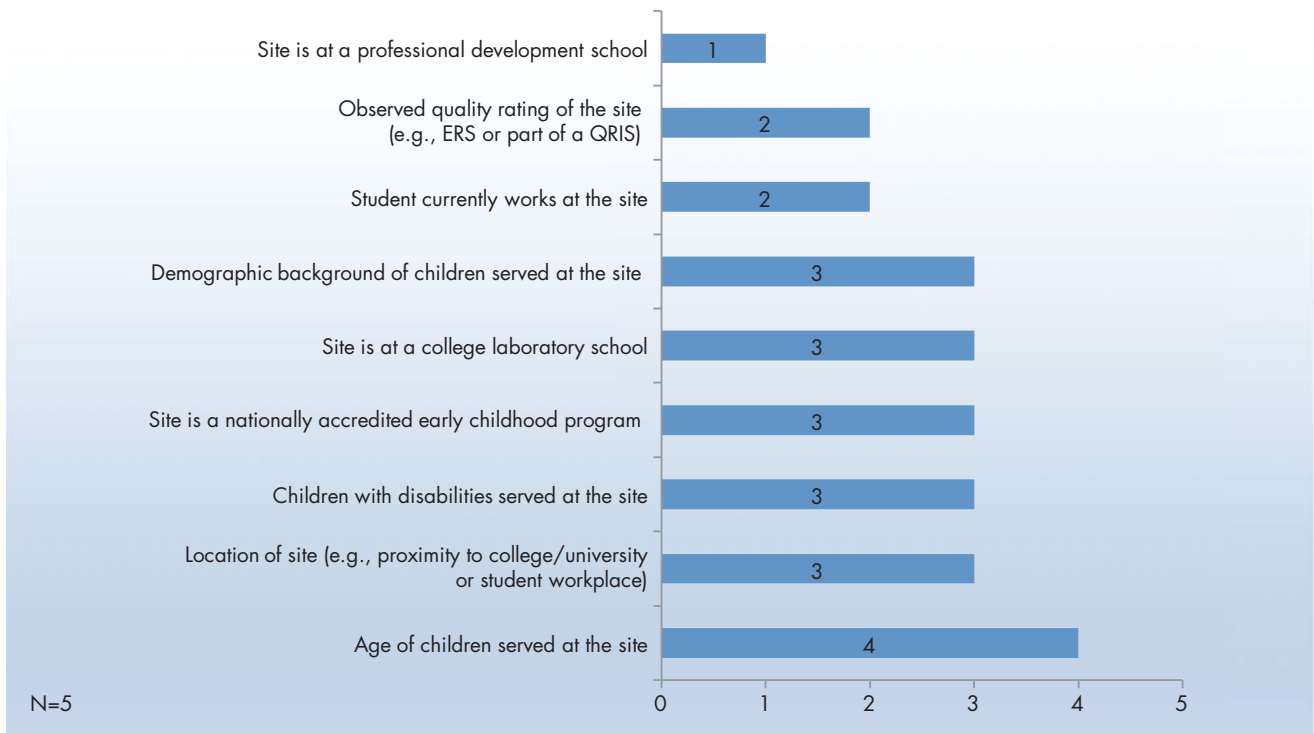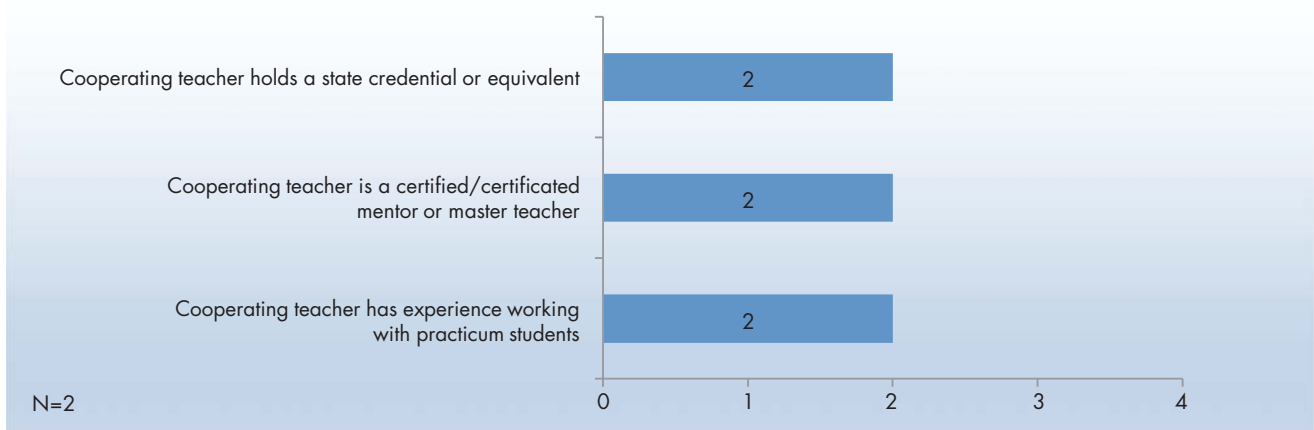**Figure 14:** Criteria for Selecting Practicum Sites in Rhode Island Early Childhood Higher Education Degree Programs: Site Characteristics

Criteria	Value
Cooperating teacher holds a state credential or equivalent	2
Cooperating teacher is a certified/certificated mentor or master teacher	2
Cooperating teacher has experience working with practicum students	2

N=2

VI. How do the early childhood degree programs align with Rhode Island's professional development system?

❖ Program representatives were asked to describe the alignment of degree program course content with each of the domains of the Rhode Island Workforce Knowledge and Competencies for Early Educators (WKC). Most degree programs reported course content alignment, or plans to align with, all domains of the WKC. (See Figures 15 to 20.) For each domain, the associate degree program reported that new content was in the planning phase. One of the two master's degree programs reported that course content was aligned with each domain and that no content changes were planned. Responses from the bachelor's degree programs varied according to the specific domains. In some cases, bachelor's degree programs reported alignment of course content with the domain, and in others, reported that new course content aligned with the domain had been approved.

❖ One master's degree program did not report on the status of course content alignment with the WKC, but did report that all course content is aligned with the Council for Exceptional Children-Division of Early Childhood Standards for Early Childhood Special Education.

❖ As noted earlier, data for one bachelor's degree program has been excluded, as the program ended in the 2012-2013 academic year and was replaced with a new bachelor's degree program. The findings indicate that, as the college intended, more course content in the newly implemented bachelor's degree is aligned with the WKC than was the case in the now-defunct degree.

❖ All of the degree programs reported offering some coursework required for the Rhode Island Early Childhood Education Certificate.

❖ The associate degree program, two bachelor's degree programs, and one master's degree program reported offering some coursework required for the Rhode Island Early Childhood Special Education Certificate. One of the master's degree programs reported that its degree was in early childhood special education.

❖ Two degree programs (the associate degree and one bachelor's degree) reported articulation between the Child Development Associate (CDA) certificate and credit towards the degree.

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In Figures 15 through 20, the categories of alignment status are included only if it was reported by one or more degree programs.

Figure 15: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Health, Safety and Wellness

Legend:
- Currently covered/no changes planned
- New content in planning phase

N=5

Figure 16: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Family Engagment

Legend:
- Approved new course content
- New content in planning phase
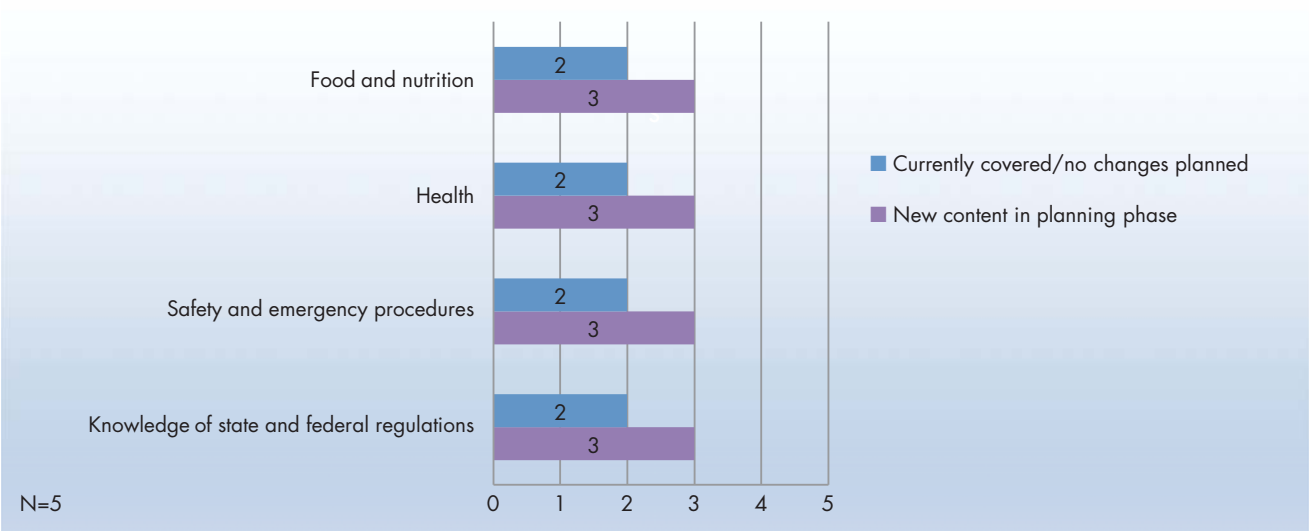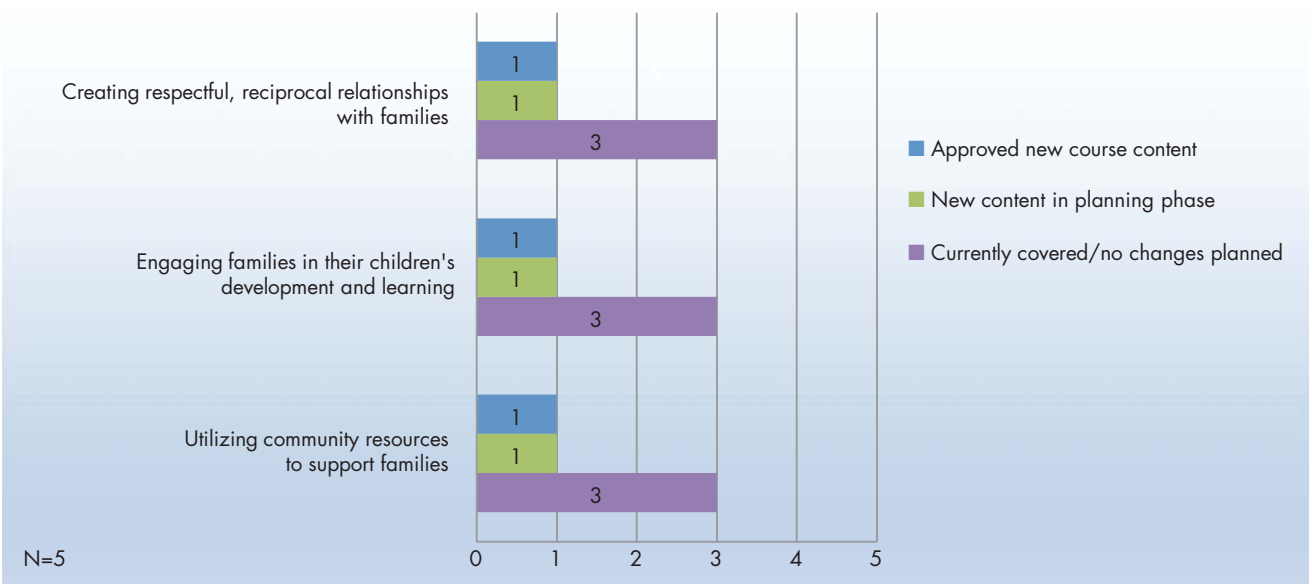- Currently covered/no changes planned

N=5

Figure 17: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Development and Learning
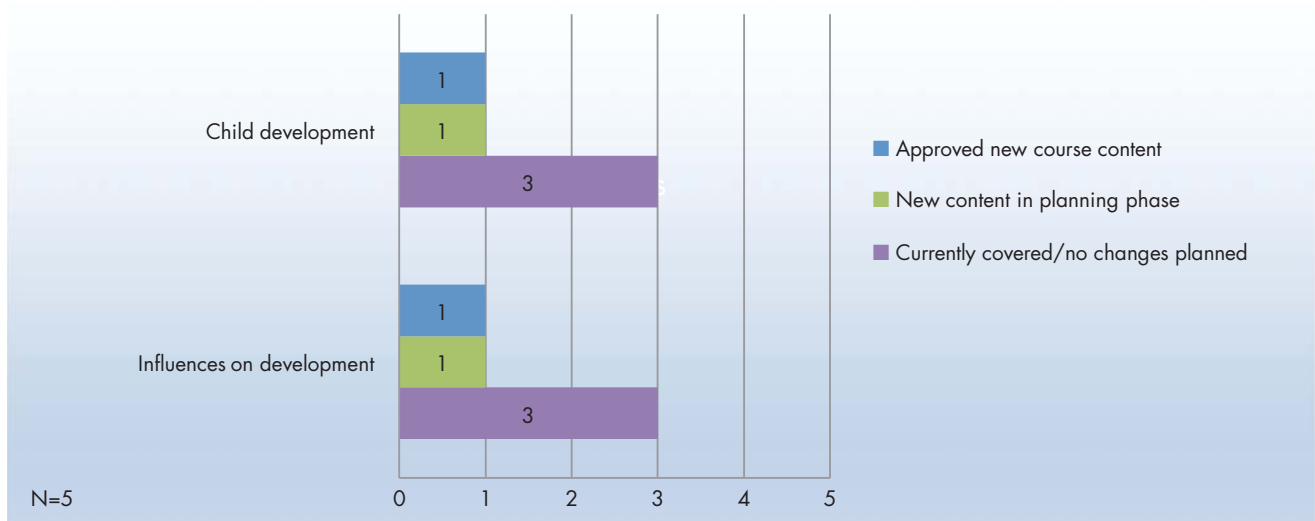

Child development
- Approved new course content: 1
- New content in planning phase: 1
- Currently covered/no changes planned: 3

Influences on development
- Approved new course content: 1
- New content in planning phase: 1
- Currently covered/no changes planned: 3

Legend:
- Approved new course content
- New content in planning phase
- Currently covered/no changes planned

N=5

Figure 18: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Curriculum
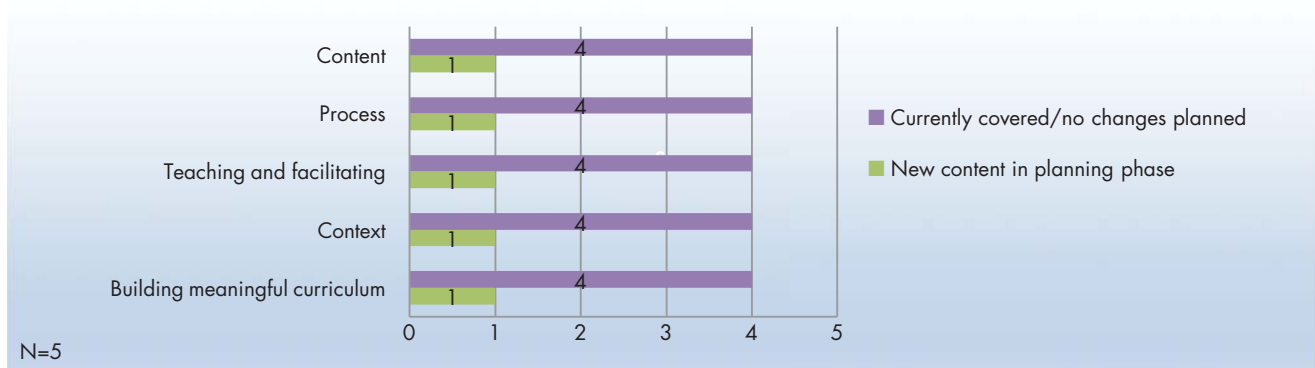

- Content: Currently covered/no changes planned 4, New content in planning phase 1
- Process: Currently covered/no changes planned 4, New content in planning phase 1
- Teaching and facilitating: Currently covered/no changes planned 4, New content in planning phase 1
- Context: Currently covered/no changes planned 4, New content in planning phase 1
- Building meaningful curriculum: Currently covered/no changes planned 4, New content in planning phase 1

