Teaching the Teachers of Our Youngest Children

The State of Early Childhood Higher Education in Oregon

Technical Report

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CSCCE

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The Center for the Study of Child Care Employment (CSCCE) was founded in 1999 to focus on achieving comprehensive public investments that enable and reward the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts cutting-edge research and proposes policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce to ensure young children's optimal development.

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The views presented in this report are those of the authors only and do not reflect the opinions of the report's funders.

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Table of Contents

Chapter 1: Introduction 1

Methodology 3

Table 1.1 Population of Institutions of Higher Education (IHE) in Oregon Offering Early Childhood Education Degrees
Table 1.2 Early Childhood Associate Degree Programs in Oregon
Table 1.3 Early Childhood Bachelor's and Graduate Degree Programs in Oregon
Table 1.4 Response Rate for the Program Module of the Oregon Early Childhood Higher Education Inventory
Table 1.5 Response Rate for the Faculty Module of the Oregon Early Childhood Higher Education Inventory

Chapter 2: Early Childhood Degree Programs 12

Primary Goals 13

Figure 2.1 Primary Goal of Oregon Early Childhood Degree Programs, by Degree Level

Number of Faculty 14

Table 2.1 Number of Faculty Members Teaching in Degree Programs During Spring 2017, by Degree Level

Students Served 14

Figure 2.2 Target Student Population of Oregon Early Childhood Degree Programs, by Degree Level
Figure 2.3 Number of Students Enrolled in Oregon Early Childhood Degree Programs in the 2015-2016 Academic Year, by Degree Level
Figure 2.4 Number of Degrees Conferred in Oregon Early Childhood Degree Programs in the 2015-2016 Academic Year, by Degree Level
Figure 2.5 Format of Oregon Early Childhood Degree Programs, by Degree Level
Figure 2.6 Student Services Offered in Oregon Early Childhood Degree Programs: Counseling Support, by Degree Level
Figure 2.7 Student Services Offered in Oregon Early Childhood Degree Programs: Access Support, by Degree Level
Figure 2.8 Student Services Offered in Oregon Early Childhood Degree Programs: Skills Support, by Degree Level

Content and Age-Group Focus 20

Figure 2.9 Required Coursework Related to Child Development and Learning, by Degree Level
Table 2.2 Coursework Related to Child Development and Learning: Required Age-Group Focus, by Degree Level
Figure 2.10 Required Coursework Related to Teaching Diverse Child Populations, by Degree Level
Table 2.3 Coursework Related to Teaching Diverse Child Populations: Required Age-Group Focus, by Degree Level
Figure 2.11 Required Coursework Related to Teaching and Curriculum, by Degree Level
Table 2.4 Coursework Related to Teaching and Curriculum: Required Age-Group Focus, by Degree Level
Figure 2.12 Required Coursework Related to Teaching Skills in Early Childhood Settings, by Degree Level
Table 2.5 Coursework Related to Teaching Skills in Early Childhood Settings: Required Age-Group Focus, by Degree Level
Figure 2.13 Coursework Offered Related to Administration and Leadership: Supervision and Operations Topics, by Degree Level
Figure 2.14 Coursework Offered Related to Administration and Leadership: Organization and Systems Topics, by Degree Level
Figure 2.15 Required Coursework Related to Family Engagement, by Degree Level
Table 2.6 Coursework Related to Family Engagement: Required Age-Group Focus, by Degree Level
Figure 2.16 Required Coursework Related to Development of Children's Mathematical Understanding, by Degree Level
Table 2.7 Coursework Related to Development of Children's Mathematical Understanding: Required Age-Group Focus, by Degree Level
Figure 2.17 Required Coursework Related to Teaching Children Specific Math Skills, by Degree Level
Table 2.8 Coursework Related to Teaching Children Specific Math Skills: Required Age-Group Focus, by Degree Level
Figure 2.18 Required Coursework Related to Dual Language Learners (DLLs), by Degree Level
Table 2.9 Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level
Figure 2.19 Required Coursework Related to Self-Reflection and Awareness of Issues Related to Culture and Bias, by Degree Level
Figure 2.20 Coursework Offered Related to Preparing Students to Provide Professional Development Services, by Degree Level

Structure of Course Content 46

Table 2.10 Structure of Course Content Instruction in Oregon Early Childhood Degree Programs, by Degree Level

Student Assessments 48

Figure 2.21 Student Assessments Required to Earn Degree, by Degree Level

Field-Based Learning Experiences 49

Figure 2.22 Field Experiences Required in Oregon Early Childhood Degree Programs, by Degree Level
Figure 2.23 Timing of First Required Practicum Experience, by Degree Level
Table 2.11 Time Requirements of Required Practicum, by Degree Level
Table 2.12 Required Age-Group Focus and Elements of Practicum Experiences in Oregon Early Childhood Degree Programs, by Degree Level
Table 2.13 Criteria Used to Select Practicum Sites, by Degree Level
Table 2.14 Typical Supervisors of Practicum Experiences, by Degree Level
Figure 2.24 Structure of Practicum, by Degree Level

Articulation and Alignment With the Oregon Professional Development System 55

Figure 2.25 Percentage of Degree Programs With Articulation Agreements in Place With Specific Institutions or Programs, by Degree Level
Figure 2.26 Most Common Status of Students Entering Bachelor's Degree Programs
Table 2.15 Challenges Students Face in Transferring Associate Degree Credits Into Bachelor's Degree Programs
Table 2.16 Integration of Standards and Competencies Into Coursework, by Degree Level
Figure 2.27 State or National Family Engagement Standards Incorporated Into Family Engagement Course Content of Oregon Early Childhood Degree Programs, by Degree Level
Figure 2.28 State or National Math Standards Incorporated Into Early Math Course Content of Oregon Early Childhood Degree Programs, by Degree Level
Figure 2.29 Percentage of Programs Offering Coursework Applicable to National CDA Credential, by Degree Level
Figure 2.30 Articulation of CDA Credits and Non-Credit Hours Into Credits Toward a Degree, by Degree Level
Figure 2.31 Percentage of Programs Offering Coursework Leading to Oregon Registry Credentials, by Degree Level
Figure 2.32 Availability and Acceptance of Stackable or Portable Certificates, by Degree Level

Chapter 3: Early Childhood Degree Program Faculty Members 64

Demographics 64

Figure 3.1 Gender of Faculty Members Participating in the Oregon Inventory, by Degree Level

Figure 3.2 Age of Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.3 Race/Ethnicity of Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.4 Languages Spoken Fluently by Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.5 Languages Used to Communicate With Students by Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.6 Languages That Faculty Members Participating in the Oregon Inventory Would Like to Know to Better Communicate With Students, by Degree Level

Educational Levels 70

Figure 3.7 Highest Level of Education Attained by Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.8 Early Childhood Education or Child Development Degree Attainment by Faculty Members Participating in the Oregon Inventory, by Degree Level

Professional Experiences and Current Employment Status 72

Figure 3.9 Number of Years Teaching at the College or University Level for Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.10 Number of Years Teaching at Current College or University for Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.11 Job Roles Other Than College-Level Teaching in the Past 10 Years, as Reported by Faculty Members, by Degree Level
Figure 3.12 Employment Status of Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.13 Primary Responsibility of Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.14 Additional Responsibilities of Teaching Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.15 Number of Colleges or Universities at Which Faculty Members Teach, by Degree Level
Figure 3.16 Number of Courses Taught in a Typical Academic Year by Faculty Members Participating in the Oregon Inventory, by Degree Level
Table 3.1 Number of Students Advised in a Typical Academic Year by Faculty Members Participating in the Oregon Inventory, by Degree Level

Teaching Focus and Age-Group Expertise 80

Figure 3.17 Primary Teaching Focus of Faculty Members Participating in the Oregon Inventory, by Degree Level
Figure 3.18 Primary Age-Group Expertise of Faculty Members Participating in the Oregon Inventory, by Degree Level

Faculty Perspectives on the Importance of Learning Domains 82

Table 3.2 Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level

Teaching Capacity 88

Figure 3.19 Capacity to Prepare Teachers to Work With Infants and Toddlers, as Reported by Faculty Members, by Degree Level
Figure 3.20 Capacity to Prepare Teachers to Work With Preschool-Age Children, as Reported by Faculty Members, by Degree Level
Figure 3.21 Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher, as Reported by Faculty Members, by Degree Level
Table 3.3 Capacity to Prepare Teachers, as Reported by Faculty Members, by Age Group and Degree Level
Figure 3.22 Capacity to Prepare Teachers to Work With Infants and Toddlers: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level
Figure 3.23 Capacity to Prepare Teachers to Work With Preschool-Age Children: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level
Figure 3.24 Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level
Table 3.4 Capacity to Teach Coursework on the Development of Children's Mathematical Understanding, as Reported by Faculty Members, by Age Group and Degree Level
Table 3.5 Capacity to Teach Coursework on Teaching Children Specific Math Skills, as Reported by Faculty Members, by Age Group and Degree Level

Recent Teaching Experience 99

Figure 3.25 Recent Teaching Experience: Percentage of Faculty Members Reporting Having Taught Content Area in Past Two Years, by Degree Level
Table 3.6 Structure of Recent Teaching Experience, Percentage of Faculty Members Reporting Having Taught Content Area in Past Two Years, by Degree Level

Professional Development Participation and Interest 103

Table 3.7 Participation in Professional Development Related to Diverse Child Populations in Past Three Years, by Degree Level
Table 3.8 Participation in Professional Development Related to Adult Learners in Past Three Years, by Degree Level
Table 3.9 Participation in Professional Development Related to Teaching Skills and Assessment in Past Three Years, by Degree Level

Table 3.10 Participation in Professional Development Related to Administration and Leadership in Past Three Years, by Degree Level
Table 3.11 Participation in Professional Development Related to Family Engagement in Past Three Years, by Degree Level
Table 3.12 Participation in Professional Development Related to Early Mathematical Development in Past Three Years, by Degree Level
Table 3.13 Participation in Professional Development Related to Dual Language Learners (DLLs) Reported in Past Three Years, by Degree Level
Table 3.14 Interest in Professional Development Topics Related to Diverse Child Populations, by Degree Level
Table 3.15 Interest in Professional Development Topics Related to Adult Learners, by Degree Level
Table 3.16 Interest in Professional Development Topics Related to Teaching Skills and Assessment, by Degree Level
Table 3.17 Interest in Professional Development Topics Related to Administration and Leadership, by Degree Level
Table 3.18 Interest in Professional Development Topics Related to Family Engagement, by Degree Level
Table 3.19 Interest in Professional Development Topics Related to Early Mathematical Development, by Degree Level
Table 3.20 Interest in Professional Development Topics Related to Dual Language Learners (DLLs), by Degree Level

Chapter 4: Challenges Facing Early Childhood Degree Programs and Additional Resources Needed 120

Challenges Facing Early Childhood Degree Programs 121

Figure 4.1 Challenges Facing Oregon Early Childhood Degree Programs Related to Lack of Resources and/or Support, by Degree Level
Figure 4.2 Challenges Facing Oregon Early Childhood Degree Programs Related to Need for Additional Faculty Expertise, by Degree Level

Additional Resources Needed to Improve Early Childhood Degree Programs 123

Figure 4.3 Program-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level
Figure 4.4 Faculty-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level

References 125

Chapter 1: Introduction

The importance of early care and education (ECE) to children's lifelong learning and to our nation's economic well-being is recognized up to the highest levels of government and in businesses, schools, and living rooms across the country. This understanding represents a dramatic shift from earlier decades and carries with it heightened expectations for what teachers of young children should know and be able to do (Whitebook, Phillips, & Howes, 2014), especially in light of mounting evidence about inadequate and unequal educational quality for many children, particularly those of color and those living in low-income families (Hernandez, 2011; Karoly, 2009; Yoshikawa et al., 2013).

Early educators play a central and critical role in the development and learning of infants, toddlers, and preschool-age children. In 2015, the Institute of Medicine and the National Research Council of the National Academies of Sciences, Engineering, and Medicine asserted that teaching young children requires as complex knowledge and skills as teaching older children and issued several recommendations to strengthen professional preparation standards for early childhood practitioners and the institutions responsible for their preparation and ongoing learning. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (Institute of Medicine [IOM] & National Research Council [NRC], 2015) includes among its recommendations: 1) the strengthening of competency-based qualifications for all early educators and transition to a minimum requirement of a bachelor's degree, with specialized knowledge and competencies, for all lead teachers working with children from birth to age eight; and 2) the development and enhancement of interdisciplinary higher education programs for early care and education professionals, including practice-based and supervised learning opportunities. The report offers further considerations for strengthening early educator competencies in multiple domains, including mathematics, family engagement, and support for dual language learners (IOM & NRC, 2015).

Oregon is home to more than 275,000 children under the age of six (U.S. Census Bureau, 2015); about 166,498 of these children potentially need child care (Child Care Aware of America, 2017). Like many states in recent years, Oregon has committed public and private resources toward multiple efforts to improve early care and education services, including early education degree and certification programs, in order to improve the preparation of their graduates to meet the complex needs of young children (Hyson, Horm, & Winton, 2012; Ray, Bowman, & Robbins, 2006; Swartz & Johnson, 2010). Critical to these efforts is the establishment of a well-coordinated, comprehensive professional preparation and development system that can prepare and support an incoming generation of educators, while also strengthening the skills of the existing early education workforce. Institutions of higher education are critical to meeting the evolving and increasing demands identified to improve developmental and learning outcomes for the state's young child population.

Teacher preparation in the field of ECE has historically included a variety of higher education degree programs in various child-related disciplines, all of which have generally been considered equally acceptable. Too often, these highly diverse degree programs are assumed to produce equivalent results (Maxwell, Lim, & Early, 2006; Whitebook et al., 2012). In contrast, programs to prepare teachers and administrators to work with older children reflect far greater uniformity and stringency related to specific preparation standards and certification requirements. In recent years, however, rising expectations about the knowledge and skills that early childhood practitioners need to work effectively with young children before kindergarten, along with the introduction of new ECE programs and standards, have led many to question whether the current wide array of ECE-related degree programs can be assumed to produce equivalent results.

To address the great variability in ECE degree programs and in light of the recognition of the complex and challenging nature of delivering early care and education, as well as the changing expectations for effective teacher preparation recommended by the Institute of Medicine and National Research Council, it seemed the appropriate time to examine the status of early childhood higher education offerings in Oregon in order to allow policymakers, institutions of higher education, and other stakeholders to assess the capacity of the state's higher education system and to inform policy, practice, and investment.

To undertake this assessment, the Center for the Study of Child Care Employment (CSCCE) implemented the *Early Childhood Higher Education Inventory II* (CSCCE, 2016), a research tool used to describe the landscape of a state's early childhood degree program offerings at the associate, bachelor's, and graduate degree levels and to provide a portrait of early childhood higher education faculty members.[1] The *Inventory* describes early childhood degree programs offered in the state, focusing on variations in program content, age-group focus, student field-based learning, and faculty characteristics.

In addition, the IOM/NRC report documented the need to strengthen early educator competencies along multiple dimensions, including mathematics, family engagement, and supporting dual language learners (IOM & NRC, 2015). While the link between young children's math competency and later school success has been demonstrated in recent research, there is concern that institutions of higher education are not adequately preparing teachers of young children to assess or facilitate children's mathematical understanding and skills (Ryan, Whitebook, & Cassidy, 2014). Additionally, given research evidence that family involvement in children's learning at home and at school contributes to school success (Dearing & Tang, 2010; Reynolds & Shlafer, 2010), we were interested in learning the extent to which ECE higher education programs are addressing the topic of engaging with families to enhance children's learning. A series of questions developed for the *Inventory* focuses specifically on these issues, with particular attention to program content and faculty attitudes. Finally, while many teachers of young children are monolingual (speaking only English), census data indicate that nationally, more than one-quarter of children under age six speak more than one language (Capps, Fix, Ost, Reardon-Anderson, & Passel, 2004). In light of this reality, the *Inventory* examines the capacity of higher education programs to prepare their students to teach dual language learners. The totality of the data collected through the *Inventory* allows stakeholders to identify gaps and opportunities in the available offerings and to assess the capacity of the state's higher education system over time.

The *Inventory* was implemented in Oregon during the 2016-2017 academic year. This Technical Report presents detailed findings collected by implementing the *Inventory's* program and faculty modules (CSCCE, 2016). An accompanying report, *Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in Oregon, 2018*, summarizes the major findings and provides recommendations for policy changes that could lead to more effective teacher practices to support children's learning.

[1] Oregon is one of nine states (along with California, Florida, Indiana, Nebraska, New Hampshire, New Jersey, New York, and Rhode Island) in which the *Inventory* has been completed at the time of publication of this report.

Methodology

Mapping

Through an extensive document review, CSCCE identified the state's early childhood higher education degree programs by collecting information on each college or university, the departments in which programs are housed, and degrees and certificates offered.

During the winter of 2016-2017, CSCCE compiled a comprehensive list of institutions offering early childhood degrees. To identify community colleges and universities for participation in the *Inventory*, our research team conducted an Internet search of early childhood education-related degree programs in the state of Oregon. This search included terms such as "early childhood education," "child studies," and "human development and family studies."[2] We also referenced the National Association for the Education of Young Children (NAEYC) Early Childhood Higher Education Directory, the Oregon Higher Education Coordinating Commission website, the Early Childhood Teacher website, and a list of institutions provided by the Oregon Center for Career Development.

For each college and university identified, we conducted an extensive Internet search to identify:

- Early childhood degree offerings;
- Departments in which early childhood degree programs were housed;
- Early childhood certificates and other programs offered; and
- Additional contact information for the dean or program coordinator.

After compiling information about the programs, CSCCE shared the list with the Oregon Higher Education Coordinating Commission for assistance in confirming or clarifying the above information.

A letter was emailed to each contact, introducing CSCCE, describing the purpose of the *Inventory*, and identifying the Bill & Melinda Gates Foundation as the funding source for the *Inventory*. We then attempted to contact, via telephone, the identified deans or program coordinators to verify the information gathered through our various sources. Institutions that actually did not offer an early childhood degree were excluded from the sample (e.g., an identified program focused on developmental psychology, but with no mention of early education or of preparing students to work as classroom teachers, or programs that were no longer active).

Oregon's Population of Early Childhood Higher Education Programs

Through this process, we identified a robust population of public and private institutions of higher education in Oregon that serve thousands of prospective and current early childhood practitioners across the state.

[2] Since the *Inventory* is focused on formal degree offerings available at institutions of higher education, programs that solely offered a credential or certificate were not included in the *Inventory*. In addition, programs offered exclusively online by national, for-profit institutions of higher education were also excluded.

During our initial research of early childhood higher education degree programs in Oregon, we identified 30 institutions of higher education offering a total of 55 early childhood degree programs. Among these, 15 were community colleges, which offered 19 early childhood associate degree programs. Fifteen universities (six public and nine private) offered 17 bachelor's degree programs, 17 master's degree programs, and two doctoral degree program in early childhood. We then emailed the dean or coordinator of each program (for the remainder of this report, we will refer to these faculty and staff members as "program leads") and scheduled phone interviews. During these phone calls and/or with more in-depth Internet research, we confirmed 26 institutions of higher education offering a total of 46 early childhood degree programs (see **Table 1.1**). Tables 1.2 and 1.3 display the early childhood degrees offered by these institutions [3]

[3] The colleges and universities that participated in the *Inventory* estimated that during the 2015-2016 academic year, 816 students were registered in associate degree programs and 829 students were registered in bachelor's degree programs. These same colleges and universities estimated that during this same time period, they conferred 100 associate degrees and 197 bachelor's degrees.

Program Module

Using an online survey tool completed by each degree program lead, this module collects information on: program content and age-group focus; connections to state standards; methods of student assessment; types, sequencing, duration, and supervision of clinical experiences; student supports; and challenges currently faced by the institution.

Sample Development

During the telephone call with the program leads, CSCCE identified the appropriate person to respond to the Program Module of the *Inventory*. Typically, this was a department chair or program coordinator. We then asked the potential respondent whether they were willing to participate. Of the 26 institutions of higher education offering early childhood degree programs, 92 percent of the institutions agreed to participate in the *Inventory*, including 92 percent of the community colleges (n=13) and 91 percent of the public and private universities (n=11). (See **Table 1.1.**)

Table 1.1: Population of Institutions of Higher Education (IHE) in Oregon Offering Early Childhood Education Degrees

Program Type	Number of IHE Identified as Offering ECE Degree	Number of IHE Agreeing to Participate in the Inventory	Number/Percentage of IHE That Completed at Least One Survey	
			Number	Percentage
Community Colleges	14	13	12	92%
Universities	12	11	10	91%

For those institutions offering early childhood degree programs at multiple levels (e.g., bachelor's and master's degrees), these programs were surveyed separately. For those institutions offering more than one degree program at the same level (e.g., a bachelor's degree in early childhood education and a bachelor's degree in child and adolescent development), a member of our research team engaged in a phone conversation with the identified program lead prior to sending the online survey, in order to determine the degree of variability among these different degree programs (e.g., some differed only with respect to elective courses) and whether more than one version of the Program Module should be sent for them to complete. As a result, some institutions were sent one Program Module to be completed for multiple degree programs at the same level.

Table 1.2: Early Childhood Associate Degree Programs in Oregon

Name of Institution	Associate Degree Program(s)
Blue Mountain Community College	A.A.S., Early Childhood Education A.A.O.T., Early Childhood Education Emphasis
Central Oregon Community College	A.A.S., Early Childhood Education A.A.O.T., Early Childhood Education
Chemeketa Community College	A.A.S., Early Childhood Education
Clackamas Community College	A.A.S., Early Childhood Education and Family Studies
Columbia Gorge Community College	A.A.S., Early Education and Family Studies
Klamath Community College	A.A.S., Education, Early Childhood Education
Lane Community College	A.A.S.. Early Childhood Education
Linn-Benton Community College	A.A.S., Child and Family Studies
Mt. Hood Community College	A.A.S., Child Development and Early Education
Portland Community College	A.A.S., Early Education and Family Studies (becoming A.A.S. in Early Childhood Education in fall 2017)
Rogue Community College	A.S., Early Childhood Development (Transfer) A.A.S., Early Childhood Education
Southwestern Oregon Community College	A.S., Childhood Education and Family Studies Emphasis A.A.S., Childhood Education and Family Studies
Treasure Valley Community College	A.A.S., Early Childhood Education
Umpqua Community College	A.A.S., Early Childhood Education A.S., Early Childhood Education (Transfer)

Table 1.3: Early Childhood Bachelor's and Graduate Degree Programs in Oregon

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
Concordia University, Portland	B.S., Early Childhood Education (Non-Licensure)	M.A.T., Elementary (PK-8, Multiple Subjects) M.Ed., Curriculum & Instruction: Early Childhood Education (Online)
Eastern Oregon University	B.A., Early Childhood Education (Non-Licensure)	
George Fox University	B.A., Elementary Education (Early Childhood Authorization)	M.A.T., Pre-K-12 Teaching Licensure
Linfield College	B.A./B.S., Elementary Education with Teaching Authorizations in Early Childhood and Elementary Education	
Oregon State University	Education Double Degree: B.A./B.S., Primary Degree and B.A./B.S., Education, Early Childhood with Licensure B.S., Human Development and Family Sciences, Child Development Option	M.S., Human Development and Family Studies, Research Emphasis on Child Development Ph.D., Human Development and Family Studies, Research Emphasis on Child Development
Pacific University	B.A., Education and Learning with Early Childhood/Elementary Licensure B.A., Education and Learning with Early Childhood/Elementary - Inquiry	M.A.T., Licensure in Early Childhood
Portland State University	B.A./B.S. Child and Family Studies with Specialization in Early Childhood Education	M.A./M.S., Early Intervention Special Education License Program M.A./M.S., Early Childhood, Inclusive Education and Curriculum and Instruction
Southern Oregon University	B.S., Early Childhood Development	
University of Oregon	B.A./B.S./B.Ed., Family and Human Services, Early Childhood Emphasis	M.A./M.S./M.Ed., Special Education - Early Intervention Ph.D., Special Education - Early Intervention
University of Portland	B.A., Education, Authorization in Early Childhood and Elementary Education	M.A.T., Authorization in Early Childhood

Table 1.3: Early Childhood Bachelor's and Graduate Degree Programs in Oregon (Continued)

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
Warner Pacific College	B.S., Early Childhood/Elementary Education (Licensure)	
Western Oregon University	B.A./B.S., Early Childhood Education (Teaching Authorization) B.A./B.S., Early Childhood Studies	M.S.Ed., Special Education, Early Intervention/Special Education Endorsement (Optional Licensure)

Data Collection

The Program Module was emailed to all respondents using Qualtrics, an online survey software program. The Program Module was open for respondents for approximately 60 days during the spring 2017 semester.

Response Rate

A total of 37 program surveys were emailed to the degree programs: 15 to associate degree programs; 13 to bachelor's degree programs; seven to master's degree programs; and two to doctoral degree programs. The final sample consisted of 14 associate and 11 bachelor's degree program surveys.[4] The response rate for associate degree programs was 93 percent and for bachelor's degree programs was 85 percent. (See **Table 1.4.**)

Table 1.4: Response Rate for the Program Module of the Oregon Early Childhood Higher Education Inventory

Program Type	Number of Program Modules Administered*	Program Module Response Rate	
		Number	Percentage
Associate	15	14	93%
Bachelor's	13	11	85%

*This includes only institutions that agreed to participate in the *Inventory*. See Table 1.1.

[4] Data were collected from six master's degree programs and two doctoral degree programs in Oregon specifically identified as early childhood education. As data for these graduate programs cannot be de-identified, program data collected for these programs are not included in this report.

Program Module Content

The Program Module for degree programs included closed-ended questions focusing on the following topics:

- Goals of the early childhood degree program related to training students for specific job roles and early childhood settings;
- Format in which the degree was offered (e.g., online/distance learning; traditional/on-campus program);
- Program content and age-group focus, including:
  - Course content related to early childhood administration and leadership (asked if offered, not required);
  - Course content to prepare students for a variety of professional development service roles (for example, as mentors, coaches, quality improvement staff, or trainers); and
  - Course content related to self-reflection and awareness of culture, bias, and discriminatory practices;
- Structure of instruction on early childhood topics (e.g., whether content areas are taught as a separate course and/or as part of a broader course covering multiple topics);
- Coursework alignment with state and national ECE standards, and degree program articulation;
- Strategies to assess student competencies;
- Clinical experiences for students, i.e., student teaching and/or practicum experiences;
- Student population including:
  - Target: Pre-service teachers and/or experienced teachers; and
  - Number of students enrolled and number attaining degrees;
- Available student services;
- Number of faculty members teaching in the degree program; and
- Challenges facing the degree program.

Data Analysis

Using the Statistical Package for the Social Sciences (SPSS) 24, we computed frequencies for all questions, by program degree level (associate and bachelor's). Data are reported by program level or type.

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.

Sample Development

We attempted to survey all faculty members employed at each college or university identified as offering an early childhood degree program. For each of the institutions, our telephone conversation with the program lead included a request for a list of names and email addresses for all full- and part-time/adjunct faculty members teaching in the early care and education degree program. Nineteen of the 24 institutions of higher education participating in the *Inventory* sent CSCCE a faculty list, and these names served as the sample universe for the Faculty Module. If the program lead also taught in the early childhood program, they were included in the Faculty Module sample.

A total of 135 surveys were emailed to individual faculty members, resulting in an eligible sample of 69 community college and 66 university faculty members. The final sample consisted of 75 faculty members. Of the faculty members who completed a survey, 34 teach in associate degree programs, 26 teach in bachelor's degree programs, and 26 teach in graduate degree programs. The response rate for community college faculty was 52 percent and for university faculty, 59 percent.[5] (See **Table 1.5.**) While we cannot assume that findings from this module are representative of all early childhood teacher educators in the state, as documented in the Narrative Report, findings from the Faculty Module concerning course content topics covered and age-group focus were consistent with those from the Program Module.

Data Collection

Each faculty member received a letter from CSCCE describing the *Inventory* and encouraging participation. The Faculty Module was emailed to all faculty members identified for the sample using Qualtrics. The Faculty Module was open for respondents for approximately 65 days during the spring 2017 semester.

Faculty Module Content: All Degree Types

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

- Demographics;
- Educational background and experience in the early childhood field;
- Current employment;
- Faculty members' opinions on the importance of topic areas included in higher education teacher preparation;
- Faculty members' capacity to teach different domains;
- Current teaching experience;
- Professional development participation and interest; and
- Resources that would be helpful to the degree program.

[5] Faculty members who teach at multiple degree levels are counted in each degree level.

Response Rate

Table 1.5: Response Rate for the Faculty Module of the Oregon Early Childhood Higher Education Inventory

Faculty Type	Number of Faculty Modules Administered*	Number of Faculty Responses**	Faculty Module Response Rate
Community College Faculty	69	36	52%
University Faculty	66	39	59%
TOTAL	135	75	56%

*This number is adjusted for email bounces and reflects the eligible sample from the faculty list supplied by program leads.
**Faculty members may teach at one or more degree levels.

Data Analysis

Using Stata/SE 14.2 data analysis and statistical software, we computed frequencies for all questions, for faculty members teaching at each degree level (associate, bachelor's, and graduate).

Chapter 2:
Early Childhood Degree Programs

What we asked about program goals, number of faculty teaching, the student population, and student services:

The *Inventory* asked program leads to select the primary goal of their degree programs. The options included:

- To prepare students for teaching and/or administrative roles *only* in early childhood education settings, such as preschools, child care centers, and family child care homes, for children birth to five;
- To prepare students for teaching and/or administrative roles in early childhood *and* elementary education settings;
- To prepare students for the roles of early interventionist or early childhood special educator;
- To prepare students for multiple roles involving young children, working in many types of settings; and
- To prepare students for careers as researchers or college-level faculty members.

The *Inventory* asked program leads the number of full-time and part-time/adjunct faculty members teaching in the degree program during the spring 2017 term.

The *Inventory* asked program leads a series of questions about the students in their programs. Program leads were first asked to indicate their target student population. The options included:

- Adults already working in early childhood settings;
- Pre-service students; and
- A mix of both groups.

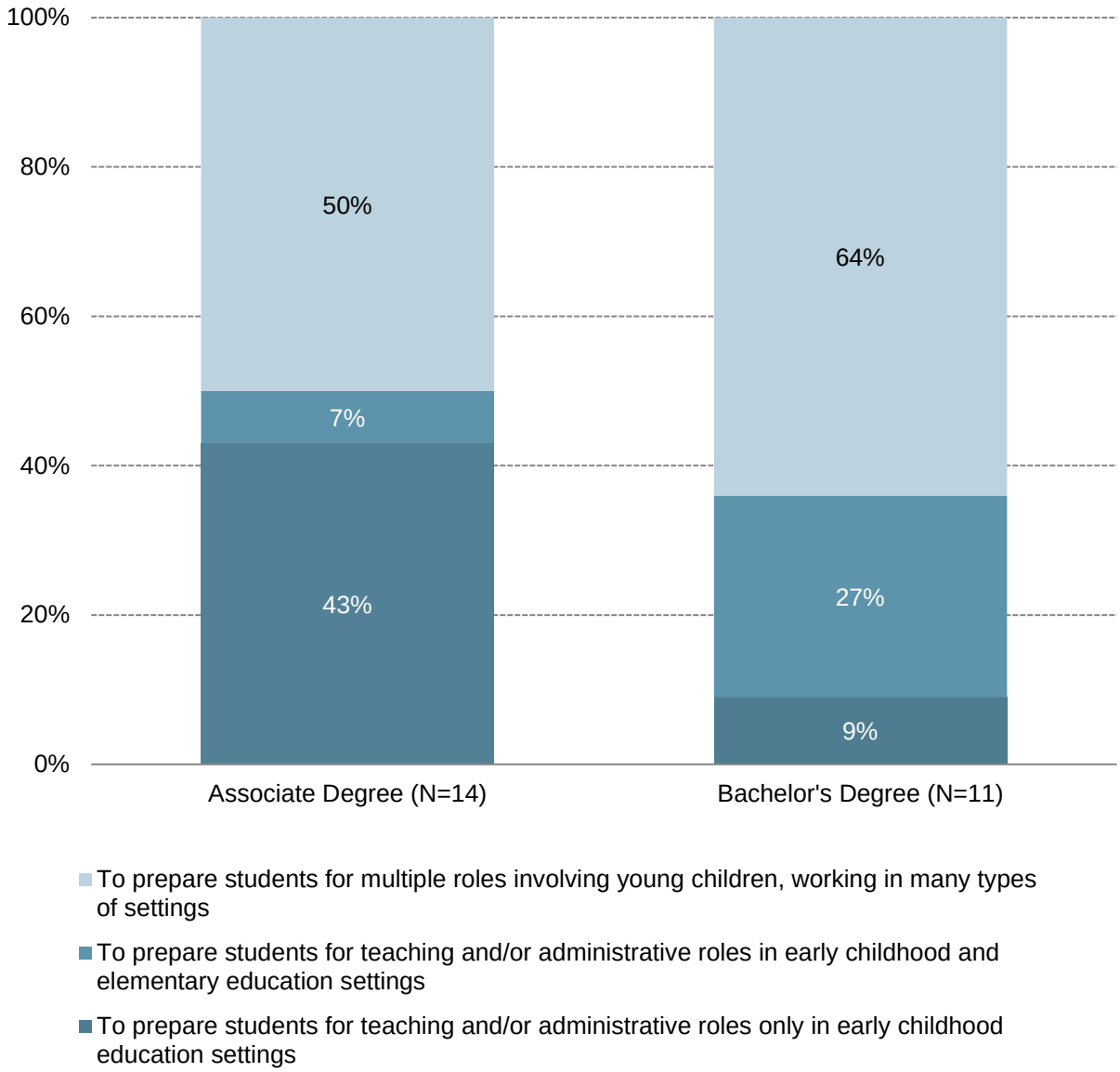
They were then asked to estimate the number of students registered in the degree program and the number of degrees conferred during the 2015-2016 academic year.

Finally, they were asked to indicate which services, if any, were offered to students in the degree program. These included three general categories of student services:

- Skills support, such as academic tutoring and assistance with technology;
- Counseling support, such as academic and financial aid counseling; and
- Access support, such as classes in convenient locations and at convenient times (e.g., evenings, weekends).