Legend:
- Currently covered/no changes planned
- New content in planning phase

N=5

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Figure 19: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Observation and Assessment
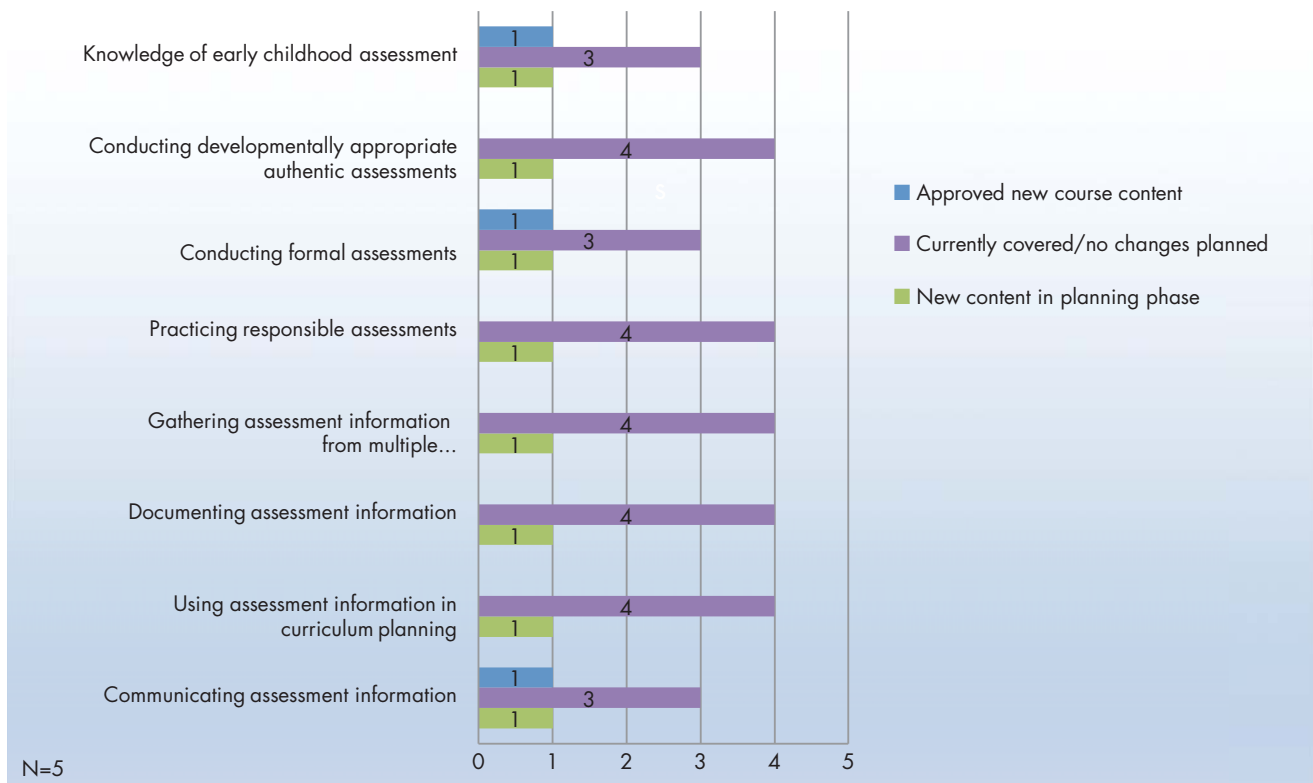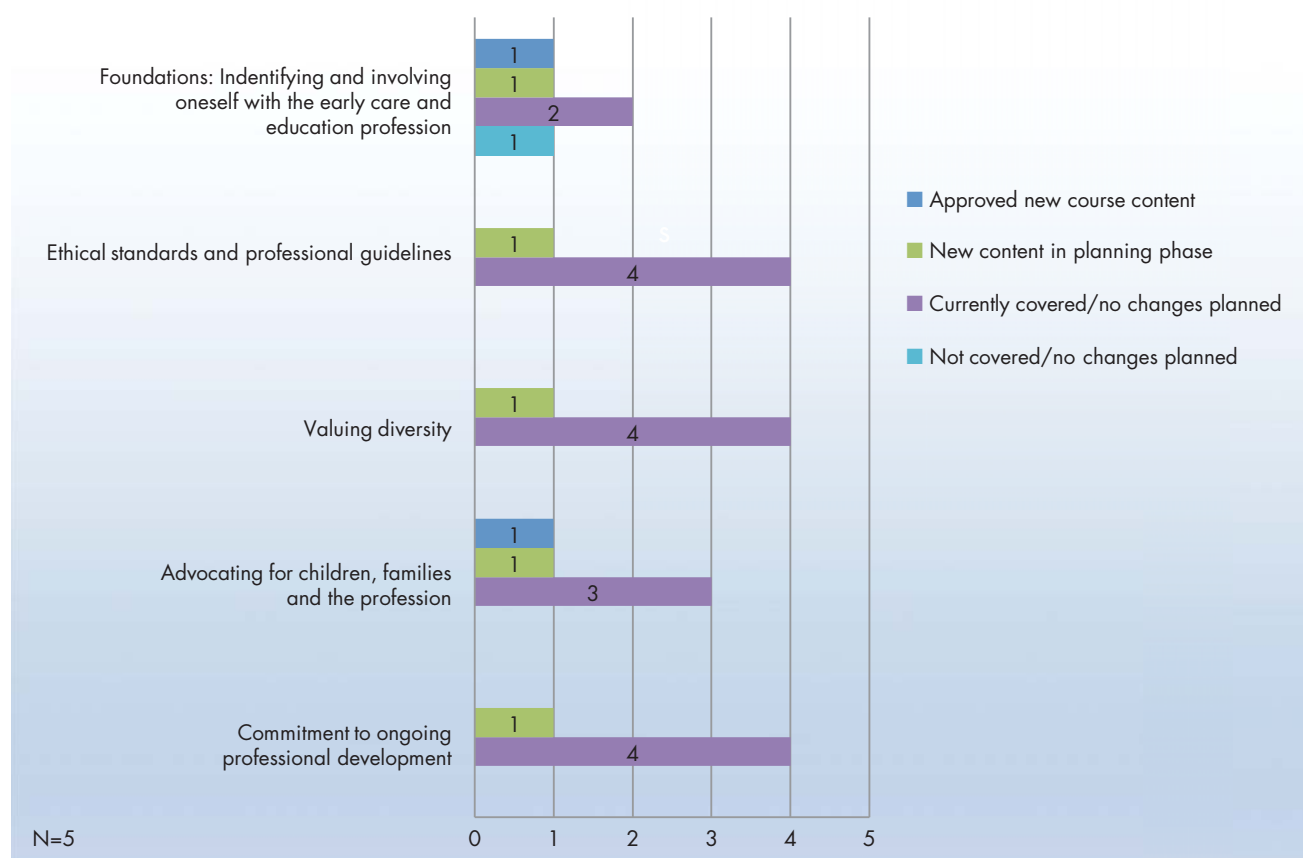

Legend:
- Approved new course content
- Currently covered/no changes planned
- New content in planning phase

N=5

Figure 20: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Professionalism

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VII. What are the challenges facing early childhood degree programs?

❖ The associate degree program, one of the bachelor's degree programs, and both of the master's degree programs reported facing at least one programmatic challenge. Lack of articulation between bachelor's degree programs was the only challenge that was reported by more than one program; three programs did so.

❖ The associate degree program identified the following as challenges: lack of content focused on children younger than five, lack of faculty expertise in teaching young children who are dual language learners, lack of faculty expertise in teaching young children with special needs, and lack of faculty experience with working with diverse populations of young children.

❖ The one bachelor's degree program that reported any challenges identified the lack of articulation between four-year college early childhood degree programs as its only challenge.

❖ Each of the following were identified by one of two master's degree programs as a challenge: inequitable distribution of resources compared to other programs in the institution, lack of articulation between two- and four-year college early childhood degree programs, lack of ability to recruit students, lack of ability to support students in completing the program, and lack of access to quality clinical experience sites.

The State of Early Childhood Higher Education in Rhode Island:

Results from the Faculty Module
Rhode Island Early Childhood Higher Education Inventory
June 2013

HIGHLIGHTS

Approximately one-half of the faculty sample (described in Appendix 1) responded to the Faculty Module. For this reason, we cannot assume that the findings from the Faculty Module are representative of all early childhood higher education faculty members in Rhode Island.

❖ Of the 20 faculty members who participated in the Inventory, all were women, and 19 (95 percent) identified as White/Caucasian. Nineteen (95 percent) also reported fluency in English only, and one reported fluency in both English and a language other than Spanish.

❖ Of the 18 faculty members who reported their age, four (22 percent) reported being 60 years or older, potentially close to retirement; 12 (67 percent) reported being between 40 and 59 years old; and only two (11 percent) reported being 39 years or younger.

❖ Eleven respondents (55 percent) were tenure-track or tenured faculty, and nine (45 percent) identified themselves as adjunct faculty or part-time lecturers.

  ✔ Associate degree faculty members were more likely to report adjunct status (83 percent) than were bachelor's degree faculty members (33 percent).

  ✔ All four master's degree faculty members reported their status as tenure-track or tenured.

❖ All 20 respondents (100 percent) reported having attained graduate-level degrees, and were evenly divided between having attained a master's degree (50 percent) or a doctoral degree (50 percent).

  ✔ Faculty members teaching in upper-division and graduate-level degree programs were more likely to report having attained a doctoral degree (all four of the doctoral degree faculty members, and eight of 12 bachelor's degree faculty members). All six associate degree faculty members reported having attained a master's degree.

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❖ All 20 respondents (100 percent) reported participating in professional development opportunities during the last three years.

✔ The most frequently reported professional development topic was "child assessments" (reported by 13 respondents, or 65 percent), followed by "early childhood program assessment" (reported by nine respondents, or 45 percent).

❖ Respondents indicated a number of areas in which it would be helpful to them to have additional knowledge or training.

✔ The two most common responses were that it would be helpful to have additional knowledge or training on the topic of "teaching practitioners to work with children who are dual language learners" (13 respondents, or 65 percent), and on the topic of "using technology to promote adult learning" (12 respondents, or 60 percent).

✔ Perhaps reflecting faculty demographics (primarily White/Caucasian and English-speaking), each of the following received 11 responses (55 percent) as topic areas in which it would be helpful to have additional knowledge or training: "teaching linguistically diverse college students," "teaching culturally and ethnically diverse college students," and "teaching economically diverse college students."

✔ Eleven respondents (55 percent) also cited "teaching practitioners to use technology with children" as a topic area in which it would be helpful to have additional knowledge or training.

❖ Fifteen of the 20 faculty respondents (75 percent) reported that they had worked in roles other than college-level teaching and/or administration in the past 10 years.

✔ The role most frequently reported was to have worked as an early childhood professional development provider, such as a mentor, coach or trainer (reported by 13 of these 15 faculty members, or 87 percent).

✔ Associate degree faculty members were more likely than others to report that they had worked as an early childhood program director or administrator (reported by four out of five of these faculty members, or 80 percent) or as a classroom teacher (reported by three out of five, or 60 percent).

❖ Faculty members reported teaching coursework in a wide range of topics related to child development and learning, teaching diverse child populations, teaching skills in early childhood settings, and community, family and policy.

❖ Reflecting the program module findings on course topics that were required or offered to students, faculty members were less likely to report teaching coursework in some topics related to teaching and curriculum, such as teaching math or social studies skills to children. They were also less likely to report teaching coursework in most of the topics related to early childhood administration and leadership and the provision of professional development services compared to any other content area.

❖ While most faculty members consistently reported focusing their coursework on preschool-age children, the focus on infants and toddlers varied widely by individual topic area, and by degree level. Associate and master's degree faculty members were more likely to report focusing their coursework on infants and toddlers than were bachelor's degree faculty members. (See Appendix 3 for degree- and age-level data by individual topic.)

❖ All 20 respondents (100 percent) reported that additional resources were needed in order to improve the early childhood degree program at their college or university.

✔ The resources most frequently reported as needed were "additional full-time faculty" (reported by 12 faculty members, or 60 percent) and "resources for faculty professional development" (reported by 11 faculty members, or 55 percent).

✔ Despite limited ethnic/racial and language diversity among faculty respondents, only five (25 percent) responded that increasing the racial/ethnic diversity of faculty was a needed resource, and three (15 percent) responded that greater linguistic diversity of faculty was needed.

This report presents the major findings of the Faculty Module of the Rhode Island Early Childhood Higher Education Inventory. Two of the 20 faculty respondents reported teaching in both bachelor's and master's degree programs, and when data are reported by degree type, their responses are provided for each degree program. Appendix 3 includes supplementary tables displaying additional findings from the Faculty Module.

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I. Demographics of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ All faculty member respondents (100 percent) were women.

❖ On average, these faculty members were 53 years of age.

  ✔ Of the 18 faculty members who reported their age, two respondents (11 percent) reported being younger than 40 years; three (17 percent) between 40 and 49 years; nine (50 percent) between 50 and 59 years; and four (22 percent) 60 years or older.

  ✔ One associate degree, one bachelor's degree, and no master's degree faculty members reported being younger than 40 years.

  ✔ There was very little racial diversity among the faculty, with 19 of 20 respondents (95 percent) identifying as White/Caucasian.

❖ Similarly, there was very little language diversity among faculty, with 19 of 20 respondents (95 percent) reporting fluency exclusively in English; one respondent reported fluency in both English and a language other than Spanish. None reported fluency in Spanish.

❖ Seven faculty members (35 percent) indicated that it would be helpful to know another language when communicating with their students. Of these, all indicated that it would be helpful to know Spanish, and one indicated it would be helpful to know Portuguese.

  ✔ Associate degree faculty members were more likely to report that it would be helpful to know another language (four respondents, or 67 percent).

Figure 1F: Age of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Associate Degree Faculty (N=5): Younger than 40 years 20%, 50-59 years 80%

Bachelor's Degree Faculty (N=11): Younger than 40 years 9%, 40-49 years 27%, 50-59 years 27%, 60 years or older 36%

Master's Degree Faculty (N=4): 40-49 years 25%, 50-59 years 50%, 60 years or older 25%

■ Younger than 40 years   ■ 40-49 years   ■ 50-59 years   ■ 60 years or older

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Figure 2F: Race/Ethnicity of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

- White/Caucasian
- Other, non-White/Caucasian
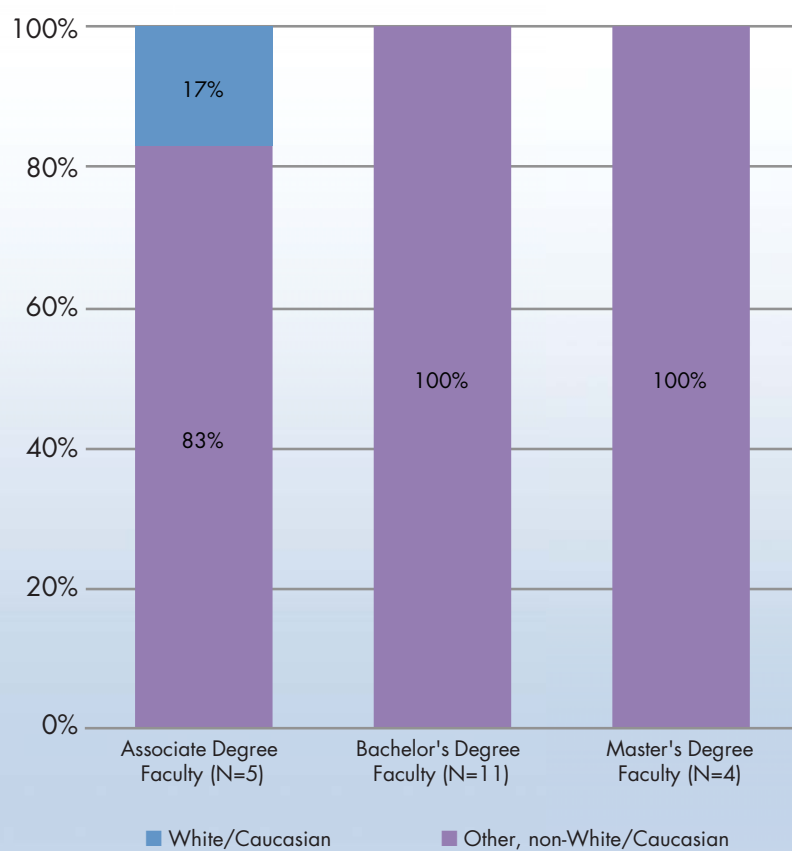
Figure 3F: Languages Spoken Fluently by Faculty Participating in the Rhode Island Early Childhood Higher Eduction Inventory, by Degree Program

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Figure 4F: Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory Who Report They Would Like to Know a Language Other Than English To Better Communicate with Students
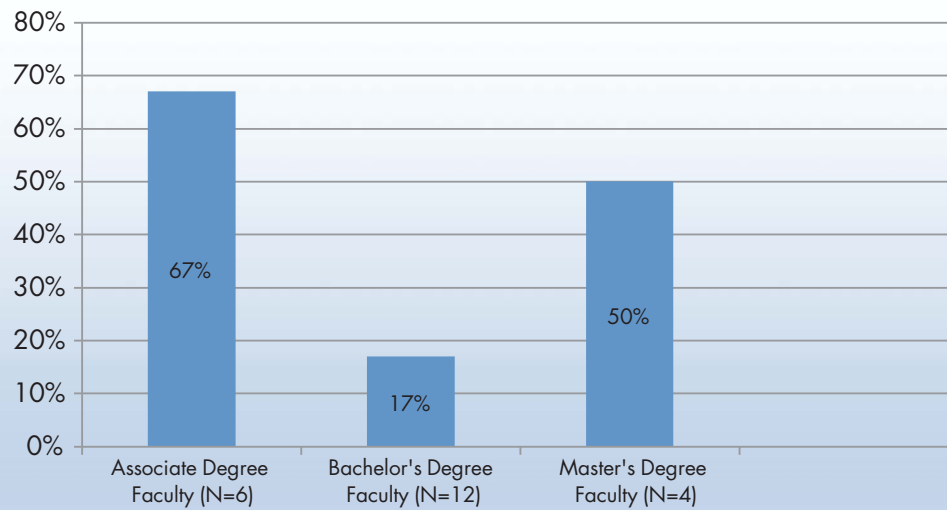
II. Employment Status and Professional Experience of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ Eleven respondents (55 percent) were tenure-track or tenured faculty, and nine (45 percent) identified themselves as adjunct faculty or part-time lecturers.

❖ Faculty members reported a variety of primary responsibilities. Overall, "teaching exclusively" was the most frequently reported primary responsibility, reported by nine respondents (45 percent), followed by teaching combined with supervising students' field experiences, reported by six respondents (30 percent), and teaching combined with research responsibilities, reported by three respondents (15 percent).

✔ Four of six associate degree faculty members (67 percent) reported teaching exclusively as their primary responsibility, followed by five (42 percent) of bachelor's degree faculty members, and one (25 percent) master's degree faculty member.

❖ Respondents reported teaching loads ranging from one to eight courses in a typical academic year. Three of six associate degree faculty members (50 percent), reflecting their adjunct/part-time status, were the most likely to report teaching one to two courses, compared to 42 percent (five of 12) of the bachelor's degree faculty members and one (25 percent) of the master's degree faculty members.

✔ One-third of both associate and bachelor's degree faculty members reported teaching six to eight courses. The majority of respondents (60 percent) reported additional full-time faculty as a resource needed for the early childhood degree program (see page 59).

❖ The majority of respondents reported advising 21 to 50 students in a typical academic year.

✔ Three associate degree (50 percent), six bachelor's degree (60 percent) and all four master's degree faculty members reported advising 21 to 50 students.

✔ Two associate degree faculty members (33 percent) were the only respondents to report advising more than 50 students.

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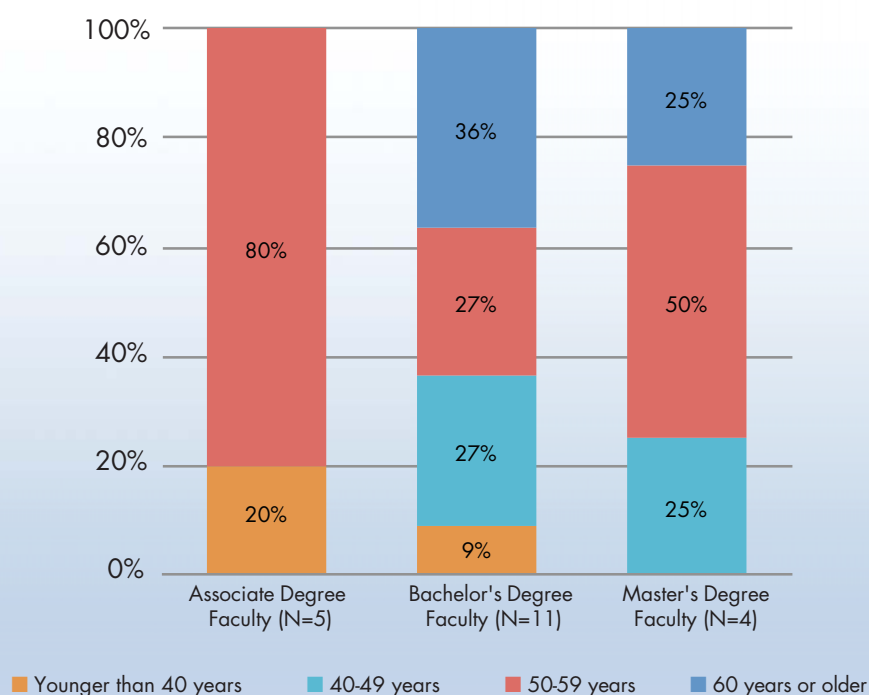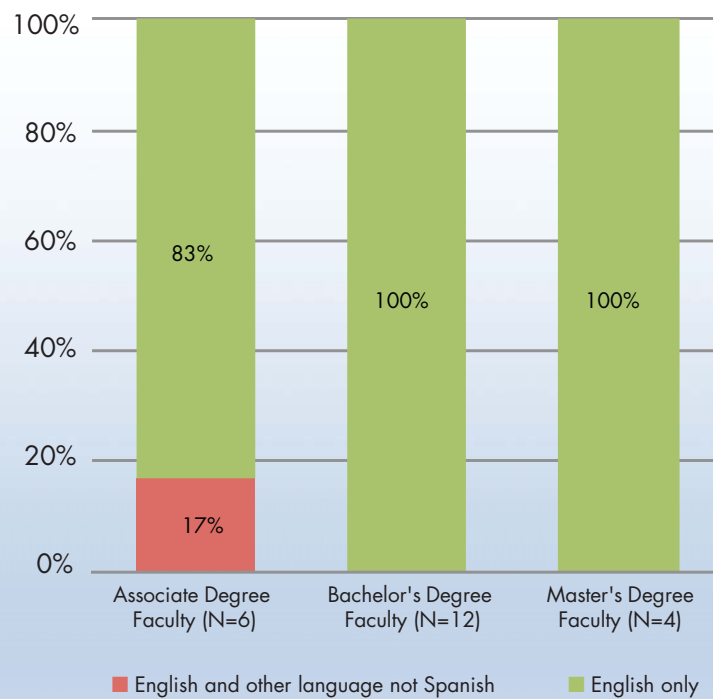Center for the Study of Child Care Employment, University of California at Berkeley

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Figure 5F: Employment Status of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

- ■ Tenure-track and/or tenured faculty
- ■ Adjunct faculty and/or part-time lecturer
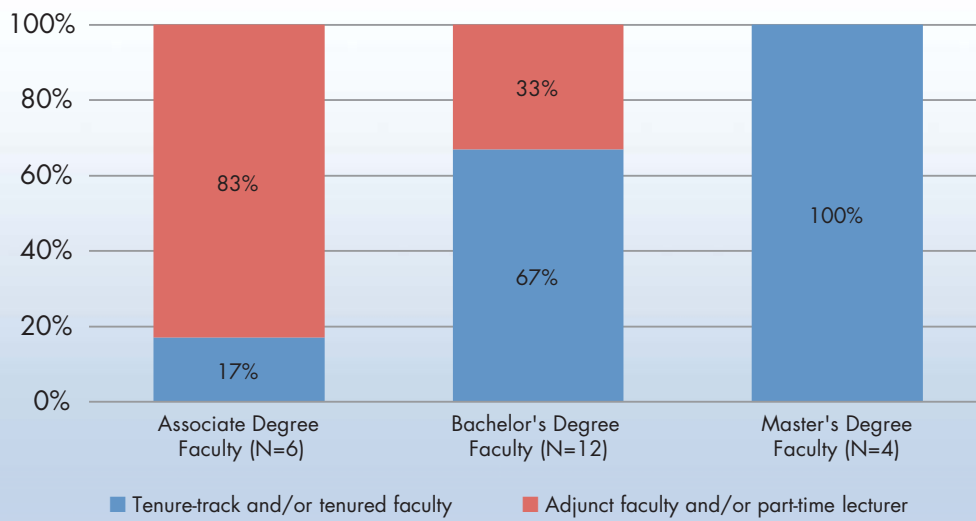
Figure 6F: Primary Responsibilty of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

- ■ Other
- ■ Teaching and research
- ■ Teaching
- ■ Teaching and supervising student teaching and/or practicum
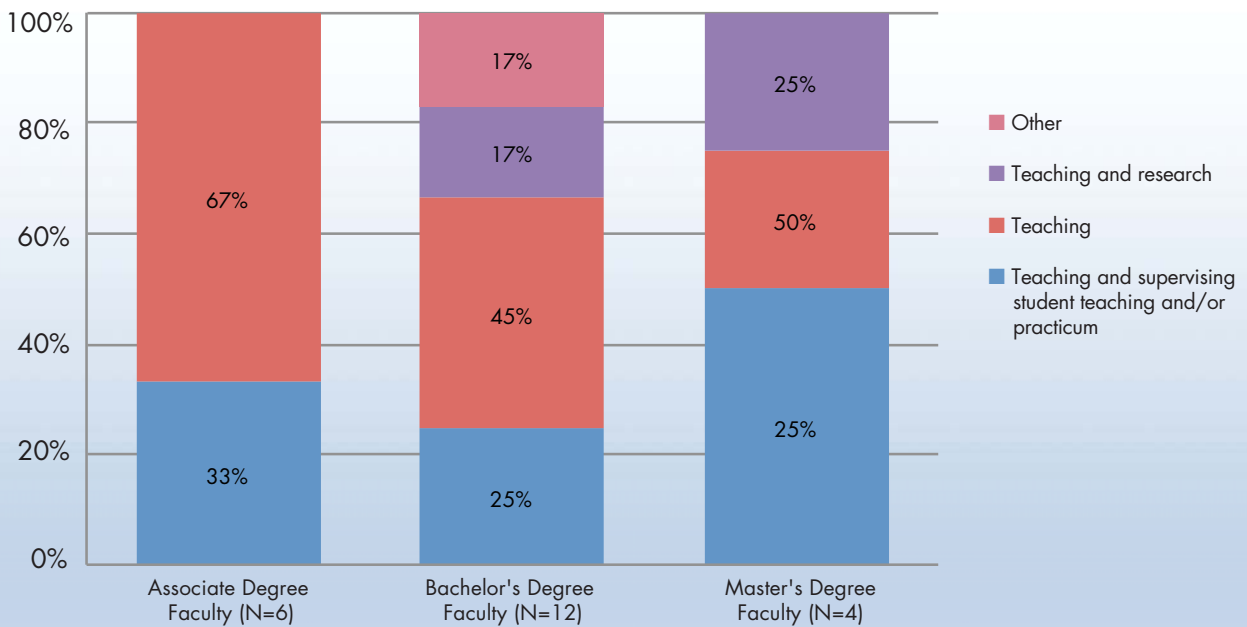
Figure 7F: Number of Courses Taught in an Academic Year by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Legend:
- 1 to 2 courses
- 3 to 5 courses
- 6 to 8 courses

Associate Degree Faculty (N=6): 50%, 17%, 33%
Bachelor's Degree Faculty (N=12): 42%, 25%, 33%
Master's Degree Faculty (N=4): 25%, 50%, 25%
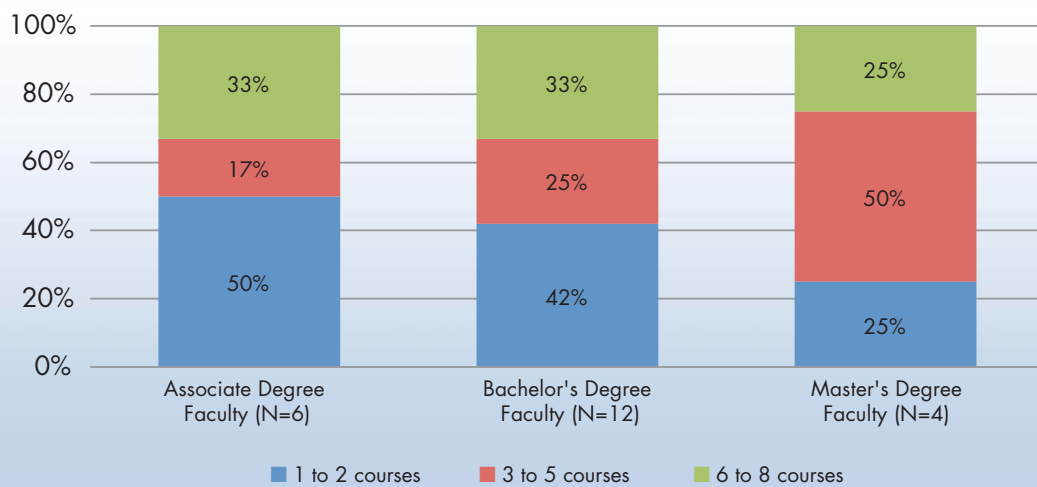
Figure 8F: Number of Students Advised in a Typical Academic Year by Faculty Participating in the Rhode Island Early Childhood HIgher Education Inventory, by Degree Level

Legend:
- No students
- 1 to 20
- 21 to 50
- More than 50

Associate Degree Faculty (N=6): 17%, 50%, 33%
Bachelor's Degree Faculty (N=10): 20%, 20%, 60%
Master's Degree Faculty (N=4): 100%

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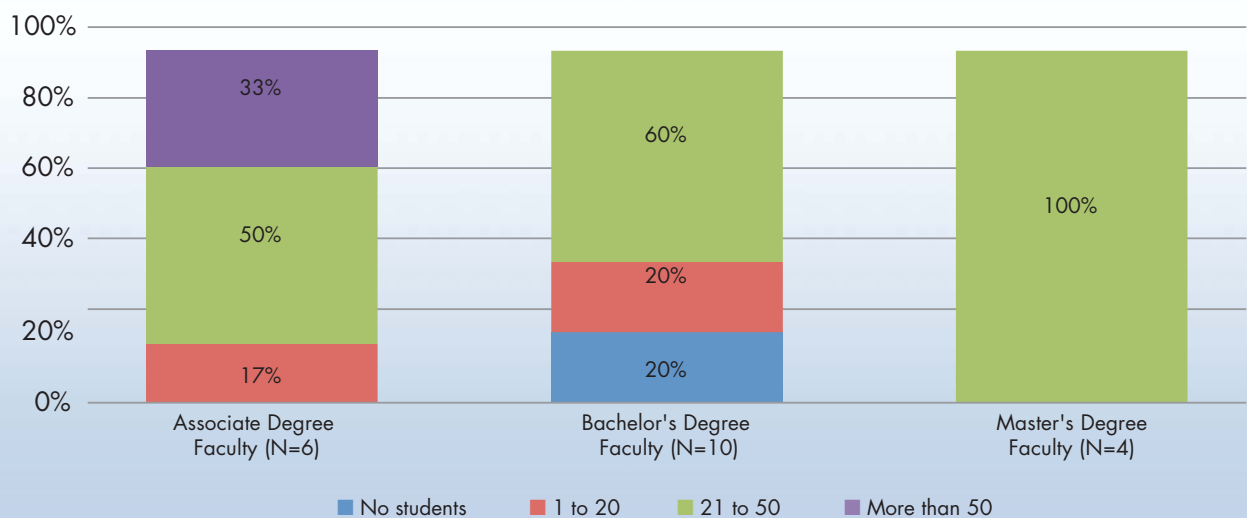
III. Professional and Educational Background of the Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ Bachelor's and master's degree faculty members reported significant tenure at their colleges or universities.

✔ Six (50 percent) of bachelor's degree faculty members and three (75 percent) of master's degree faculty members had taught for more than 10 years at their college or university.

✔ All four masters degree faculty members reported having taught more than 10 years at the college level.

✔ Reflecting the adjunct status of most of the associate degree faculty, two-thirds reported having taught at their present college for less than five years, compared to three (25 percent) of both bachelor's and master's degree faculty.

✔ Four (80 percent) associate degree faculty members reported having taught at the college level for less than five years, compared to two (18 percent) of bachelor's degree faculty.

❖ Three-quarters of respondents reported that they had worked in roles other than college-level teaching and/ or administration in the past 10 years. The two roles most frequently reported by these faculty members were early childhood professional development providers, such as mentors, coaches, or trainers, reported by 13 respondents (87 percent), and early childhood program directors/administrators, reported by six respondents (40 percent).

✔ Five associate, six bachelor's, and three master's degree faculty members reported that they had been early childhood professional development providers. Of these, 10 (91 percent) reported that this work had focused on preschool-age children, aged three to four years, compared to four (36 percent) who had focused on infants and toddlers, aged birth to two years, and six (54 percent) on children in Kindergarten through grade 3.

✔ Four associate and two bachelor's degree faculty members reported that they had worked as early childhood program directors or administrators. All six (100 percent) indicated that this role had covered preschool-age children, and four (80 percent) had worked in settings including infants and toddlers. Reflecting that early childhood programs are typically situated outside of a public school setting, only two (33 percent) faculty members indicated that their early childhood program administrator experience had covered children in Kindergarten through grade 3.

✔ One-third of respondents (three associate degree and two bachelor's degree faculty members) reported having had previous classroom teaching experience. Of these faculty members, none had taught infants and toddlers, two (40 percent) had taught preschool-age children, and all five (100 percent) reported having taught children in Kindergarten through grade 3.

❖ All 20 respondents reported having attained a graduate-level degree, with ten (50 percent) reporting a master's degree and ten (50 percent) a doctoral degree as their highest level of education. Faculty members teaching in upper-division and graduate-level degree programs were more likely to report having attained a doctoral degree; all four master's degree faculty members (100 percent) and eight (67 percent) of bachelor's degree faculty members reported this, while all six associate degree faculty members reported holding a master's degree.