Primary Goals of Oregon Early Childhood Degree Programs

Figure 2.1: Primary Goal of Oregon Early Childhood Degree Programs, by Degree Level



Number of Faculty Members Teaching in Oregon Early Childhood Degree Programs

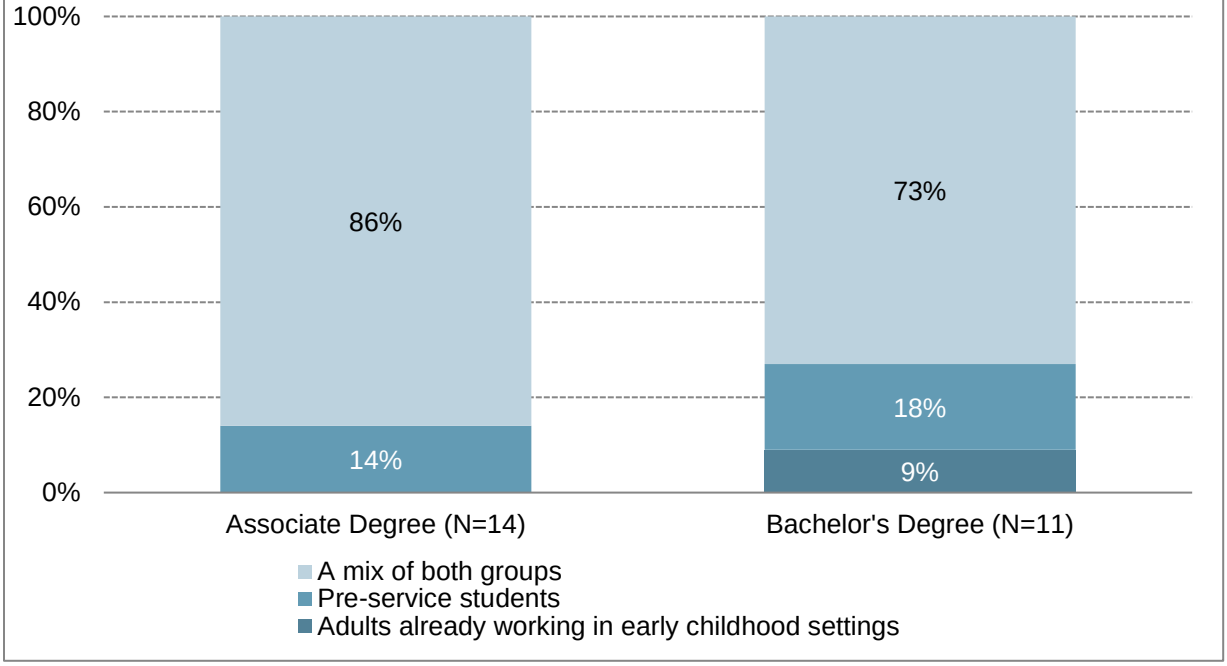
Table 2.1: Number of Faculty Members Teaching in Degree Programs During Spring 2017, by Degree Level

Number of Faculty	Associate Degree (N=14)	Bachelor's Degree (N=11)
Full-Time Faculty		
Mean	1.5	5.1
Range	0-3	1-18
Part-Time/Adjunct Faculty		
Mean	4.4	4.5
Range	0-12	1-18

Students Served in Oregon Early Childhood Degree Programs

Target Student Population

Figure 2.2: Target Student Population of Oregon Early Childhood Degree Programs, by Degree Level



Number of Students and Degrees Conferred

Figure 2.3: Number of Students Enrolled in Oregon Early Childhood Degree Programs in the 2015-2016 Academic Year, by Degree Level

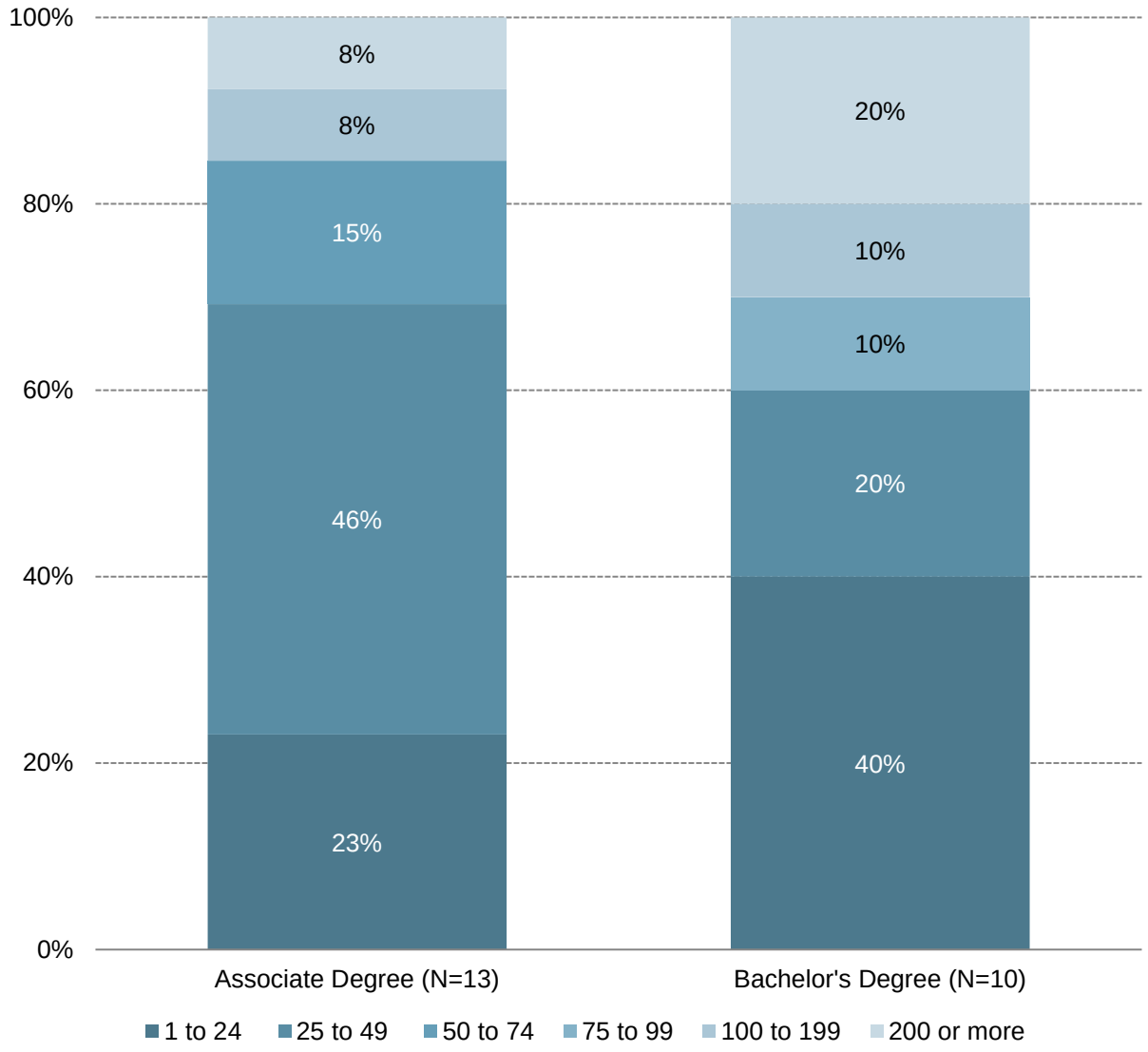
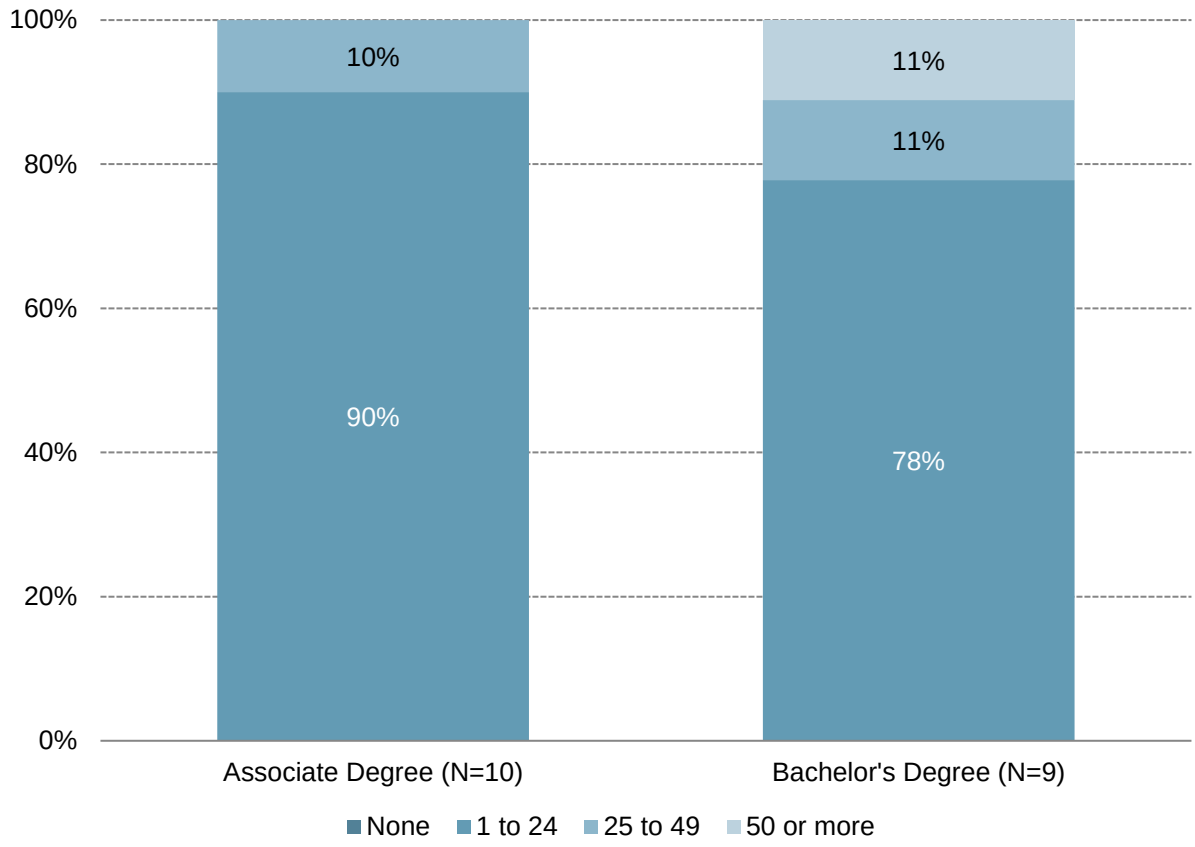


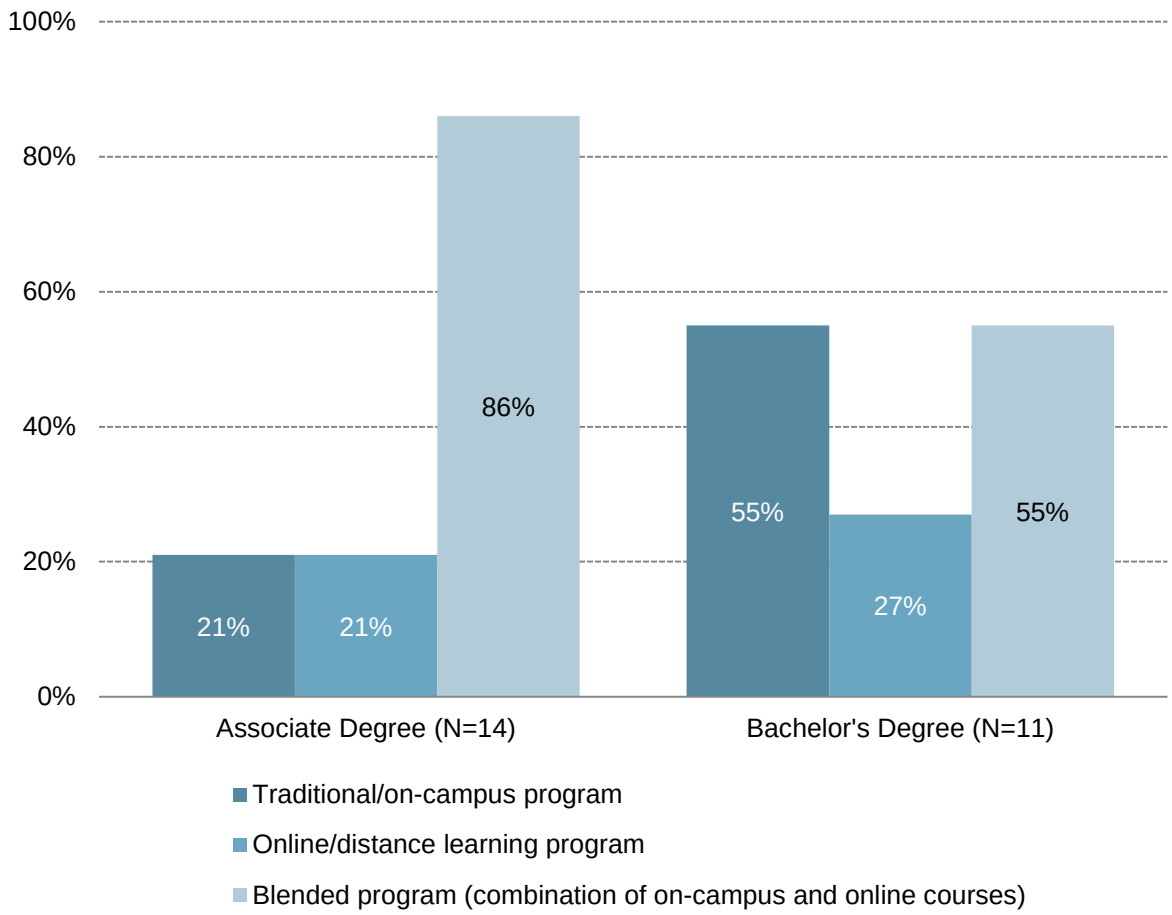
Figure 2.4: Number of Degrees Conferred in Oregon Early Childhood Degree Programs in the 2015-2016 Academic Year, by Degree Level



Format of Degree Program

Program leads were asked about the formats in which students are able to take courses to complete their degrees. The formats available varied by degree level.

Figure 2.5: Format of Oregon Early Childhood Degree Programs, by Degree Level



Student Services

Degree programs reported that students were offered a variety of services to help them access their education and succeed in their educational careers. These services spanned three general categories: counseling support, such as academic and financial aid counseling; access support, such as classes in convenient locations and at convenient times (e.g., evenings, weekends); and skills support, such as academic tutoring and assistance with technology.

Figure 2.6: Student Services Offered in Oregon Early Childhood Degree Programs: Counseling Support, by Degree Level

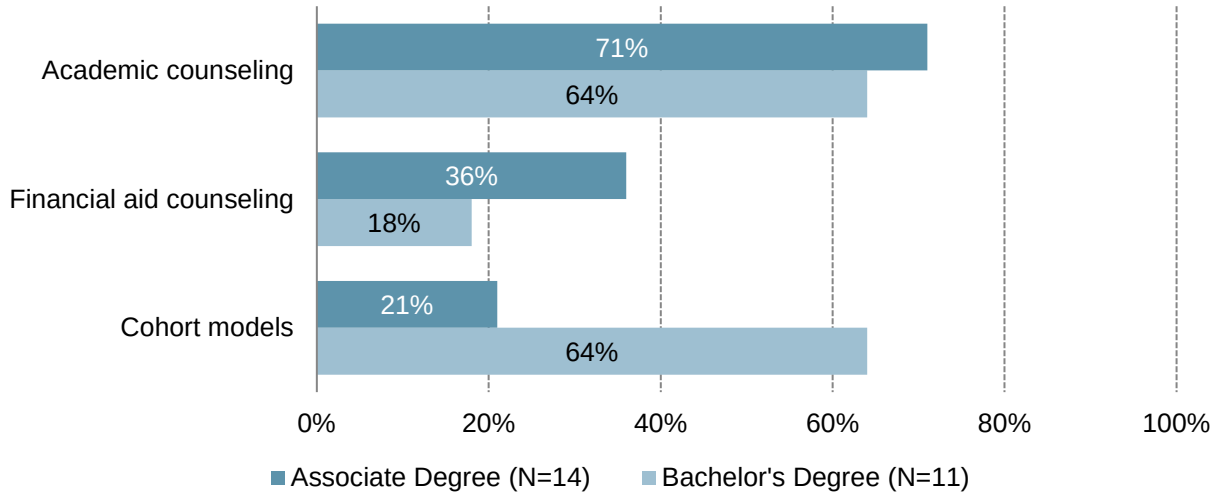


Figure 2.7: Student Services Offered in Oregon Early Childhood Degree Programs: Access Support, by Degree Level

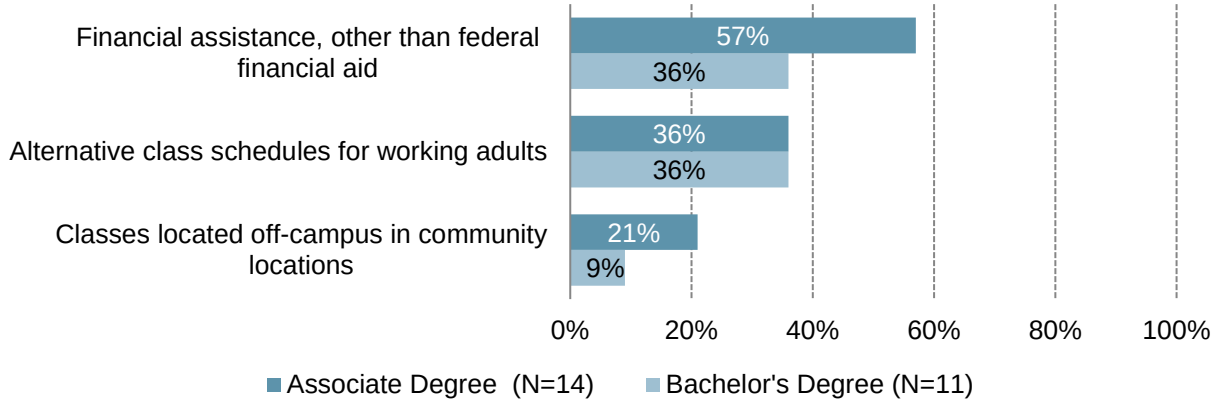
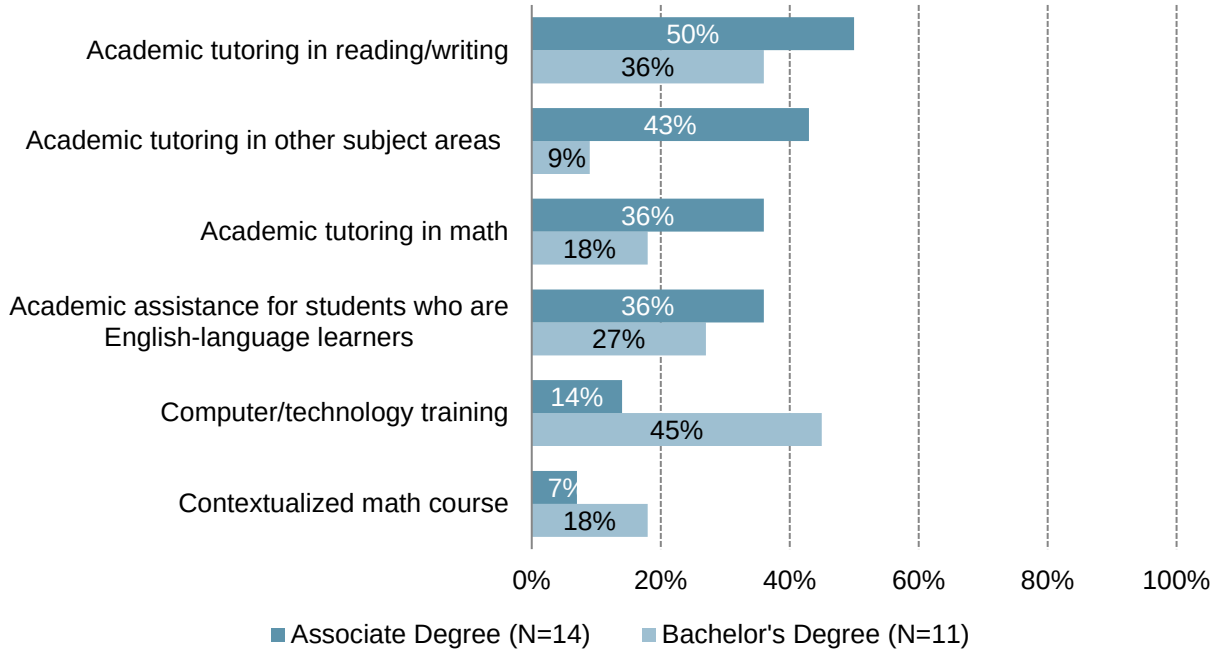


Figure 2.8: Student Services Offered in Oregon Early Childhood Degree Programs: Skills Support, by Degree Level



Content and Age-Group Focus of Oregon Early Childhood Degree Programs

What we asked about course content and age-group focus:

The *Inventory* asked program leads to identify the topics required for the degree. Topics were categorized into broad areas:

- Child development and learning;
- Teaching diverse child populations;
- Teaching and curriculum;
- Teaching skills in early childhood settings;
- Early childhood administration and leadership (offered, not required);
- Family engagement;
- Early mathematics;
  - Development of young children's mathematical understanding; and
  - Teaching young children math skills; and
- Teaching dual language learners.

Respondents were then asked to specify the age-group focus of the required topics. The three age groups were:

- Infants and toddlers (birth to age two);
- Preschool (age three and/or four); and
- Kindergarten through third grade or higher.

Program leads were asked if the degree program required coursework related to self-reflection and issues of culture and bias and whether programs offered coursework to prepare students to provide professional development services (e.g., mentoring, coaching, training).

Finally, program leads were asked about course structure and required student assessments.

Child Development and Learning

Figure 2.9: Required Coursework Related to Child Development and Learning, by Degree Level

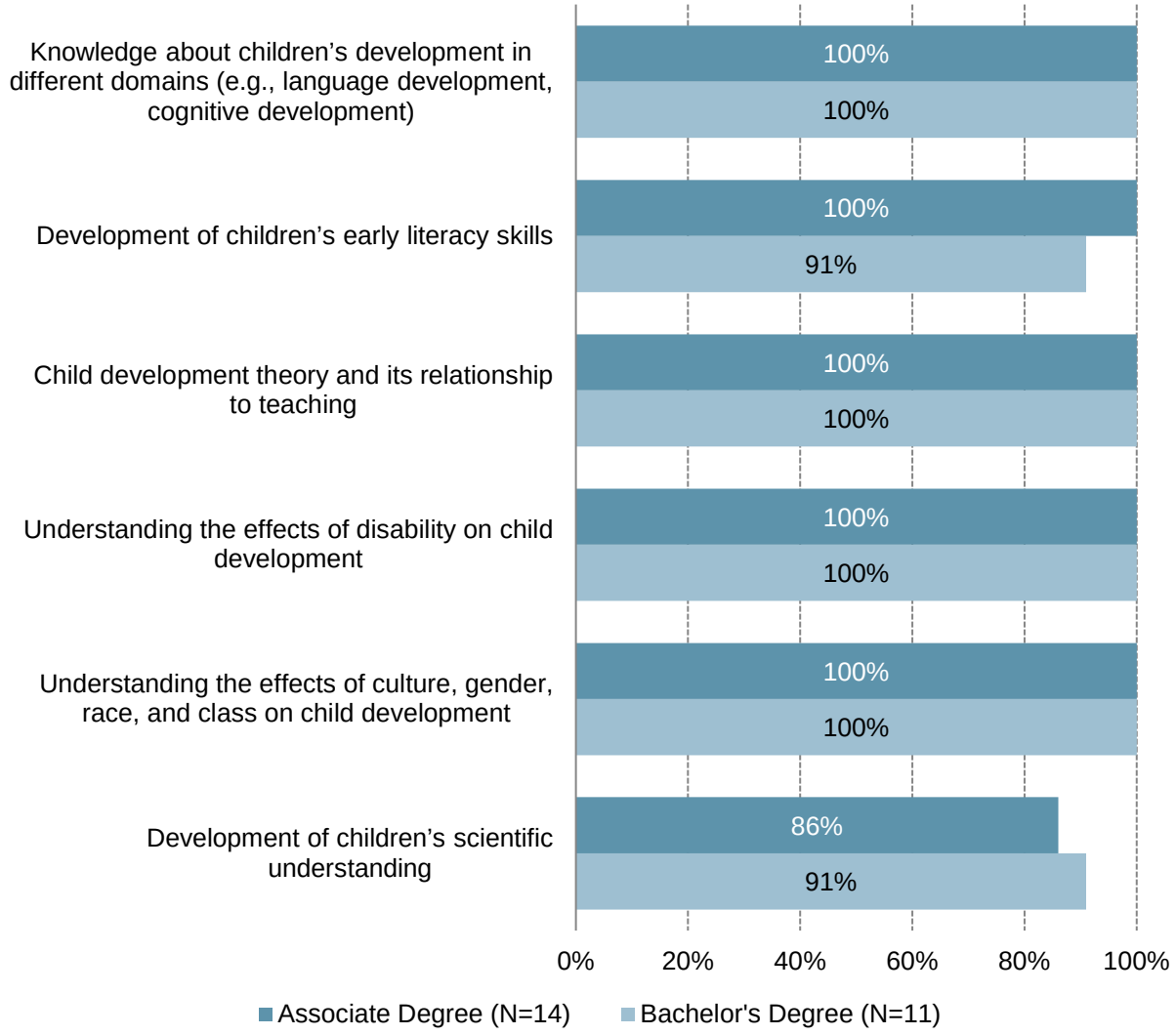


Table 2.2: Coursework Related to Child Development and Learning: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content.

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Knowledge about children's development in different domains (e.g., language development, cognitive development)		
Birth to 2 years	100%	82%
3 and/or 4 years (pre-K)	100%	91%
K-grade 3 or higher	50%	73%
Required, but no age-group focus	0%	9%
Content area not required	0%	0%
Development of children's early literacy skills		
Birth to 2 years	93%	73%
3 and/or 4 years (pre-K)	93%	91%
K-grade 3 or higher	50%	73%
Required, but no age-group focus	7%	0%
Content area not required	0%	9%
Development of children's scientific understanding		
Birth to 2 years	64%	73%
3 and/or 4 years (pre-K)	79%	91%
K-grade 3 or higher	36%	73%
Required, but no age-group focus	7%	0%
Content area not required	14%	9%
Understanding the effects of culture, gender, race, and class on child development		
Birth to 2 years	71%	82%
3 and/or 4 years (pre-K)	93%	91%
K-grade 3 or higher	57%	82%
Required, but no age-group focus	7%	9%
Content area not required	0%	0%
Child development theory and its relationship to teaching		
Birth to 2 years	93%	82%
3 and/or 4 years (pre-K)	100%	91%
K-grade 3 or higher	64%	73%
Required, but no age-group focus	0%	9%
Content area not required	0%	0%

Table 2.2: Coursework Related to Child Development and Learning: Required Age-Group Focus, by Degree Level (Continued)

Required age-group focus of topic, and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Understanding the effects of disability on child development		
Birth to 2 years	79%	82%
3 and/or 4 years (pre-K)	86%	91%
K-grade 3 or higher	43%	82%
Required, but no age-group focus	14%	9%
Content area not required	0%	0%

Teaching Diverse Child Populations

Figure 2.10: Required Coursework Related to Teaching Diverse Child Populations, by Degree Level

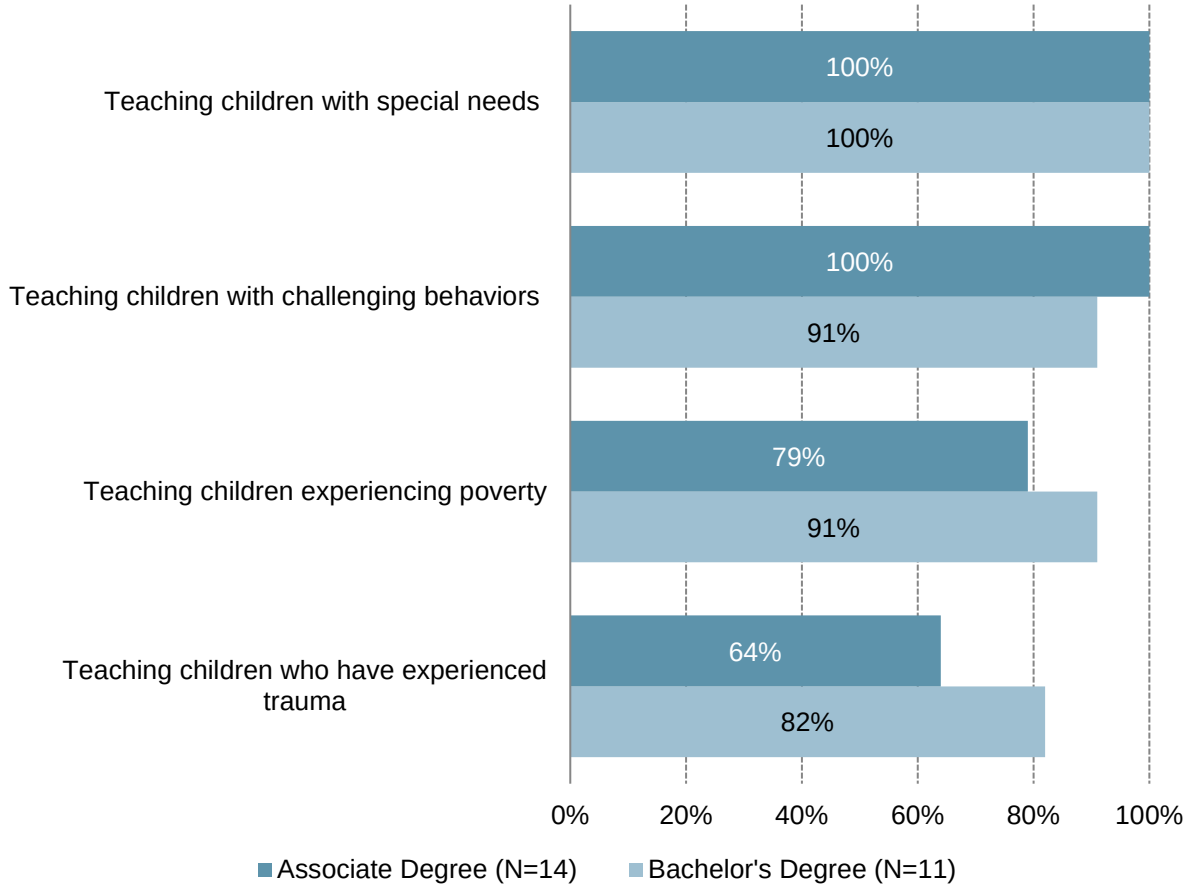


Table 2.3: Coursework Related to Teaching Diverse Child Populations: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Teaching children who are experiencing poverty		
Birth to 2 years	36%	64%
3 and/or 4 years (pre-K)	36%	73%
K-grade 3 or higher	29%	55%
Required, but no age-group focus	36%	18%
Content area not required	21%	9%
Teaching children with challenging behaviors		
Birth to 2 years	57%	73%
3 and/or 4 years (pre-K)	71%	82%
K-grade 3 or higher	36%	64%
Required, but no age-group focus	21%	9%
Content area not required	0%	9%
Teaching children with special needs		
Birth to 2 years	57%	73%
3 and/or 4 years (pre-K)	64%	82%
K-grade 3 or higher	36%	64%
Required, but no age-group focus	29%	18%
Content area not required	0%	0%
Teaching children who have experienced trauma		
Birth to 2 years	29%	73%
3 and/or 4 years (pre-K)	29%	82%
K-grade 3 or higher	29%	64%
Required, but no age-group focus	29%	0%
Content area not required	36%	18%

Teaching and Curriculum

Figure 2.11: Required Coursework Related to Teaching and Curriculum, by Degree Level

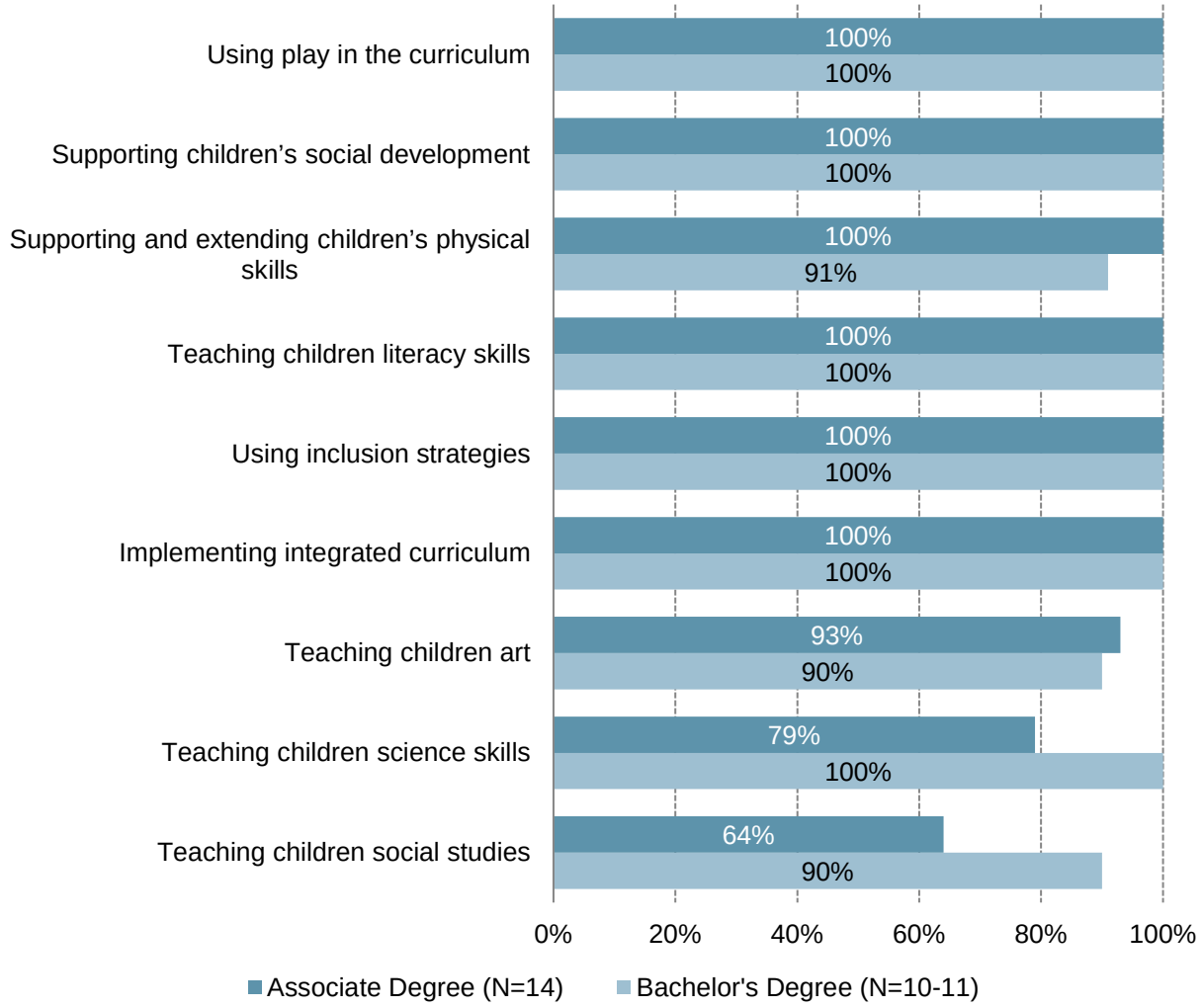


Table 2.4: Coursework Related to Teaching and Curriculum: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree N=14	Bachelor's Degree N=10-11
Teaching children science skills		
Birth to 2 years	50%	60%
3 and/or 4 years (pre-K)	71%	90%
K-grade 3 or higher	29%	70%
Required, but no age-group focus	7%	10%
Content area not required	0%	0%
Teaching children literacy skills		
Birth to 2 years	71%	60%
3 and/or 4 years (pre-K)	93%	90%
K-grade 3 or higher	36%	70%
Required, but no age-group focus	7%	10%
Content area not required	0%	0%
Teaching children art		
Birth to 2 years	64%	50%
3 and/or 4 years (pre-K)	86%	80%
K-grade 3 or higher	29%	70%
Required, but no age-group focus	7%	0%
Content area not required	7%	10%
Teaching children social studies		
Birth to 2 years	36%	50%
3 and/or 4 years (pre-K)	50%	70%
K-grade 3 or higher	21%	70%
Required, but no age-group focus	14%	0%
Content area not required	36%	10%
Using play in the curriculum		
Birth to 2 years	93%	73%
3 and/or 4 years (pre-K)	100%	91%
K-grade 3 or higher	50%	82%
Required, but no age-group focus	0%	9%
Content area not required	0%	0%

Table 2.4: Coursework Related to Teaching and Curriculum: Required Age-Group Focus, by Degree Level (Continued)

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree N=14	Bachelor's Degree N=10-11
Supporting and extending children's physical skills		
Birth to 2 years	86%	64%
3 and/or 4 years (pre-K)	93%	82%
K-grade 3 or higher	36%	73%
Required, but no age-group focus	7%	9%
Content area not required	0%	9%
Supporting children's social development		
Birth to 2 years	93%	64%
3 and/or 4 years (pre-K)	100%	82%
K-grade 3 or higher	57%	73%
Required, but no age-group focus	0%	18%
Content area not required	0%	0%
Implementing integrated curriculum		
Birth to 2 years	57%	45%
3 and/or 4 years (pre-K)	71%	73%
K-grade 3 or higher	36%	64%
Required, but no age-group focus	21%	18%
Content area not required	0%	0%
Implementing inclusion strategies for children of all abilities		
Birth to 2 years	57%	55%
3 and/or 4 years (pre-K)	71%	73%
K-grade 3 or higher	29%	73%
Required, but no age-group focus	21%	18%
Content area not required	0%	0%

Teaching Skills in Early Childhood Settings

Figure 2.12: Required Coursework Related to Teaching Skills in Early Childhood Settings, by Degree Level