❖ Nineteen of 20 respondents (95 percent) reported having attained a graduate degree in early childhood education or child development (ECE/CD). Five associate degree (83 percent) and four bachelor's degree (33 percent) faculty members reported a master's degree in ECE/CD, and eight bachelor's degree (67) and all four master's degree (100 percent) faculty members reported a doctorate in ECE/CD.

❖ All 20 respondents reported participating in professional development opportunities during the last three years.

   ✔ The most frequently reported professional development topic was "child assessments" (reported by 13 respondents, or 65 percent), followed by "early childhood program assessment" (reported by nine respondents, or 45 percent), and "early childhood teacher assessment" or "teaching practitioners to work with children with special needs,", each reported by eight respondents (40 percent).

   ✔ No respondents reported having participated in professional development related to "teaching adult students who are English language learners."

❖ Respondents indicated a number of areas in which it would be helpful to gain additional knowledge or training.

   ✔ Thirteen respondents (65 percent) reported that it would be helpful to have additional knowledge or training on the topic of "teaching practitioners to work with children who are dual language learners." This was the most common response, followed by "using technology to promote adult learning," indicated by twelve respondents (60 percent).

   ✔ Reflecting the demographic characteristics of the faculty (primarily White/Caucasian and English-speaking), the following were each reported by 11 respondents (55 percent) as topic areas in which it would be helpful to have additional knowledge or training: "teaching linguistically diverse college students," "teaching culturally and ethnically diverse college students," and "teaching economically diverse college students."

   ✔ Eleven respondents (55 percent) reported "teaching practitioners to use technology with children" as a topic area in which it would be helpful to have additional knowledge or training.

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Figure 9F: Number of Years Teaching at the Current College or University for Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Associate Degree Faculty (N=6): Less than five years 67%, More than 10 years 33%

Bachelor's Degree Faculty (N=12): Less than five years 25%, Five to 10 years 25%, More than 10 years 50%

Master's Degree Faculty (N=4): Five to 10 years 25%, More than 10 years 75%

■ Less than five years   ■ Five to 10 years   ■ More than 10 years
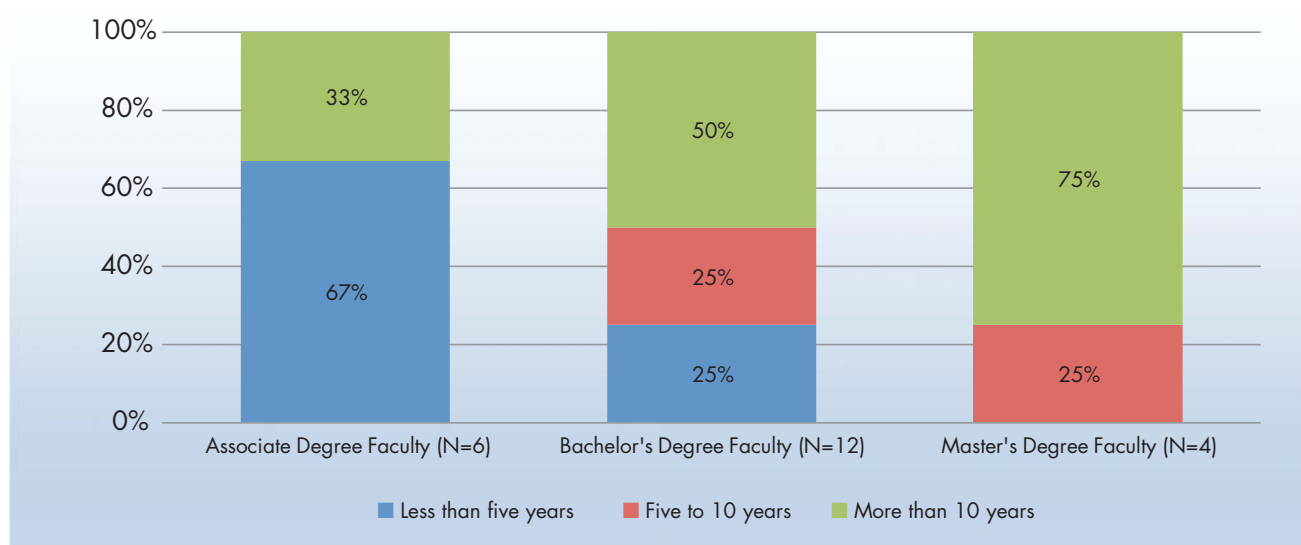
Figure 10F: Number of Years Teaching at the College or University Level for Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Associate Degree Faculty (N=5): Less than five years 80%, More than 10 years 20%

Bachelor's Degree Faculty (N=11): Less than five years 18%, Five to 10 years 18%, More than 10 years 64%

Master's Degree Faculty (N=4): More than 10 years 100%

■ Less than five years   ■ Five to 10 years   ■ More than 10 years
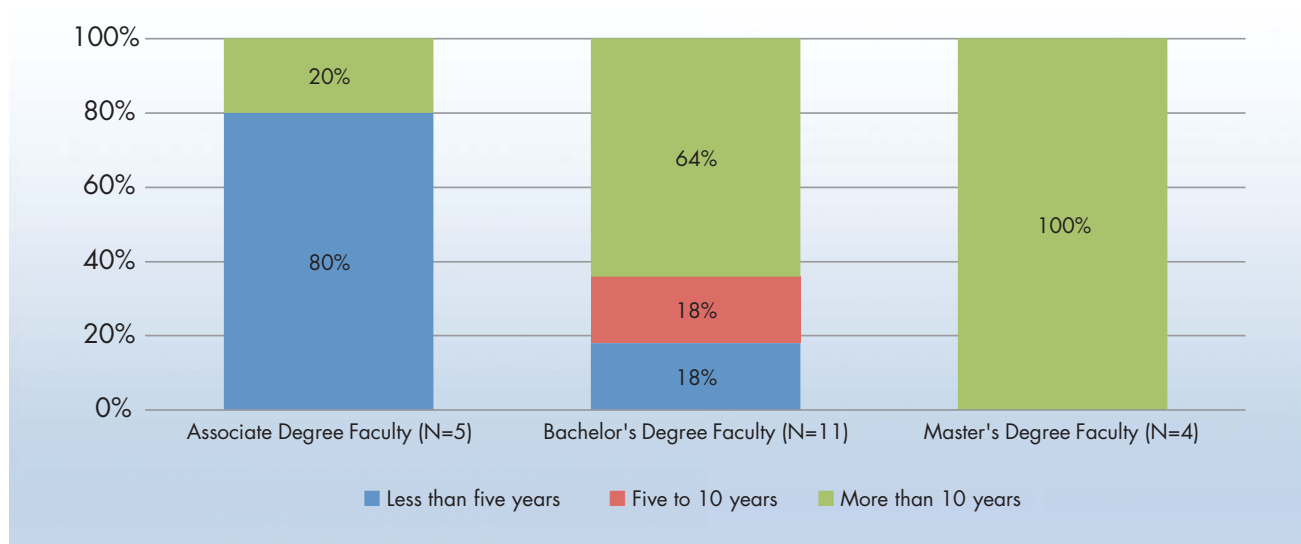
Fifteen of 20 respondents (75 percent) reported having held other job roles in the past 10 years. Figure 11F displays the job roles of these faculty members.

Figure 11F: Job Roles in the Last 10 Years of Faculty Participating in the Rhode Island Early Childood Higher Education Inventory

Legend:
- Special education teacher
- Classroom teacher
- Early childhood program director/administrator
- Early childhood professional development provider (e.g., coach, mentor, trainer)

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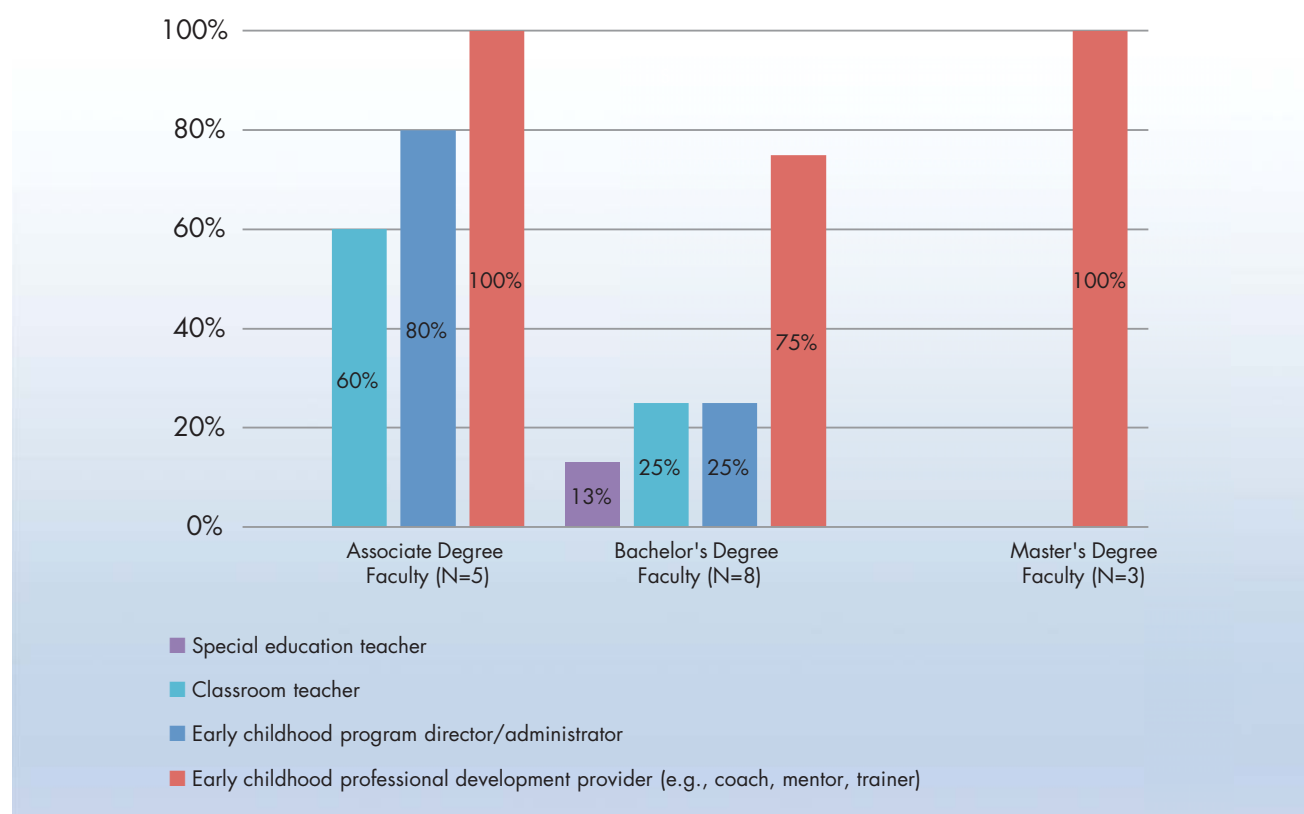
Figure 12F: Highest Level of ECE/CD Attainment by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Figure 13F: Professional Development Experiences in the Last Three Years of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Category	Percentage
Child assessment (e.g., portfolios, using particular assessment tools such as the Work Sampling System)	65%
Early childhood program assessment (e.g., Environmental Rating Scale)	45%
Early childhood teacher assessment (e.g., CLASS)	40%
Teaching practitioners to work with children with special needs	40%
Early childhood systems and policy	35%
Using technology to promote adult learning	30%
Teaching practitioners to work with children who are dual language learners	30%
Teaching practitioners to work with children from diverse cultural backgrounds	30%
Teaching practitioners to use technology with children	25%
Strategies and techniques for mentoring/coaching of adult students	15%
Theories of leadership	10%
Organizational development	10%
Teaching adult students who are English language learners	0%

N=20

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Figure 14F: Professional Development Topics that Would be Helpful to Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Teaching practitioners to work with children who are dual language learners
- 75%
- 83%
- 33%

Using technology to promote adult learning
- 100%
- 67%
- 33%

Teaching practitioners to use technology with children
- 75%
- 50%
- 67%

Teaching linguistically diverse college students
- 50%
- 67%
- 50%

Teaching economically diverse college students
- 50%
- 58%
- 67%

Teaching culturally and ethnically diverse college students
- 50%
- 67%
- 50%

Strategies and techniques for mentoring/coaching of adults
- 25%
- 50%
- 67%

Early childhood program assessment (e.g., Environmental Rating Scale)
- 50%
- 67%
- 17%

Child assessment (e.g., portfolios, using particular assessment tools such as the Work Sampling…
- 50%
- 50%
- 33%

Teaching practitioners to work with children with special needs
- 50%
- 67%
- 17%

Teaching practitioners to work with children from diverse cultural and ethnic backgrounds
- 50%
- 67%
- 17%

Early childhood teacher assessment (e.g., CLASS)
- 50%
- 58%
- 17%

Family support and/or engagement
- 50%
- 33%
- 33%

Teaching practitioners to work with children K-3 or higher
- 25%
- 50%
- 17%

Teaching practitioners to work with infants and toddlers
- 25%
- 33%
- 50%

Early childhood systems and policy
- 25%
- 25%
- 50%

Teaching practitioners to work with preschool-age children
- 25%
- 33%
- 33%

Organizational development
- 25%
- 33%
- 17%

Theories of leadership
- 25%
- 33%

■ Master's Degree Faculty (N=4)   ■ Bachelor's Degree Faculty (N=12)   ■ Associate Degree Faculty (N=6)

IV. Teaching Focus and Age Expertise of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ The Inventory asked respondents to indicate the primary focus of their teaching: either "child development and learning" or "curriculum and teaching methods," or both equally. Seven faculty members (35 percent) reported a primary focus on child development and learning; four (20 percent) on curriculum and teaching methods; and eight (40 percent) reported focusing on both equally.

✔ Three of the four master's degree faculty members (75 percent) and four of the six associate degree faculty members (67 percent) reported focusing equally on child development and learning and on curriculum and teaching methods.

✔ Faculty in the bachelor's degree programs were more likely to report a specific academic focus, with five (42 percent) reporting that child development and learning was their primary area of focus, and three (25 percent) citing curriculum and teaching methods.

❖ Respondents were also asked to identify the age group of children they considered to be their primary area of expertise.

✔ Most faculty members reported expertise spanning across age groups of children, including infants and toddlers (11 respondents, or 55 percent). Six (30 percent) reported expertise on children birth through grade 3 or higher, four (20 percent) on children birth to before kindergarten, and one an exclusive focus on infants and toddlers.

✔ Six respondents (30 percent) reported expertise on preschool-age children (three- and four-year-olds) through grade 3 or higher.

See Figure 16F for age group expertise, by degree level.

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Figure 15F: Primary Teaching Focus of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Level

Associate Degree Faculty (N=6): Child development and learning 17%, Curriculum and teaching methods 17%, Both equally 67%

Bachelor's Degree Faculty (N=12): Child development and learning 42%, Curriculum and teaching methods 25%, Both equally 25%, Decline to state 8%

Master's Degree Faculty (N=4): Child development and learning 25%, Both equally 75%

Legend: ■ Child development and learning ■ Curriculum and teaching methods ■ Both equally ■ Decline to state
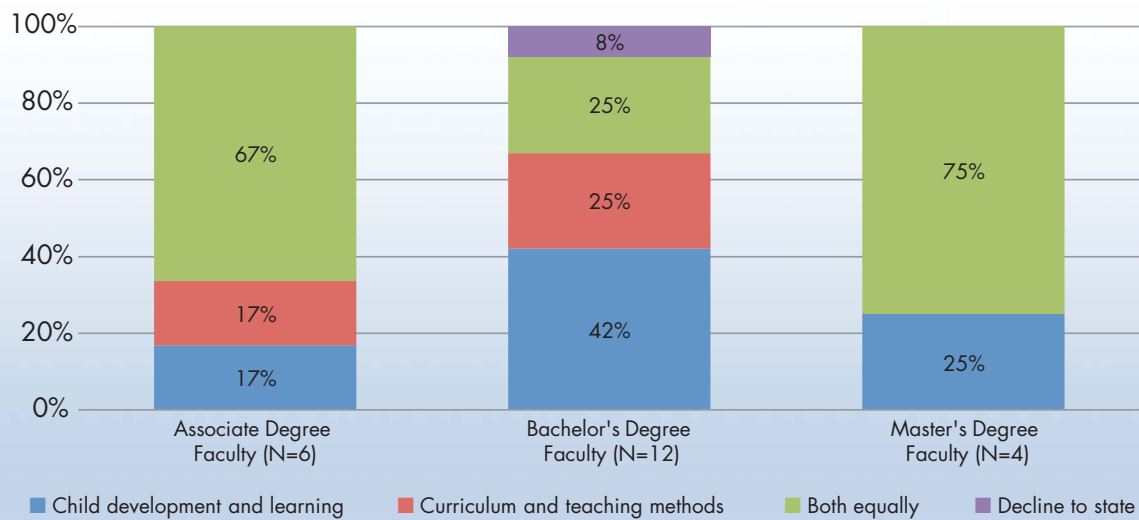
Figure 16F: Primary Age Group Expertise of Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Level

Associate Degree Faculty (N=6): 3 and/or 4 years to before K (Pre-K) 17%, Birth to before K 33%, Birth through grade 3 or higher 17%, 3 and/or 4 years (Pre-K) through grade 3 or higher 33%

Bachelor's Degree Faculty (N=12): Birth through 2 years 8%, Other 8%, 3 and/or 4 years to before K (Pre-K) 8%, Birth to before K 17%, Birth through grade 3 or higher 25%, 3 and/or 4 years (Pre-K) through grade 3 or higher 33%

Master's Degree Faculty (N=4): Birth through grade 3 or higher 100%

Legend: ■ Birth through 2 years ■ Birth to before K ■ 3 and/or 4 years to before K (Pre-K) ■ 3 and/or 4 years (Pre-K) through grade 3 or higher ■ Birth through grade 3 or higher ■ Other

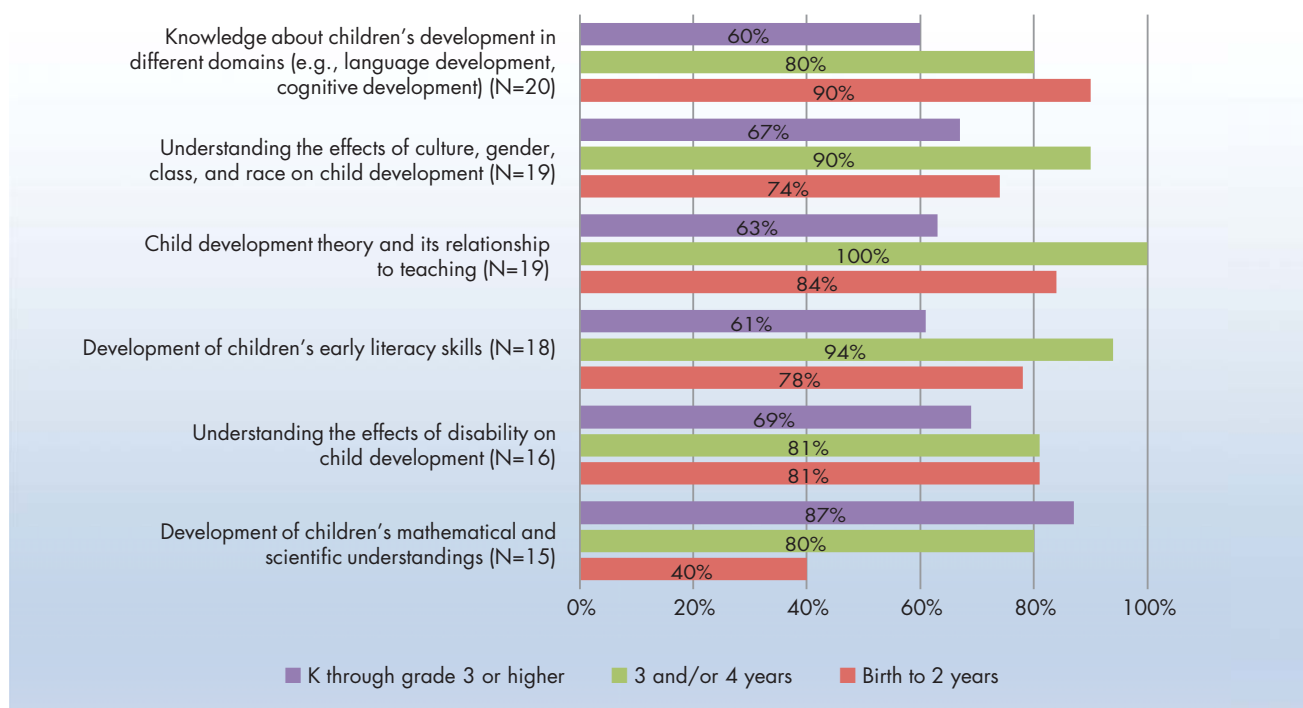# V. Content and Age Group Focus of Coursework Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ The Inventory asked respondents to indicate the content areas and age group focus covered in the courses that they have taught in the past two years. Faculty members reported teaching coursework in a wide range of topics related to child development and learning, teaching diverse child populations, teaching skills in early childhood settings, and community, family and policy.

❖ Faculty members were less likely to report teaching coursework in certain topics related to teaching and curriculum, including the teaching of science and/or math skills to children. They were also less likely to report teaching coursework in most topics related to early childhood administration and leadership, or on the provision of professional development services.

❖ While most respondents consistently reported focusing their coursework on preschool-age children, the focus on infants and toddlers varied widely by individual topic area, and by degree level. Associate and master's degree faculty members were more likely to report focusing their coursework on infants and toddlers than were bachelor's degree faculty members. (See Appendix 3 for degree- and age-level data by individual topic.)

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Child Development and Learning

All 20 respondents reported teaching coursework related to "knowledge of children's development in different domains." Between 15 and 19 faculty members (75 to 95 percent) reported teaching other related topics. With the exception of "development of children's mathematical and scientific understandings," which focused more on children in kindergarten through grade 3, faculty members were more likely to report focusing this content on preschool-age children than on infants and toddlers or elementary school children.
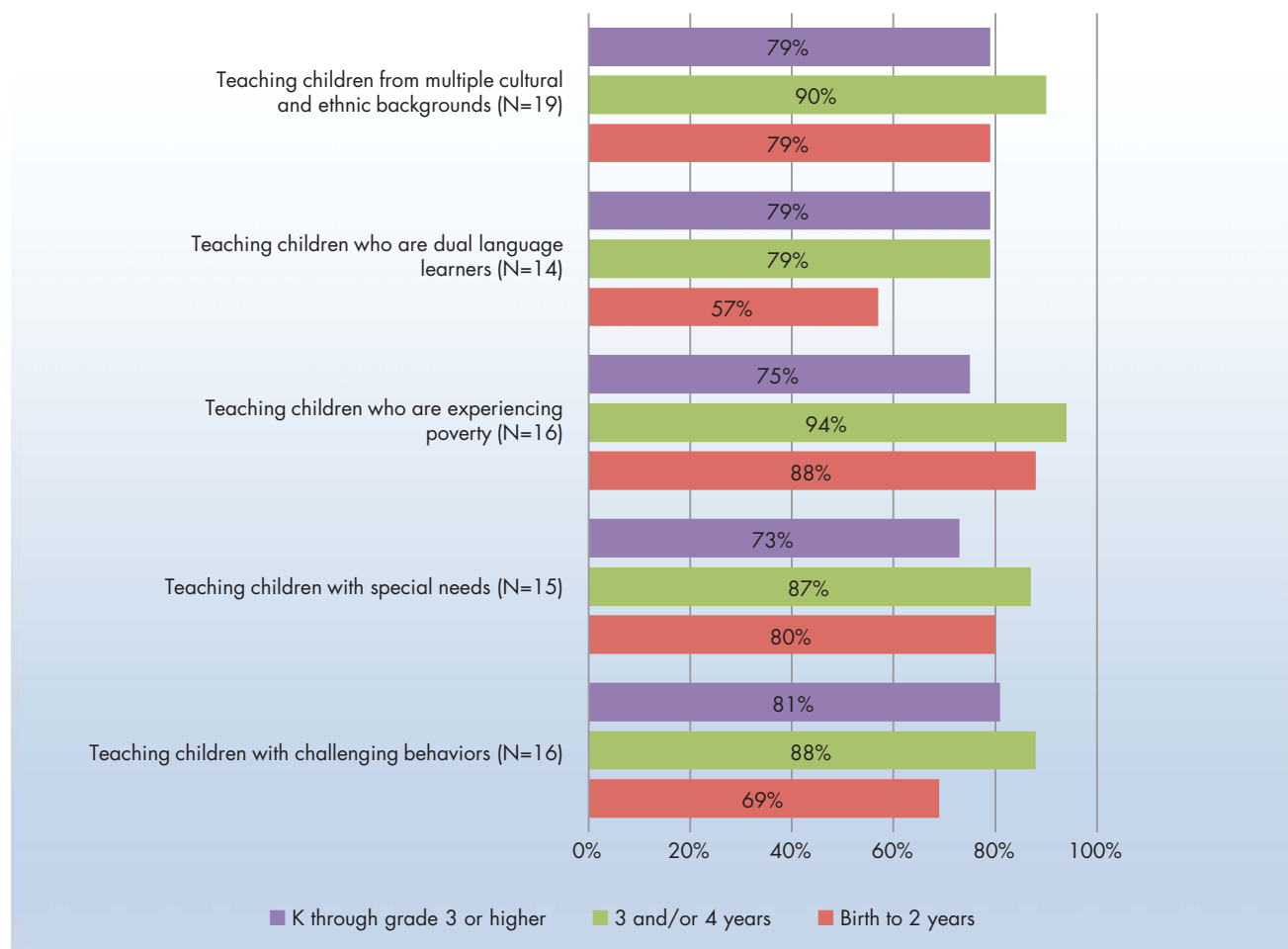
Figure 17F: Age Group Focus of Coursework on Child Development and Learning, as Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Teaching Diverse Child Populations

Between 14 and 19 respondents (70 to 95 percent) reported teaching topics related to teaching diverse child populations. The age group focus of the content varied by topic, though faculty members typically reported focusing this content more on preschool-age children than on infants and toddlers or elementary school children.

Figure 18F: Age Group Focus of Coursework on Teaching Diverse Child Populations, as Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Teaching children from multiple cultural and ethnic backgrounds (N=19)
- K through grade 3 or higher: 79%
- 3 and/or 4 years: 90%
- Birth to 2 years: 79%

Teaching children who are dual language learners (N=14)
- K through grade 3 or higher: 79%
- 3 and/or 4 years: 79%
- Birth to 2 years: 57%

Teaching children who are experiencing poverty (N=16)
- K through grade 3 or higher: 75%
- 3 and/or 4 years: 94%
- Birth to 2 years: 88%

Teaching children with special needs (N=15)
- K through grade 3 or higher: 73%
- 3 and/or 4 years: 87%
- Birth to 2 years: 80%

Teaching children with challenging behaviors (N=16)
- K through grade 3 or higher: 81%
- 3 and/or 4 years: 88%
- Birth to 2 years: 69%

■ K through grade 3 or higher   ■ 3 and/or 4 years   ■ Birth to 2 years

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Teaching Skills in Early Childhood Settings

Between 17 and 18 respondents (85 to 90 percent) reported teaching topics related to teaching skills in early childhood settings. These faculty members were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

Figure 19F: Age Group Focus of Coursework on Teaching Skills in Early Childhood Settings, as Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

All 20 respondents reported teaching topics related to community, family and policy. The age group focus of the content varied by topic, though faculty members typically reported focusing this content more on preschool-age children than on infants and toddlers or elementary school children
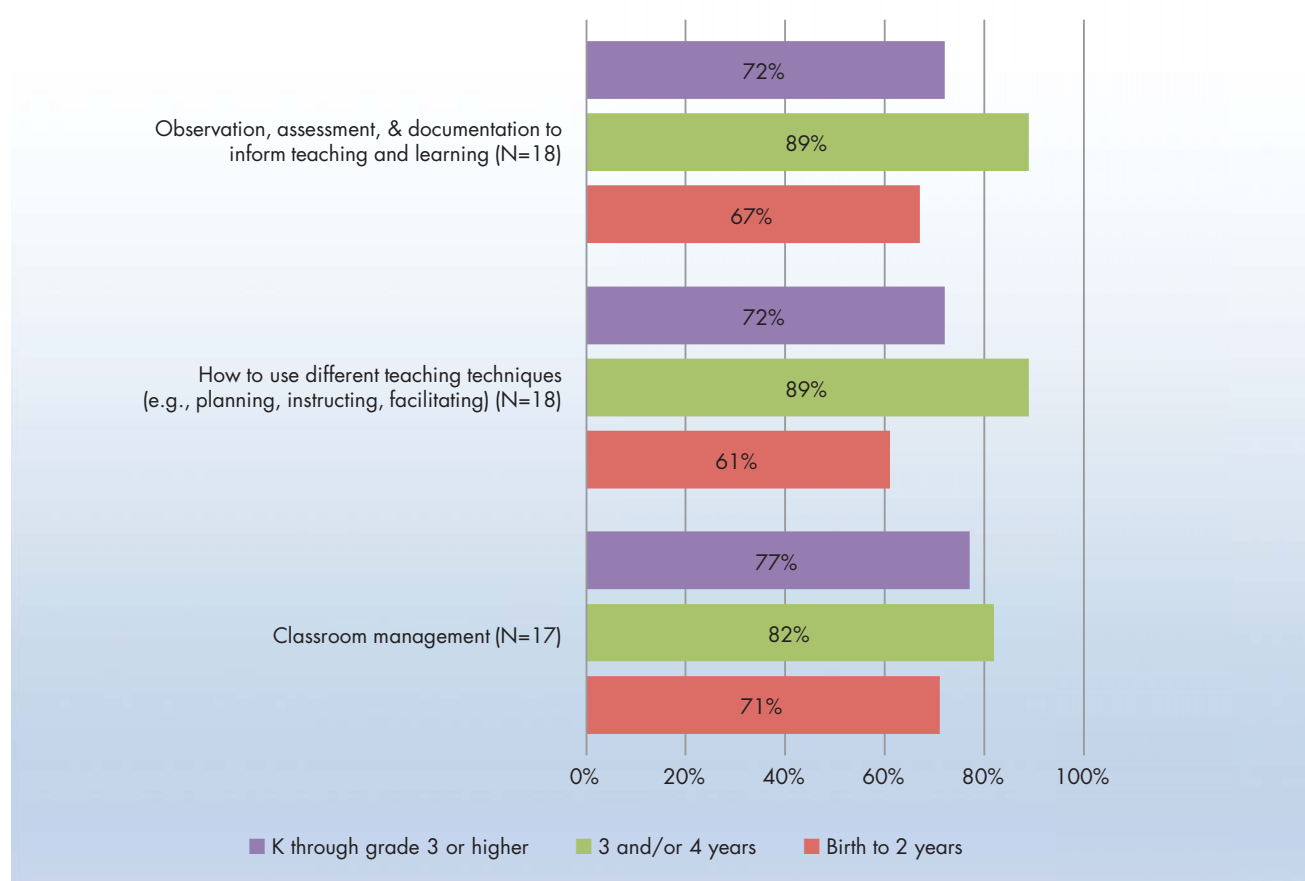
Figure 20F: Age Group Focus of Coursework on Community, Family and Policy, as Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Working with families (N=19)
- 84%
- 100%
- 84%

Utilizing community resources (N=16)
- 75%
- 94%
- 75%

The early childhood system, advocacy, and public policy (N=15)
- 67%
- 80%
- 73%

Building relationships with other teachers and/or early childhood professionals (N=14)
- 79%
- 79%
- 64%

■ K through grade 3 or above   ■ Preschool Programs   ■ Infant/toddler Programs
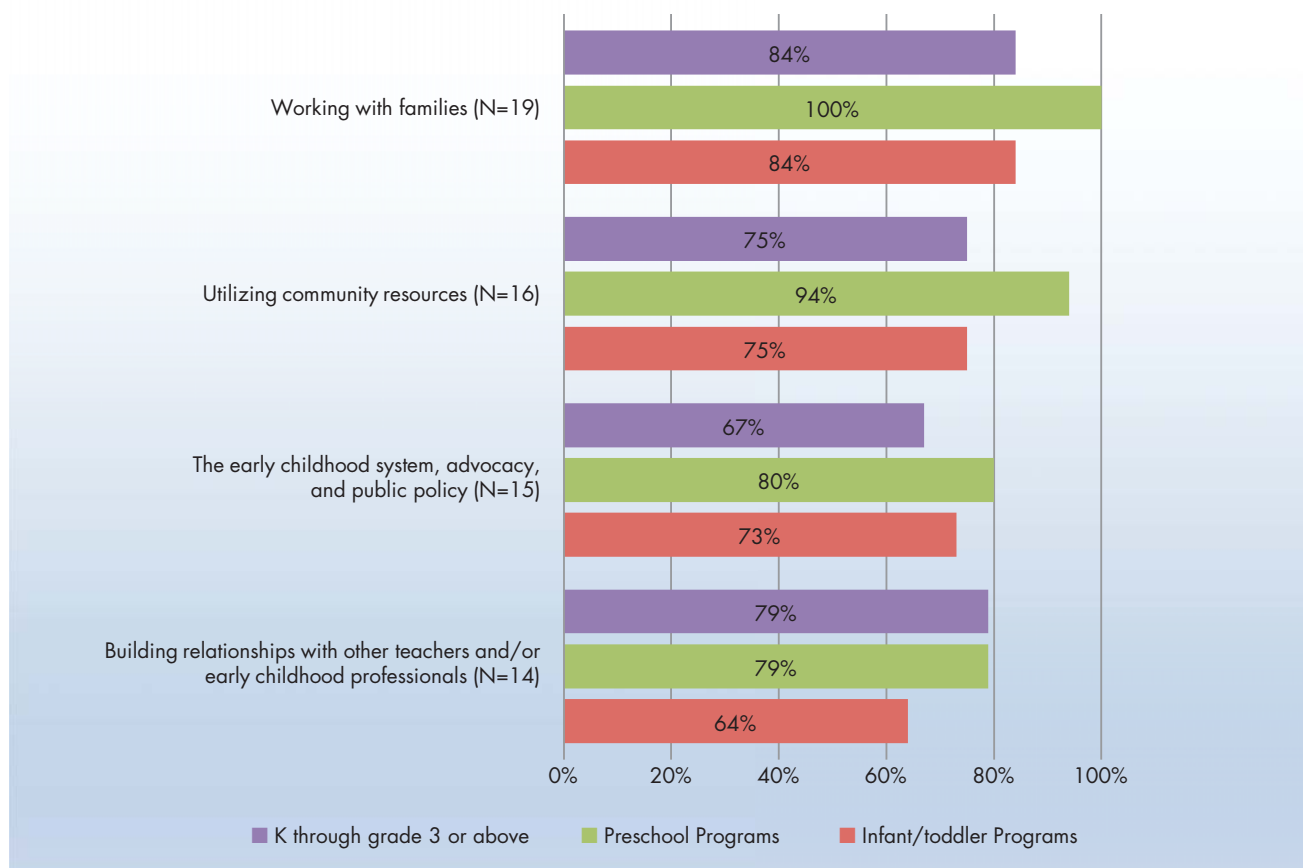
Teaching and Curriculum

Respondents were less likely to report teaching coursework in certain topics related to teaching and curriculum, including teaching art skills to children.