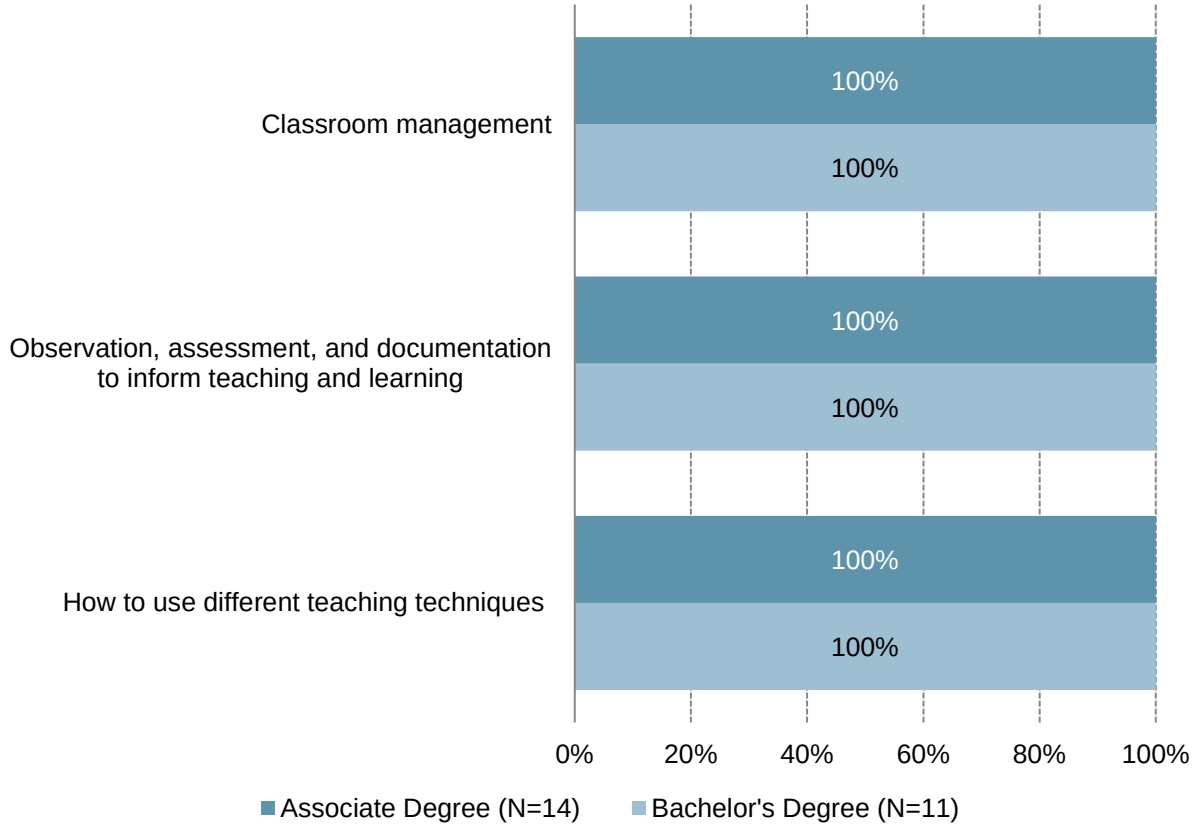


Table 2.5: Coursework Related to Teaching Skills in Early Childhood Settings: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Observation, assessment, and documentation to inform teaching and learning		
Birth to 2 years	71%	64%
3 and/or 4 years (pre-K)	79%	82%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	21%	18%
Content area not required	0%	0%
Classroom management		
Birth to 2 years	71%	55%
3 and/or 4 years (pre-K)	79%	73%
K-grade 3 or higher	14%	64%
Required, but no age-group focus	21%	18%
Content area not required	0%	0%
How to use different teaching strategies (e.g., planning, instructing, facilitating)		
Birth to 2 years	71%	55%
3 and/or 4 years (pre-K)	86%	82%
K-grade 3 or higher	21%	73%
Required, but no age-group focus	14%	9%
Content area not required	0%	0%

Administration and Leadership

Figure 2.13: Coursework Offered Related to Administration and Leadership: Supervision and Operations Topics, by Degree Level

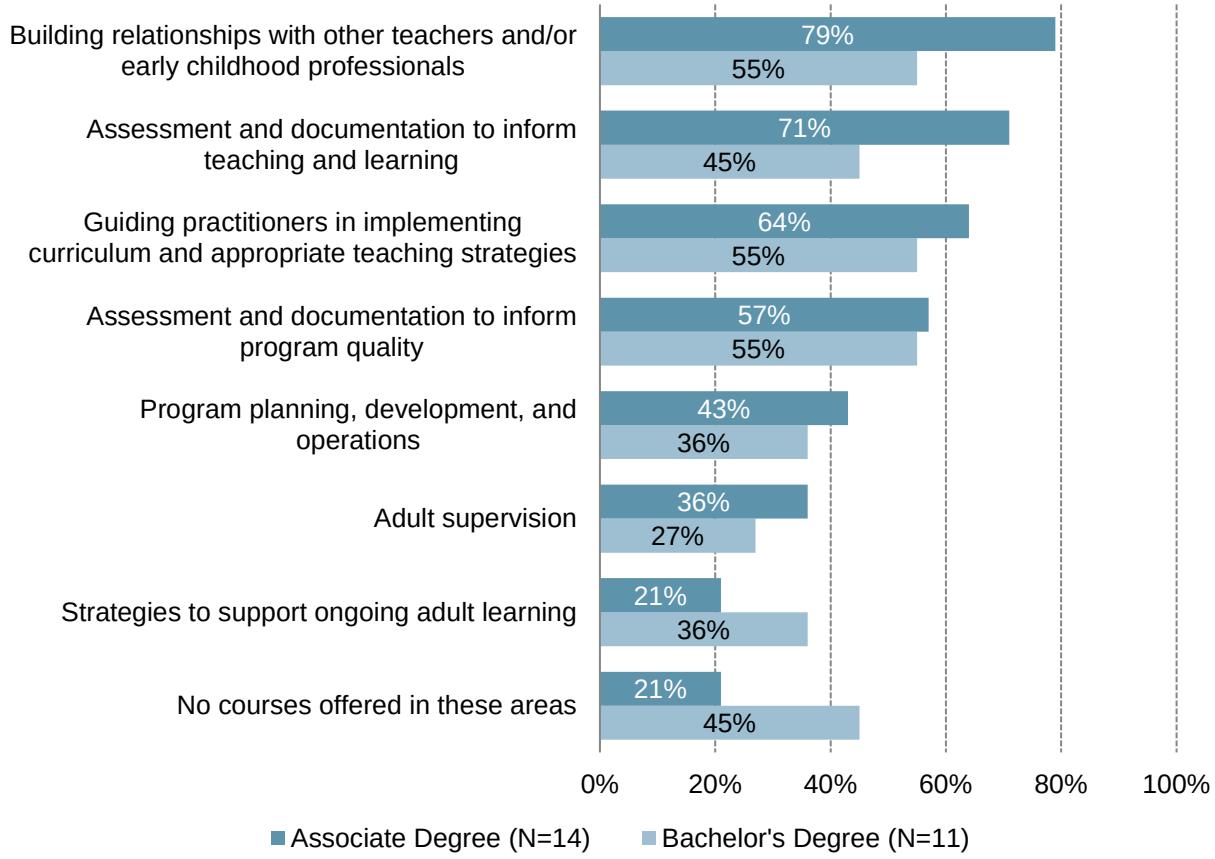
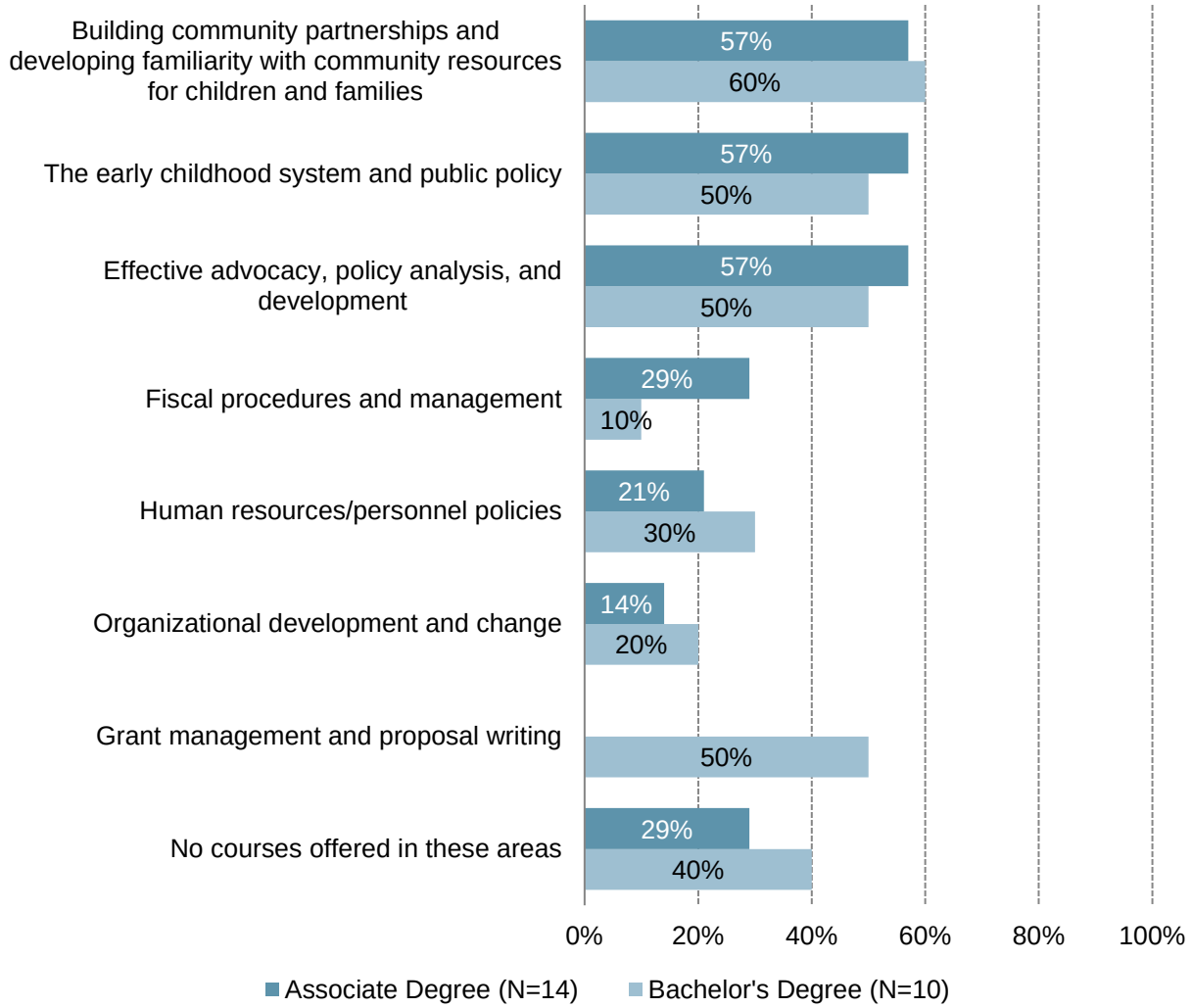


Figure 2.14: Coursework Offered Related to Administration and Leadership: Organization and Systems Topics, by Degree Level



Family Engagement

Figure 2.15: Required Coursework Related to Family Engagement, by Degree Level

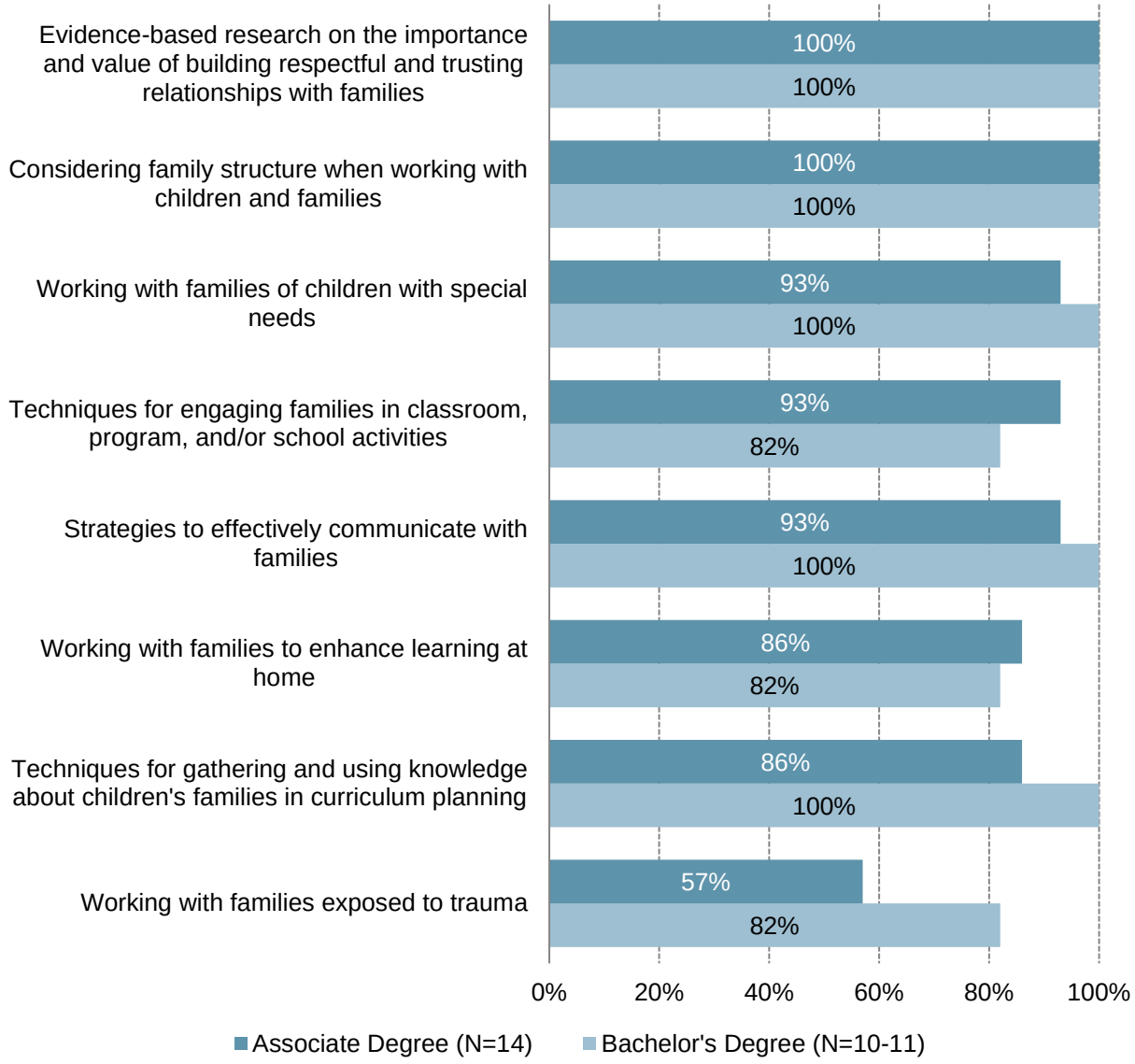


Table 2.6: Coursework Related to Family Engagement: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Evidence-based research on the importance and value of building respectful and trusting relationships with families		
Birth to 2 years	71%	64%
3 and/or 4 years (pre-K)	79%	73%
K-grade 3 or higher	50%	64%
Required, but no age-group focus	14%	27%
Content area not required	0%	0%
Considering family structures when working with children and families (e.g., single-parent and divorced families, LGBT families, multi-generational families) and having strategies to partner effectively with a variety of family types		
Birth to 2 years	57%	55%
3 and/or 4 years (pre-K)	57%	64%
K-grade 3 or higher	36%	55%
Required, but no age-group focus	36%	36%
Content area not required	0%	0%
Working with families of children with special needs		
Birth to 2 years	43%	64%
3 and/or 4 years (pre-K)	57%	73%
K-grade 3 or higher	36%	64%
Required, but no age-group focus	29%	27%
Content area not required	7%	0%
Working with families exposed to trauma		
Birth to 2 years	21%	45%
3 and/or 4 years (pre-K)	21%	55%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	36%	18%
Content area not required	43%	18%

Table 2.6: Coursework Related to Family Engagement: Required Age-Group Focus, by Degree Level (Continued)

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Working with families to help them enhance their children's learning at home		
Birth to 2 years	50%	45%
3 and/or 4 years (pre-K)	50%	64%
K-grade 3 or higher	29%	55%
Required, but no age-group focus	36%	18%
Content area not required	14%	18%
Techniques for engaging families in classroom, program, and/or school activities		
Birth to 2 years	50%	55%
3 and/or 4 years (pre-K)	57%	73%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	36%	9%
Content area not required	7%	18%
Strategies to effectively communicate with families, including communicating in their home language, making home visits, using technology (email, text message), and providing families opportunities for communication		
Birth to 2 years	50%	55%
3 and/or 4 years (pre-K)	57%	73%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	36%	27%
Content area not required	7%	0%
Techniques for gathering and using knowledge about children's families in curriculum planning		
Birth to 2 years	43%	60%
3 and/or 4 years (pre-K)	43%	80%
K-grade 3 or higher	21%	70%
Required, but no age-group focus	43%	20%
Content area not required	14%	0%

Early Mathematics

Figure 2.16: Required Coursework Related to Development of Children's Mathematical Understanding, by Degree Level

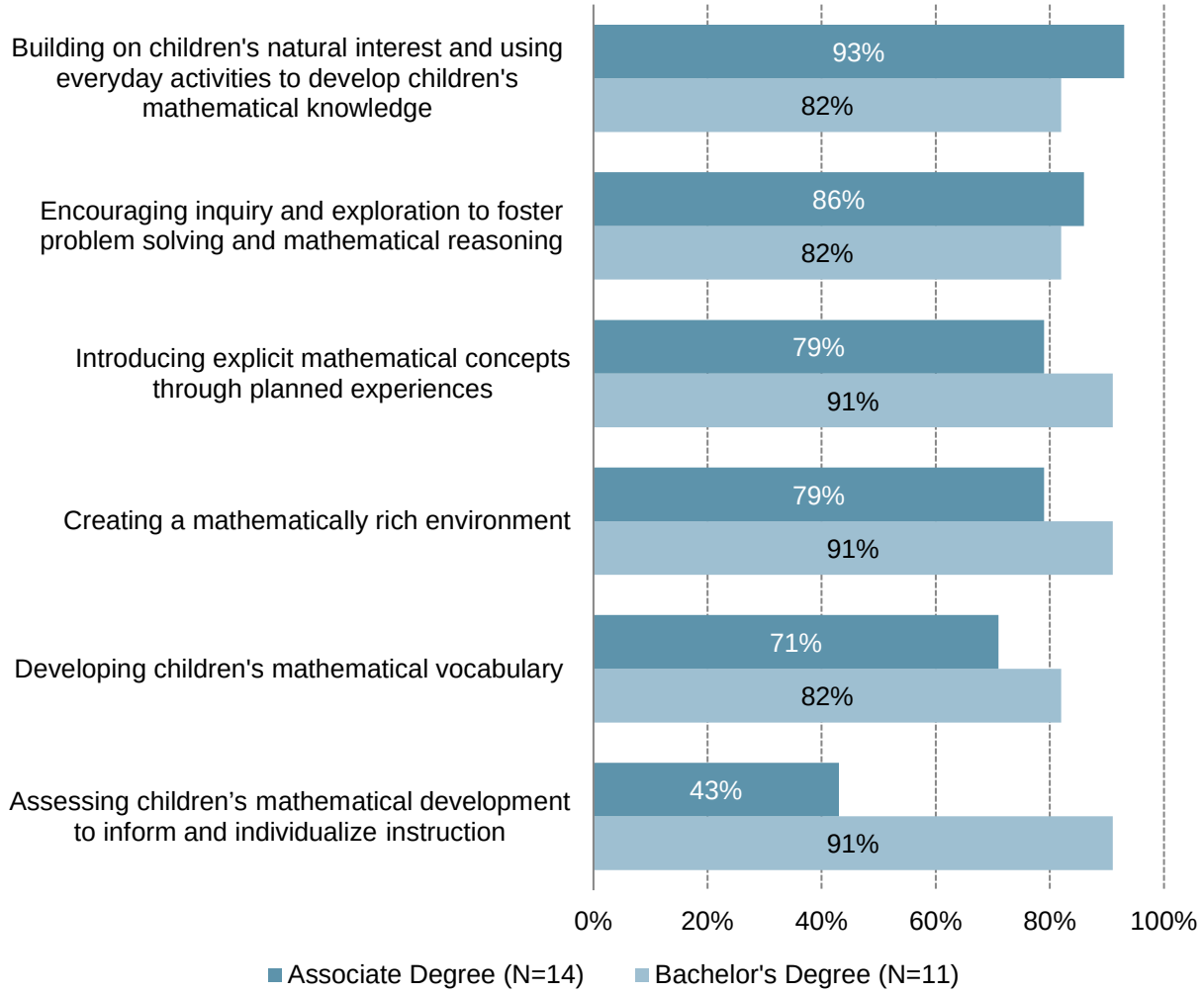


Table 2.7: Coursework Related to Development of Children's Mathematical Understanding: Required Age-Group Focus, by Degree Level
Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Building on children's natural interest in mathematics and using everyday activities as natural vehicles for developing children's mathematical knowledge		
Birth to 2 years	50%	45%
3 and/or 4 years (pre-K)	79%	64%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	14%	9%
Content area not required	7%	18%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning		
Birth to 2 years	43%	45%
3 and/or 4 years (pre-K)	71%	64%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	14%	9%
Content area not required	14%	18%
Introducing explicit mathematical concepts through planned experiences		
Birth to 2 years	29%	36%
3 and/or 4 years (pre-K)	64%	82%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	14%	9%
Content area not required	21%	9%
Creating a mathematically rich environment		
Birth to 2 years	29%	36%
3 and/or 4 years (pre-K)	64%	73%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	14%	18%
Content area not required	21%	9%
Developing children's mathematical vocabulary		
Birth to 2 years	36%	36%
3 and/or 4 years (pre-K)	57%	73%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	14%	9%
Content area not required	29%	18%

Table 2.7: Coursework Related to Development of Children's Mathematical Understanding: Required Age-Group Focus, by Degree Level (Continued)
Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14)	Bachelor's Degree (N=11)
Assessing children's mathematical development to inform and individualize instruction		
Birth to 2 years	14%	36%
3 and/or 4 years (pre-K)	36%	73%
K-grade 3 or higher	14%	55%
Required, but no age-group focus	7%	9%
Content area not required	57%	9%

Figure 2.17: Required Coursework Related to Teaching Children Specific Math Skills, by Degree Level

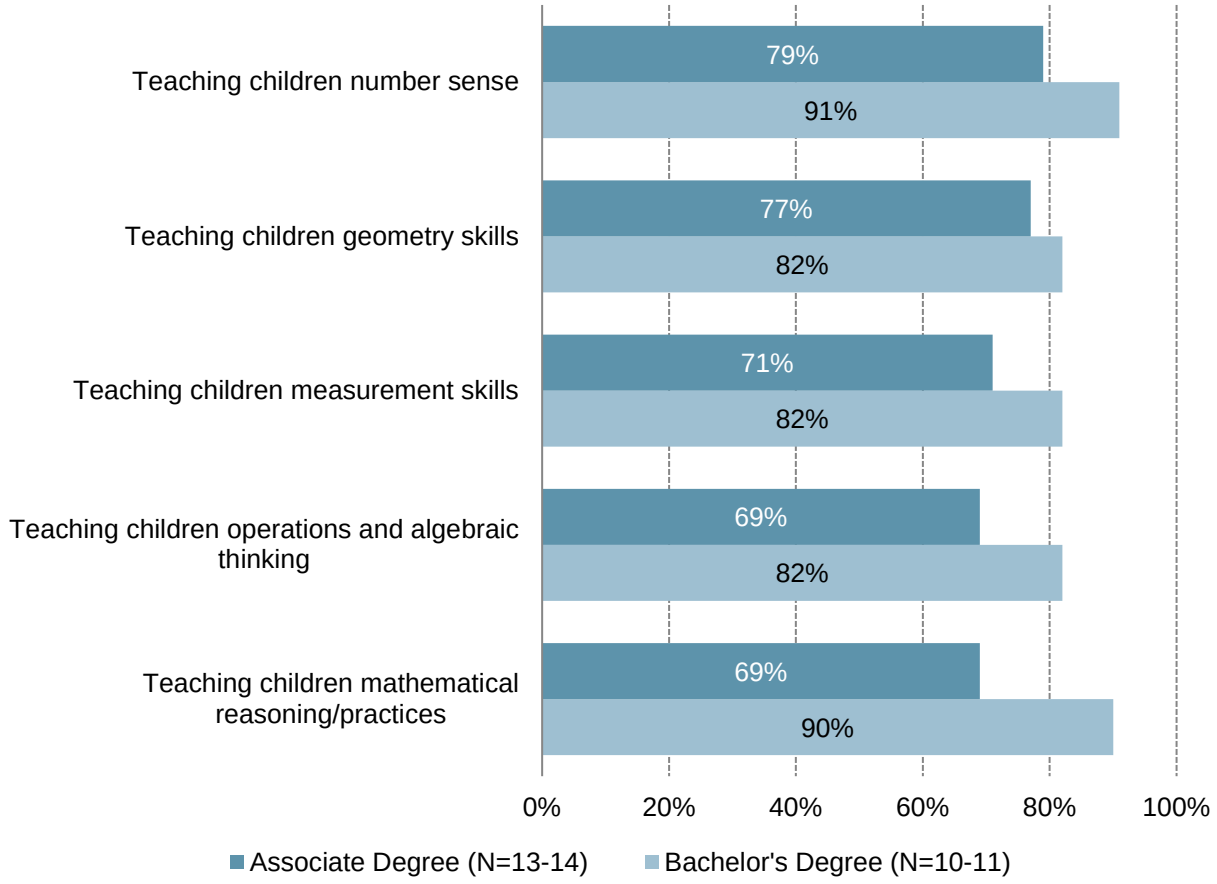


Table 2.8: Coursework Related to Teaching Children Specific Math Skills: Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree N=13-14	Bachelor's Degree N=10-11
Teaching children number sense (counting and cardinality)		
Birth to 2 years	29%	45%
3 and/or 4 years (pre-K)	64%	73%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	14%	18%
Content area not required	21%	9%
Teaching children operations and algebraic thinking		
Birth to 2 years	8%	45%
3 and/or 4 years (pre-K)	62%	73%
K-grade 3 or higher	23%	55%
Required, but no age-group focus	8%	9%
Content area not required	31%	18%
Teaching children measurement skills		
Birth to 2 years	21%	36%
3 and/or 4 years (pre-K)	64%	64%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	7%	9%
Content area not required	29%	18%
Teaching children geometry skills		
Birth to 2 years	15%	36%
3 and/or 4 years (pre-K)	62%	64%
K-grade 3 or higher	23%	55%
Required, but no age-group focus	15%	9%
Content area not required	23%	18%
Teaching children mathematical reasoning/practices		
Birth to 2 years	8%	40%
3 and/or 4 years (pre-K)	62%	70%
K-grade 3 or higher	23%	50%
Required, but no age-group focus	8%	20%
Content area not required	31%	10%

Dual Language Learners

Figure 2.18: Required Coursework Related to Dual Language Learners (DLLs), by Degree Level

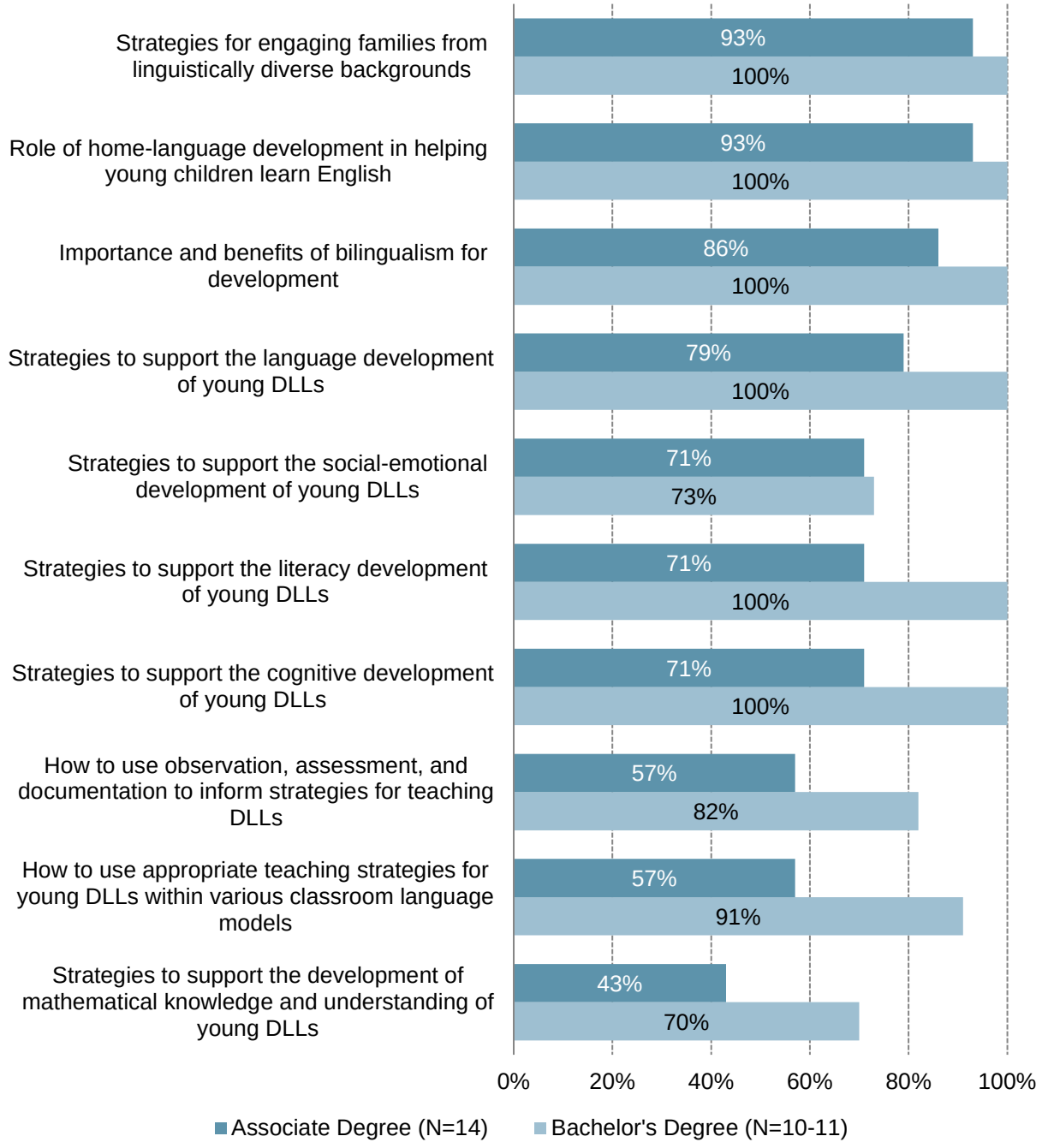


Table 2.9: Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level

Required age-group focus of topic and percentage of programs not requiring this content

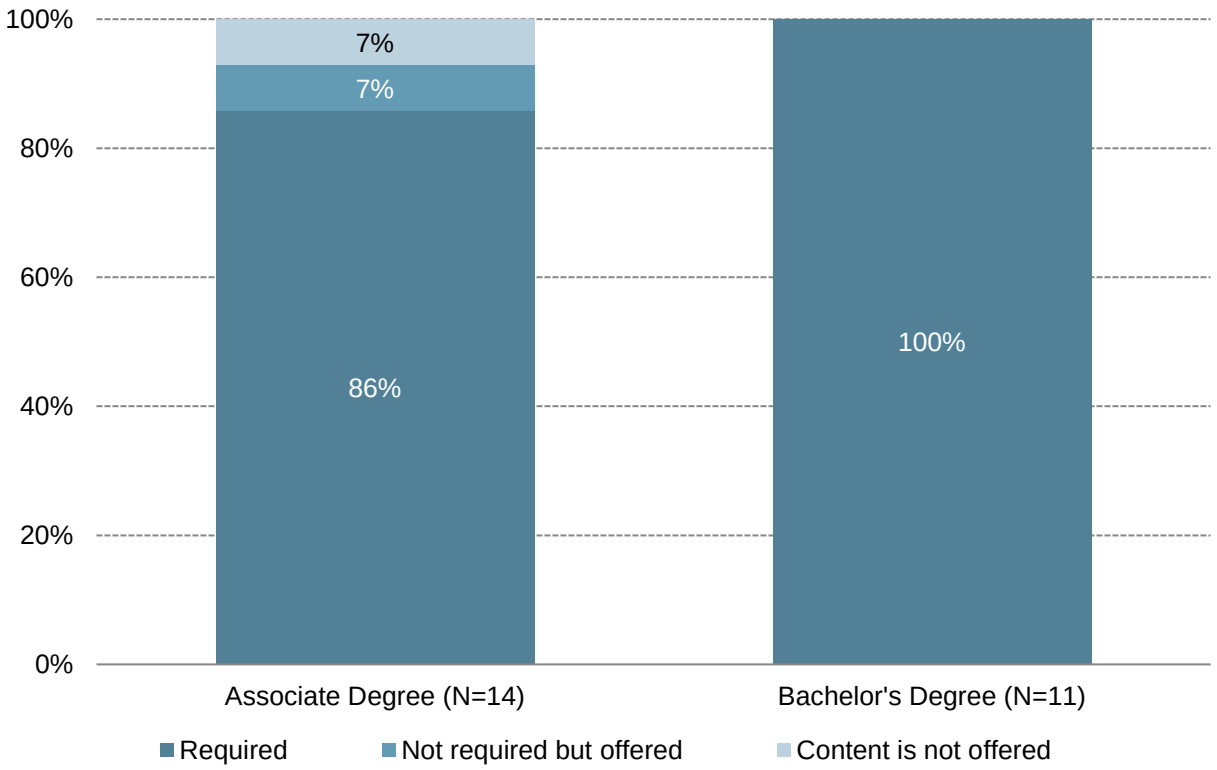
Age-Group Focus	Associate Degree N=14	Bachelor's Degree N=10-11
Importance and benefits of bilingualism for young children's development		
Birth to 2 years	36%	55%
3 and/or 4 years (pre-K)	64%	73%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	21%	27%
Content area not required	14%	0%
Role of home-language development in helping young children learn English		
Birth to 2 years	43%	64%
3 and/or 4 years (pre-K)	64%	73%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	21%	27%
Content area not required	7%	0%
Strategies to support the cognitive development of young DLLs		
Birth to 2 years	29%	70%
3 and/or 4 years (pre-K)	50%	70%
K-grade 3 or higher	21%	70%
Required, but no age-group focus	14%	20%
Content area not required	29%	0%
Strategies to support the language development of young DLLs		
Birth to 2 years	29%	60%
3 and/or 4 years (pre-K)	50%	70%
K-grade 3 or higher	21%	70%
Required, but no age-group focus	21%	20%
Content area not required	21%	0%
Strategies to support the literacy development of young DLLs		
Birth to 2 years	21%	60%
3 and/or 4 years (pre-K)	43%	70%
K-grade 3 or higher	21%	60%
Required, but no age-group focus	21%	20%
Content area not required	29%	0%

Table 2.9: Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level (Continued)
Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree N=14	Bachelor's Degree N=10-11
Strategies to support the development of mathematical knowledge and understanding of young DLLs		
Birth to 2 years	14%	40%
3 and/or 4 years (pre-K)	29%	60%
K-grade 3 or higher	14%	60%
Required, but no age-group focus	14%	0%
Content area not required	57%	30%
Strategies to support the socioemotional development of young DLLs		
Birth to 2 years	29%	55%
3 and/or 4 years (pre-K)	50%	64%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	14%	0%
Content area not required	29%	27%
How to use appropriate teaching strategies for young DLLs within various classroom language models (e.g., English only, dual language, English with home language support)		
Birth to 2 years	14%	45%
3 and/or 4 years (pre-K)	29%	64%
K-grade 3 or higher	21%	55%
Required, but no age-group focus	21%	18%
Content area not required	43%	9%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs		
Birth to 2 years	21%	55%
3 and/or 4 years (pre-K)	36%	64%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	14%	9%
Content area not required	43%	18%
Strategies for engaging families from linguistically diverse backgrounds		
Birth to 2 years	36%	55%
3 and/or 4 years (pre-K)	57%	64%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	29%	27%
Content area not required	7%	0%

Self-Reflection and Awareness of Culture and Bias

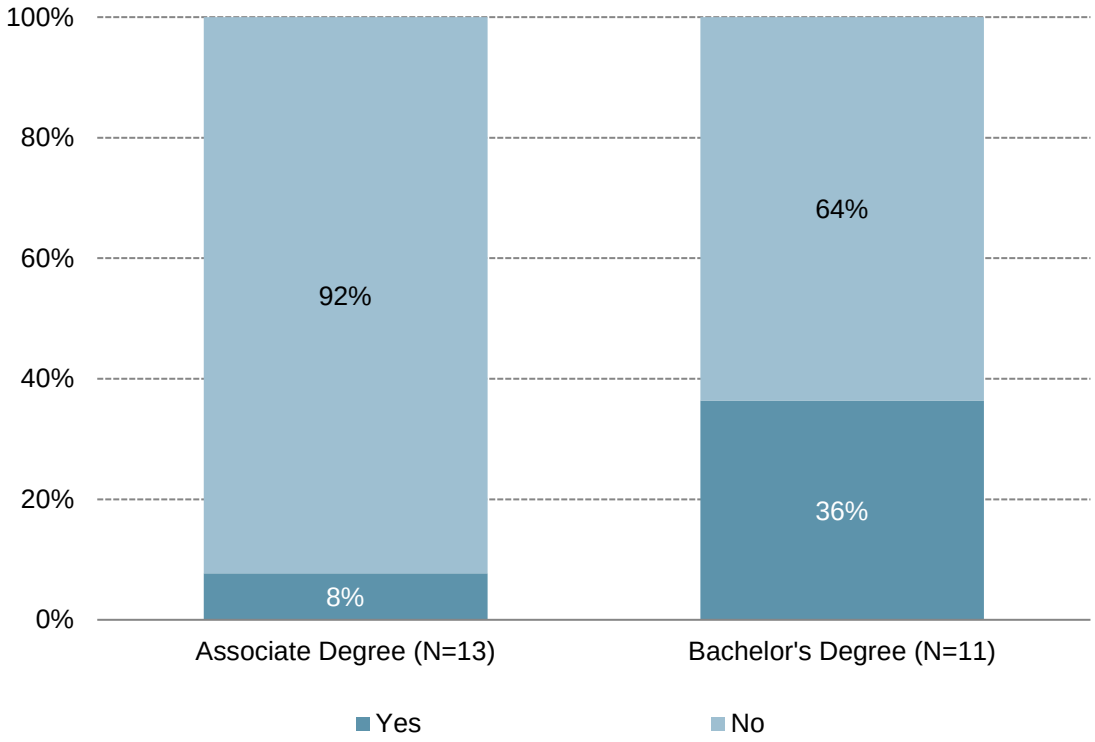
Figure 2.19: Required Coursework Related to Self-Reflection and Awareness of Issues Related to Culture and Bias, by Degree Level



Providing Professional Development Services

Program leads were asked if the degree program offered coursework to prepare students to provide professional development services (e.g., mentoring, coaching, training).