Figure 21F: Teaching and Curriculum Coursework Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Supporting children's social development	95%
Implementing integrated curriculum	85%
Using play in the curriculum	85%
Teaching literacy skills to children	75%
Supporting and extending children's physical skills	75%
Teaching science skills to children	65%
Teaching social studies to children	60%
Teaching math skills to children	60%
Teaching art to children	55%

N=20

When respondents did report teaching coursework related to teaching and curriculum, the age-group focus of the content varied by topic, although faculty members typically reported focusing this content more on preschool-age children than on infants and toddlers. In the topic areas of teachi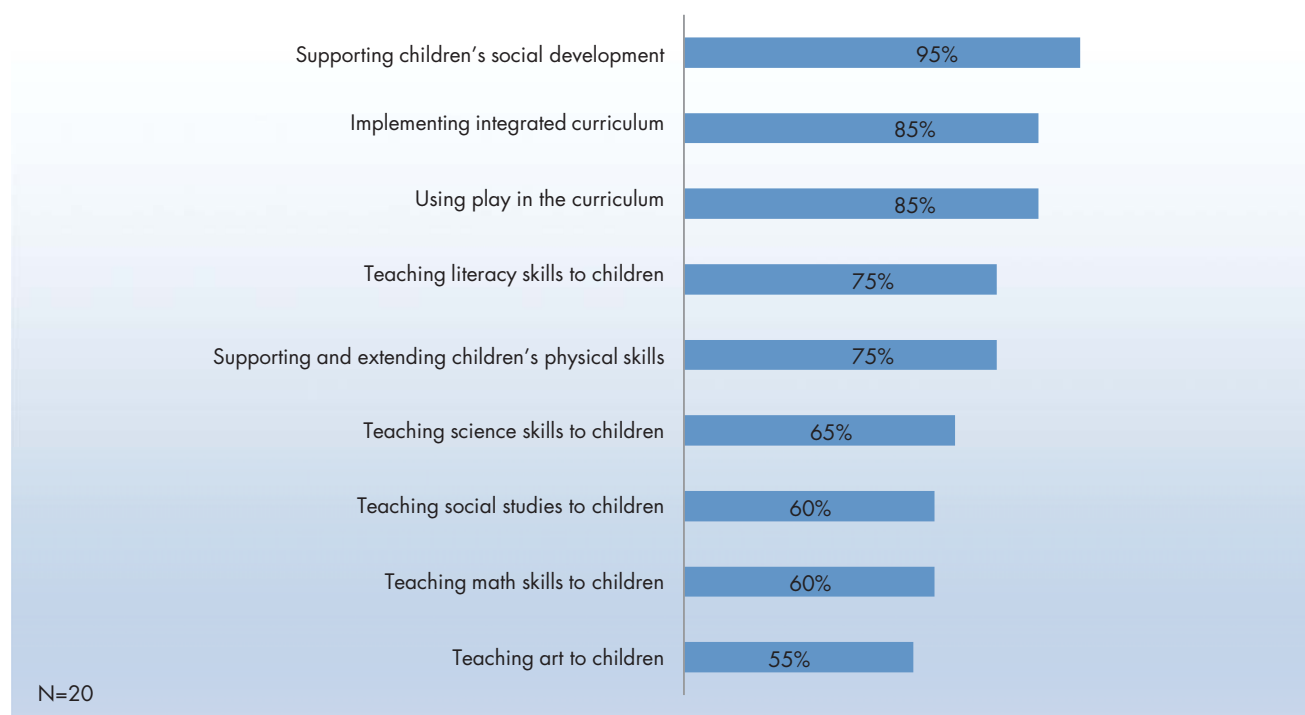ng science, math and social studies skills to children, respondents reported focusing this content more on elementary school children

Figure 22F: Age Group Focus of Coursework on Teaching and Curriculum, as Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

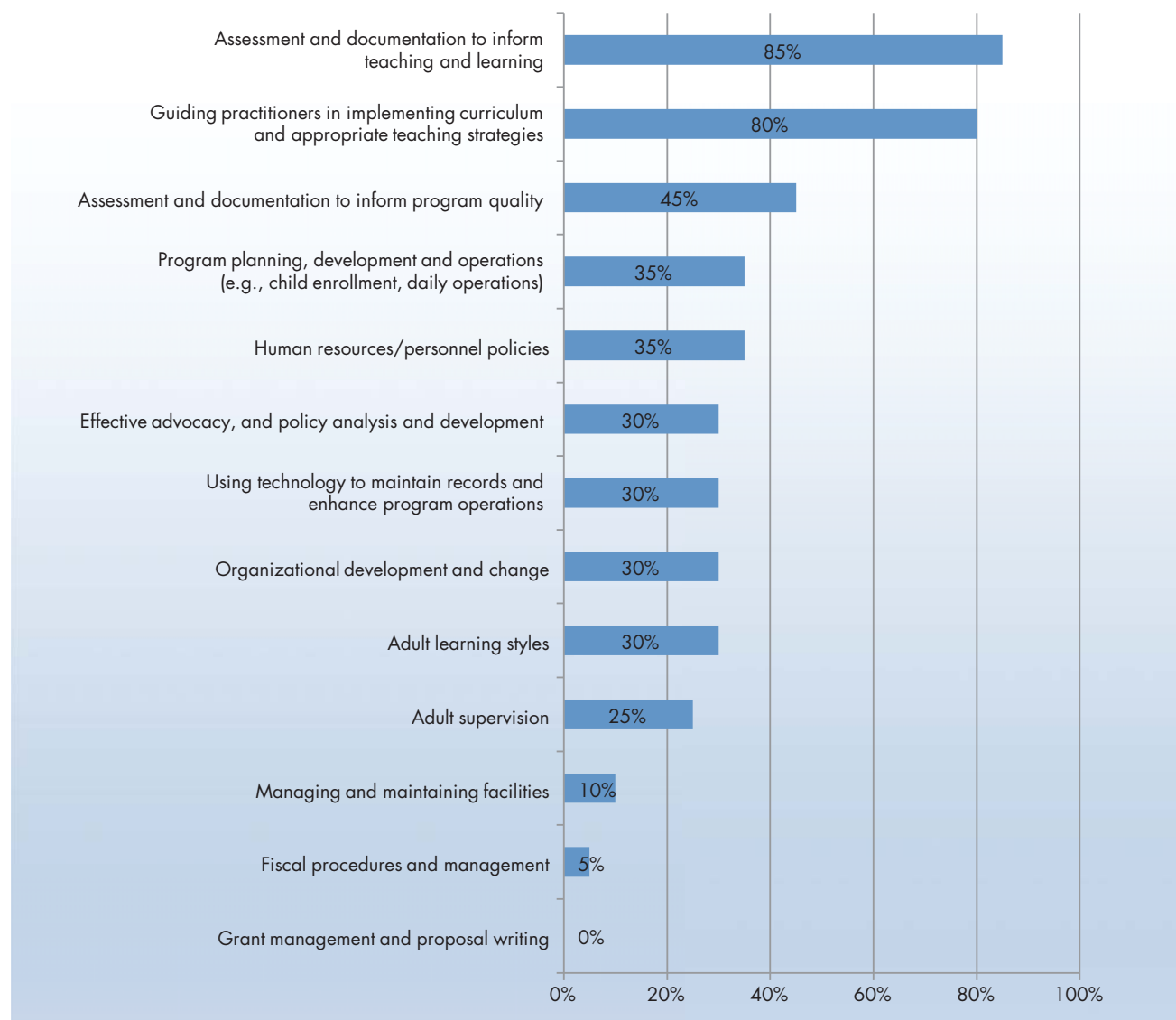Supporting children's social development (N=19)
- K through grade 3 or higher: 79%
- 3 and/or 4 years: 95%
- Birth to 2 years: 90%

Implementing integrated curriculum (N=17)
- K through grade 3 or higher: 77%
- 3 and/or 4 years: 94%
- Birth to 2 years: 77%

Using play in the curriculum (N=17)
- K through grade 3 or higher: 71%
- 3 and/or 4 years: 83%
- Birth to 2 years: 88%

Teaching literacy skills to children (N=15)
- K through grade 3 or higher: 80%
- 3 and/or 4 years: 87%
- Birth to 2 years: 67%

Supporting and extending children's physical skills (N=15)
- K through grade 3 or higher: 73%
- 3 and/or 4 years: 93%
- Birth to 2 years: 87%

Teaching science skills to children (N=13)
- K through grade 3 or higher: 85%
- 3 and/or 4 years: 77%
- Birth to 2 years: 39%

Teaching social studies to children (N=12)
- K through grade 3 or higher: 83%
- 3 and/or 4 years: 75%
- Birth to 2 years: 33%

Teaching math skills to children (N=12)
- K through grade 3 or higher: 83%
- 3 and/or 4 years: 75%
- Birth to 2 years: 42%

Teaching art to children (N=11)
- K through grade 3 or higher: 55%
- 3 and/or 4 years: 100%
- Birth to 2 years: 55%

■ K through grade 3 or higher   ■ 3 and/or 4 years   ■ Birth to 2 years

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Early Childhood Administration and Leadership

Respondents were less likely to report teaching coursework in topics related to administration and leadership. Seven of the 13 topics listed in the Inventory were taught by less than one-third of the faculty, and one topic, "grant management and proposal writing," was not taught by any faculty members.
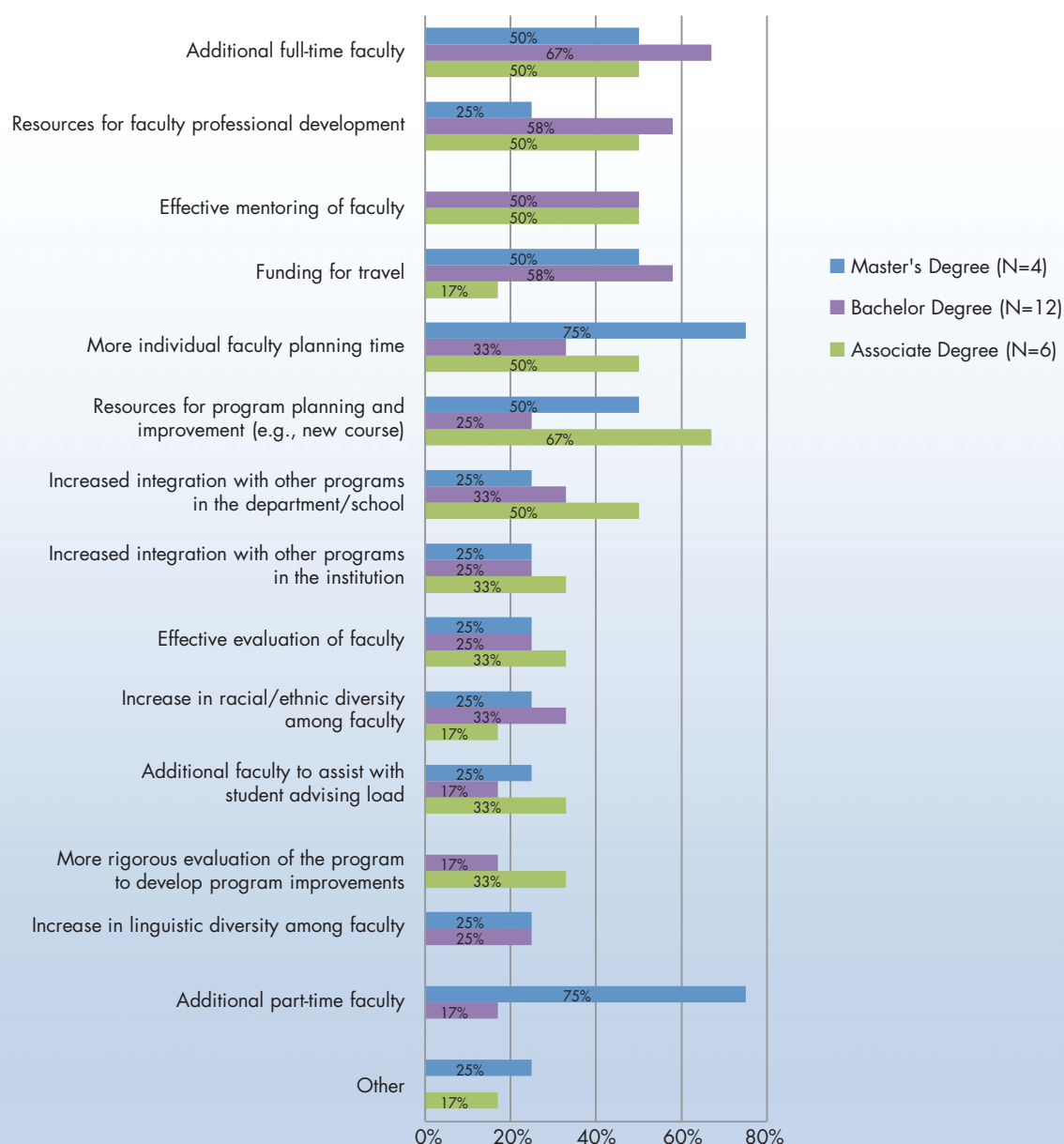
Figure 23F: Administration and Leadership Coursework Taught by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

Topic	Percentage
Assessment and documentation to inform teaching and learning	85%
Guiding practitioners in implementing curriculum and appropriate teaching strategies	80%
Assessment and documentation to inform program quality	45%
Program planning, development and operations (e.g., child enrollment, daily operations)	35%
Human resources/personnel policies	35%
Effective advocacy, and policy analysis and development	30%
Using technology to maintain records and enhance program operations	30%
Organizational development and change	30%
Adult learning styles	30%
Adult supervision	25%
Managing and maintaining facilities	10%
Fiscal procedures and management	5%
Grant management and proposal writing	0%

VI. Additional Resources Needed for Improving Early Childhood Degree Programs, as Reported by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory

❖ All 20 respondents (100 percent) reported that additional resources were needed in order to improve the early childhood degree program at their college or university.

✔ The resources most frequently reported as needed were "additional full-time faculty" (reported by 12 respondents, or 60 percent) and "resources for faculty professional development" (reported by 11 respondents, or 55 percent).

✔ Although ethnic/racial and language diversity among the faculty was limited, just five respondents (25 percent) reported that increasing the racial/ethnic diversity of faculty was needed, and three respondents (15 percent) reported that increasing the linguistic diversity of faculty was needed.

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Figure 24F: Additional Resources Needed for the Early Childhood Degree Program Reported by Faculty Participating in the Rhode Island Early Childhood Higher Education Inventory, by Degree Program

Legend:
- Master's Degree (N=4)
- Bachelor Degree (N=12)
- Associate Degree (N=6)

Additional full-time faculty: 50%, 67%, 50%
Resources for faculty professional development: 25%, 58%, 50%
Effective mentoring of faculty: 50%, 50%
Funding for travel: 50%, 58%, 17%
More individual faculty planning time: 75%, 33%, 50%
Resources for program planning and improvement (e.g., new course): 50%, 25%, 67%
Increased integration with other programs in the department/school: 25%, 33%, 50%
Increased integration with other programs in the institution: 25%, 25%, 33%
Effective evaluation of faculty: 25%, 25%, 33%
Increase in racial/ethnic diversity among faculty: 25%, 33%, 17%
Additional faculty to assist with student advising load: 25%, 17%, 33%
More rigorous evaluation of the program to develop program improvements: 17%, 33%
Increase in linguistic diversity among faculty: 25%, 25%
Additional part-time faculty: 75%, 17%
Other: 25%, 17%

Discussion and Recommendations

Recommendation 1:

Efforts should be made to expand the focus of early childhood higher education degree program content to include a greater emphasis on infant and toddlers, particularly at the associate and bachelor's degree levels. All degree programs might consider hiring additional faculty who have this content expertise and have previous experience with this age group and content, and/or providing relevant professional development for current faculty.