Figure 2.20: Coursework Offered Related to Preparing Students to Provide Professional Development Services, by Degree Level



Structure of Course Content

Table 2.10: Structure of Course Content Instruction in Oregon Early Childhood Degree Programs, by Degree Level

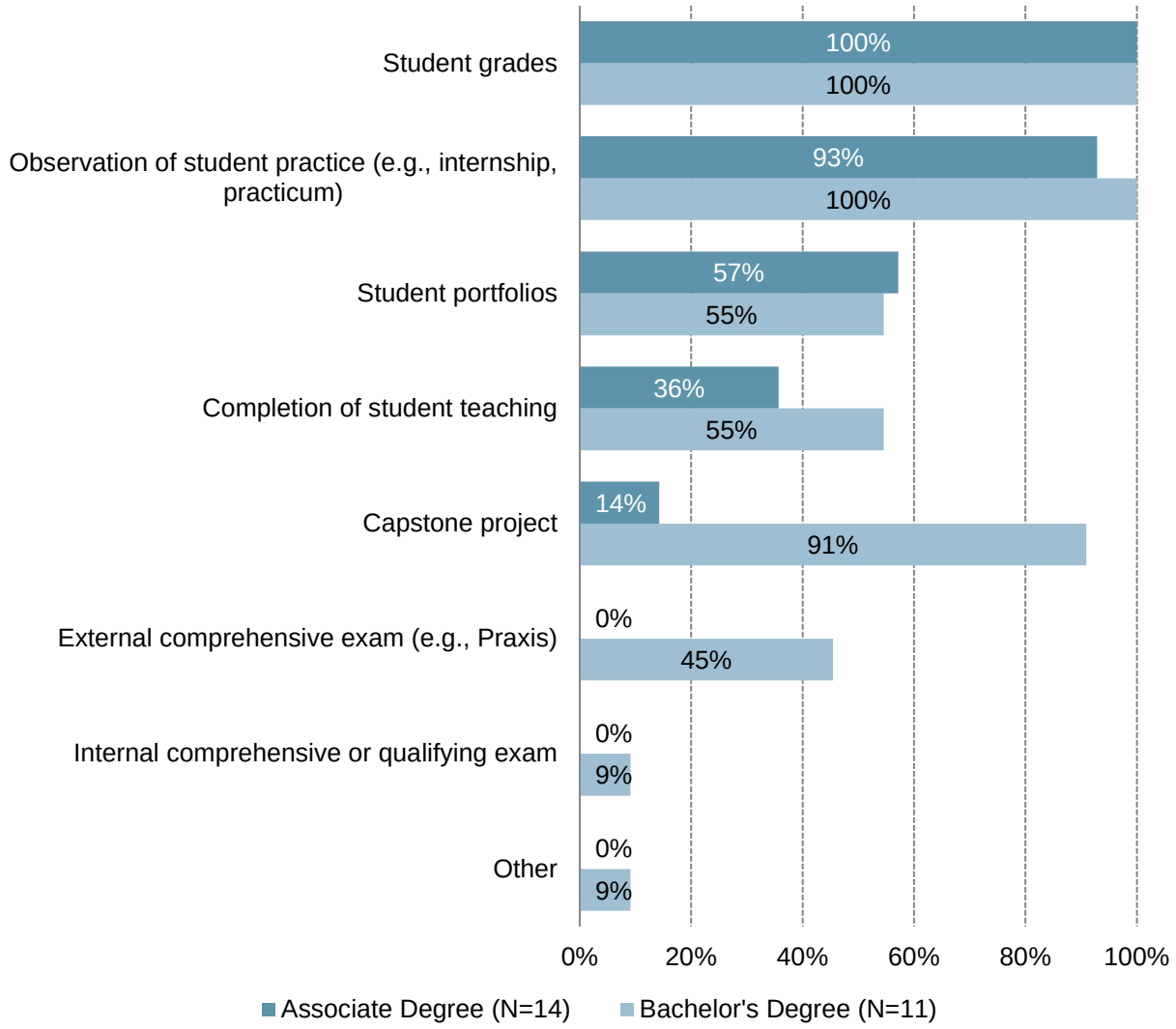
Course Content Structure	Associate Degree N=13-14	Bachelor's Degree N=11
Literacy development in young children and how to promote their skills related to oral and written language		
Taught as a separate course	43%	55%
Taught within a broader course	29%	27%
Taught both as a separate course and embedded within a broader course	29%	18%
Not taught	0%	0%
Socioemotional development, its relationship to learning, and how to support children's socioemotional skills		
Taught as a separate course	29%	45%
Taught within a broader course	36%	36%
Taught both as a separate course and embedded within a broader course	36%	18%
Not taught	0%	0%
Normal and atypical motor development in young children, the relationship of motor development to learning, and how to facilitate children's motor skills		
Taught as a separate course	21%	55%
Taught within a broader course	50%	36%
Taught both as a separate course and embedded within a broader course	21%	9%
Not taught	7%	0%
Implementing assessments effectively to inform and individualize instruction with children		
Taught as a separate course	43%	36%
Taught within a broader course	29%	36%
Taught both as a separate course and embedded within a broader course	29%	27%
Not taught	0%	0%

Table 2.10: Structure of Course Content Instruction in Oregon Early Childhood Degree Programs, by Degree Level (Continued)

Course Content Structure	Associate Degree N=13-14	Bachelor's Degree N=11
Domains and sequence of mathematical knowledge in young children and how to promote their mathematical understanding and ability to solve problems		
Taught as a separate course	21%	45%
Taught within a broader course	57%	36%
Taught both as a separate course and embedded within a broader course	14%	9%
Not taught	7%	9%
Strategies for working with children who are dual language learners		
Taught as a separate course	23%	27%
Taught within a broader course	38%	45%
Taught both as a separate course and embedded within a broader course	31%	27%
Not taught	8%	0%
Strategies to engage families in ongoing and reciprocal partnerships and the relationship between family-school engagement and outcomes for children		
Taught as a separate course	50%	36%
Taught within a broader course	7%	45%
Taught both as a separate course and embedded within a broader course	43%	18%
Not taught	0%	0%

Student Assessments

Figure 2.21: Student Assessments Required to Earn Degree, by Degree Level



Field-Based Learning Experiences

What we asked about field-based experiences:

The *Inventory* asked respondents about two types of field experiences offered to the students:

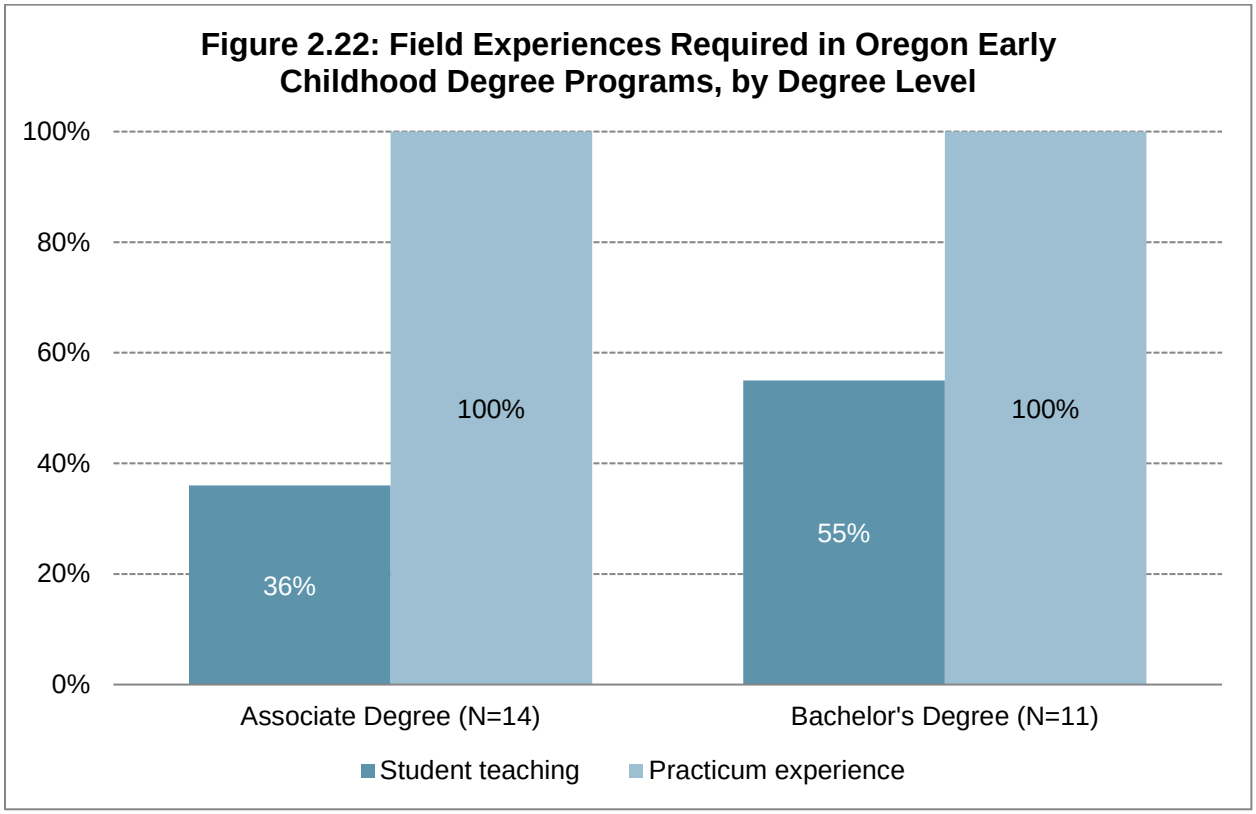
1. Student teaching: Defined as full-time immersion in a classroom, with increasing responsibility for curriculum planning and teaching, as well as supervision by a faculty member, cooperating teacher, and/or mentor.
2. Practicum: Defined as an experience that is short in duration, associated with a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

If field experience was required for attaining the degree, [6] the *Inventory* asked about:

- Timing and duration of the field experience;
- Requirements of the field experience;
    - Populations of students or families;
    - Teaching practices required of students;
- Criteria for selecting field sites;
- Supervision of the field experience; and
- Differences in field experience structures for pre-service and experienced teachers.

[6] Because practica were the primary strategy for field experiences required by degree programs and due to small sample sizes of programs requiring student teaching, practicum experiences are the focus of this section of the report.

Required Field Experiences



Timing and Duration of Field Experiences

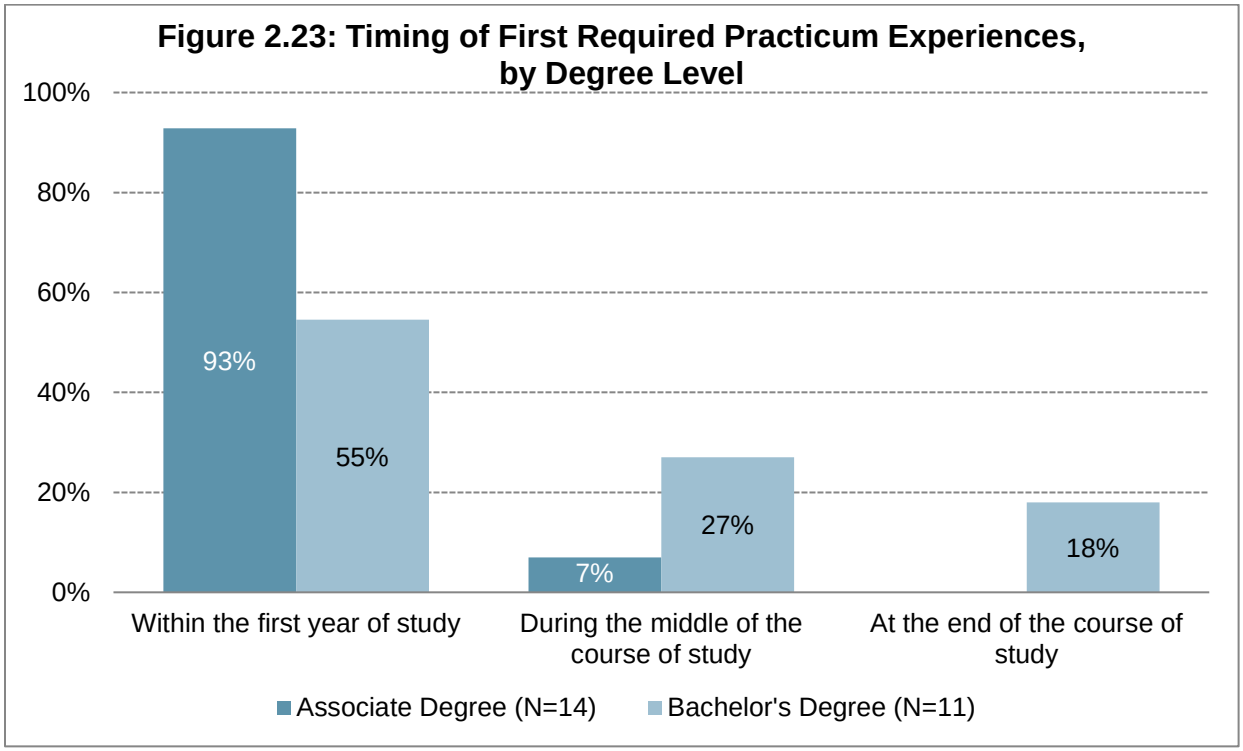


Table 2.11: Time Requirements of Required Practicum, by Degree Level

Requirement	Associate Degree (N=14)	Bachelor's Degree (N=11)
Average practicum courses required	3.9	3.8
Range of practicum courses required	1-11	1-12
Average hours per practicum course	96.2	108.4
Range of hours per practicum course	11-390	10-360

Requirements of Field Experiences

Table 2.12: Required Age-Group Focus and Elements of Practicum Experiences in Oregon Early Childhood Degree Programs, by Degree Level

Age-Group Focus or Element	Required	Optional	Not Offered
Associate Degree (N=14)			
Working with children birth to 2 years	43%	50%	7%
Working with children 3 or 4 years (pre-K)	64%	36%	0%
Working with children K-3 or higher	21%	57%	21%
Working with children who are DLLs	29%	64%	7%
Working with children with disabilities	21%	71%	7%
Working with families	36%	50%	14%
Scaffolding math development and understanding	57%	43%	0%
Scaffolding literacy development	86%	14%	0%
Supporting socioemotional development	93%	7%	0%
Facilitating motor development	71%	29%	0%
Developing partnerships with families	43%	50%	7%
Using assessment to inform instruction	79%	21%	0%
Collaborating with community organizations	7%	86%	7%
Bachelor's Degree (N=11)			
Working with children birth to 2 years	46%	36%	18%
Working with children 3 or 4 years (pre-K)	82%	18%	0%
Working with children K-3 or higher	64%	36%	0%
Working with children who are DLLs	46%	55%	0%
Working with children with disabilities	46%	55%	0%
Working with families	46%	46%	9%
Scaffolding math development and understanding	36%	55%	9%
Scaffolding literacy development	64%	36%	0%
Supporting socioemotional development	64%	36%	0%
Facilitating motor development	64%	36%	0%
Developing partnerships with families	46%	46%	9%
Using assessment to inform instruction	73%	27%	0%
Collaborating with community organizations	46%	46%	9%

Criteria for Selecting Field Experience Sites

Table 2.13: Criteria Used to Select Practicum Sites, by Degree Level

Criteria	Associate Degree* N=13**
Site is at a college laboratory school	46%
Site is a public school	23%
Observed quality rating of the site	85%
Site is a nationally accredited early childhood program	62%
Degree program/college has a partnership with a school district	8%
Location of site	23%
Student currently works at the site	38%
Children with disabilities served at the site	15%
Age of children served at the site	54%
Demographic background of children served at the site	8%
Teacher qualifications	46%
Other	15%

*Bachelor's degree programs are not included due to small sample size.

**Excludes one associate degree program that requires one or more practicum courses but does not use criteria to select site.

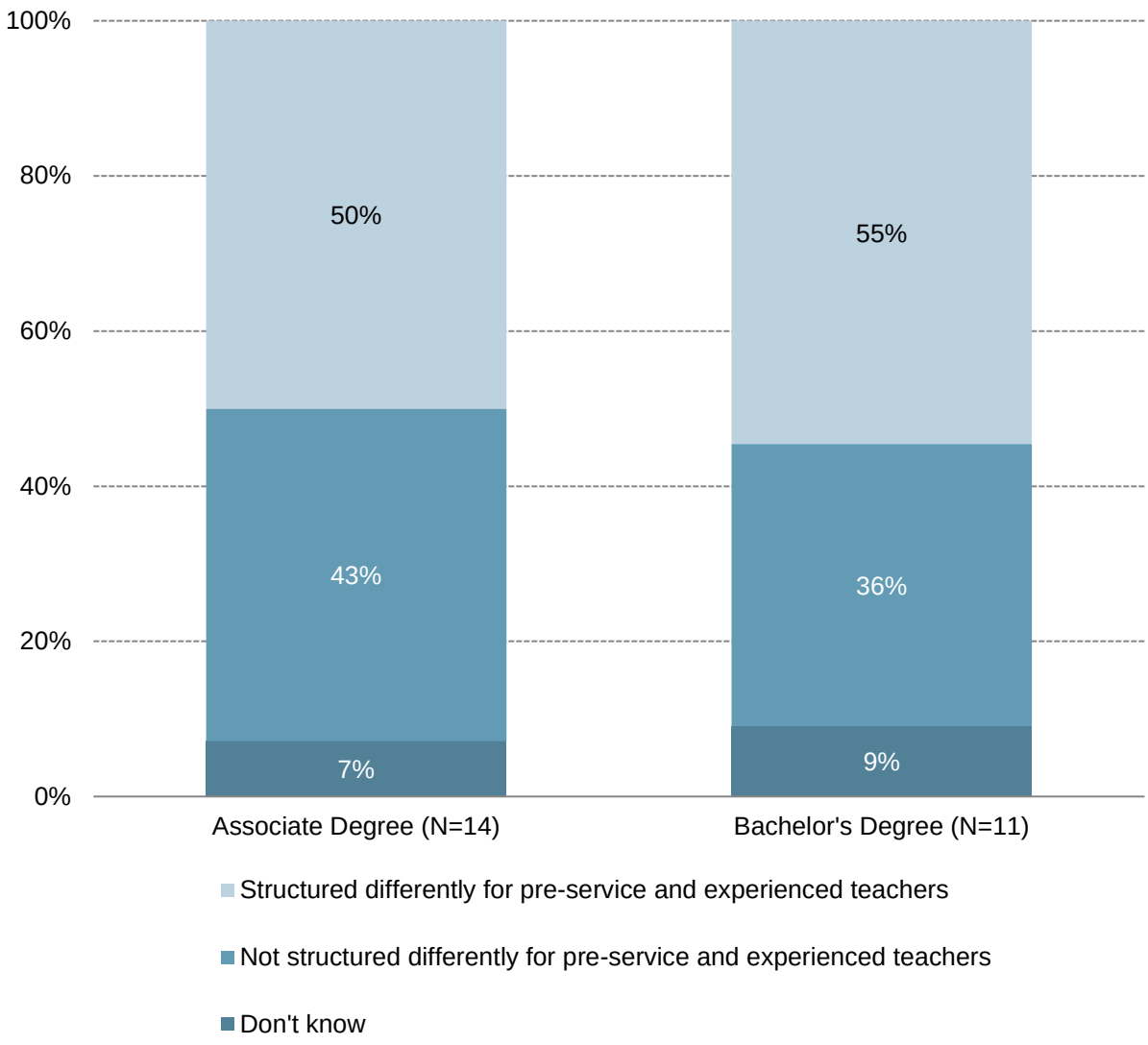
Supervision of Field Experiences

Table 2.14: Typical Supervisors of Practicum Experiences, by Degree Level

Supervisors	Associate Degree N=14	Bachelor's Degree N=11
Cooperating teacher	86%	64%
Field supervisor	0%	27%
Field mentor	36%	18%
Faculty	79%	73%
Tenure-track/tenured	50%	55%
Non-tenured	14%	45%
Clinical faculty	0%	18%
Adjunct/part-time	7%	0%

Field Experience Structure for Pre-Service and Experienced Teachers

Figure 2.24: Structure of Practicum, by Degree Level



Articulation and Alignment With the Oregon Professional Development System

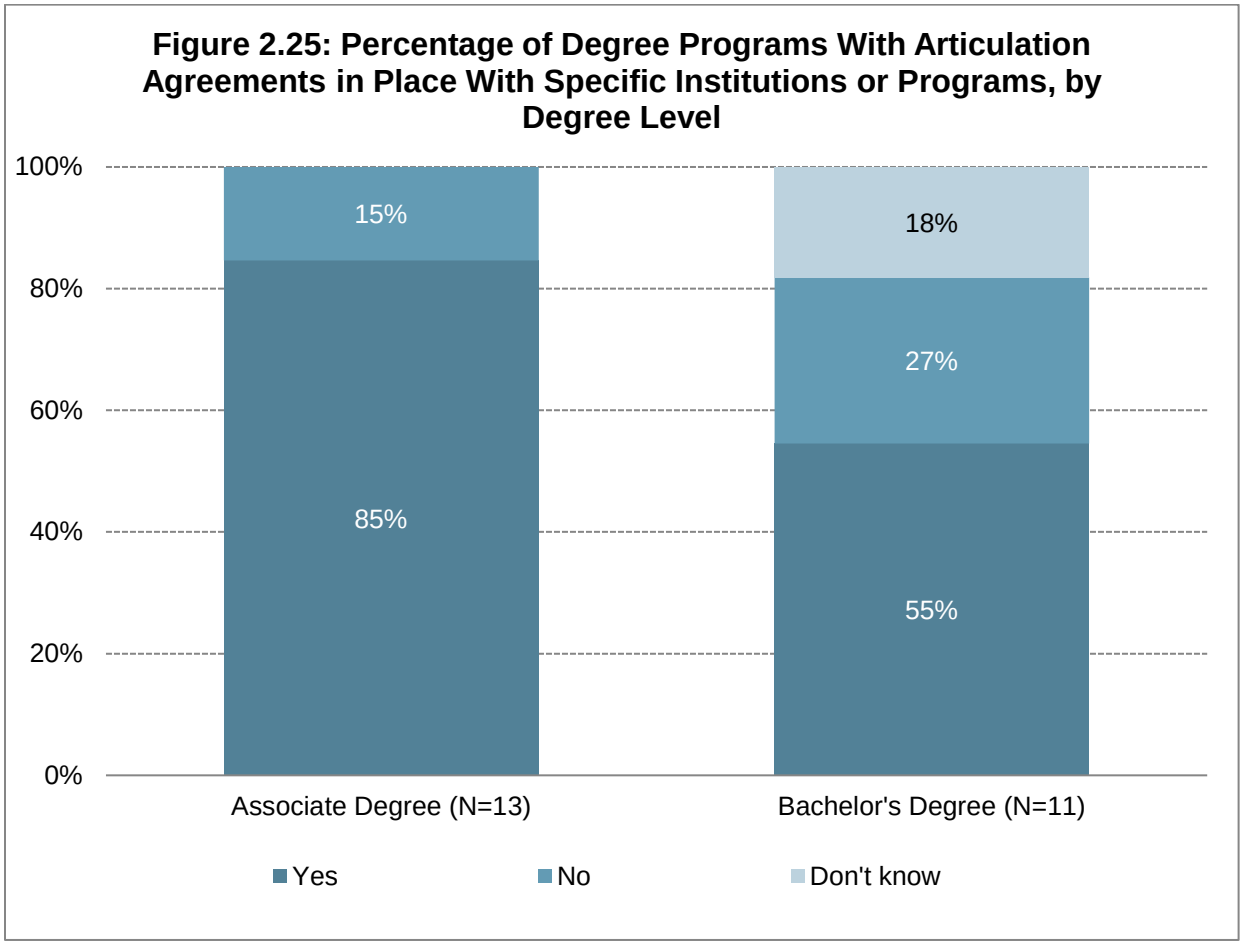
What we asked about articulation and alignment:

The *Inventory* asked program leads whether their degree programs had formal articulation agreements with other degree programs. Respondents were also asked the status of students entering the program (so that we could understand how many students are transferring versus starting as first-year students), and what challenges students face in transferring.

Respondents were then asked a series of questions about the alignment of coursework with the state's professional development system:

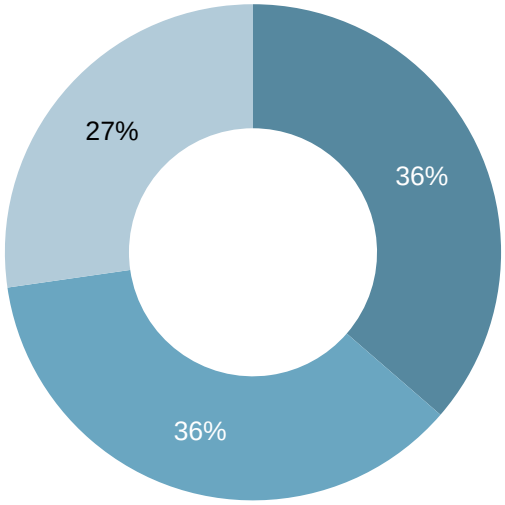
- Whether the degree program offers coursework aligned with state and national standards;
- Whether the degree program offers coursework that can be applied to the national Child Development Associate (CDA) credential;
- Whether the program offers credentials aligned with state credentials; and
- Whether the degree program offers portable and/or stackable certificates or credentials.

Articulation



Student Status

Figure 2.26: Most Common Status of Students Entering Bachelor's Degree Programs (N=11)



Challenges Students Face in Transferring

Table 2.15: Challenges Students Face in Transferring Associate Degree Credits Into Bachelor's Degree Programs

Challenge	Associate Degree* (N=14)
Lower division early childhood course content does not transfer	83%
General education course content does not transfer	17%
Courses taken out of state do not transfer	17%
Other	17%

*Sample size was too small to report bachelor's degree program responses.

Alignment With State and National Standards

Integration of Standards and Competencies

Table 2.16: Integration of Standards and Competencies Into Coursework, by Degree Level

Standards	Associate Degree (N=14)	Bachelor's Degree (N=11)
Oregon Early Learning Standards	57%	64%
Core Body of Knowledge for Oregon's Childhood Care and Education Profession	57%	27%
Oregon Spark (QRIS)	50%	18%
Council for Exceptional Children – Division for Early Childhood Program Standards	14%	18%
Other Standards	29%	18%

Figure 2.27: State or National Family Engagement Standards Incorporated Into Family Engagement Course Content of Oregon Early Childhood Degree Programs, by Degree Level

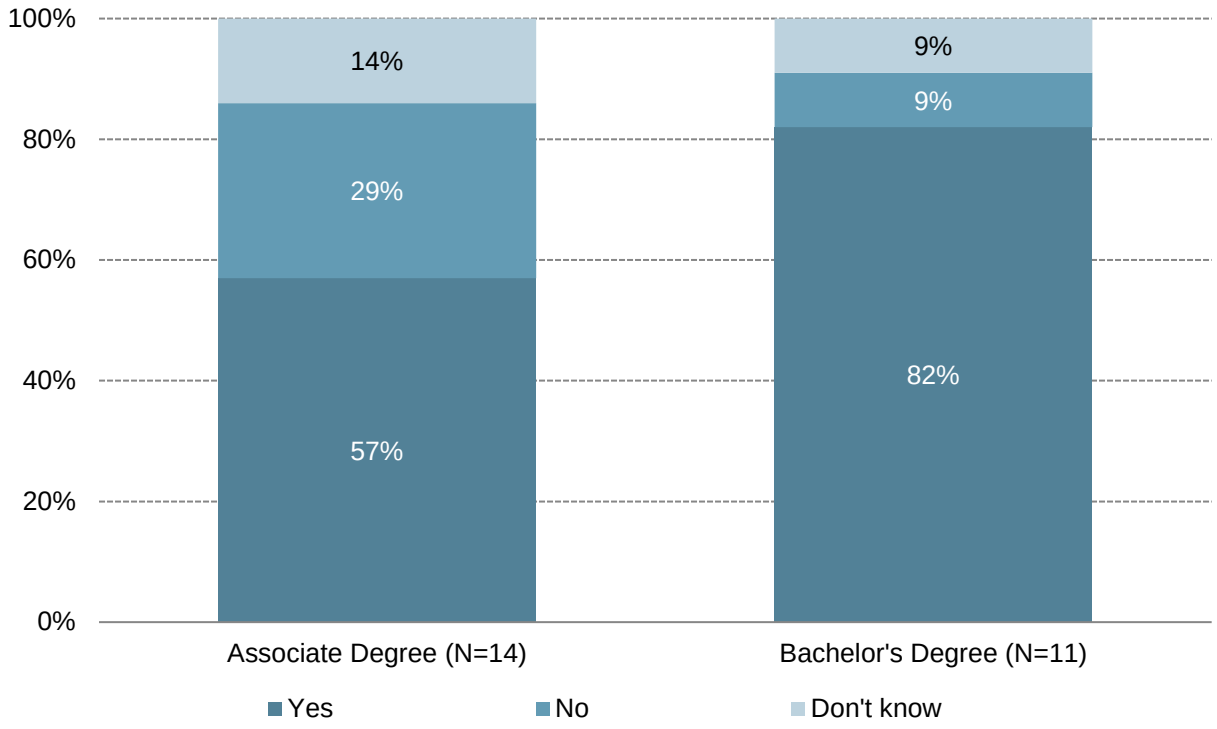
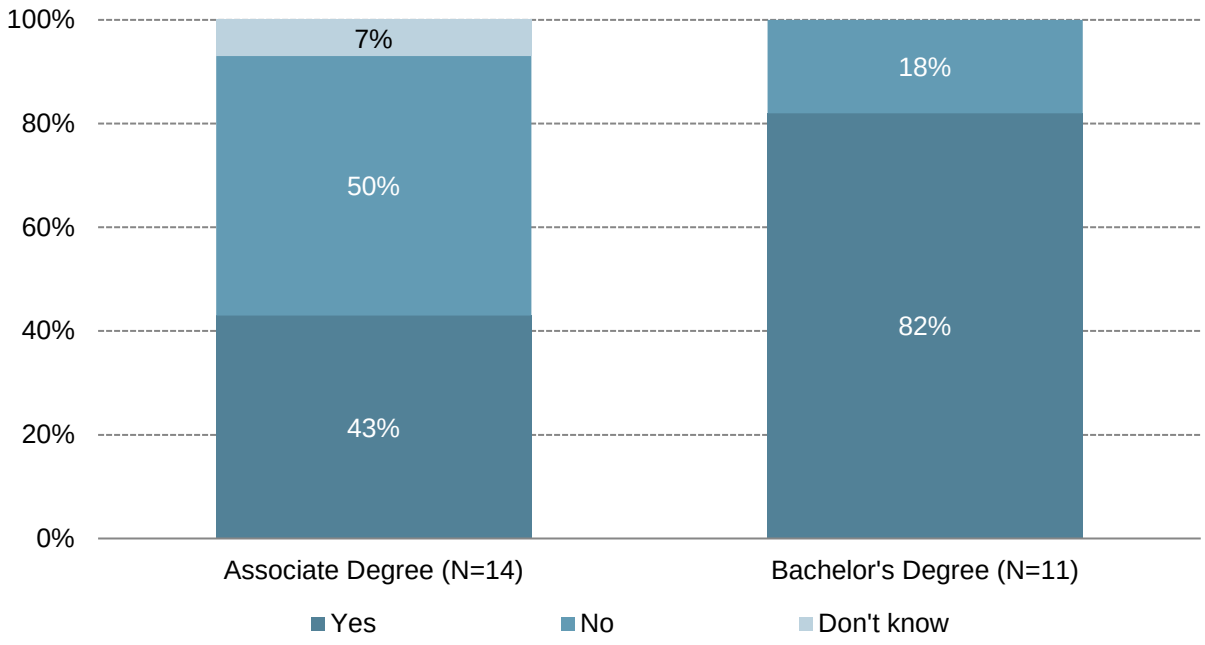


Figure 2.28: State or National Math Standards Incorporated Into Early Math Course Content of Oregon Early Childhood Degree Programs, by Degree Level



Alignment With the Child Development Associate (CDA) Credential

Figure 2.29: Percentage of Programs Offering Coursework Applicable to National CDA Credential, by Degree Level

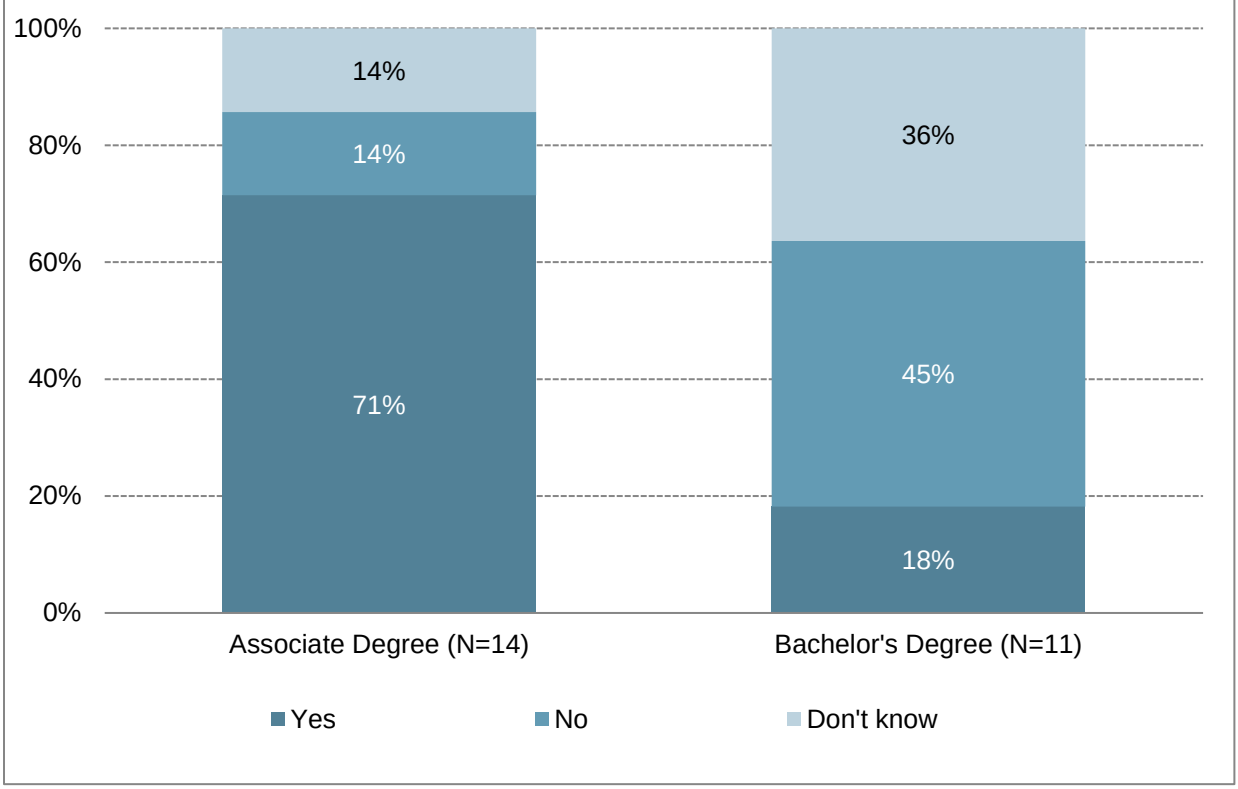
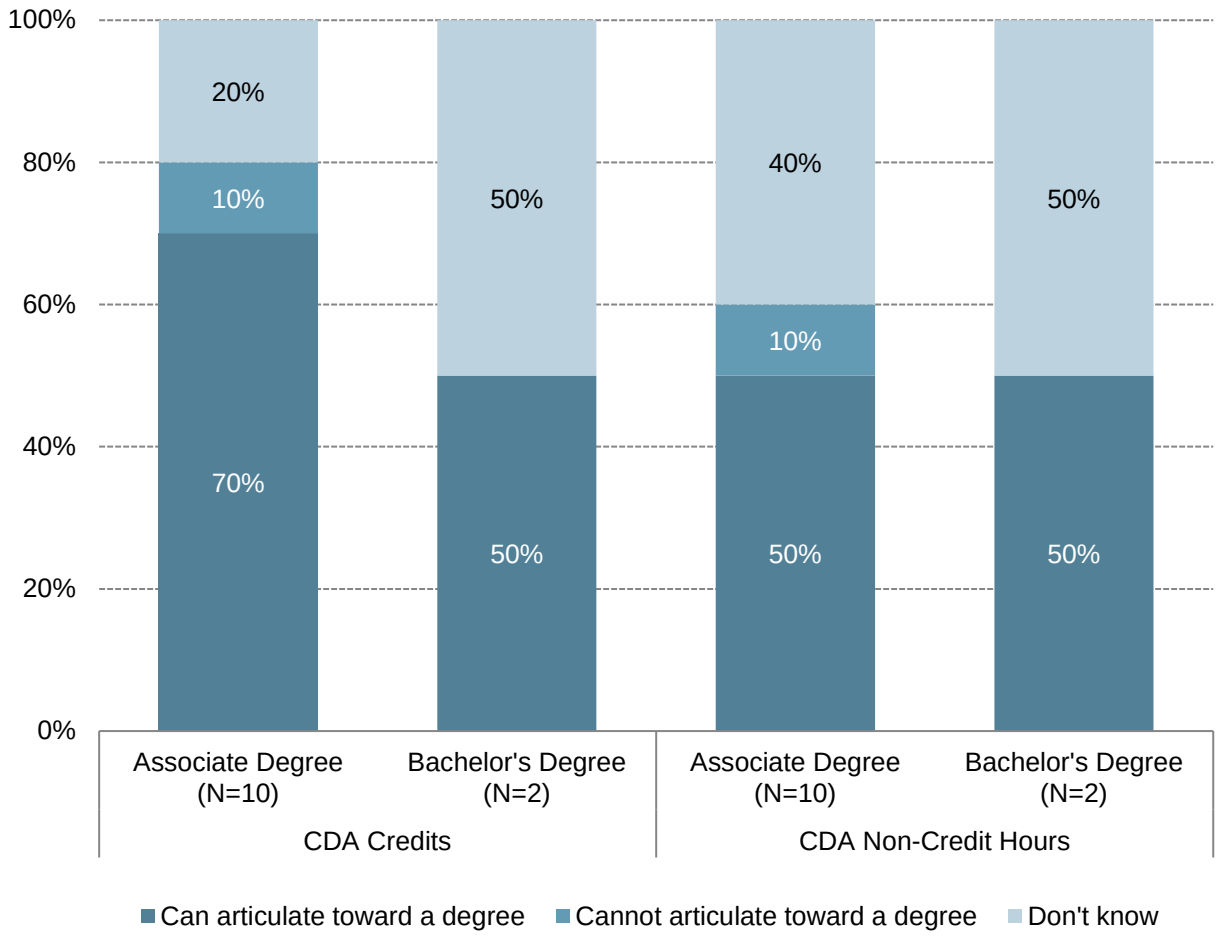
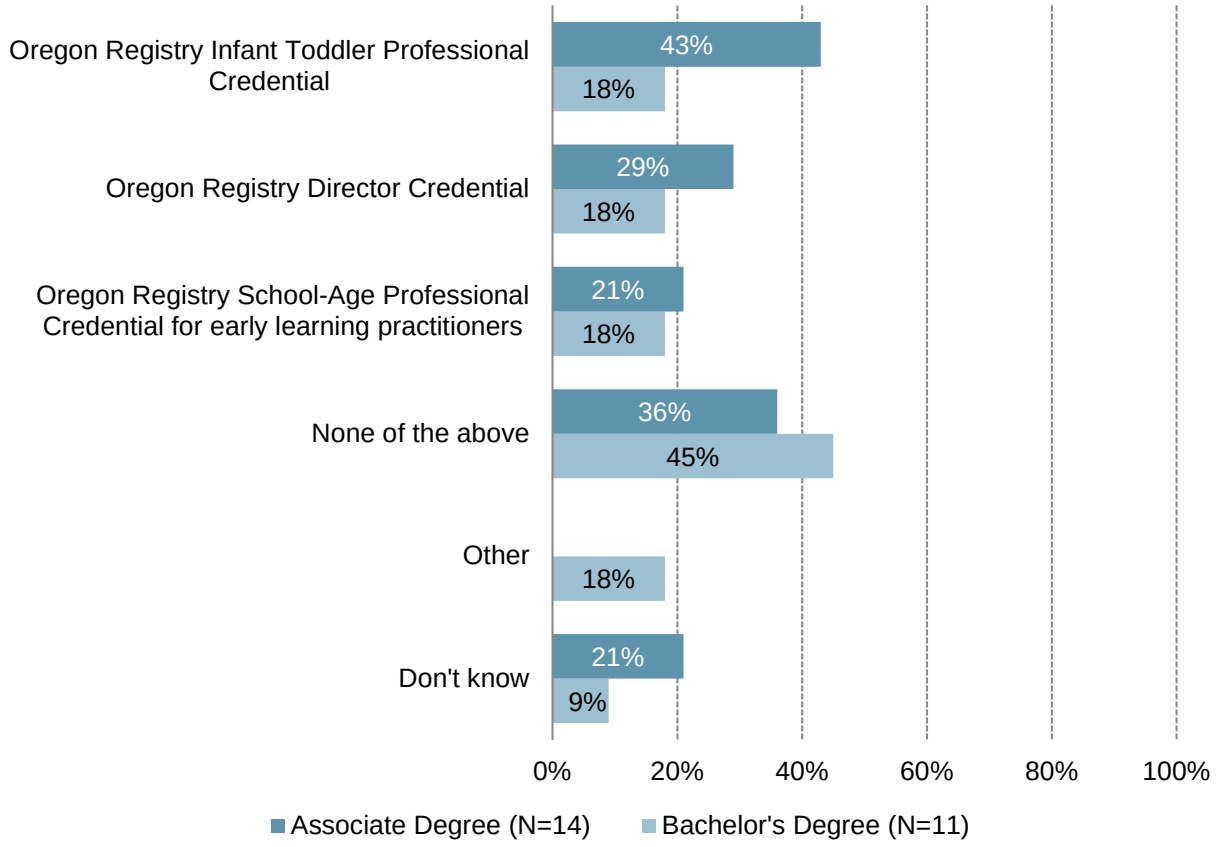


Figure 2.30: Articulation of CDA Credits and Non-Credit Hours Into Credits Toward a Degree, by Degree Level



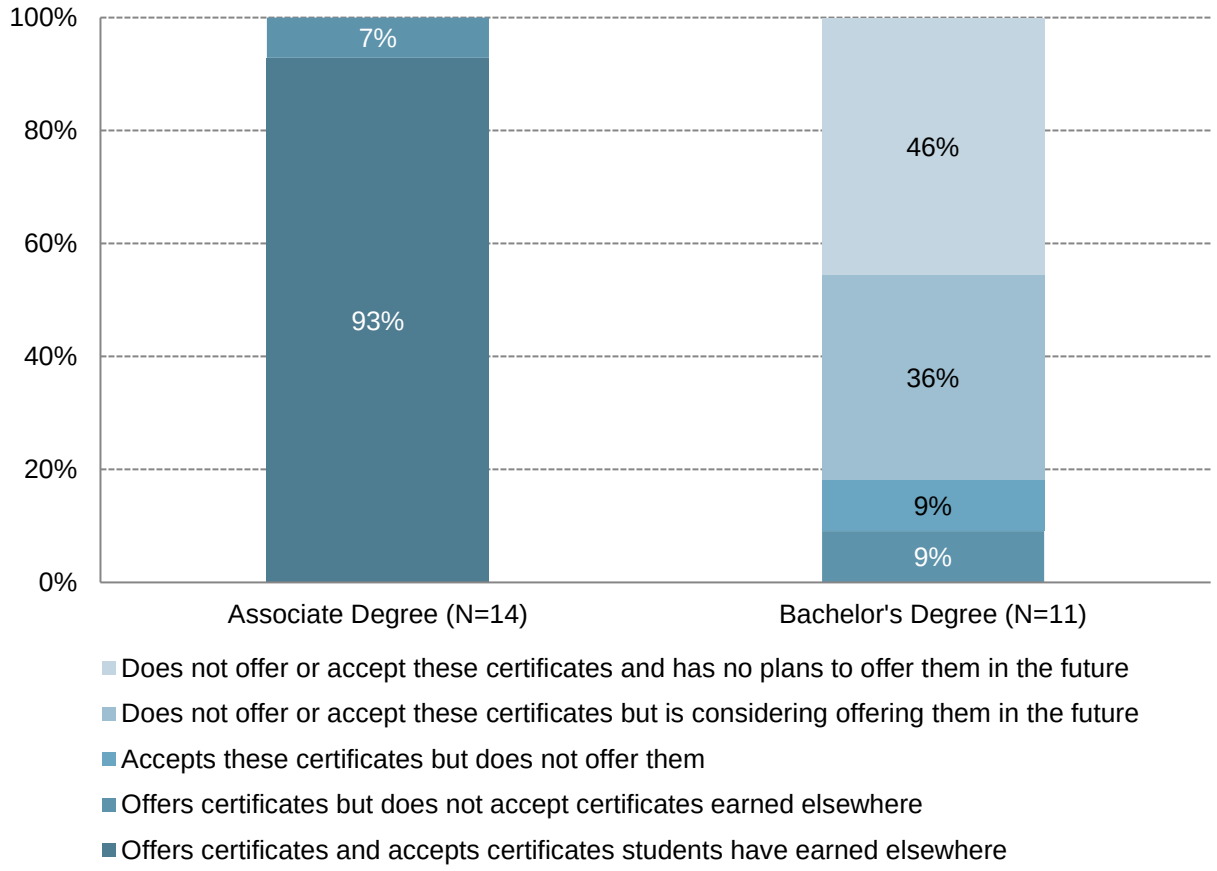
Alignment With State Credentials

Figure 2.31: Percentage of Programs Offering Coursework Leading to Oregon Registry Credentials, by Degree Level



Stackable and Portable Certificates

Figure 2.32: Availability and Acceptance of Stackable or Portable Certificates, by Degree Level



Chapter 3:
Early Childhood Degree Program Faculty Members

Demographics of Faculty Members Participating in the Oregon Inventory

What we asked faculty members:

The *Inventory* asked faculty members about their demographic identification and language status, their educational and professional backgrounds, and their current employment status.

The *Inventory* also asked faculty members to indicate their primary teaching focus and their expertise related to various age groups of children.

Faculty members were asked their opinions on the importance of including certain topics in the degree program curriculum and also their capacity to teach certain topics. Finally, faculty members were asked about their recent experience teaching course content and their participation and interest in professional development on a variety of topics.

Gender

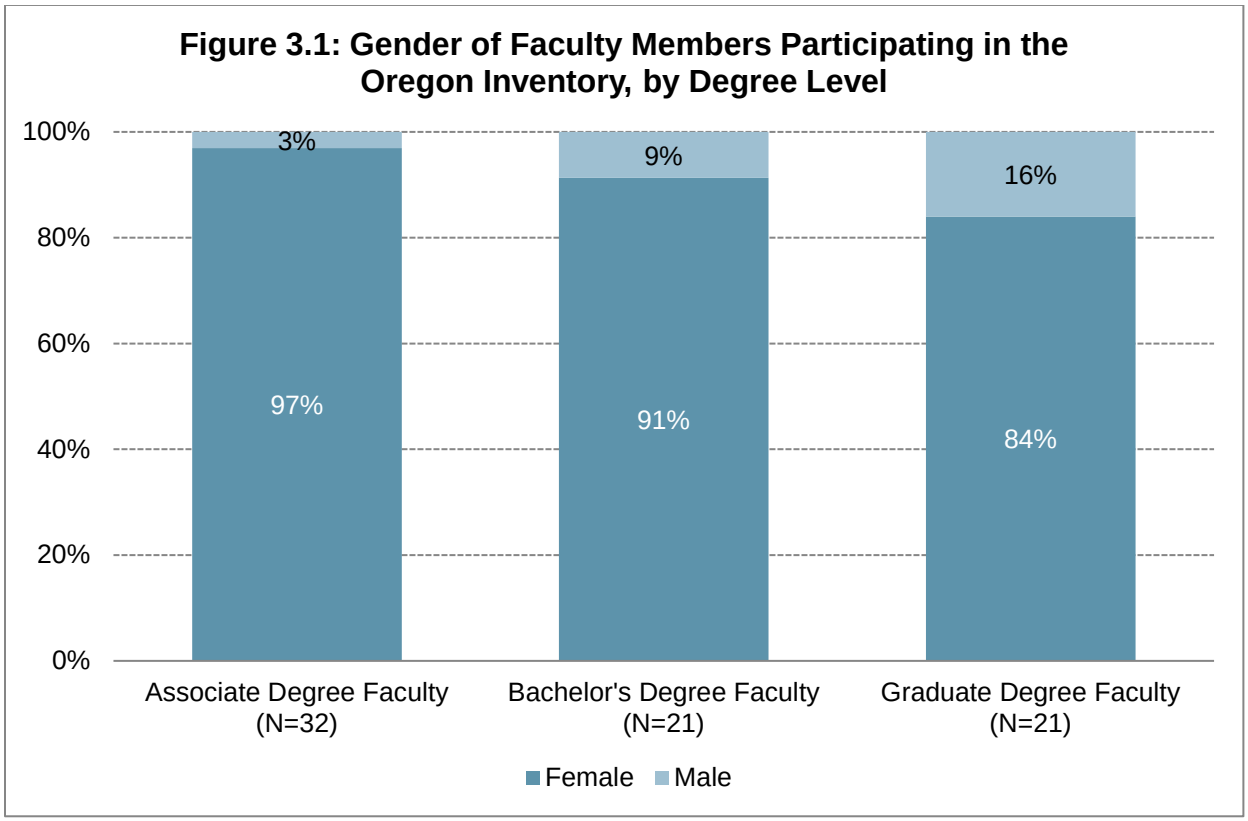


Figure 3.1: Gender of Faculty Members Participating in the Oregon Inventory, by Degree Level
100%
80%
60%
40%
20%
0%
3%
97%
9%
91%
16%
84%
Associate Degree Faculty (N=32)
Bachelor's Degree Faculty (N=21)
Graduate Degree Faculty (N=21)
Female
Male

Age

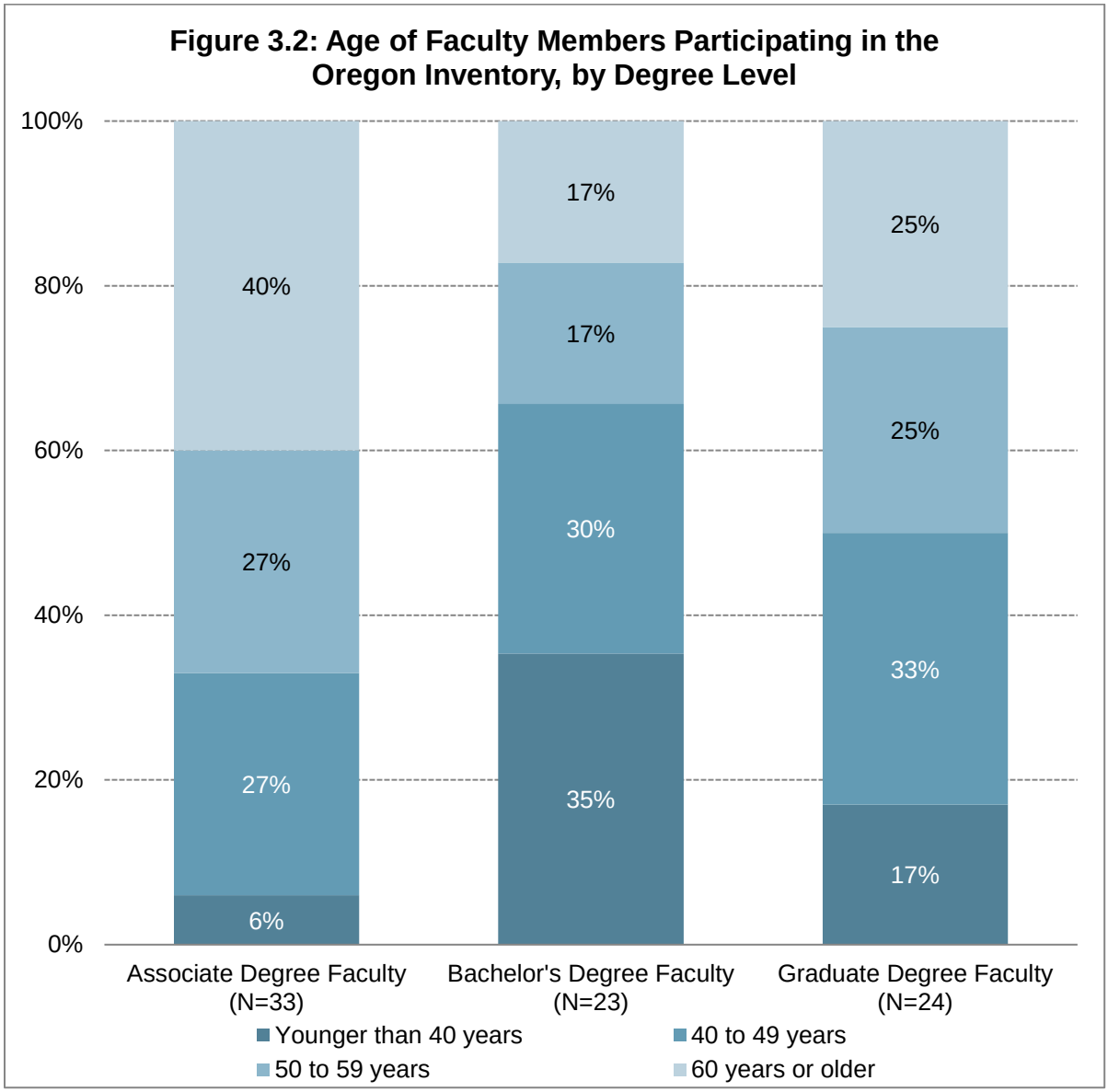
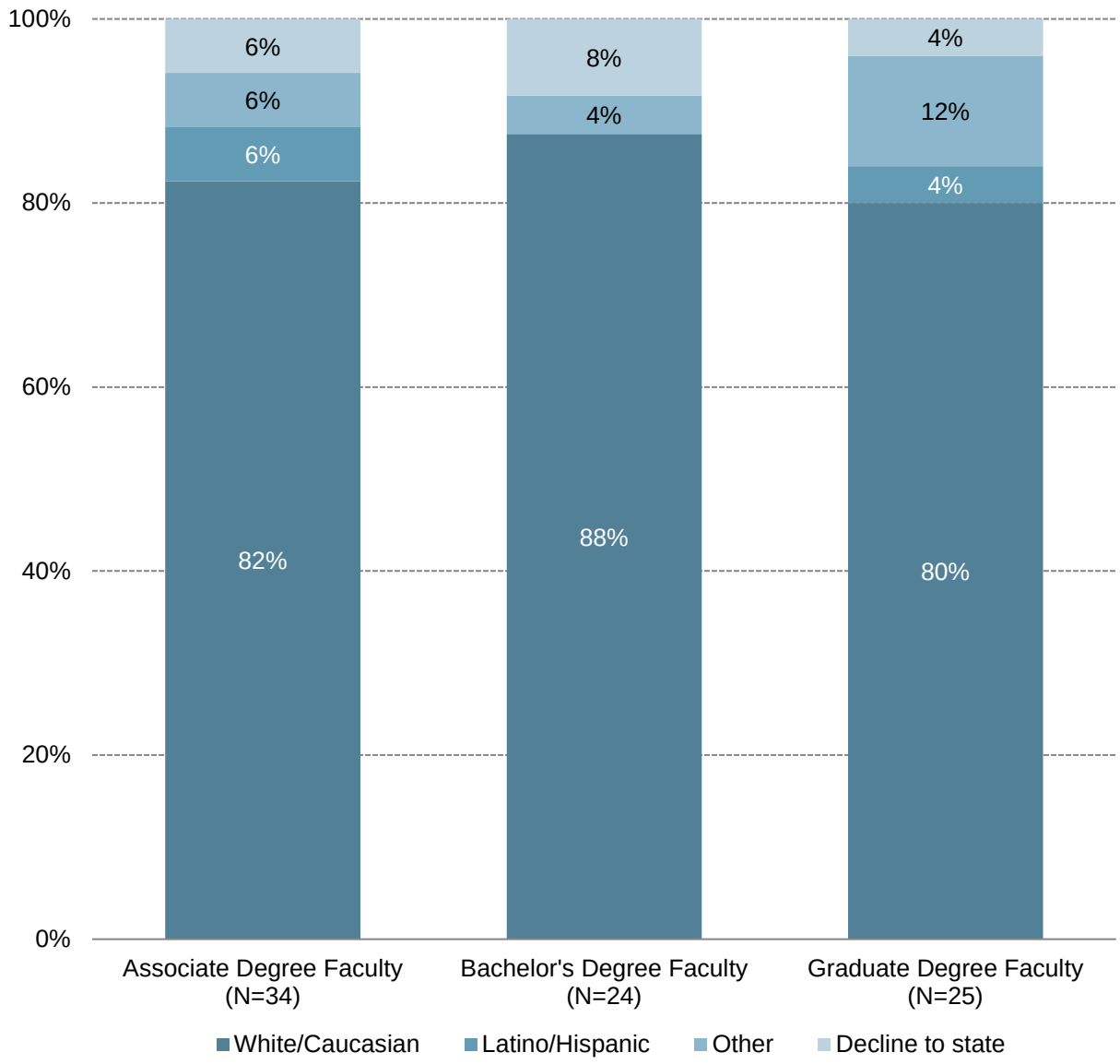


Figure 3.2: Age of Faculty Members Participating in the Oregon Inventory, by Degree Level
100%
80%
60%
40%
20%
0%
40%
27%
27%
6%
17%
17%
30%
35%
25%
25%
33%
17%
Associate Degree Faculty (N=33)
Bachelor's Degree Faculty (N=23)
Graduate Degree Faculty (N=24)
Younger than 40 years
40 to 49 years
50 to 59 years
60 years or older

Race/Ethnicity

Figure 3.3: Race/Ethnicity of Faculty Members Participating in the Oregon Inventory, by Degree Level



Languages

Figure 3.4: Languages Spoken Fluently by Faculty Members Participating in the Oregon Inventory, by Degree Level

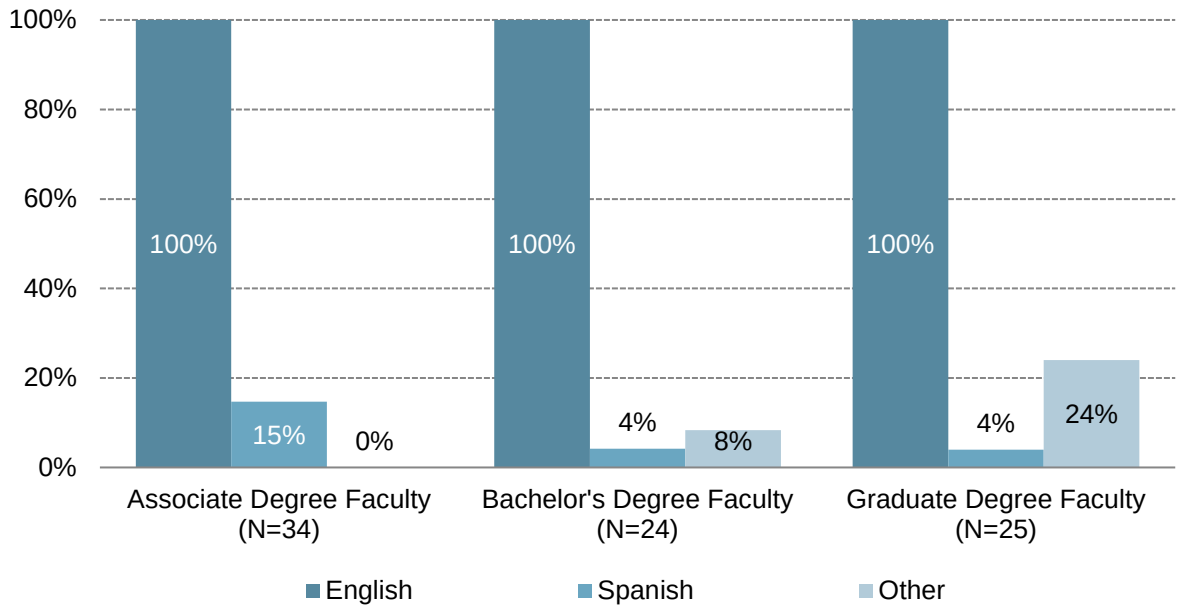


Figure 3.5: Languages Used to Communicate With Students by Faculty Members Participating in the Oregon Inventory, by Degree Level

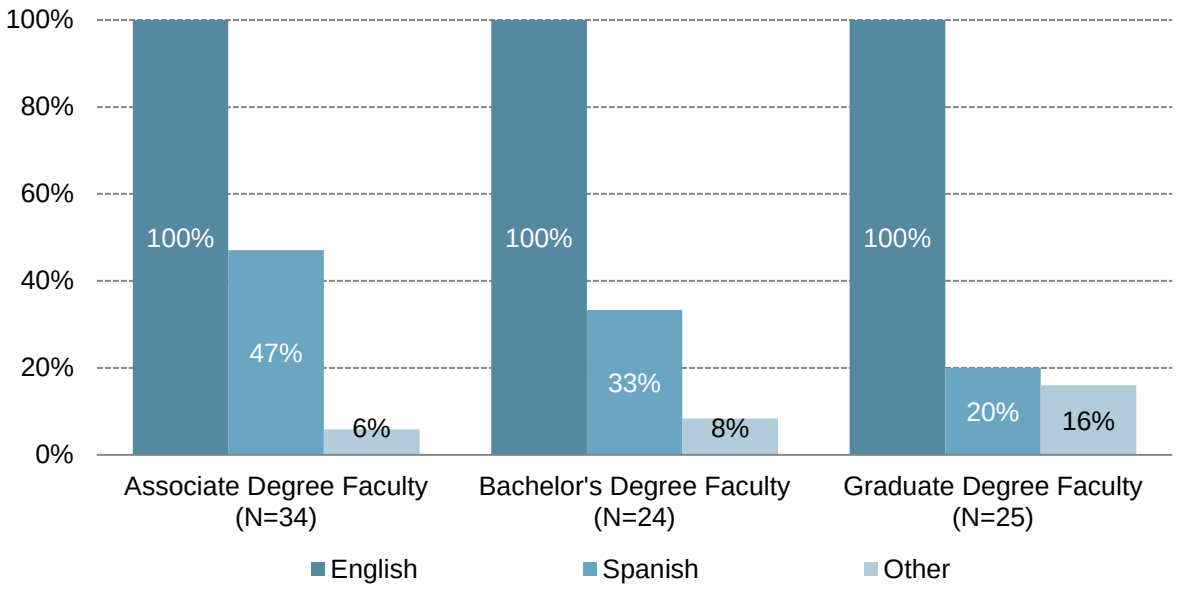
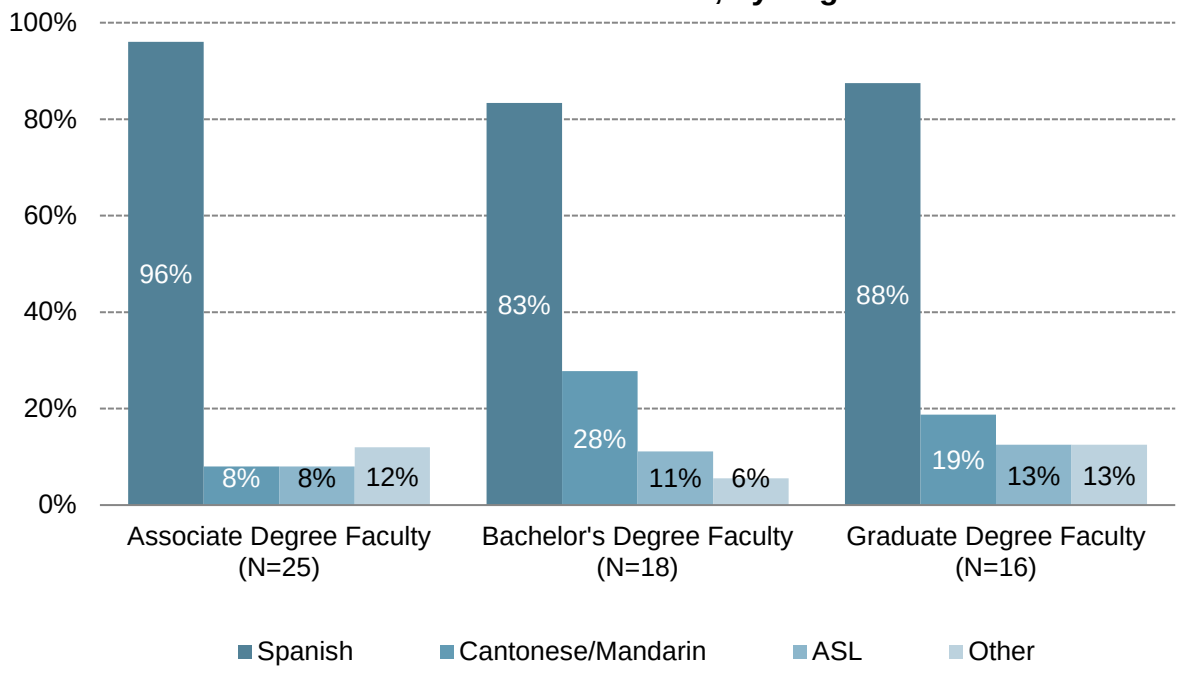


Figure 3.6: Languages That Faculty Members Participating in the Oregon Inventory Would Like to Know to Better Communicate With Students, by Degree Level



Education Levels of Faculty Members Participating in the Oregon Inventory

Figure 3.7: Highest Level of Education Attained by Faculty Members Participating in the Oregon Inventory, by Degree Level

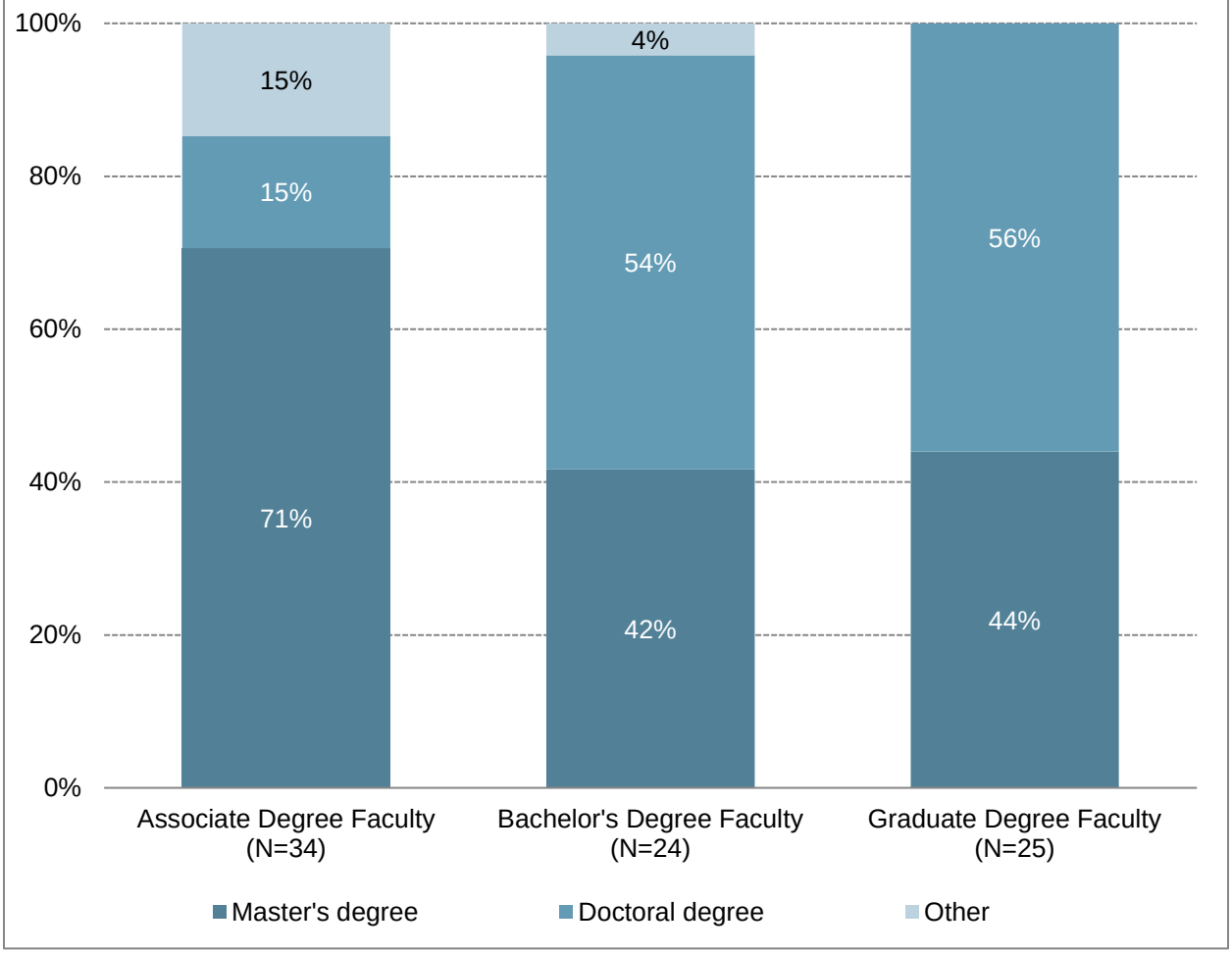
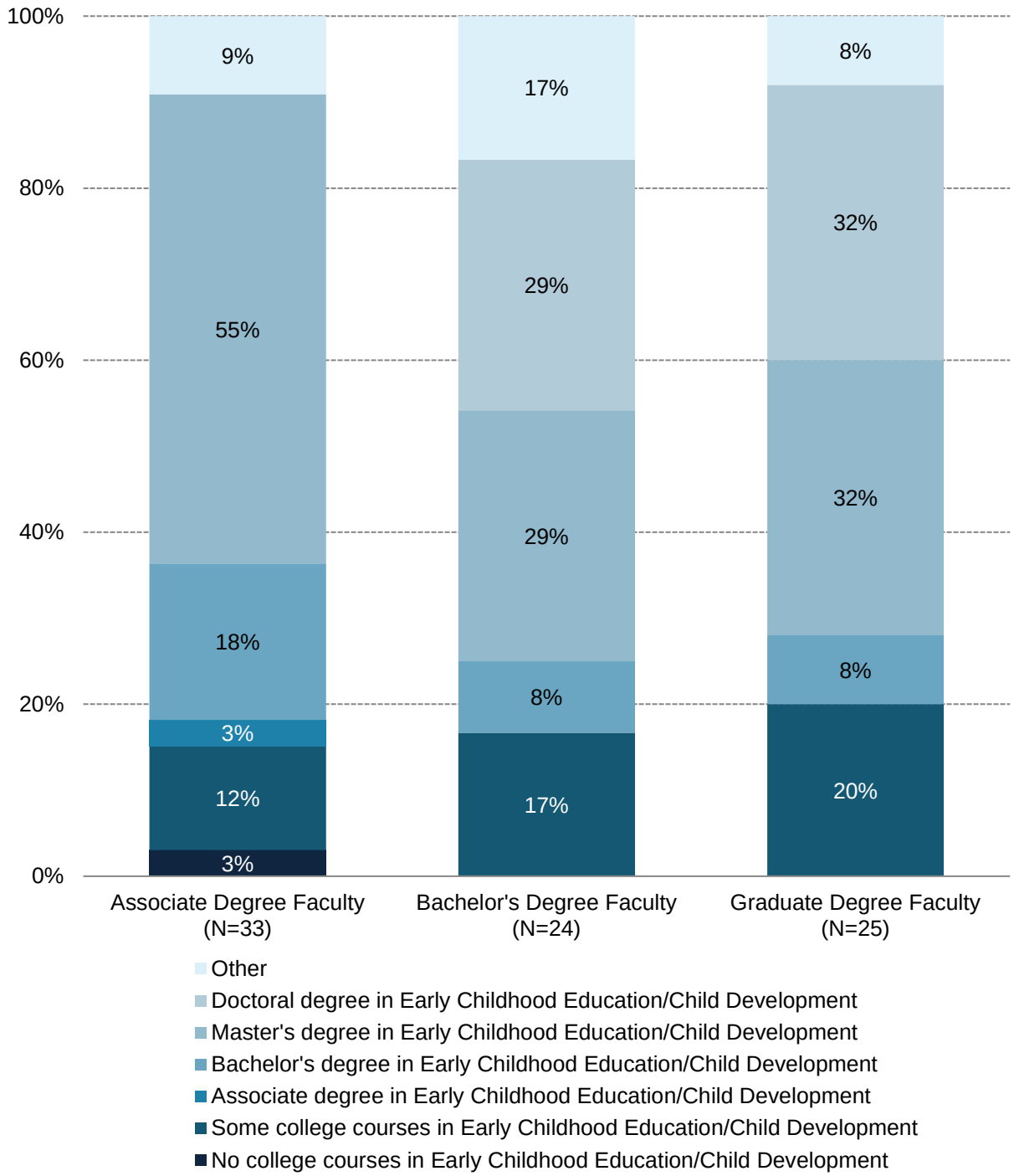