Previous research exploring the academic content of different approaches to early childhood teacher education has identified insufficient attention to understanding and working with children under the age of five (Maxwell, Lim, & Early, 2006; Ray, Bowman, & Robbins, 2006; Whitebook, Bellm, Lee, & Sakai, 2005). While Rhode Island early childhood higher education degree programs have incorporated a comprehensive focus on preschool-age children (three and/or four year olds), and a focus on infants and toddlers in many content areas, gaps exist with respect to particular areas of course content—primarily related to teaching children foundational concepts in math, science, and art—and student field experiences focused on infants and toddlers. Given the growth of research evidence on the importance of the first three years in lifelong learning and well-being, and the expansion of state and federal early learning programs for this age group through home visiting, Early Head Start and child care, the need for expertise in working with infants and toddlers cannot be underestimated. Further underscoring this need to adapt teacher preparation programs, research indicates that although the youngest children are capable of developing skills related to mathematical understanding, current programs are primarily focused on literacy and children's social-emotional development (National Research Council, 2009).

Rhode Island early childhood degree programs and faculty do report a level of focus on infants and toddlers comparable to that of preschool and early elementary school children across many course content areas, suggesting that with appropriate professional development and other resources, these programs could expand their course content to cover the entire age spectrum of young children more robustly.

Recommendation 2:

Efforts should be made to improve student field experiences by establishing rigorous criteria for selecting field sites. In addition, higher education degree programs should engage with potential clinical sites in the community to expand and strengthen field placement experiences, with particular attention to increasing the availability of experiences with infants and toddlers, and designing experiences to reflect the varied needs of the student population.

The National Council for Accreditation of Teacher Education (NCATE) has issued recommendations calling for a greater emphasis on clinical practice in teacher education programs, as a key strategy for improving effective practice among P–12 teachers (National Council for Accreditation of Teacher Education, 2010). NCATE also recommends establishing rigorous criteria for the preparation, selection and evaluation of cooperating teachers. Rhode Island degree programs varied in their responses to questions about field experiences; some programs reported site selection criteria related to quality, while others did not. Additionally, not all programs reported selection criteria for cooperating teachers. Following NCATE recommendations, all degree programs should develop strategies to implement rigorous criteria for site and cooperating teacher selection. NCATE further recommends stronger partnerships among higher

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education degree programs and potential clinical sites as a way to expand and strengthen field placement experiences. Stronger partnerships can serve as the basis for designing field experiences that include the full early childhood age range from infants through grade 3, and that meet the varied needs of students who are pre-service teachers and those who are currently working in early childhood settings. NCATE further recommends stronger partnerships among higher education degree programs and potential clinical sites as a way to expand and strengthen field placement experiences.

Recommendation 3:

Efforts should be made to expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty.

Despite the fundamental importance of early care and education practitioners in the lives of young children and their families, the early childhood profession is seriously hampered by a shortage of training and educational opportunities to develop and nurture a diverse and well-prepared cadre of leaders (Goffin & Washington, 2007; Whitebook & Austin, 2009; Ryan & Whitebook, 2012). This is evidenced in Rhode Island by limited coursework focused on early childhood administration and leadership, and limited faculty experience in teaching related topics. In addition, the demographics of the faculty participating in the Inventory indicate a teacher educator workforce that does not reflect the growing diversity of adult students or the children in early care and education programs. Research indicates that a more diverse faculty leads to greater focus on diversity in the coursework (Maxwell, Lim, & Early, 2006; Ray, Bowman, & Robbins, 2006; Whitebook, Bellm, Lee, & Sakai, 2005). As Rhode Island, like many states, grapples with school readiness and student achievement gaps that exist between different racial and linguistic groups, efforts to diversify faculty can help fulfill recent recommendations that Rhode Island expand the number of early childhood educators who have the skills and experience to support disadvantaged children, particularly those who are English language learners (Rhode Island Kids Count, 2013).

Recommendation 4:

Targeted professional development should be made available, to strengthen the capacity of existing faculty to meet the needs of a diverse student body and to develop curricula that reflect evolving teaching and learning modalities for adult learners and children.

The majority of Rhode Island faculty who participated in the Inventory reported that it would be helpful to have additional knowledge or training related to teaching linguistically, culturally, ethnically, and economically diverse college students, as well as in teaching practitioners to work with children who are dual language learners. Although efforts to expand and diversify the teacher educator workforce are critical (see Recommendation 3), simultaneous efforts should also be undertaken to support existing faculty in working effectively with the current student population. The majority of faculty respondents also indicated that it would be helpful to acquire additional knowledge or training related to using technology to promote adult learning and to teaching practitioners to use technology with children.

Recommendation 5:

Engaging early childhood degree programs in discussions of strategies and needed supports to align course content with the Rhode Island Workforce Knowledge and Competencies for Early Educators would facilitate consistency across degree programs, and between the teacher educator community and the greater early childhood field, both of which seek to improve teacher practice.

Rhode Island, like most states (CSCCE, 2008), has developed core knowledge and competencies for its early care and education workforce. These competencies serve to establish uniform expectations about what practitioners need to know and be able to do, regardless of work setting or funding source. Rhode Island's higher education degree programs vary in the degree to which they have aligned their program content with the competencies, with some institutions in the planning phase and others having already approved, although not yet implemented, new content. To facilitate alignment with the competencies, the Rhode Island Department of Education should collaborate with degree programs to identify the resources needed to align and integrate these competencies into courses of study. This effort could also serve to identify areas in which faculty professional development or additional expertise is needed.

Recommendation 6:

Faculty members who teach in early childhood degree programs should be required to participate in the Rhode Island Workforce Registry, a database being developed for early childhood professionals in the state. As Rhode Island plans for the implementation of the Registry in 2015, planners should determine how to include early childhood degree program faculty as participants.

Individual faculty members are best able to provide information about their demographic characteristics, academic background, early childhood-specific preparation, ongoing professional development, and applied experiences. Previous research about teacher educators has typically been provided through program deans or coordinators, who often do not have the most accurate and current information about their colleagues (Whitebook et al., 2012). Although the Inventory attempted to improve upon this methodology by collecting information from individual faculty members, survey methodology does not lend itself to building a comprehensive database of the teacher educator workforce. First, a survey provides only a point-in-time picture, and we know that change among faculty is common, particularly among those in adjunct and part-time teaching positions. Secondly, a point-in-time survey does not permit an assessment of ongoing professional development needs and experiences. Finally, adequate resources are typically not available to attain the very high response rate needed to allow for generalizing faculty module findings to the full universe of early childhood faculty in a state. Only an ongoing administrative database such as the Workforce Registry would allow stakeholders to assess the current landscape and to measure progress toward securing a more diverse teacher educator workforce with the necessary qualifications, professional development, and experience.

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Appendix 1: The Rhode Island Early Childhood Higher Education Inventory Methodology

Mapping Module

During the fall of 2012, CSCCE obtained a list of institutions of higher education offering early childhood degrees from the Rhode Island Department of Education. This list identified four institutions of higher education offering an early childhood degree program, and included names and contact information for key informants at each institution.

We conducted an extensive web search of these colleges and universities to identify:

- Early childhood degrees offered;
- Departments in which early childhood degree programs were housed;
- Certificates and other programs offered; and
- Additional contact information for the dean, program coordinator, and faculty.

We then attempted to contact, via telephone, the identified deans or program coordinators to verify the information gathered through the websites. We were able to confirm the information with all of the identified colleges and universities. Table A2-1 displays the early childhood degrees offered by the institutions of higher education offering such degrees.

Program Module

Sample Development

During the telephone call with program deans or coordinators, CSCCE identified the appropriate person to respond to the Program Module of the Inventory. We then asked the appropriate respondent whether he or she was willing to participate. All of the colleges agreed to participate. If the college or university offered more than one early childhood degree, or if a degree had multiple options or endorsements, we asked the respondent to determine whether it was appropriate to complete one Program Module, or whether it was necessary to complete a Program Module for each degree or option/endorsement. Each college or university in the sample completed no more than one program module for each degree. These decisions were typically based on the degree of similarity in course content for the various options or endorsements within the degree program or between the degrees.

The final sample for the Program Module sample included one community college offering one associate degree, and three four-year and graduate-level colleges and universities offering four bachelor's degrees and two master's degrees.

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Data Collection

At the completion of the phone call, each dean or coordinator received an official letter from the Rhode Island Early Learning Council describing the Inventory and encouraging participation in it. Between November 19 and December 19, 2012[1], we emailed each respondent the link to the Program Module, an online survey using the Survey Monkey software. Reminders were sent to the respondents on a weekly basis through December 19, 2012.

The program module included closed-ended questions focusing on the following topics:

❖ Goal of the early childhood degree program related to training students for specific job roles and early childhood settings.

❖ Program content and age group focus. Respondents were asked to indicate whether topics within the following categories were required in order for students to complete the degree program. For each topic, the respondent was also asked to indicate whether the coursework focused on infants and toddlers (birth through two years), preschoolers (three through four years), or children in grades K-3 or higher.

  ✔ Child Development and Learning

  ✔ Teaching Diverse Child Populations

  ✔ Teaching and Curriculum

  ✔ Teaching Skills in Early Childhood Settings

  ✔ Community, Family, and Policy

  ✔ Early Childhood Administration and Leadership (asked if offered, not required).

❖ Status of coursework alignment with the domains of the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators. For each topic, we asked the respondent to indicate whether new coursework was approved to be implemented at a future date, submitted for approval, in the planning phase, currently covered, or not covered/no changes planned.

  ✔ Health, Safety and Wellness

  ✔ Family Engagement

  ✔ Development and Learning

  ✔ Curriculum

  ✔ Observation and Assessment

❖ Coursework alignment and degree program articulation:

  ✔ Rhode Island early childhood certificates

  ✔ Child Development Associate (CDA) certificate

❖ Strategies to assess student competencies

❖ Clinical experiences for students, i.e., student teaching and/or practicum experiences:

  ✔ Timing and duration

  ✔ Age group focus (infant, preschool, early elementary)

  ✔ Supervision: who supervises, criteria for selecting cooperating teachers at the site, resources for cooperating teachers

  ✔ Field sites: criteria for selection, relationship with college or university

  ✔ Differences in experiences for pre-service and experienced teachers

❖ Student population

  ✔ Target: Pre-service teachers, experienced teachers

  ✔ Number of students enrolled, and number attaining degrees

  ✔ Available student services

❖ Challenges facing the degree program.

Response Rate

Each of the four colleges offering early childhood degrees agreed to participate in the Program Module. These four colleges offered one associate degree, four bachelor's degrees, and two master's degrees. Data were collected from all seven degree programs. (Table A1-1).

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[1] One program took several weeks to contact, and was sent the link on the last day of outreach. This program required no additional follow-up to complete the Program Module.

Table A1-1. Response Rate for the Program Module of the Rhode Island
Early Childhood Higher Education Inventory

Degree	Number of Institutions (duplicated count)	Number of Degrees Offered	Number of Responses	Response Rate
Associate	1	1	1	100%
Bachelor's	3	4	4	100%
Master's	1	2	2	100%
TOTAL		7	7	100%

Data Analysis

Using SPSS (Statistical Package for the Social Sciences 20.0), we computed frequencies for all questions, for both the entire sample and for each degree program (associate, bachelor's, master's). One bachelor's degree program was ending in the academic year when it was surveyed. Frequencies for the entire sample were run with and without this degree program. Because of the small sample size, we did not test for significance for the differences among the degree programs.

Faculty Module

Sample Development

During the telephone conversation with the dean or program coordinator described above, we requested a list of names and email addresses for all full- and part-time/adjunct faculty teaching in the early childhood degree program. All colleges sent CSCCE a faculty list, and these names served as the sample for the faculty module. If the dean or coordinator also taught in the early childhood program, he or she was also included in the faculty module sample. The final sample included 36 faculty members, 13 teaching in community colleges and 23 in four-year and graduate colleges or universities.

Data Collection

Each faculty member received an official letter from the Rhode Island Early Learning Council describing the Inventory and encouraging participation in it. On November 20, 2012, we emailed each respondent the link to the Faculty Module, an online survey using the Survey Monkey software. Reminders were sent to the respondents on a weekly basis through the data collection period, which ended on February 15, 2013.

The Faculty Module included closed-ended questions focusing on the following topics:

❖ Current employment
  ✔ Faculty status
  ✔ Primary responsibility
  ✔ Number of courses taught in a typical year
  ✔ Number of students advised in a typical year
  ✔ Primary teaching focus
  ✔ Age-group expertise

❖ Current teaching expertise. Respondents were asked to indicate whether, within the past two years, they had taught topics within the following categories. For each topic, respondents were also asked to indicate whether the coursework focused on infants and toddlers, preschoolers, or children in grades K-3 or higher.
  ✔ Child Development and Learning
  ✔ Teaching Diverse Child Populations
  ✔ Teaching and Curriculum
  ✔ Teaching Skills in Early Childhood Settings
  ✔ Community, Family, and Policy

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✔ Early Childhood Administration and Leadership (asked if offered, not required)

❖ Professional development and experience in the early childhood field

✔ Professional development experiences in the past three years

✔ Professional roles in the past 10 years

✔ Additional professional development that would be helpful

❖ Resources that would be helpful to the degree program

❖ Demographics and educational background

✔ Highest level of education

✔ Credits in early childhood/child development

✔ Gender

✔ Race/ethnicity

✔ Age

✔ Language capacity

Data Analysis

Using SPSS (Statistical Package for the Social Sciences 20.0), we computed frequencies for all questions, for both the entire sample and for each degree program (associate, bachelor's, master's). f faculty members reported that they taught in more than one degree program at their institution, they were included in the analysis for each degree program in which they taught. Because of the small sample size, we did not test for significance for the differences among the degree programs.

Table A1-2. Response Rate for the Faculty Module of the Rhode Island
Early Childhood Higher Education Inventory

Degree	Number of Faculty in Sample	Non-deliverable	Eligible Sample	Eligible Reponses	Response Rate
Associate faculty	13	0	13	6	46%
Four-year/ graduate faculty	23	0	23	14	61%
TOTAL	36	0	36	20	55%

Appendix 2: The Rhode Island Early Childhood Higher Education Inventory Mapping and Program Modules
SUPPLEMENTAL TABLES

Table A2-1. Early Childhood Degree Programs in Rhode Island

Name of IHE	A.A Degree	
Community College of Rhode Island	Early Childhood Education and Child Development	

Name of IHE	B.A. Degree	B.S. Degree
Rhode Island College	Early Childhood Education*	Early Childhood Education
Salve Regina University		Early Childhood Education
University of Rhode Island		Human Development and Family Studies, Concentration in Early Childhood Education

Name of IHE	Master's Degree in Education
Rhode Island College	(1) Early Childhood Education (2) Early Childhood Special Education

*This program ended in the 2012-2013 academic year and was excluded from all analysis, with the exception of the narrative provided in relation to the alignment of content to the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators.