Figure 3.8: Early Childhood Education or Child Development Degree Attainment by Faculty Members Participating in the Oregon Inventory, by Degree Level



Professional Experiences and Current Employment Status of Faculty Members Participating in the Oregon Inventory

Teaching Experience

Figure 3.9: Number of Years Teaching at the College or University Level for Faculty Members Participating in the Oregon Inventory, by Degree Level

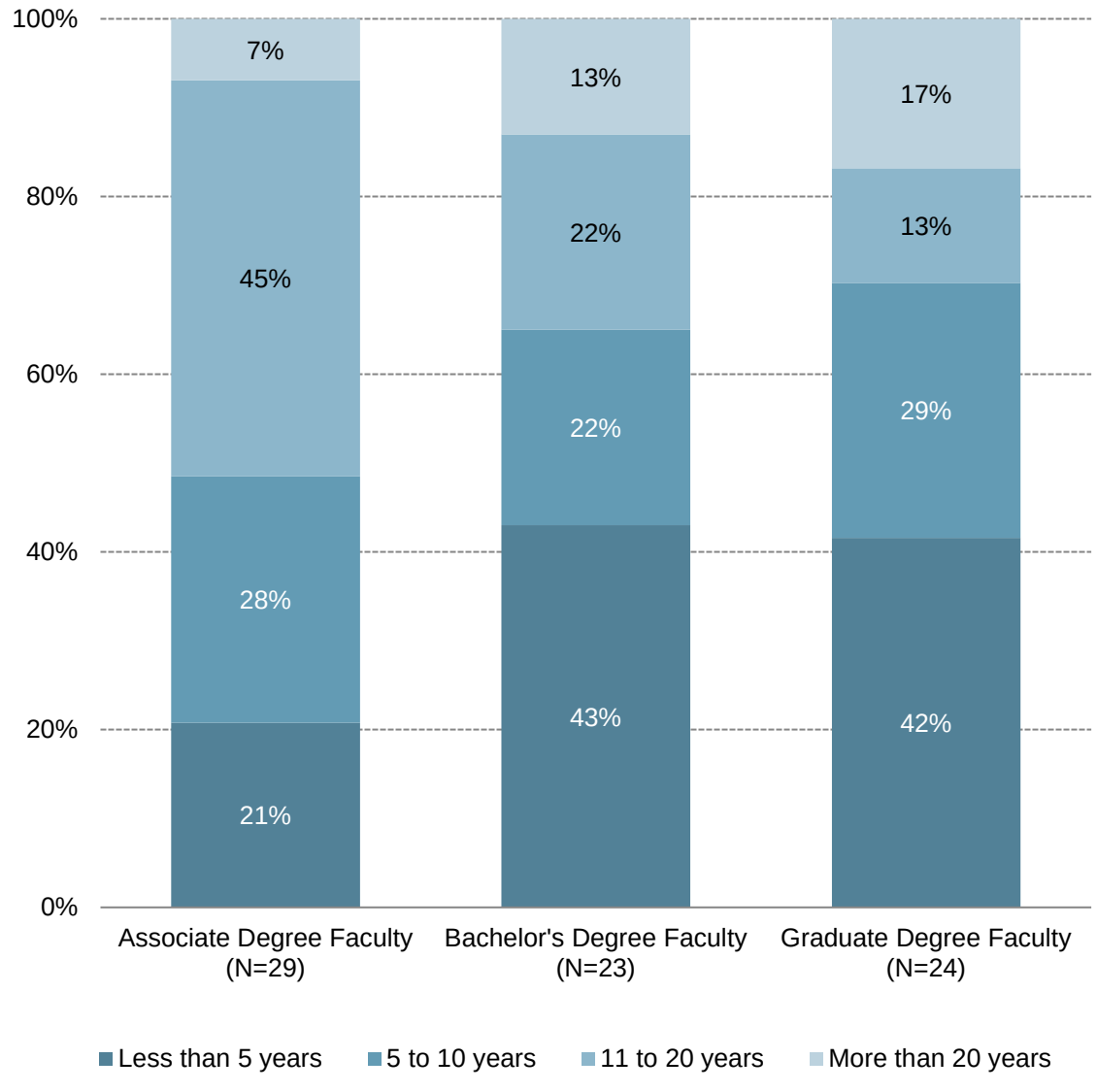
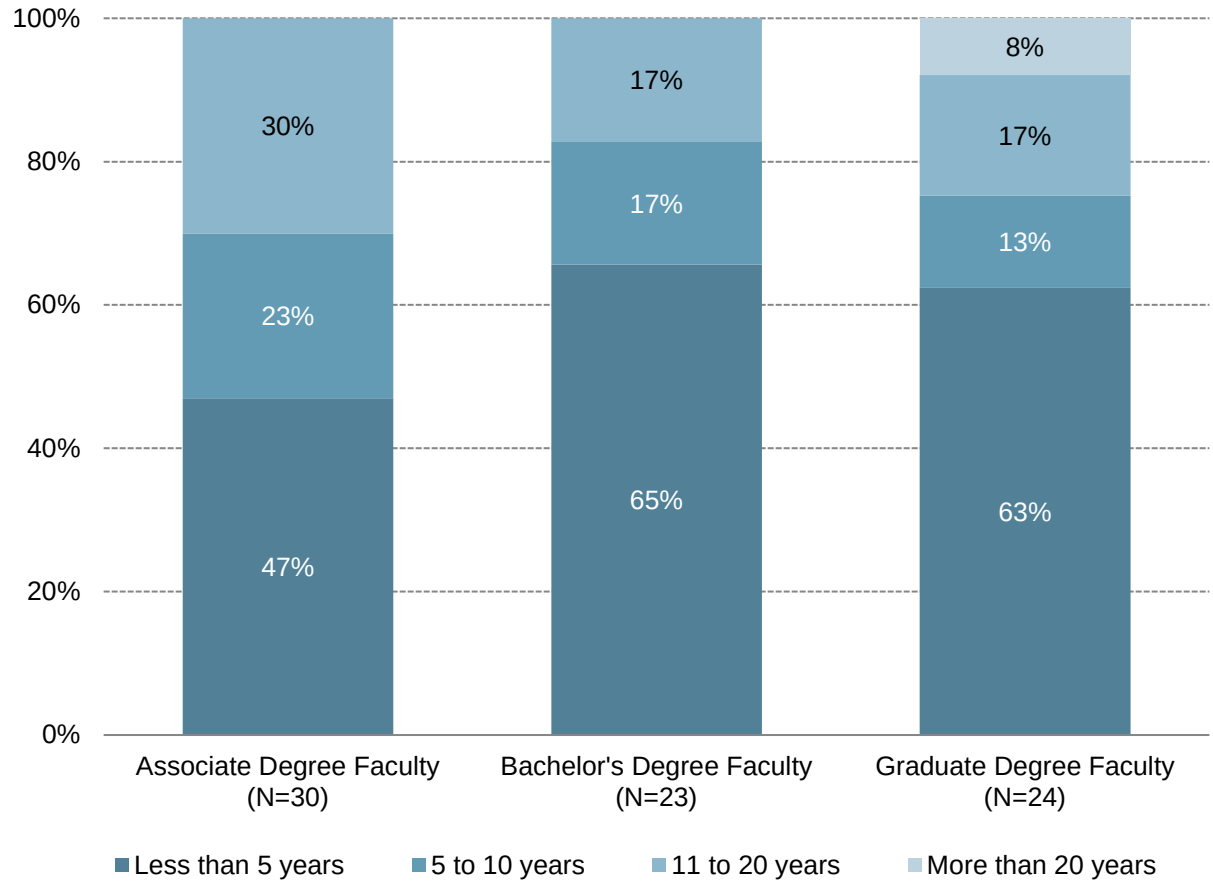


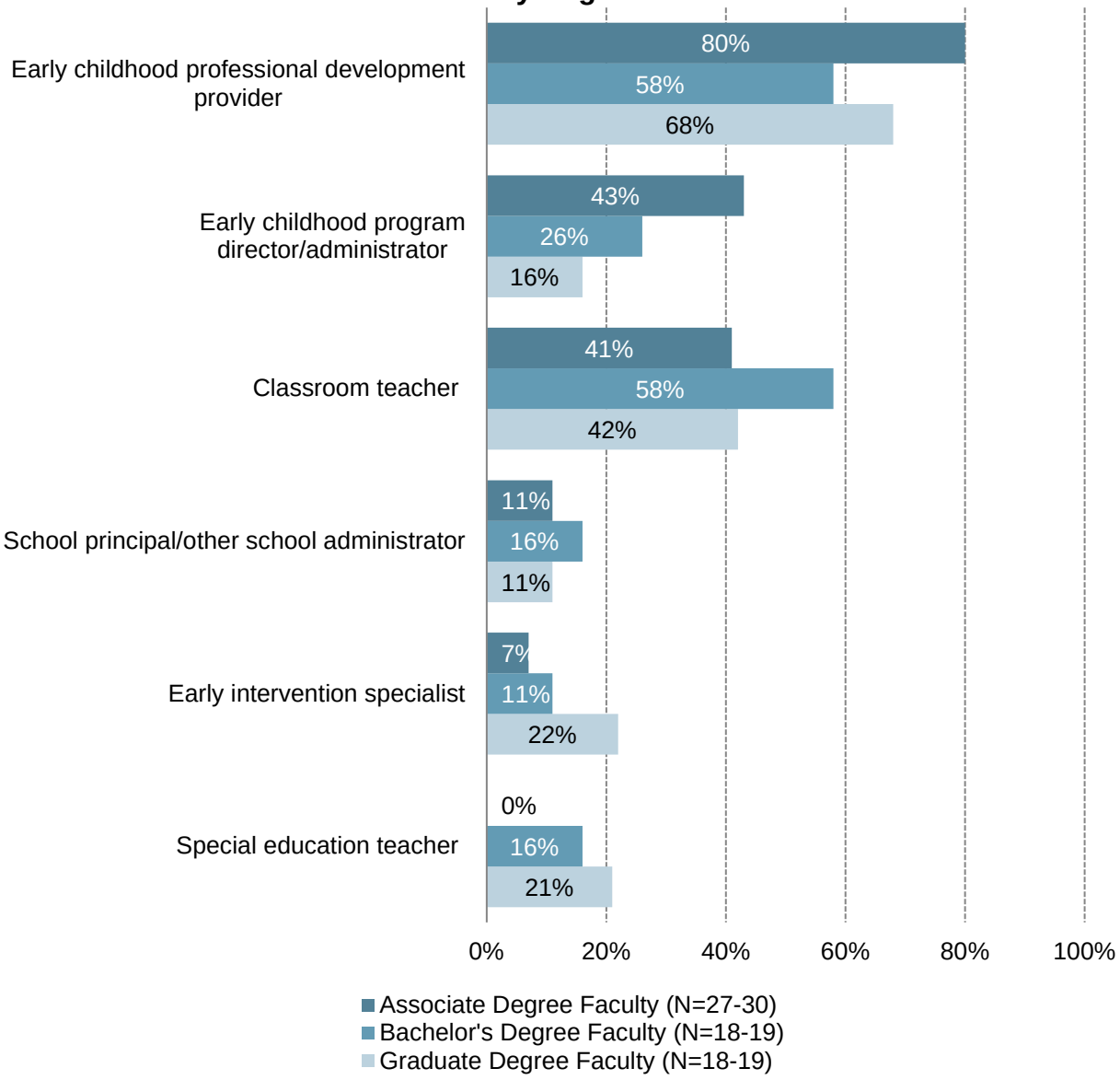
Figure 3.10: Number of Years Teaching at Current College or University for Faculty Members Participating in the Oregon Inventory, by Degree Level



Other Employment

Eighty-eight percent of faculty members teaching in associate degree programs, and 80 percent of faculty members teaching in bachelor's and graduate degree programs reported that they had worked in roles other than college-level teaching or administration in the past 10 years.

Figure 3.11: Job Roles Other Than College-Level Teaching in the Past 10 Years Reported by Faculty Members, by Degree Level



Current Employment

Figure 3.12: Employment Status of Faculty Members Participating in the Oregon Inventory, by Degree Level

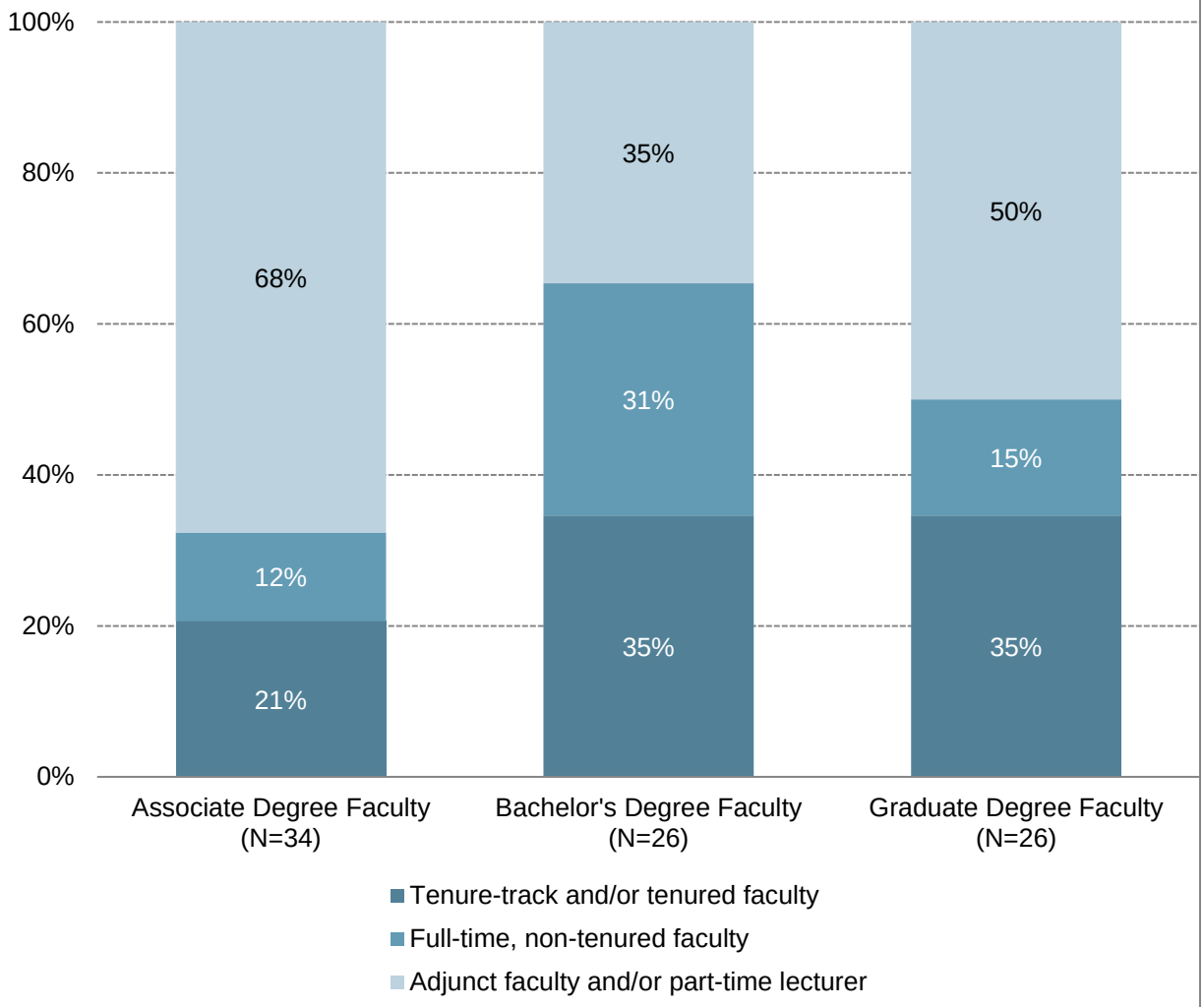


Figure 3.13: Primary Responsibility of Faculty Members Participating in the Oregon Inventory, by Degree Level

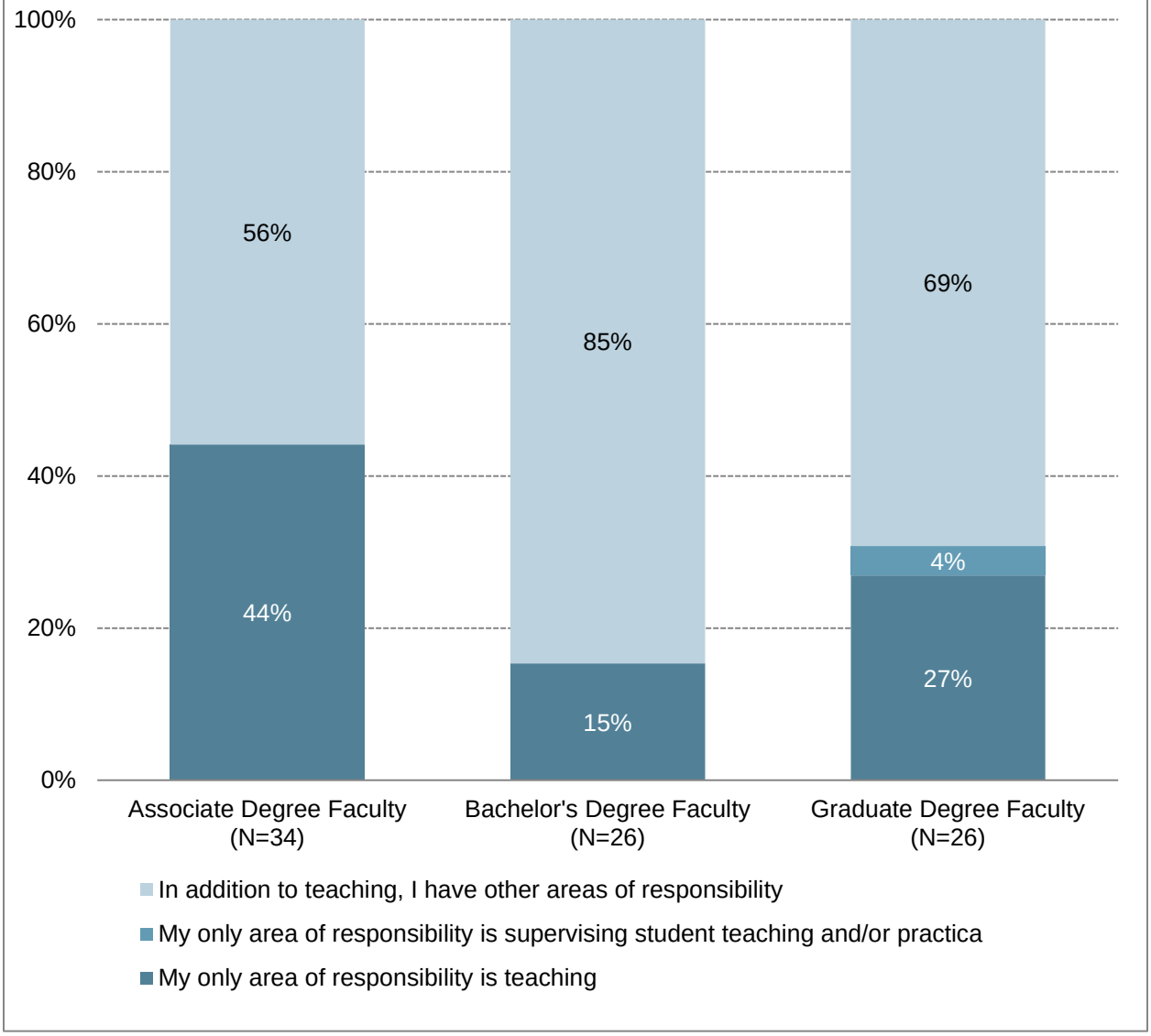


Figure 3.14: Additional Responsibilities of Teaching Faculty Members Participating in the Oregon Inventory, by Degree Level

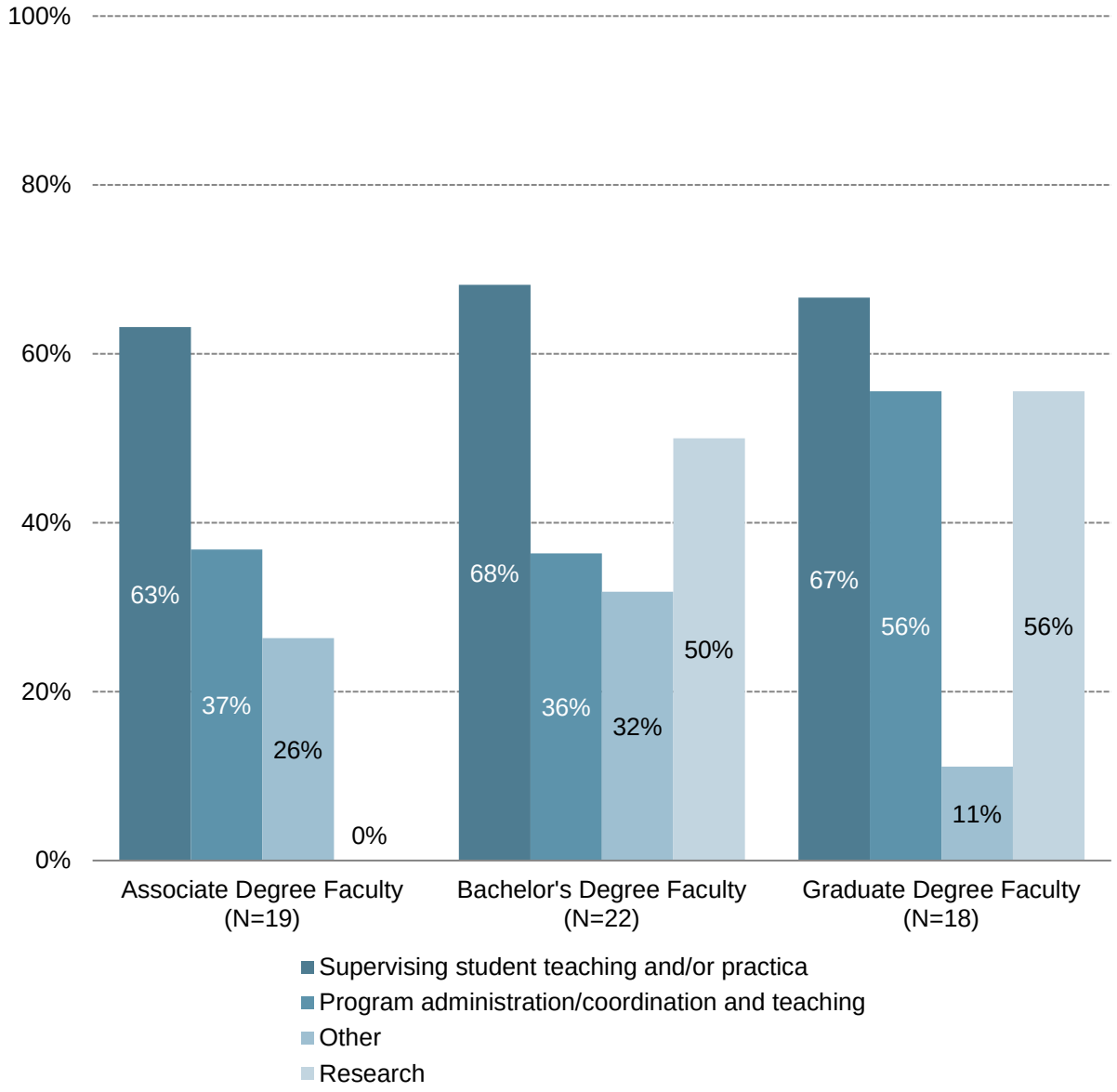
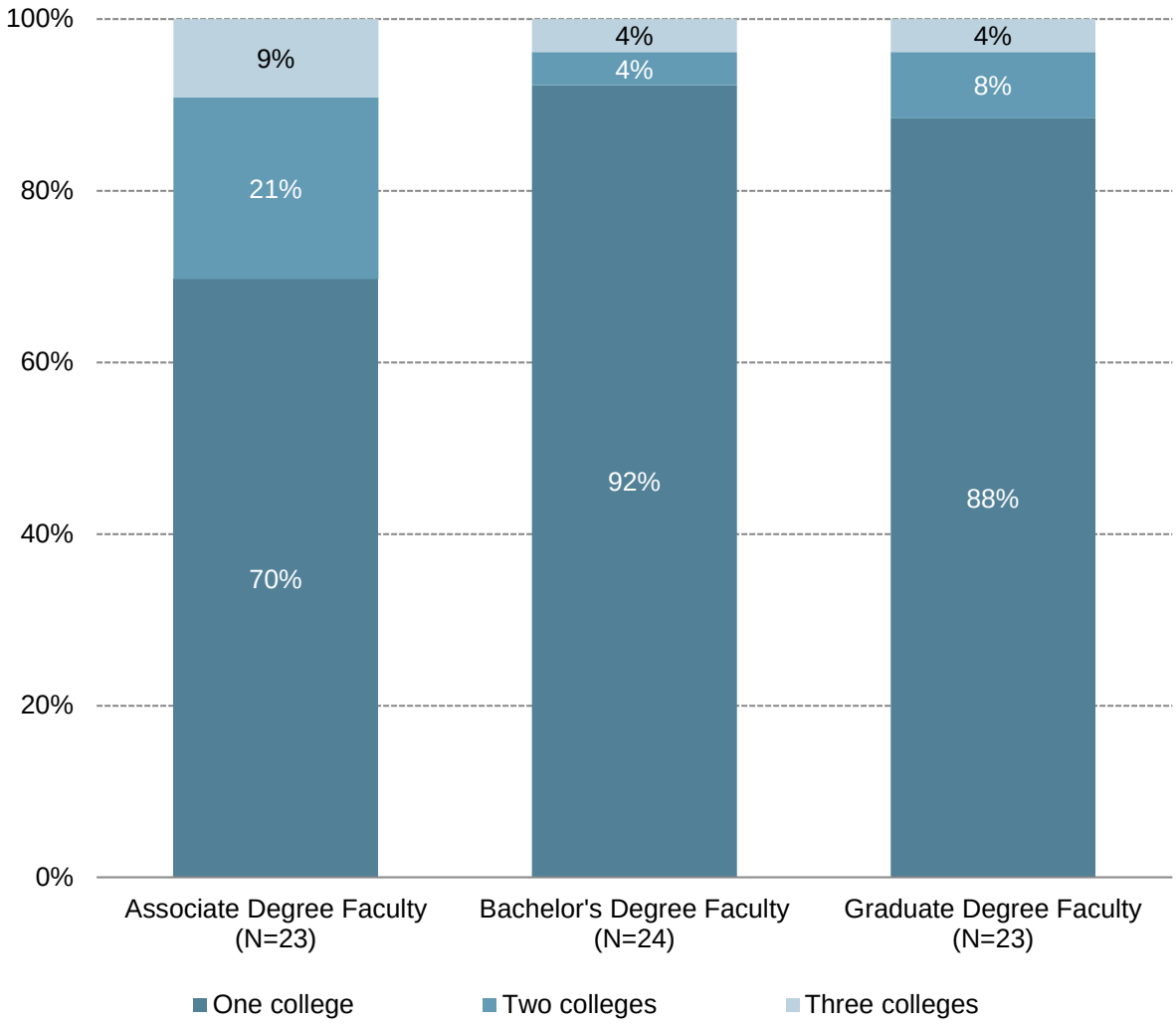


Figure 3.15: Number of Colleges or Universities at Which Faculty Members Teach, by Degree Level



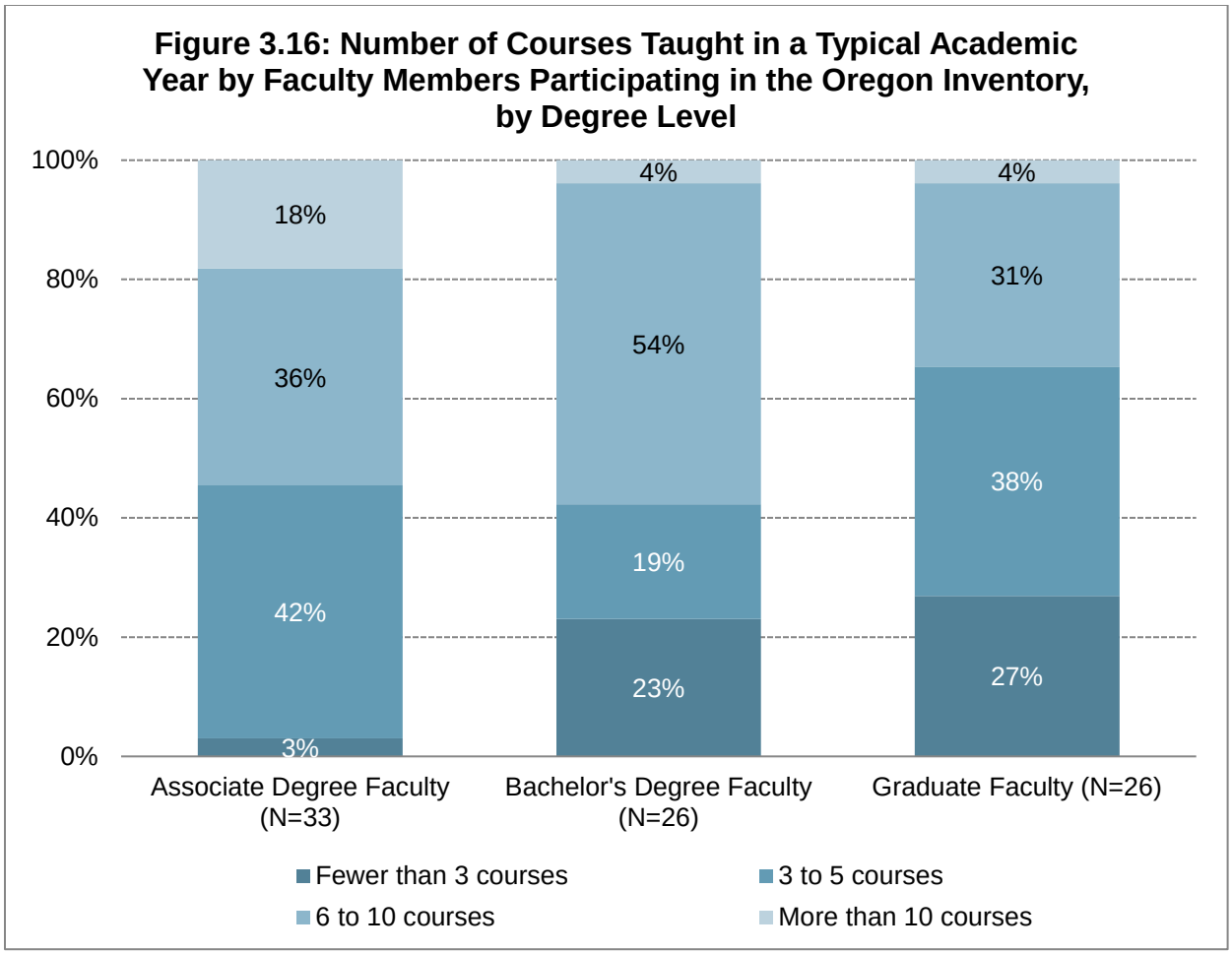


Table 3.1: Number of Students Advised in a Typical Academic Year by Faculty Members Participating in the Oregon Inventory, by Degree Level

Student Advising Load	Associate Degree Faculty (N=33)	Bachelor's Degree Faculty (N=25)	Graduate Degree Faculty (N=26)
Mean	13.6	12.4	13.1
Range	0-120	0-60	0-100

Teaching Focus and Age-Group Expertise of Faculty Members Participating in the Oregon Inventory

Figure 3.17: Primary Teaching Focus of Faculty Members Participating in the Oregon Inventory, by Degree Level

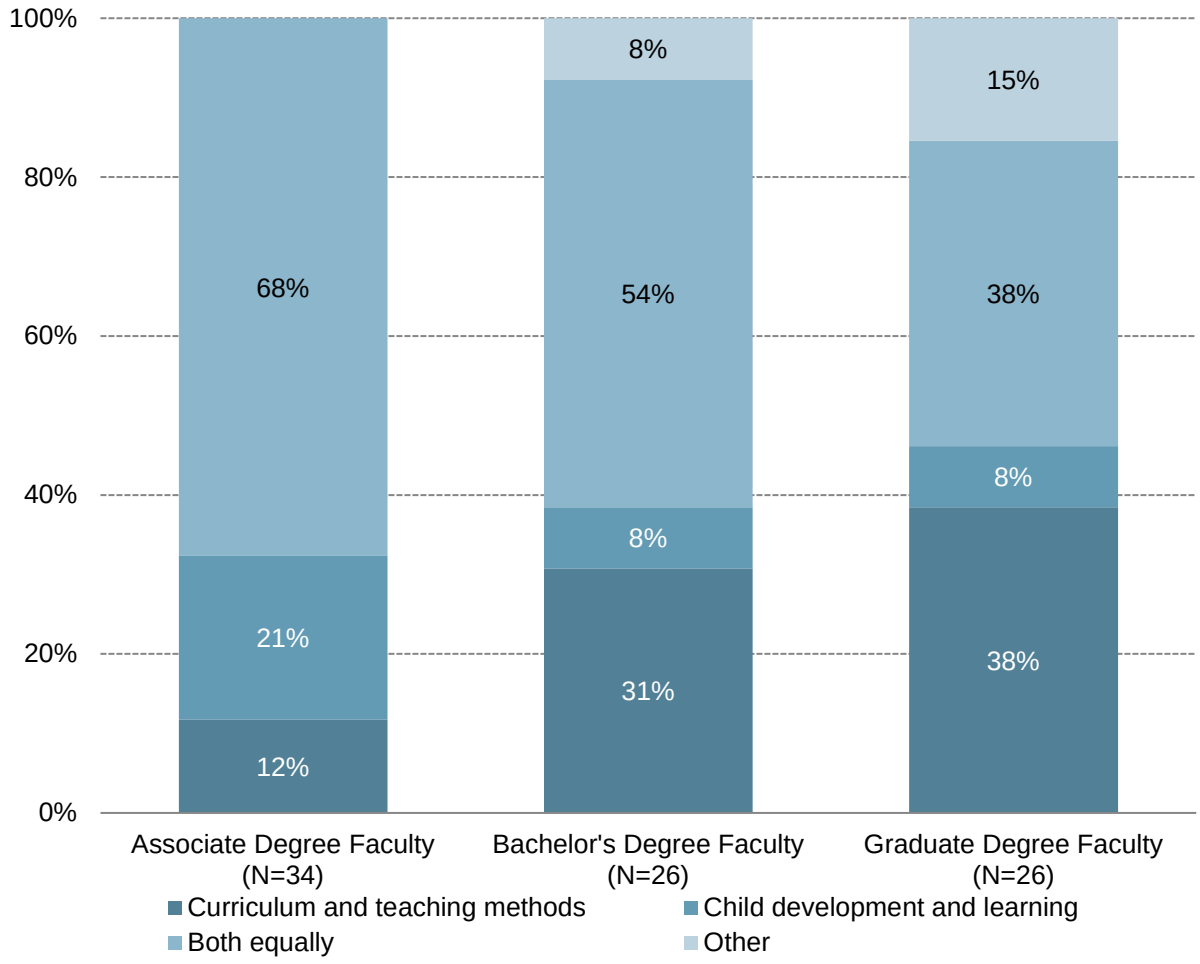
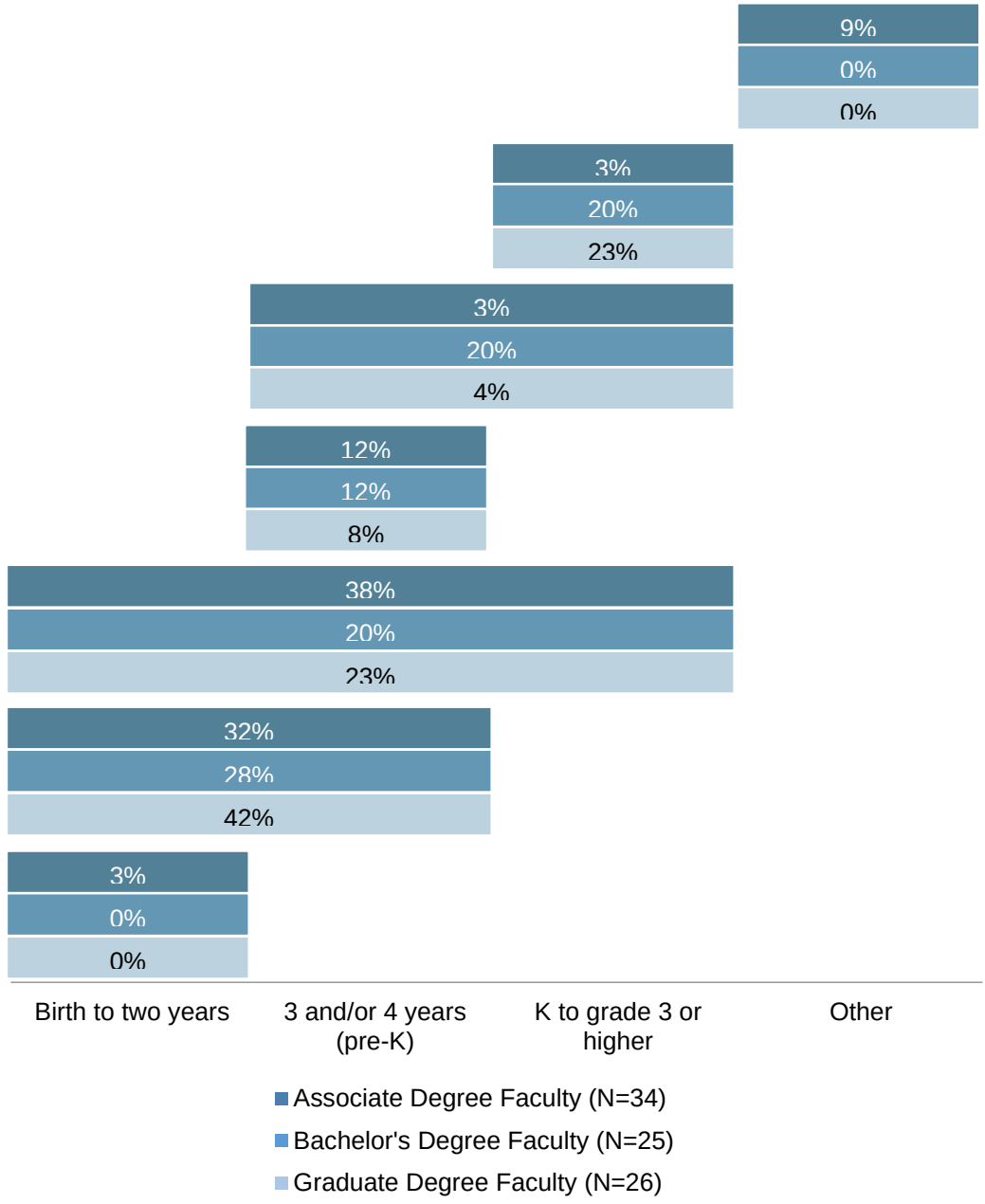


Figure 3.18: Primary Age-Group Expertise of Faculty Members Participating in the Oregon Inventory, by Degree Level



Faculty Perspectives on the Importance of Learning Domains

What we asked about the importance of learning domains:

Faculty members were asked to use a Likert scale of 1 to 4, with 1 meaning "not important" and 4 meaning "very important," to indicate the importance of including the following domains in early childhood degree programs:

- **Early mathematics**: Understanding the domains and sequence of mathematical knowledge in young children and how to promote their mathematical understanding and ability to solve problems;
- **Literacy**: Understanding the components and sequence of literacy development in young children and how to promote their skills related to oral and written language;
- **Socioemotional development**: Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills;
- **Motor development**: Understanding normal and atypical motor development in young children, its relationship to learning, and how to support the development of children's motor skills;
- **Family engagement**: Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and the relationship of such partnerships to outcomes for children;
- **Assessment**: Utilizing assessment effectively to inform and individualize instruction;
- **Collaboration**: Collaborating with community organizations to support children and families;
- **Dual language learners**: Supporting the cognitive and social development of young dual language learners; and
- **Diverse families**: Working with families of various ethnic, racial, and cultural backgrounds.