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Table A2-2. Child Development and Learning: Age Group Focus

If topic required for the degree program, age group focus of the coursework

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Knowledge about children's development in different domains (e.g., language development, cognitive development)			
Birth to 2	1	2	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Development of children's early literacy skills			
Birth to 2	1	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Development of children's mathematical and scientific understandings			
Birth to 2	1	0	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Understanding the effects of culture, gender, class, and race on child development			
Birth to 2	1	2	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Child development theory and its relationship to teaching			
Birth to 2	1	2	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Understanding the effects of disability on child development			
Birth to 2	1	2	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2

Table A2-3. Teaching Diverse Child Populations: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Teaching children who are experiencing poverty			
Birth to 2	n/a	2	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	not required	3	2
Teaching children with challenging behaviors			
Birth to 2	n/a	2	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	not required	3	2
Teaching children with special needs			
Birth to 2	1	2	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	*1*	*3*	*2*
Teaching children from multiple cultural and ethnic backgrounds			
Birth to 2	n/a	2	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	*not required*	*3*	*2*
Teaching children who are dual language learners			
Birth to 2	n/a	2	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	not required	3	2

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Table A2-4. Teaching and Curriculum: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Teaching math skills to children			
Birth to 2	0	0	1
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Teaching science skills to children			
Birth to 2	0	0	1
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Teaching literacy skills to children			
Birth to 2	1	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Teaching art to children			
Birth to 2	1	0	2
3 to 4 years	1	2	2
K-3 or above	1	2	2
N	1	2	2
Teaching social studies to children			
Birth to 2	0	0	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Using play in the curriculum			
Birth to 2	1	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Supporting and extending children's physical skills			
Birth to 2	1	1	2
3 to 4 years	1	3	2
K-3 or above	1	2	2
N	1	3	2

Table A2-4. Teaching and Curriculum: Age Group Focus (continued)

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Supporting children's social development			
Birth to 2	1	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Implementing integrated curriculum			
Birth to 2	0	0	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2

Table A2-5. Teaching Diverse Child Populations: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Classroom management			
Birth to 2	0	1	1
3 to 4 years	1	3	2
K-3 or above	0	3	2
N	1	3	2
Observation, assessment, and documentation to inform teaching and learning			
Birth to 2	0	1	2
3 to 4 years	1	3	2
K-3 or above	0	3	2
N	1	3	2
How to use different teaching techniques (e.g. planning, instruction, facilitating)			
Birth to 2	0	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2

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Table A2-6. Family, Community and Policy: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Building relationships with other teachers and/or early childhood professionals			
Birth to 2	n/a	1	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	not required	3	2
The early childhood system, advocacy, and public policy			
Birth to 2	n/a	1	2
3 to 4 years	n/a	3	2
K-3 or above	n/a	3	2
N	not required	3	2
Working with families			
Birth to 2	0	1	2
3 to 4 years	1	3	2
K-3 or above	0	3	2
N	1	3	2
Utilizing community resources			
Birth to 2	0	1	2
3 to 4 years	1	3	2
K-3 or above	0	3	1
N	1	3	2

Table A2-7. Early Childhood Administration and Leadership: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Guiding practitioners in implementing curriculum and appropriate teaching strategies			
Birth to 2	0	1	2
3 to 4 years	1	3	2
K-3 or above	1	3	2
N	1	3	2
Assessment and documentation to inform teaching and learning			
Birth to 2	0	1	2
3 to 4 years		1	3
K-3 or above	1	3	2
N	1	3	2
Assessment and documentation to inform program quality			
Birth to 2	*0*	*0*	*2*
3 to 4 years	*1*	*2*	*2*
K-3 or above	*1*	*2*	*2*
N	*1*	*2*	*2*
Human resources/personnel policies			
Birth to 2	n/a	n/a	1
3 to 4 years	n/a	n/a	1
K-3 or above	n/a	n/a	1
N	not offered	not offered	1
Adult supervision			
Birth to 2	n/a	n/a	1
3 to 4 years	n/a	n/a	2
K-3 or above	n/a	n/a	2
N	not offered	not offered	2
Adult learning styles			
Birth to 2	n/a	0	0
3 to 4 years	n/a	1	1
K-3 or above	n/a	1	1
N	not offered	1	1
Program planning, development, and operations			
Birth to 2	n/a	n/a	2
3 to 4 years	n/a	n/a	2
K-3 or above	n/a	n/a	2
N	*not offered*	*not offered*	*2*

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Table A2-7. Early Childhood Administration and Leadership: Age Group Focus (continued)

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Organizational development and change			
Birth to 2	n/a	n/a	1
3 to 4 years	n/a	n/a	1
K-3 or above	n/a	n/a	1
N	not offered	not offered	1
Using technology to maintain records and enhance program operations			
Birth to 2	n/a	0	0
3 to 4 years	n/a	2	1
K-3 or above	n/a	2	1
N	not offered	2	1
Grant management and proposal writing			
Birth to 2	n/a	n/a	n/a
3 to 4 years	n/a	n/a	n/a
K-3 or above	n/a	n/a	n/a
N	not offered	not offered	not offered
Fiscal procedures and management			
Birth to 2	n/a	n/a	n/a
3 to 4 years	n/a	n/a	n/a
K-3 or above	n/a	n/a	n/a
N	not offered	not offered	not offered
Managing and maintaining facilities			
Birth to 2	n/a	n/a	1
3 to 4 years	n/a	n/a	1
K-3 or above	n/a	n/a	1
N	not offered	not offered	1
Effective advocacy, and policy analysis and development			
Birth to 2	n/a	1	1
3 to 4 years	n/a	2	1
K-3 or above	n/a	2	1
N	not offered	2	1

Table A2-8. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Health, Safety, and Wellness

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Knowledge of state and federal regulations			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	1	1
Currently covered/no changes planned	0	2	0
Not covered/no changes planned	0	0	0
N	1	3	1
Safety and emergency procedures			
Approved new course content	0	0	0
New content submitted for approval	0	0	1
New content in planning phase	1	1	1
Currently covered/no changes planned	0	2	0
Not covered/no changes planned	0	0	0
N	1	3	1
Health			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	1	1
Currently covered/no changes planned	0	2	0
Not covered/no changes planned	0	0	0
N	1	3	1
Food and nutrition			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	1	1
Currently covered/no changes planned	0	2	0
Not covered/no changes planned	0	0	0
N	1	3	1

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Table A2-9. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Family Engagement

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Creating respectful, reciprocal relationships with families			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Engaging families in their children's development and learning			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Utilizing community resources to support families			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1

Table A2-10. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Development and Learning

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Child development			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Influences on development			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1

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Table A2-11. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Curriculum

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Content			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Process			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Teaching and facilitating			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Context			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Building meaningful curriculum			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1

Table A2-12. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Observation and Assessment

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Knowledge of early childhood assessment			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Conducting developmentally appropriate authentic assessments			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Conducting formal assessments			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Practicing responsible assessments			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Gathering assessment information from multiple sources using a variety of methods			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1

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Table A2-12. Coursework Alignment with the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators: Observation and Assessment (continued)

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Documenting assessment information			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Using assessment information in curriculum			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Communicating assessment information			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1

Table A2-13. Coursework Alignment with the Rhode Island Workforce Knowledge and
Competencies for Early Childhood Educators: Professionalism

If degree program reported, status of coursework alignment by degree level:

Domain	Associate Degree	Bachelor's Degree	Master's Degree
Foundations: Indentifying and involving oneself with the early care and education profession			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	1	1
Not covered/no changes planned	0	1	0
N	1	3	1
Ethical standards and professional guidelines			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Valuing diversity			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0
N	1	3	1
Advocating for children, families, and the profession			
Approved new course content	0	1	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	2	1
Not covered/no changes planned	0	0	0
N	1	3	1
Commitment to ongoing professional development			
Approved new course content	0	0	0
New content submitted for approval	0	0	0
New content in planning phase	1	0	0
Currently covered/no changes planned	0	3	1
Not covered/no changes planned	0	0	0

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Table A2-14. Timing of Student Field Experiences

If degree program requires the field experience:

Timing of field experience	Associate Degree	Bachelor's Degree	Master's Degree
When in course of study student teaching occurs			
First year of the degree program	n/a	0	0
Middle of the degree program	n/a	0	1
End of the degree program	n/a	3	0
N	not required	3	1
When in course of study first practicum occurs			
First year of the degree program	0	2	0
Middle of the degree program	0	1	1
End of the degree program	1	0	0
N	1	3	1

Table A2-15. Age Group Focus of Student Field Experiences

If degree program requires the field experience:

Age group focus of field experiences	Associate Degree	Bachelor's Degree	Master's Degree
Age group focus of student teaching			
Birth to two years-required	n/a	0	1
Birth to two years-optional	n/a	0	0
Birth to two years-not available	n/a	3	0
Three to four years-required	n/a	0	1
Three to four years-optional	n/a	2	0
Three to four years-not available	n/a	1	0
K-3 or higher-required	n/a	2	1
K-3 or higher-optional	n/a	1	0
K-3 or higher-not available	n/a	0	0
N	not required	3	1
Age group focus of practicum			
Birth to two years-required	0	1	0
Birth to two years-optional	1	0	1
Birth to two years-not available	0	2	0
Three to four years-required	0	3	0
Three to four years-optional	1	0	1
Three to four years-not available	0	0	0
K-3 or higher-required	0	3	0
K-3 or higher-optional	1	0	1
K-3 or higher-not available	0	0	0
N	1	3	1

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Table A2-16. Criteria for Selecting Student Teaching Sites

If degree program requires student teaching and has criteria for selecting student teaching sites:

Criteria for selecting student teaching site	Associate Degree	Bachelor's Degree	Master's Degree
Site Characteristics			
Location of site (e.g., proximity to college/university or student workplace)	n/a	1	1
Student currently works at the site	n/a	0	1
Site is at a professional development school	n/a	1	0
Site is a nationally accredited early childhood program	n/a	1	0
Site is at a college laboratory school	n/a	0	0
Observed quality rating of the site (e.g., ERS or part of a QRIS)	n/a	2	0
Child Characteristics			
Age of children served at the site	n/a	2	1
Children with disabilities served at the site	n/a	1	1
Demographic background of children served at the site	n/a	1	0
Other	n/a	1	0
N	not required	3	1

Table A2-17. Criteria for Selecting Practicum Sites

If degree program requires practicum experience and has criteria for selecting practicum sites:

Criteria for selecting practicum sites	Associate Degree	Bachelor's Degree	Master's Degree
Site Characteristics			
Location of site (e.g., proximity to college/university or student workplace)	1	1	1
Student currently works at the site	1	0	1
Site is at a professional development school	0	1	0
Site is a nationally accredited early childhood program	0	2	1
Site is at a college laboratory school	0	2	1
Observed quality rating of the site (e.g., ERS or part of a QRIS)	0	2	0
Child Characteristics			
Age of children served at the site	1	2	1
Demographic background of children served at the site	0	3	0
Children with disabilities served at the site	1	1	1
Other	0	0	0
N	1	3	1

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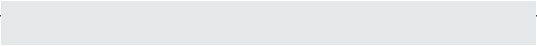
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Table A2-18. Criteria for Selecting Cooperating Teachers for Field Experiences

If degree program requires field experience and has criteria for selecting cooperating teacher:

Criteria for selecting cooperating teacher for field experiences	Associate Degree	Bachelor's Degree	Master's Degree
Criteria for selecting cooperating teacher for student teaching			
Cooperating teacher holds a RI state credential or equivalent	n/a	3	1
Cooperating teacher has experience working with student teachers	n/a	3	1
Cooperating teacher is a certified/certificated mentor or master teacher	n/a	3	1
Other	n/a	0	0
N	not required	3	1
Criteria for selecting cooperating teacher for practicum			
Cooperating teacher holds a RI state credential or equivalent	n/a	2	n/a
Cooperating teacher has experience working with practicum students	n/a	2	n/a
Cooperating teacher is a certified/certificated mentor or master teacher	n/a	2	n/a
Other	n/a	0	n/a
N	no criteria	2	no criteria

Table A2-19. Challenges Facing Early Childhood Degree Programs

If degree program faces any challenges:

Challenges facing early childhood degree programs	Associate Degree	Bachelor's Degree	Master's Degree
Lack of ability to recruit students	0	0	1
Lack of access to quality clinical experience sites	0	0	1
Inequitable distribution of resources compared to other programs in the institution	0	0	1
Lack of recognition of the value of early childhood from within the department or school	0	0	0
Lack of articulation between 2-year and 4-year college early childhood degree programs	0	0	1
Lack of articulation between 4-year college early childhood degree programs	0	1	2
Lack of ability to support students in completing the program	0	0	1
Lack of course content focused on children younger than age five	1	0	0
Lack of faculty expertise in teaching young children who are dual language learners	1	0	0
Lack of faculty expertise in math pedagogy for young children	0	0	0
Lack of faculty expertise in science pedagogy for young children	0	0	0
Lack of faculty expertise in the social/emotional development of young children	0	0	0
Lack of faculty experience with working with diverse populations of college students	0	0	0
Lack of faculty expertise in promoting literacy in young children	0	0	0
Lack of faculty expertise in teaching young children with special needs	1	0	0
Lack of faculty experience with working with diverse populations of young children	1	0	0
Other	0	0	0
N	1	1	2

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Appendix 3: The Rhode Island Early Childhood Higher Education Inventory Faculty Module

SUPPLEMENTAL TABLES

Table A3-1. Coursework Taught Related to Child Development and Learning: Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Knowledge about children's development in different domains (e.g., language development, cognitive development)			
Birth to 2	100%	83%	100%
3 to 4 years	83%	83%	75%
K-3 or above	50%	75%	50%
N	6	12	4
Development of children's early literacy skills			
Birth to 2	100%	70%	67%
3 to 4 years	100%	90%	100%
K-3 or above	50%	80%	33%
N	*6*	*10*	*3*
Development of children's mathematical and scientific understandings			
Birth to 2	50%	40%	33%
3 to 4 years	100%	80%	67%
K-3 or above	50%	100%	100%
N	4	10	3
Understanding the effects of culture, gender, class, and race on child development			
Birth to 2	83%	73%	50%
3 to 4 years	100%	82%	100%
K-3 or above	50%	91%	50%
N	6	11	4
Child development theory and its relationship to teaching			
Birth to 2	100%	82%	75%
3 to 4 years	100%	100%	100%
K-3 or above	50%	82%	50%
N	6	11	4
Understanding the effects of disability on child development			
Birth to 2	100%	70%	100%
3 to 4 years	75%	90%	67%
K-3 or above	50%	90%	33%
N	4	10	3

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Table A3-2. Teaching Diverse Child Populations: Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Teaching children who are experiencing poverty			
Birth to 2	100%	78%	100%
3 to 4 years	100%	89%	100%
K-3 or above	60%	89%	67%
N	5	9	3
Teaching children with challenging behaviors			
Birth to 2	100%	44%	75%
3 to 4 years	100%	78%	100%
K-3 or above	60%	100%	75%
N	5	9	4
Teaching children with special needs			
Birth to 2	100%	63%	100%
3 to 4 years	100%	75%	100%
K-3 or above	60%	88%	67%
N	5	8	3
Teaching children from multiple cultural and ethnic backgrounds			
Birth to 2	100%	67%	75%
3 to 4 years	100%	83%	100%
K-3 or above	60%	92%	75%
N	5	12	4
Teaching children who are dual language learners			
Birth to 2	67%	44%	100%
3 to 4 years	67%	78%	100%
K-3 or above	33%	100%	67%
N	3	9	3

Table A3-3. Teaching and Curriculum: Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Teaching math skills to children			
Birth to 2	75%	29%	0%
3 to 4 years	100%	71%	67%
K-3 or above	50%	100%	100%
N	4	7	3
Teaching science skills to children			
Birth to 2	75%	25%	0%
3 to 4 years	100%	75%	67%
K-3 or above	50%	100%	100%
N	4	8	3
Teaching literacy skills to children			
Birth to 2	80%	67%	50%
3 to 4 years	100%	89%	50%
K-3 or above	80%	78%	100
N	5	9	2
Teaching art to children			
Birth to 2	80%	33%	0%
3 to 4 years	100%	100%	100%
K-3 or above	40%	67%	100%
N	5	6	1
Teaching social studies to children			
Birth to 2	40%	29%	0%
3 to 4 years	80%	71%	100%
K-3 or above	60%	100%	100%
N	5	7	2
Using play in the curriculum			
Birth to 2	100%	80%	100%
3 to 4 years	80%	90%	75%
K-3 or above	80%	80%	50%
N	5	10	4

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Table A3-3. Teaching and Curriculum: Age Group Focus (continued)

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Supporting and extending children's physical skills			
Birth to 2	100%	71%	100%
3 to 4 years	100%	86%	100%
K-3 or above	50%	100%	75%
N	6	7	4
Supporting children's social development			
Birth to 2	100%	82%	100%
3 to 4 years	100%	91%	100%
K-3 or above	67%	91%	75%
N	6	11	4
Implementing integrated curriculum			
Birth to 2	80%	70%	75%
3 to 4 years	100%	90%	100%
K-3 or above	60%	90%	75%
N	5	10	4

Table A3-4. Teaching Skills in Early Childhood Settings: Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Classroom management			
Birth to 2	100%	44%	100%
3 to 4 years	83%	78%	100%
K-3 or above	50%	100%	75%
N	6	9	4
Observation, assessment, and documentation to inform teaching and learning			
Birth to 2	83%	60%	75%
3 to 4 years	100%	80%	100%
K-3 or above	50%	90%	75%
N	6	10	4
How to use different teaching techniques (e.g. planning, instruction, facilitating)			
Birth to 2	100%	40%	50%
3 to 4 years	100%	80%	100%
K-3 or above	50%	90%	75%
N	6	10	4

Table A3-5. Family, Community and Policy: Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Building relationships with other teachers and/or early childhood professionals			
Birth to 2	100%	50%	75%
3 to 4 years	100%	75%	75%
K-3 or above	50%	100%	75%
N	4	8	4
The early childhood system, advocacy, and public policy			
Birth to 2	80%	63%	100%
3 to 4 years	100%	75%	50%
K-3 or above	60%	88%	25%
N	5	8	4
Working with families			
Birth to 2	100%	73%	100%
3 to 4 years	100%	100%	100%
K-3 or above	67%	100%	75%
N	6	11	4
Utilizing community resources			
Birth to 2	83%	67%	100%
3 to 4 years	100%	89%	100%
K-3 or above	67%	89%	67%
N	6	9	3

Table A3-6. Early Childhood Administration and Leadership: Age Group Focus

If topic taught in past two years, age group focus of the coursework:[3]

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Guiding practitioners in implementing curriculum and appropriate teaching strategies			
Birth to 2	75%	60%	75%
3 to 4 years	75%	90%	100%
K-3 or above	50%	100%	75%
N	4	10	4
Assessment and documentation to inform teaching and learning			
Birth to 2	75%	46%	100%
3 to 4 years	100%	73%	100%
K-3 or above	75%	91%	75%
N	4	11	4

[3] Faculty members were asked to report on a total of 13 topics related to leadership and administration. Eleven of those topics have been excluded from this table, because they were taught by very few or no faculty across all degree programs.

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