Table 3.2: Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (N=34)				
Understanding the domains and sequence of mathematical knowledge in young children and how to promote mathematical understanding and ability to solve problems				
Birth to 2 years	9%	15%	38%	38%
3 and/or 4 years (pre-K)	0%	6%	18%	76%
K-grade 3 or higher	0%	0%	6%	94%
Understanding the components and sequence of literacy development in young children and how to promote their skills related to oral and written language				
Birth to 2 years	0%	3%	26%	71%
3 and/or 4 years (pre-K)	0%	0%	3%	97%
K-grade 3 or higher	0%	0%	3%	97%
Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	0%	3%	97%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	3%	97%
Understanding typical and atypical motor development in young children, its relationship to learning, and how to facilitate motor skills				
Birth to 2 years	0%	0%	0%	100%
3 and/or 4 years (pre-K)	0%	0%	15%	85%
K-grade 3 or higher	0%	0%	29%	71%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and its relationship to outcomes for children				
Birth to 2 years	0%	3%	0%	97%
3 and/or 4 years (pre-K)	0%	0%	9%	91%
K-grade 3 or higher	0%	0%	18%	82%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	0%	12%	26%	62%
3 and/or 4 years (pre-K)	0%	3%	18%	79%
K-grade 3 or higher	0%	3%	15%	82%

Table 3.2 Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level (Continued)

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (Continued) (N=34)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	6%	18%	76%
3 and/or 4 years (pre-K)	0%	9%	24%	68%
K-grade 3 or higher	0%	12%	29%	59%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	0%	6%	94%
3 and/or 4 years (pre-K)	0%	0%	6%	94%
K-grade 3 or higher	0%	0%	9%	91%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	12%	88%
3 and/or 4 years (pre-K)	0%	0%	12%	88%
K-grade 3 or higher	0%	0%	12%	88%
Bachelor's Degree Faculty (N=26)				
Understanding the domains and sequence of mathematical knowledge in young children and how to promote mathematical understanding and ability to solve problems				
Birth to 2 years	4%	15%	54%	27%
3 and/or 4 years (pre-K)	0%	4%	27%	69%
K-grade 3 or higher	0%	0%	4%	96%
Understanding the components and sequence of literacy development in young children and how to promote their skills related to oral and written language				
Birth to 2 years	0%	8%	31%	62%
3 and/or 4 years (pre-K)	0%	0%	4%	96%
K-grade 3 or higher	0%	0%	0%	100%
Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	0%	4%	96%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	0%	100%

Table 3.2: Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level (Continued)

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Bachelor's Degree Faculty (Continued) (N=26)				
Understanding typical and atypical motor development in young children, its relationship to learning, and how to facilitate motor skills				
Birth to 2 years	0%	4%	12%	85%
3 and/or 4 years (pre-K)	0%	4%	23%	73%
K-grade 3 or higher	0%	8%	58%	35%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and its relationship to outcomes for children				
Birth to 2 years	0%	4%	4%	92%
3 and/or 4 years (pre-K)	0%	4%	4%	92%
K-grade 3 or higher	0%	4%	19%	77%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	0%	12%	31%	58%
3 and/or 4 years (pre-K)	0%	8%	12%	81%
K-grade 3 or higher	0%	4%	12%	85%
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	4%	12%	85%
3 and/or 4 years (pre-K)	0%	4%	15%	81%
K-grade 3 or higher	0%	15%	19%	65%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	0%	8%	92%
3 and/or 4 years (pre-K)	0%	0%	8%	92%
K-grade 3 or higher	0%	0%	4%	96%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	12%	88%
3 and/or 4 years (pre-K)	0%	0%	8%	92%
K-grade 3 or higher	0%	0%	8%	92%

Table 3.2: Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level (Continued)

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (N=26)				
Understanding the domains and sequence of mathematical knowledge in young children and how to promote mathematical understanding and ability to solve problems				
Birth to 2 years	4%	38%	35%	23%
3 and/or 4 years (pre-K)	0%	4%	54%	42%
K-grade 3 or higher	0%	0%	19%	81%
Understanding the components and sequence of literacy development in young children and how to promote their skills related to oral and written language				
Birth to 2 years	4%	19%	35%	42%
3 and/or 4 years (pre-K)	0%	4%	15%	81%
K-grade 3 or higher	0%	0%	12%	88%
Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	0%	4%	96%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	8%	92%
Understanding typical and atypical motor development in young children, its relationship to learning, and how to facilitate motor skills				
Birth to 2 years	0%	8%	15%	77%
3 and/or 4 years (pre-K)	0%	8%	31%	62%
K-grade 3 or higher	0%	15%	38%	46%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and its relationship to outcomes for children				
Birth to 2 years	0%	8%	12%	81%
3 and/or 4 years (pre-K)	0%	8%	12%	81%
K-grade 3 or higher	0%	4%	31%	65%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	4%	12%	31%	54%
3 and/or 4 years (pre-K)	0%	8%	27%	65%
K-grade 3 or higher	0%	0%	35%	65%

Table 3.2: Importance of Including Select Topics in Early Childhood Degree Programs, as Reported by Faculty Members, by Age Group and Degree Level (Continued)

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (Continued) (N=26)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	8%	19%	73%
3 and/or 4 years (pre-K)	0%	12%	19%	69%
K-grade 3 or higher	0%	15%	19%	65%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	0%	15%	85%
3 and/or 4 years (pre-K)	0%	0%	12%	88%
K-grade 3 or higher	0%	0%	12%	88%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	4%	96%
3 and/or 4 years (pre-K)	0%	0%	4%	96%
K-grade 3 or higher	0%	0%	8%	92%

Teaching Capacity of Faculty Members Participating in the Oregon Inventory

What we asked about teaching capacity of faculty members:

The *Inventory* asked faculty members to describe their own knowledge and skill related to preparing teachers to promote young children's development. For each topic below, respondents were also asked to indicate whether they had limited familiarity, whether they were knowledgeable but not prepared to teach, or whether they were capable of preparing teachers working with children birth through age two, children age three and/or four (pre-K), and/or children in kindergarten through third grade or higher:

- Children's mathematical development;
- Children's literacy development;
- Children's socioemotional development;
- Facilitating motor development in young children;
- Integrating families in partnerships to support children's learning;
- Utilizing assessment;
- Collaborating with community organizations to support children and families;
- Supporting the cognitive and social development of young dual language learners; and
- Working with families of various ethnic, racial, and cultural backgrounds.

Figure 3.19: Capacity to Prepare Teachers to Work With Infants and Toddlers, as Reported by Faculty Members, by Degree Level

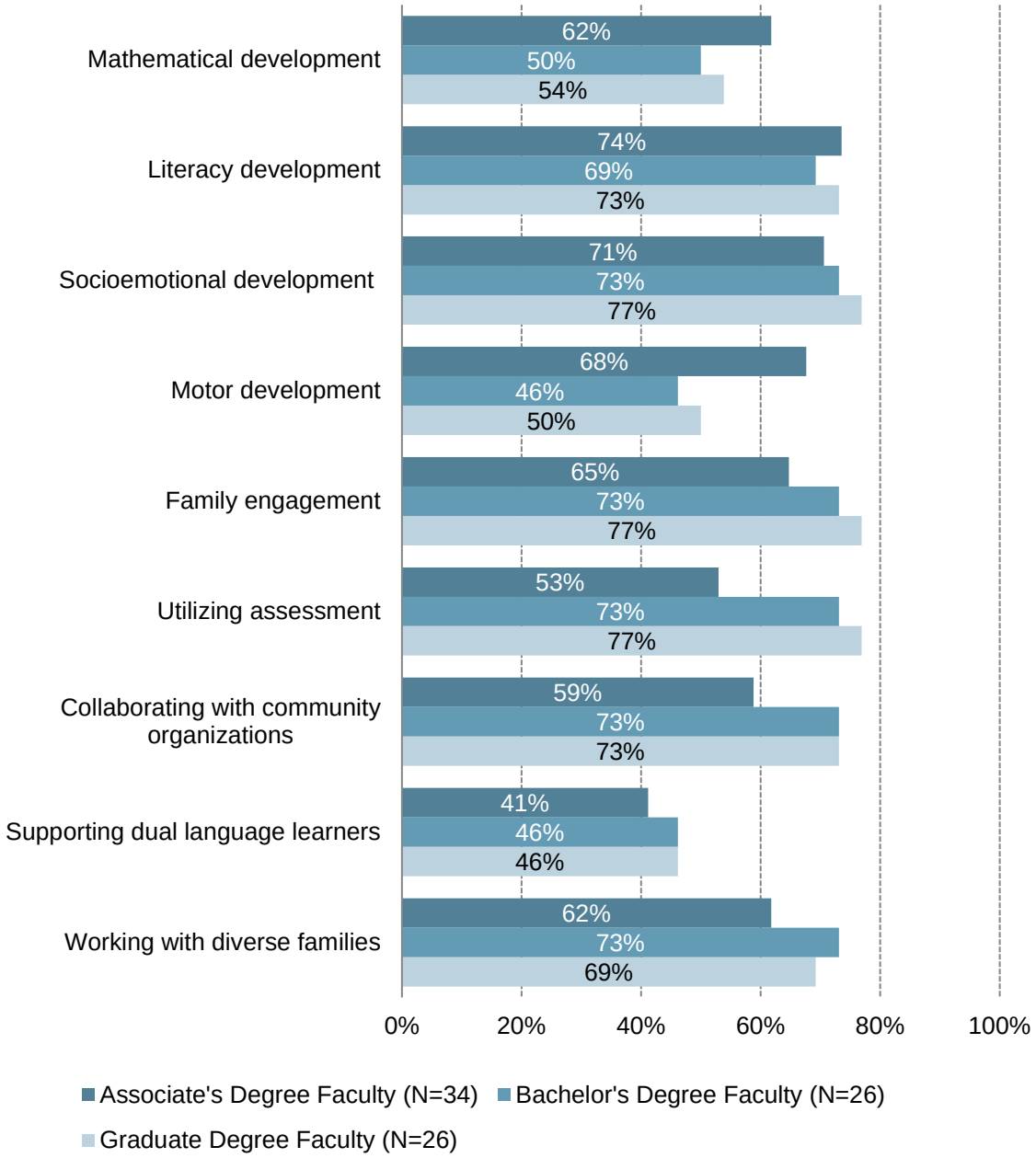


Figure 3.20: Capacity to Prepare Teachers to Work With Preschool-Age Children, as Reported by Faculty Members, by Degree Level

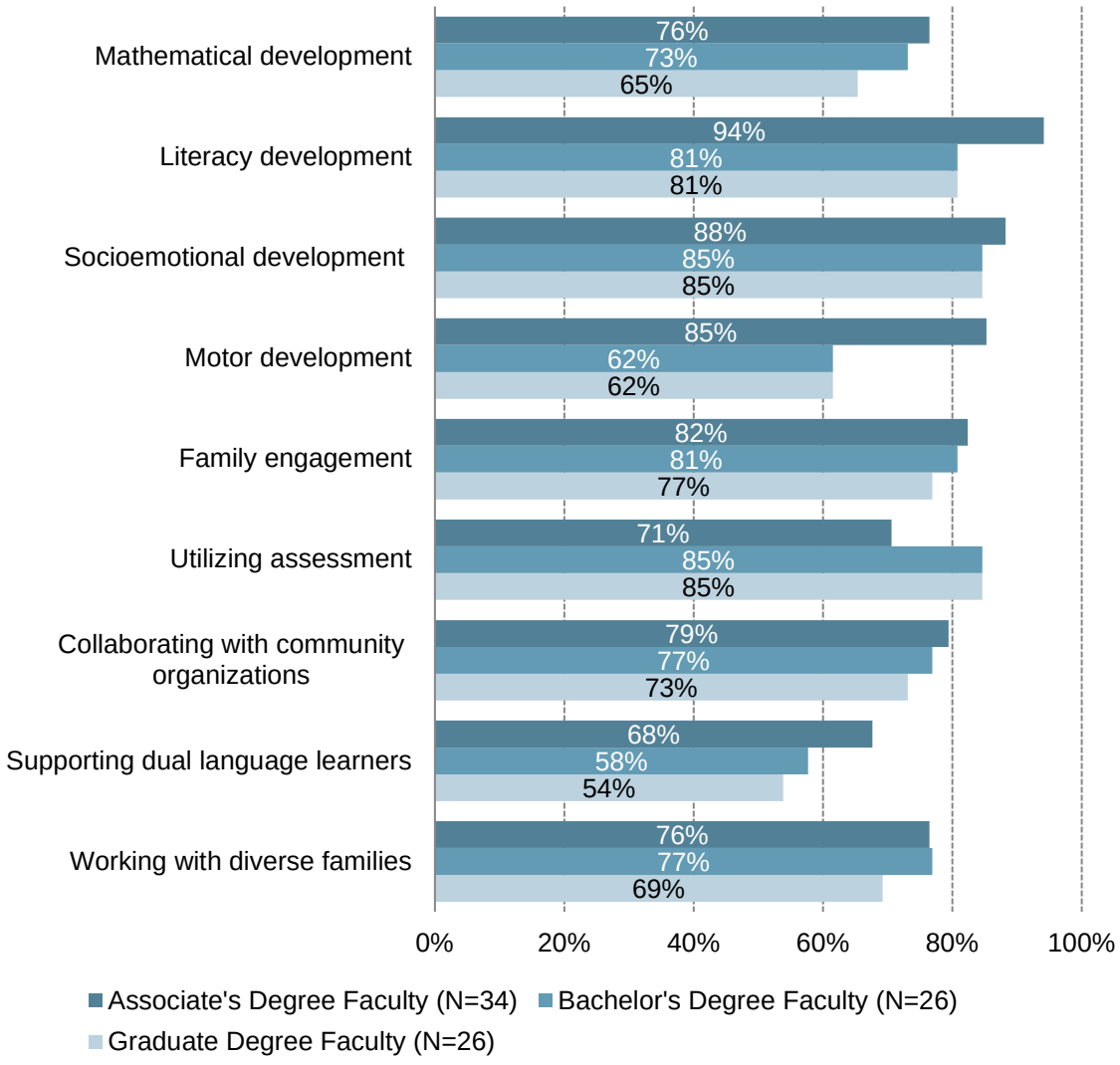


Figure 3.21: Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher, as Reported by Faculty Members, by Degree Level

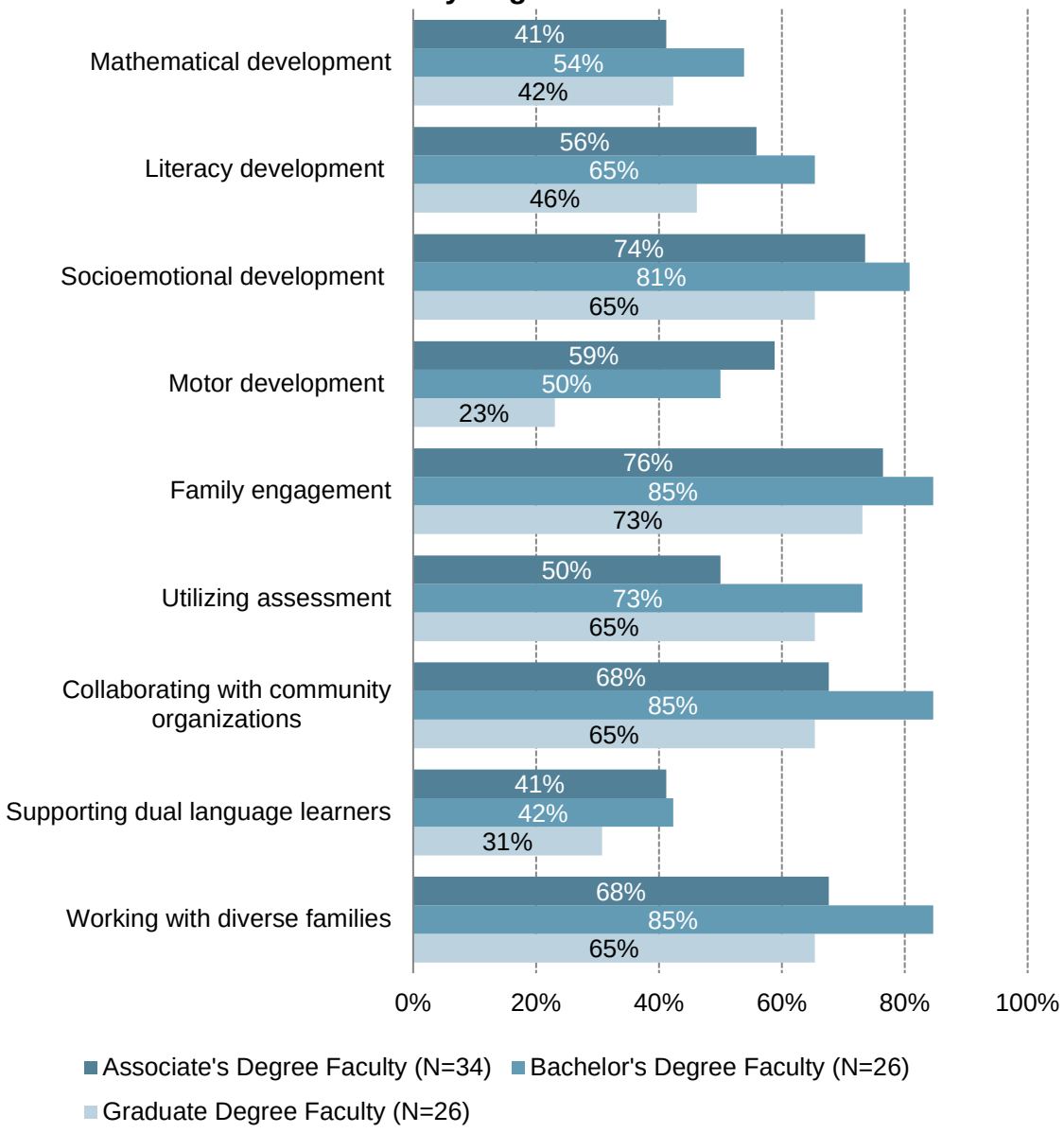


Table 3.3: Capacity to Prepare Teachers, as Reported by Faculty Members, by Age Group and Degree Level

Age-Group Focus	Associate Degree Faculty (N=34)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=26)
Scaffolding children's mathematical development and promoting their ability to solve problems			
Birth to 2 years	62%	50%	54%
3 and/or 4 years (pre-K)	76%	73%	65%
K-grade 3 or higher	41%	54%	42%
Scaffolding children's literacy development and promoting their oral and written skills			
Birth to 2 years	74%	69%	73%
3 and/or 4 years (pre-K)	94%	81%	81%
K-grade 3 or higher	56%	65%	46%
Supporting children's socioemotional development and skills			
Birth to 2 years	71%	73%	77%
3 and/or 4 years (pre-K)	88%	85%	85%
K-grade 3 or higher	74%	81%	65%
Facilitating the developmental course of motor development in young children			
Birth to 2 years	68%	46%	50%
3 and/or 4 years (pre-K)	85%	62%	62%
K-grade 3 or higher	59%	50%	23%
Integrating families in partnerships to support children's learning			
Birth to 2 years	65%	73%	77%
3 and/or 4 years (pre-K)	82%	81%	77%
K-grade 3 or higher	76%	85%	73%
Utilizing assessment effectively to inform and individualize instruction			
Birth to 2 years	53%	73%	77%
3 and/or 4 years (pre-K)	71%	85%	85%
K-grade 3 or higher	50%	73%	65%
Collaborating with community organizations to support children and families			
Birth to 2 years	59%	73%	73%
3 and/or 4 years (pre-K)	79%	77%	73%
K-grade 3 or higher	68%	85%	65%
Supporting the cognitive and social development of young dual language learners			
Birth to 2 years	41%	46%	46%
3 and/or 4 years (pre-K)	68%	58%	54%
K-grade 3 or higher	41%	42%	31%

Table 3.3: Capacity to Prepare Teachers, as Reported by Faculty Members, by Age Group and Degree Level (Continued)

Age-Group Focus	Associate Degree Faculty (N=34)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=26)
Working with families of various ethnic, racial, and cultural backgrounds			
Birth to 2 years	62%	73%	69%
3 and/or 4 years (pre-K)	76%	77%	69%
K-grade 3 or higher	68%	85%	65%

Capacity to Prepare Teachers to Teach Early Mathematics

Figure 3.22: Capacity to Prepare Teachers to Work With Infants and Toddlers: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level

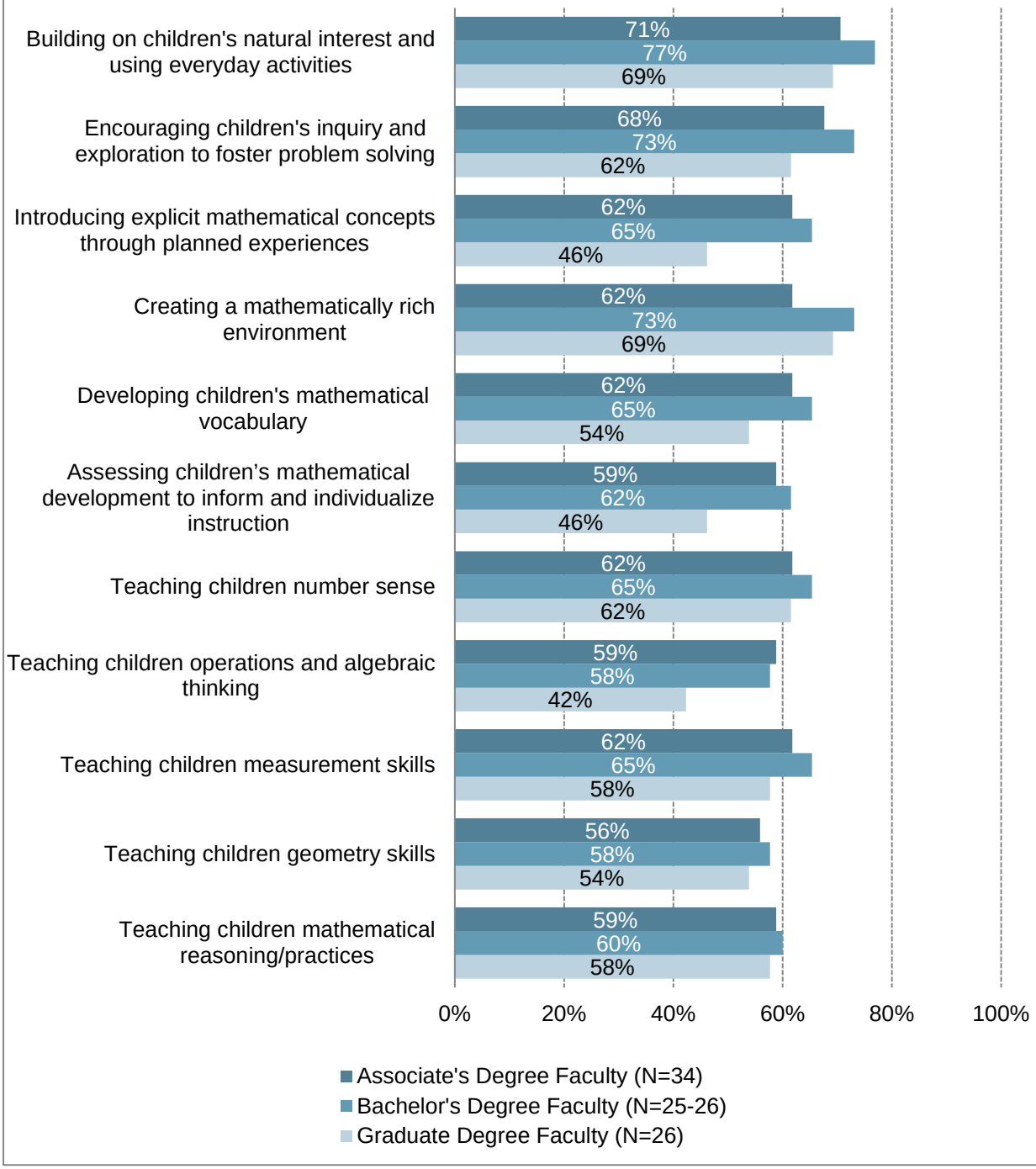


Figure 3.23: Capacity to Prepare Teachers to Work With Preschool-Age Children: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level

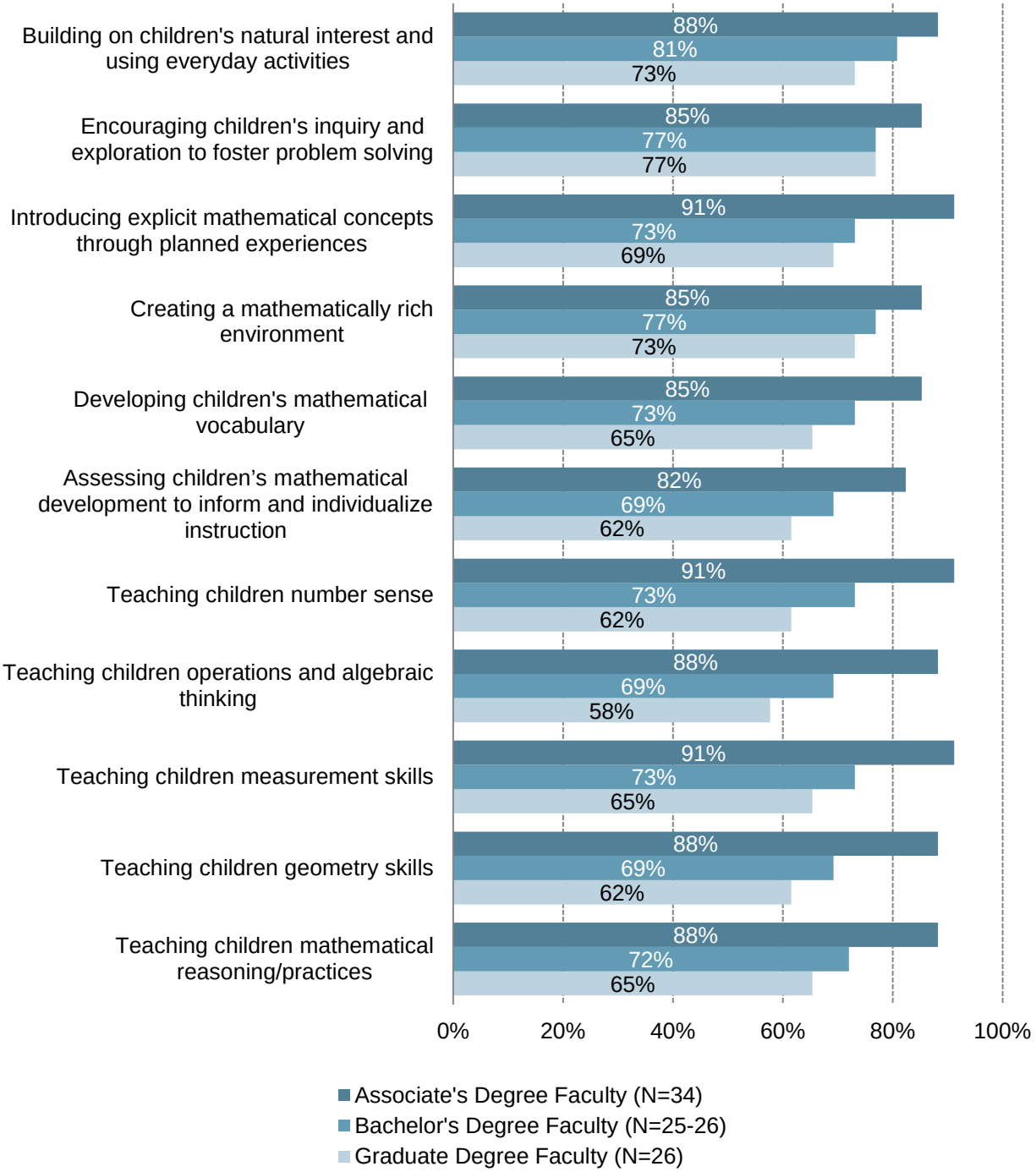


Figure 3.24: Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level

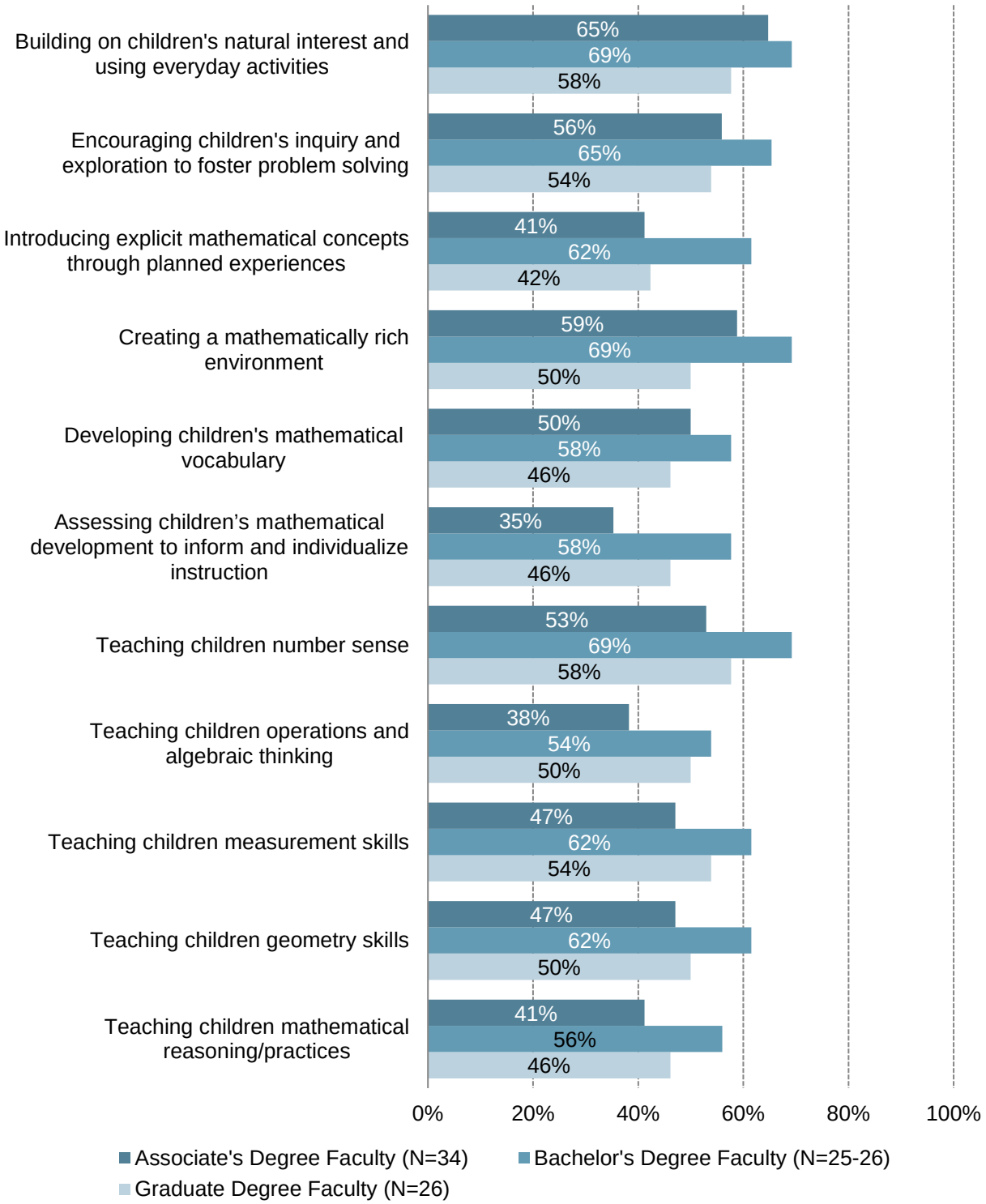


Table 3.4: Capacity to Teach Coursework on the Development of Children's Mathematical Understanding, as Reported by Faculty Members, by Age Group and Degree Level

Age-Group Focus	Associate Degree Faculty (N=34)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=26)
Building on children's natural interest in mathematics and using everyday activities as natural vehicles for developing children's mathematical knowledge			
Birth to 2 years	71%	77%	69%
3 and/or 4 years (pre-K)	88%	81%	73%
K-grade 3 or higher	65%	69%	58%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning			
Birth to 2 years	68%	73%	62%
3 and/or 4 years (pre-K)	85%	77%	77%
K-grade 3 or higher	56%	65%	54%
Introducing explicit mathematical concepts through planned experiences			
Birth to 2 years	62%	65%	46%
3 and/or 4 years (pre-K)	91%	73%	69%
K-grade 3 or higher	41%	62%	42%
Creating a mathematically rich environment			
Birth to 2 years	62%	73%	69%
3 and/or 4 years (pre-K)	85%	77%	73%
K-grade 3 or higher	59%	69%	50%
Developing children's mathematical vocabulary			
Birth to 2 years	62%	65%	54%
3 and/or 4 years (pre-K)	85%	73%	65%
K-grade 3 or higher	50%	58%	46%
Assessing children's mathematical development to inform and individualize instruction			
Birth to 2 years	59%	62%	46%
3 and/or 4 years (pre-K)	82%	69%	62%
K-grade 3 or higher	35%	58%	46%

Table 3.5: Capacity to Teach Coursework on Teaching Children Specific Math Skills, as Reported by Faculty Members, by Age Group and Degree Level

Age-Group Focus	Associate Degree Faculty (N=34)	Bachelor's Degree Faculty (N=25-26)	Graduate Degree Faculty (N=26)
Teaching children number sense (counting and cardinality)			
Birth to 2 years	62%	65%	62%
3 and/or 4 years (pre-K)	91%	73%	62%
K-grade 3 or higher	53%	69%	58%
Teaching children operations and algebraic thinking			
Birth to 2 years	59%	58%	42%
3 and/or 4 years (pre-K)	88%	69%	58%
K-grade 3 or higher	38%	54%	50%
Teaching children measurement skills			
Birth to 2 years	62%	65%	58%
3 and/or 4 years (pre-K)	91%	73%	65%
K-grade 3 or higher	47%	62%	54%
Teaching children geometry skills			
Birth to 2 years	56%	58%	54%
3 and/or 4 years (pre-K)	88%	69%	62%
K-grade 3 or higher	47%	62%	50%
Teaching children mathematical reasoning/practices			
Birth to 2 years	59%	60%	58%
3 and/or 4 years (pre-K)	88%	72%	65%
K-grade 3 or higher	41%	56%	46%

Recent Teaching Experience of Faculty Members Participating in the Oregon Inventory

What we asked about recent teaching experience of faculty members:

The *Inventory* asked faculty to indicate whether in the past two years, they taught the following content areas either as a separate course, embedded within a broader course, or both:

- Child development;
- Mathematical understanding;
- Language development;
- Teaching strategies for STEM (science, technology, engineering, mathematics);
- Teaching children with special needs;
- Observation, assessment, and documentation;
- Adult supervision and learning styles;
- Fiscal procedures and program management; and
- Partnering with families to enhance children's learning.

Figure 3.25: Recent Teaching Experience: Percentage of Faculty Members Reporting Having Taught Content Area in Past Two Years, by Degree Level

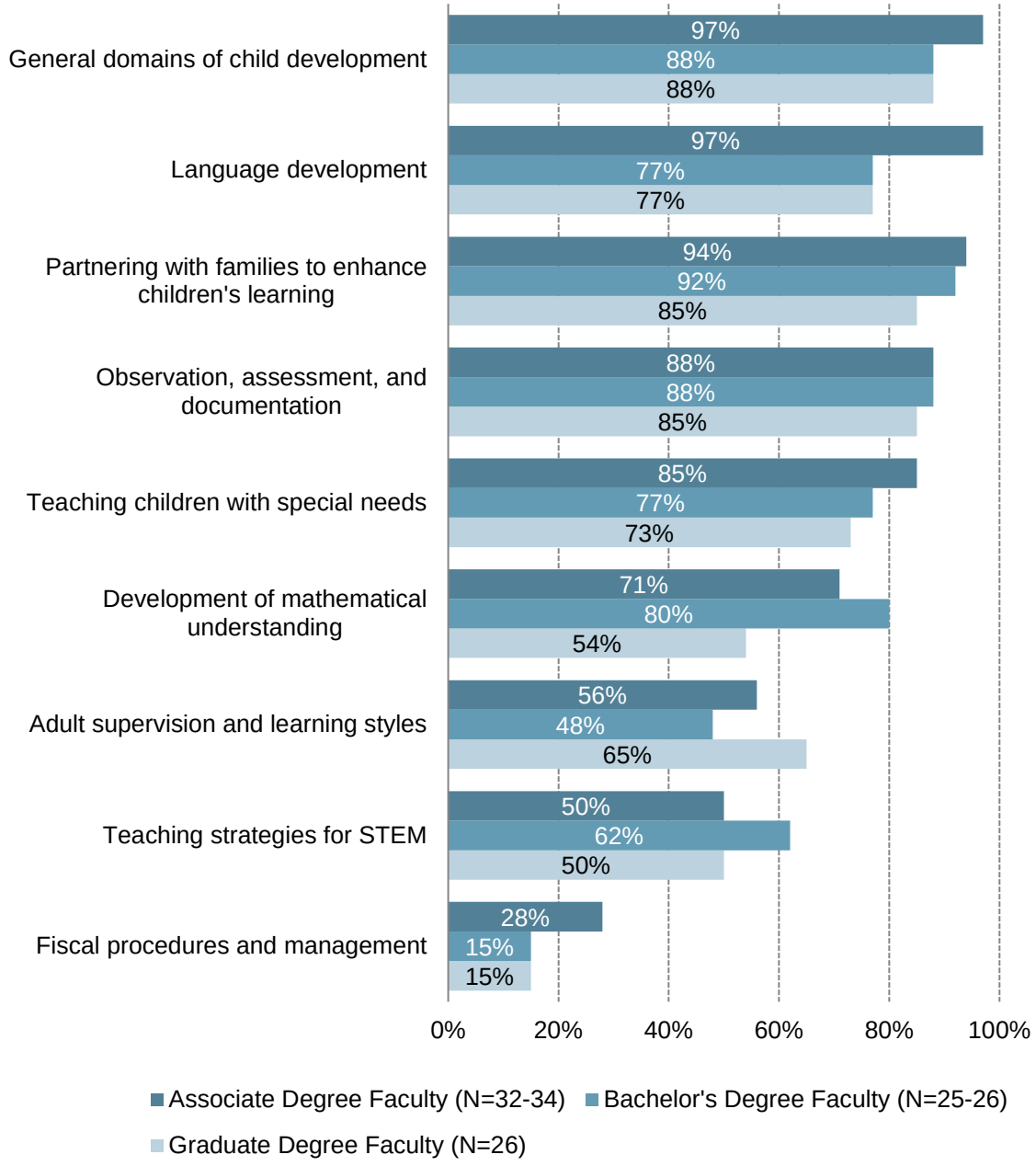


Table 3.6: Structure of Recent Teaching Experience, Percentage of Faculty Members Reporting Having Taught Content Area in the Past Two Years, by Degree Level

Course Content Structure	Associate Degree Faculty N=32-34	Bachelor's Degree Faculty N=25-26	Graduate Degree Faculty N=26
General domains of child development (e.g., cognitive development, socioemotional development, physical development)			
Taught as a separate course	18%	8%	15%
Taught within a broader course	18%	46%	54%
Taught both as a separate course and embedded within a broader course	62%	35%	19%
Not taught	3%	12%	12%
Development of mathematical understanding			
Taught as a separate course	12%	20%	4%
Taught within a broader course	44%	56%	50%
Taught both as a separate course and embedded within a broader course	15%	4%	0%
Not taught	29%	20%	46%
Language development (e.g., first and second language acquisition)			
Taught as a separate course	9%	4%	12%
Taught within a broader course	53%	54%	62%
Taught both as a separate course and embedded within a broader course	35%	19%	4%
Not taught	3%	23%	23%
Teaching strategies for STEM (science, technology, engineering, math)			
Taught as a separate course	6%	8%	4%
Taught within a broader course	28%	38%	38%
Taught both as a separate course and embedded within a broader course	16%	15%	8%
Not taught	50%	38%	50%
Teaching children with special needs			
Taught as a separate course	12%	12%	19%
Taught within a broader course	42%	42%	31%
Taught both as a separate course and embedded within a broader course	30%	23%	23%
Not taught	15%	23%	27%

Table 3.6: Structure of Recent Teaching Experience, Percentage of Faculty Reporting Having Taught Content Area in Past Two Years, by Degree Level (Continued)

Course Content Structure	Associate Degree Faculty N=32-34	Bachelor's Degree Faculty N=25-26	Graduate Degree Faculty N=26
Observation, assessment, and documentation to inform teaching and learning			
Taught as a separate course	15%	8%	27%
Taught within a broader course	44%	50%	38%
Taught both as a separate course and embedded within a broader course	29%	31%	19%
Not taught	12%	12%	15%
Adult supervision and learning styles			
Taught as a separate course	0%	4%	12%
Taught within a broader course	38%	28%	50%
Taught both as a separate course and embedded within a broader course	18%	16%	4%
Not taught	44%	52%	35%
Fiscal procedures and program management			
Taught as a separate course	3%	8%	12%
Taught within a broader course	19%	4%	4%
Taught both as a separate course and embedded within a broader course	6%	4%	0%
Not taught	72%	85%	85%
Partnering with families to enhance children's learning in school and at home			
Taught as a separate course	12%	4%	19%
Taught within a broader course	53%	54%	54%
Taught both as a separate course and embedded within a broader course	29%	35%	12%
Not taught	6%	8%	15%

Professional Development Participation and Interest

What we asked about professional development:

The *Inventory* asked faculty members if they had participated in professional development opportunities over the past three years. The *Inventory* then listed 36 topics and asked faculty members to indicate the opportunities in which they had participated. The list included multiple topics related to:

- Diverse child populations;
- Adult learners;
- Teaching skills and assessment;
- Early childhood administration and leadership;
- Family engagement;
- Early mathematical development; and
- Working with dual language learners.

The next series of questions asked faculty members to indicate areas in which they would be interested in gaining additional knowledge or training. Faculty members were provided with a list of 17 topics and asked to rate their interest in obtaining additional knowledge or training on these topics using a scale of 1 to 5, with 1 being "not at all interested" and 5 being "very interested." The list included multiple topics related to the areas listed above.

Professional Development Participation

Table 3.7: Participation in Professional Development Related to Diverse Child Populations in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=33)	Bachelor's Degree Faculty (N=25)	Graduate Degree Faculty (N=25)
Teaching practitioners to work with children from diverse backgrounds	58%	80%	84%
Teaching practitioners to work with children with special needs	33%	64%	68%
Teaching practitioners to work with children who have experienced trauma	58%	48%	60%
None of the above	33%	12%	8%

Table 3.8: Participation in Professional Development Related to Adult Learners in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=32)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=25)
Strategies and techniques for mentoring/coaching adult students	72%	54%	60%
Strategies to supervise adult students in clinical/field experiences	6%	31%	44%
Strategies to provide quality academic/career advising to adult students	22%	35%	16%
Using technology to promote adult learning	53%	42%	36%
Teaching adult students who are English language learners	19%	19%	8%
Teaching culturally and ethnically diverse college students	41%	54%	40%
Teaching economically diverse college students	38%	35%	28%
None of the above	13%	15%	24%

Table 3.9: Participation in Professional Development Related to Teaching Skills and Assessment in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=31)	Bachelor's Degree Faculty (N=24)	Graduate Degree Faculty (N=24)
Teaching practitioners to use technology with children	23%	17%	42%
Child assessment (e.g., portfolios, using particular assessment tools)	39%	38%	54%
Early childhood program assessment (e.g., Environment Rating Scale)	29%	33%	38%
Early childhood teacher assessment (e.g., CLASS)	35%	29%	25%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	32%	17%	46%
None of the above	32%	38%	25%

Table 3.10: Participation in Professional Development Related to Administration and Leadership in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=33)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=25)
Early childhood systems and policy	45%	27%	40%
Organizational development	30%	12%	24%
Theories of leadership	30%	19%	36%
None of the above	42%	65%	44%

Table 3.11: Participation in Professional Development Related to Family Engagement in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=33)	Bachelor's Degree Faculty (N=24)	Graduate Degree Faculty (N=24)
Evidence-based research on the importance and value of building respectful and trusting relationships with families	55%	63%	75%
Considering family structure when engaging with children and families	33%	50%	46%
Working with families of children with special needs	36%	50%	67%
Working with families to help them enhance their children's learning at home	39%	25%	46%
Working with families exposed to trauma	55%	50%	54%
Techniques for engaging families in classroom, program, and/or school activities	39%	21%	29%
Strategies to effectively communicate with families	39%	29%	38%
Techniques for gathering and using knowledge about children's families in curriculum planning	24%	29%	38%
None of the above	12%	13%	13%

Table 3.12: Participation in Professional Development Related to Early Mathematical Development in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=33)	Bachelor's Degree Faculty (N=24)	Graduate Degree Faculty (N=24)
Teaching practitioners to implement instructional strategies that support mathematical understanding in children from birth through age 2	18%	17%	17%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children ages 3 and 4 (Pre-K)	30%	21%	21%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children in K-3 or higher	15%	13%	13%
Teaching practitioners how to effectively use assessment to inform and individualize their mathematical instruction	21%	25%	29%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	27%	17%	8%
None of the above	61%	67%	63%

Table 3.13: Participation in Professional Development Related to Dual Language Learners (DLLs) in Past Three Years, by Degree Level

Professional Development Topic	Associate Degree Faculty (N=32)	Bachelor's Degree Faculty (N=24)	Graduate Degree Faculty (N=24)
Importance and benefits of bilingualism for young children's development	41%	58%	58%
Role of home language development in helping young children learn English	34%	54%	54%
Strategies to support the cognitive development of young DLLs	22%	38%	25%
Strategies to support the language development of young DLLs	22%	50%	46%
Strategies to support the literacy development of young DLLs	19%	63%	50%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	22%	8%	17%
Strategies to support the socioemotional development of young DLLs	16%	29%	38%
How to use appropriate teaching strategies for young DLLs within various classroom language models	22%	29%	29%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	16%	25%	33%
Strategies for engaging families from linguistically diverse backgrounds	34%	46%	54%
None of the above	44%	29%	29%

Professional Development Interest

Table 3.14: Interest in Professional Development Topics Related to Diverse Child Populations, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Teaching practitioners to work with children from diverse backgrounds	0%	0%	15%	21%	65%
Teaching practitioners to work with children with special needs	0%	3%	21%	21%	56%
Teaching practitioners to work with children who have experienced trauma	3%	3%	12%	12%	71%
Bachelor's Degree Faculty (N=25)					
Teaching practitioners to work with children from diverse backgrounds	4%	0%	24%	16%	56%
Teaching practitioners to work with children with special needs	4%	4%	20%	20%	52%
Teaching practitioners to work with children who have experienced trauma	4%	4%	8%	24%	60%
Graduate Degree Faculty (N=25)					
Teaching practitioners to work with children from diverse backgrounds	0%	4%	12%	16%	68%
Teaching practitioners to work with children with special needs	0%	4%	20%	24%	52%
Teaching practitioners to work with children who have experienced trauma	0%	4%	12%	20%	64%

Table 3.15: Interest in Professional Development Topics Related to Adult Learners, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Strategies and techniques for mentoring/coaching adult students	6%	6%	18%	9%	62%
Strategies to supervise adult students in clinical/field experiences	9%	9%	24%	15%	44%
Strategies to provide quality academic/career advising to adult students	15%	15%	26%	21%	24%
Using technology to promote adult learning	3%	3%	26%	18%	50%
Teaching adult students who are English-language learners	3%	9%	24%	15%	50%
Teaching culturally and ethnically diverse college students	0%	3%	18%	18%	62%
Teaching economically diverse college students	3%	3%	12%	21%	62%
Bachelor's Degree Faculty (N=25)					
Strategies and techniques for mentoring/coaching adult students	8%	12%	16%	16%	48%
Strategies to supervise adult students in clinical/field experiences	4%	16%	20%	8%	52%
Strategies to provide quality academic/career advising to adult students	12%	32%	20%	8%	28%
Using technology to promote adult learning	8%	8%	32%	16%	36%
Teaching adult students who are English-language learners	4%	4%	28%	16%	48%
Teaching culturally and ethnically diverse college students	0%	4%	24%	16%	56%
Teaching economically diverse college students	0%	8%	28%	12%	52%

Table 3.15: Interest in Professional Development Topics Related to Adult Learners, by Degree Level (Continued)

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Graduate Degree Faculty (N=25)					
Strategies and techniques for mentoring/coaching adult students	0%	12%	16%	16%	56%
Strategies to supervise adult students in clinical/field experiences	8%	12%	28%	8%	44%
Strategies to provide quality academic/career advising to adult students	20%	16%	20%	16%	28%
Using technology to promote adult learning	4%	4%	32%	16%	44%
Teaching adult students who are English-language learners	8%	0%	40%	8%	44%
Teaching culturally and ethnically diverse college students	0%	0%	36%	12%	52%
Teaching economically diverse college students	0%	0%	40%	16%	44%

Table 3.16: Interest in Professional Development Topics Related to Teaching Skills and Assessment, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Teaching practitioners to use technology with children	18%	15%	24%	21%	24%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	3%	9%	29%	24%	35%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	9%	24%	21%	15%	32%
Using early childhood teacher assessment effectively (e.g., CLASS)	15%	9%	26%	15%	35%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	3%	9%	18%	18%	53%
Bachelor's Degree Faculty (N=25)					
Teaching practitioners to use technology with children	12%	20%	28%	12%	28%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	8%	8%	32%	16%	36%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	12%	20%	20%	24%	24%
Using early childhood teacher assessment effectively (e.g., CLASS)	8%	20%	28%	12%	32%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	8%	12%	44%	4%	32%
Graduate Degree Faculty (N=25)					
Teaching practitioners to use technology with children	8%	12%	40%	20%	20%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	8%	8%	28%	16%	40%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	4%	20%	32%	24%	20%
Using early childhood teacher assessment effectively (e.g., CLASS)	0%	8%	33%	29%	29%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	4%	12%	36%	12%	36%

Table 3.17: Interest in Professional Development Topics Related to Administration and Leadership, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Early childhood systems and policy	15%	3%	35%	21%	26%
Organizational development	18%	6%	38%	6%	32%
Theories of leadership	12%	12%	29%	6%	41%
Bachelor's Degree Faculty (N=25)					
Early childhood systems and policy	24%	8%	36%	4%	28%
Organizational development	24%	16%	40%	0%	20%
Theories of leadership	16%	24%	28%	4%	28%
Graduate Degree Faculty (N=25)					
Early childhood systems and policy	12%	8%	20%	16%	44%
Organizational development	12%	16%	20%	28%	24%
Theories of leadership	12%	16%	28%	16%	28%

Table 3.18: Interest in Professional Development Topics Related to Family Engagement, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	6%	9%	32%	21%	32%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	3%	3%	18%	18%	59%
Working with families of children with special needs	3%	3%	29%	21%	44%
Working with families exposed to trauma	3%	0%	18%	21%	59%
Working with families to help them enhance their children's learning at home	6%	0%	32%	21%	41%
Techniques for engaging families in classroom, program, and/or school activities	6%	3%	44%	12%	35%
Strategies to effectively communicate with families	0%	6%	35%	12%	47%
Techniques for gathering and using knowledge about children's families in curriculum planning	3%	3%	38%	12%	44%
Bachelor's Degree Faculty (N=25)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	8%	4%	36%	32%	20%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	4%	12%	24%	28%	32%
Working with families of children with special needs	4%	8%	16%	20%	52%
Working with families exposed to trauma	4%	4%	24%	12%	56%

Table 3.18: Interest in Professional Development Topics Related to Family Engagement, by Degree Level (Continued)

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Bachelor's Degree Faculty (Continued) (N=25)					
Working with families to help them enhance their children's learning at home	4%	12%	28%	24%	32%
Techniques for engaging families in classroom, program, and/or school activities	4%	8%	52%	4%	32%
Strategies to effectively communicate with families	0%	8%	28%	20%	44%
Techniques for gathering and using knowledge about children's families in curriculum planning	0%	0%	44%	20%	36%
Graduate Degree Faculty (N=25)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	4%	4%	32%	32%	28%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	0%	4%	40%	24%	32%
Working with families of children with special needs	4%	4%	28%	28%	36%
Working with families exposed to trauma	0%	4%	28%	12%	56%
Working with families to help them enhance their children's learning at home	0%	16%	24%	20%	40%
Techniques for engaging families in classroom, program, and/or school activities	4%	12%	48%	4%	32%
Strategies to effectively communicate with families	0%	8%	20%	28%	44%
Techniques for gathering and using knowledge about children's families in curriculum planning	0%	4%	36%	24%	36%

Table 3.19: Interest in Professional Development Topics Related to Early Mathematical Development, by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	21%	6%	18%	6%	50%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	18%	6%	15%	15%	47%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	12%	3%	32%	18%	35%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	9%	0%	26%	15%	50%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	9%	3%	15%	6%	68%
Bachelor's Degree Faculty (N=25)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	24%	12%	32%	4%	28%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	16%	8%	36%	8%	32%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	16%	8%	36%	16%	24%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	12%	4%	16%	28%	40%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	8%	4%	24%	24%	40%

Table 3.19: Interest in Professional Development Topics Related to Early Mathematical Development, by Degree Level (Continued)

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Graduate Degree Faculty (N=25)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	8%	20%	32%	16%	24%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	8%	16%	32%	16%	28%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	12%	16%	32%	16%	24%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	4%	16%	32%	20%	28%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	4%	16%	20%	20%	40%

Table 3.20: Interest in Professional Development Topics Related to Dual Language Learners (DLLs), by Degree Level

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Associate Degree Faculty (N=34)					
Importance and benefits of bilingualism for young children's development	6%	9%	15%	15%	56%
Role of home-language development in helping young children learn English	3%	9%	29%	9%	50%
Strategies to support the cognitive development of young DLLs	0%	6%	18%	18%	59%
Strategies to support the language development of young DLLs	3%	6%	18%	21%	53%
Strategies to support the literacy development of young DLLs	3%	6%	15%	21%	56%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	3%	3%	21%	26%	47%
Strategies to support the socioemotional development of young DLLs	0%	6%	12%	24%	58%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	6%	15%	21%	59%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	3%	6%	21%	24%	47%
Strategies for engaging families from linguistically diverse backgrounds	0%	3%	21%	18%	59%
Bachelor's Degree Faculty (N=25)					
Importance and benefits of bilingualism for young children's development	8%	12%	40%	16%	24%
Role of home-language development in helping young children learn English	8%	16%	44%	4%	28%
Strategies to support the cognitive development of young DLLs	0%	8%	24%	28%	40%
Strategies to support the language development of young DLLs	0%	8%	32%	24%	36%
Strategies to support the literacy development of young DLLs	8%	8%	24%	20%	40%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	8%	4%	56%	12%	20%

Table 3.20: Interest in Professional Development Topics Related to Dual Language Learners (DLLs), by Degree Level (Continued)

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
Bachelor's Degree Faculty (Continued) (N=25)					
Strategies to support the socioemotional development of young DLLs	4%	4%	20%	28%	44%
How to use appropriate teaching strategies for young DLLs within various classroom language models	8%	8%	28%	12%	44%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	4%	0%	36%	28%	32%
Strategies for engaging families from linguistically diverse backgrounds	0%	0%	32%	20%	48%
Graduate Degree Faculty (N=25)					
Importance and benefits of bilingualism for young children's development	4%	4%	32%	24%	36%
Role of home-language development in helping young children learn English	4%	8%	36%	20%	32%
Strategies to support the cognitive development of young DLLs	4%	4%	24%	16%	52%
Strategies to support the language development of young DLLs	4%	4%	32%	20%	40%
Strategies to support the literacy development of young DLLs	0%	4%	32%	24%	40%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	4%	12%	24%	12%	48%
Strategies to support the socioemotional development of young DLLs	0%	8%	24%	20%	48%
How to use appropriate teaching strategies for young DLLs within various classroom language models	4%	8%	24%	16%	48%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	0%	4%	36%	24%	36%
Strategies for engaging families from linguistically diverse backgrounds	0%	4%	28%	12%	56%

Chapter 4:
Challenges Facing Early Childhood Degree Programs and Additional Resources Needed

What we asked about program challenges and resources needed for program improvement:

The *Inventory* asked program leads whether their degree programs were facing any challenges. Program leads who responded "yes" were then asked to identify the challenges from two broad lists: 1) challenges related to a lack of resources and/or support, and 2) challenges related to a need for additional faculty expertise.

(See **Figure 4.1** and **Figure 4.2** for the lists of challenges.)

The *Inventory* asked faculty members whether resources were needed to improve the early childhood degree program(s) at their college or university. Faculty members were asked to identify needed resources from two lists: 1) program-related resources, and 2) faculty-related resources.

(See **Figure 4.3** and **Figure 4.4** for the lists of resources.)

Challenges Facing Early Childhood Degree Programs

Figure 4.1: Challenges Facing Oregon Early Childhood Degree Programs Related to Lack of Resources and/or Support, by Degree Level

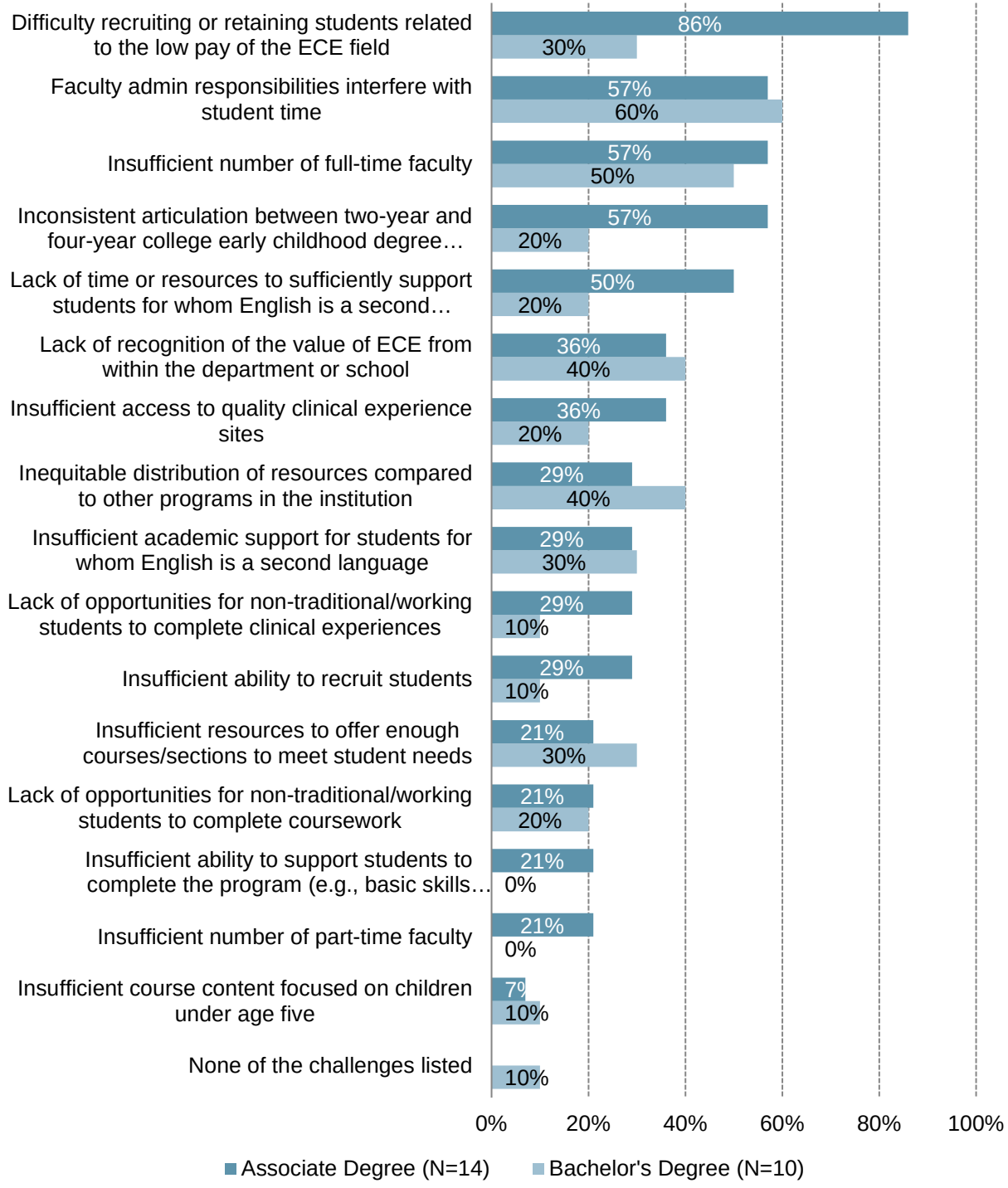
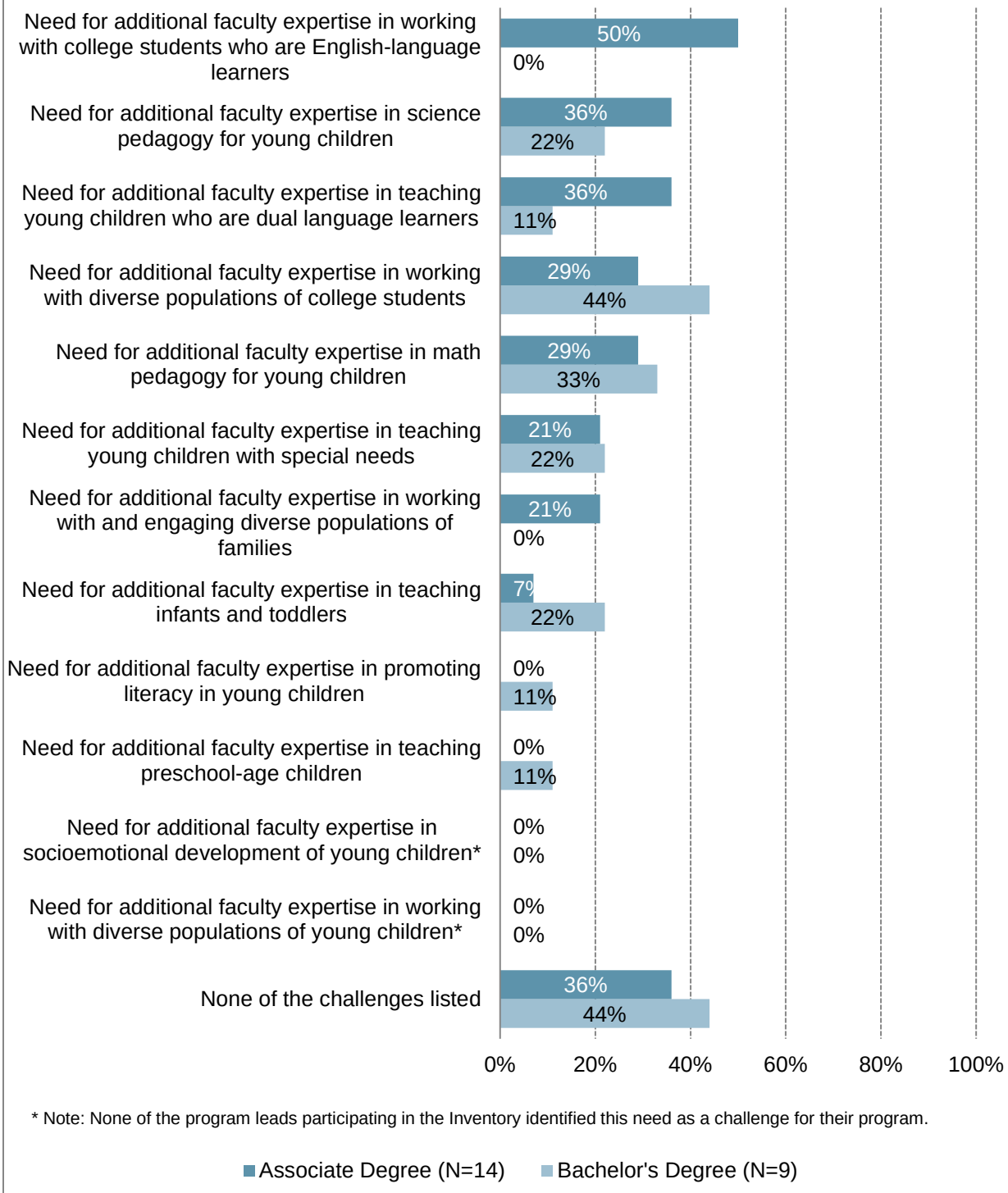


Figure 4.2: Challenges Facing Oregon Early Childhood Degree Programs Related to Need for Additional Faculty Expertise, by Degree Level



* Note: None of the program leads participating in the Inventory identified this need as a challenge for their program.

Additional Resources Needed to Improve Early Childhood Degree Programs

Figure 4.3: Program-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level

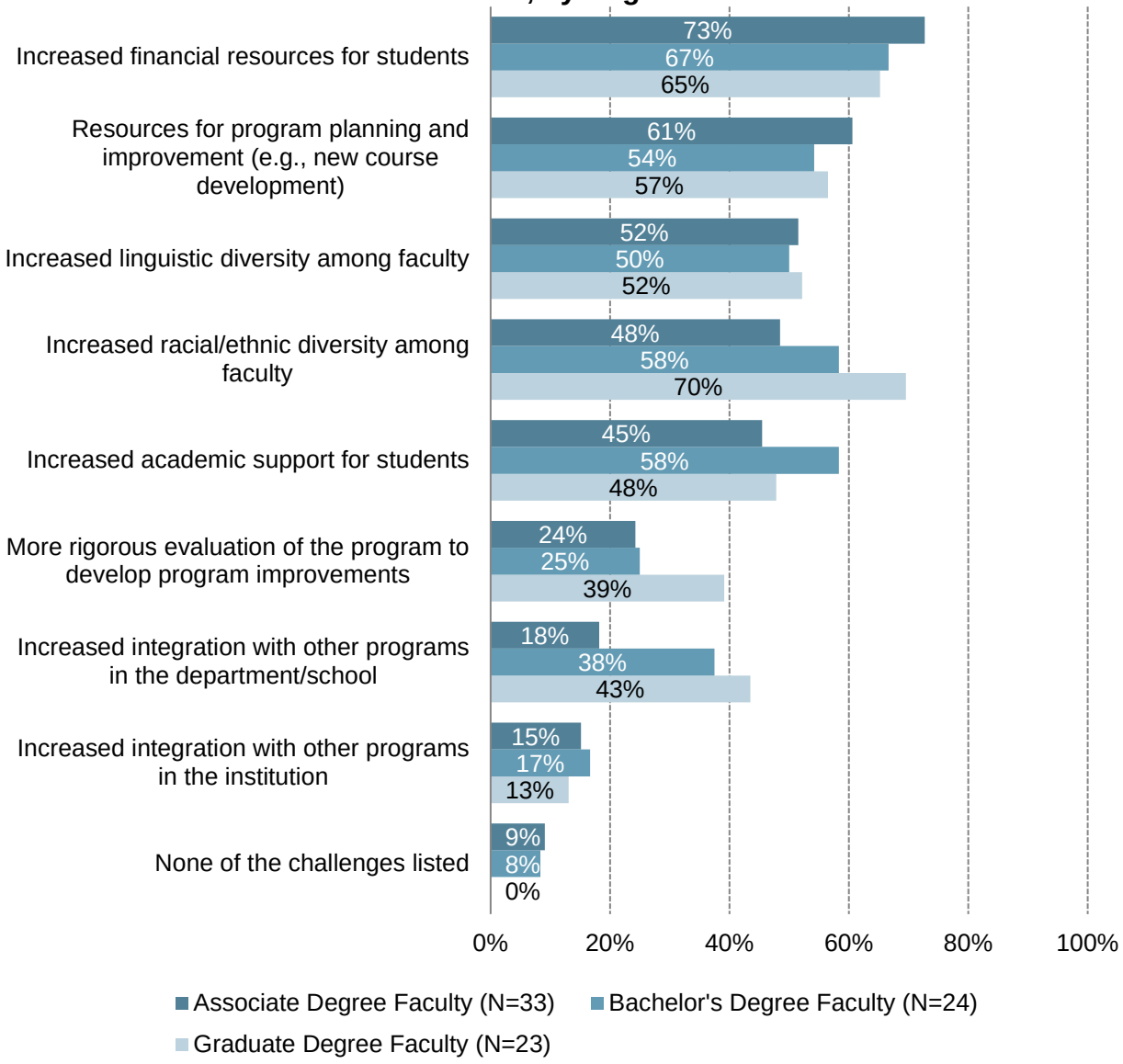
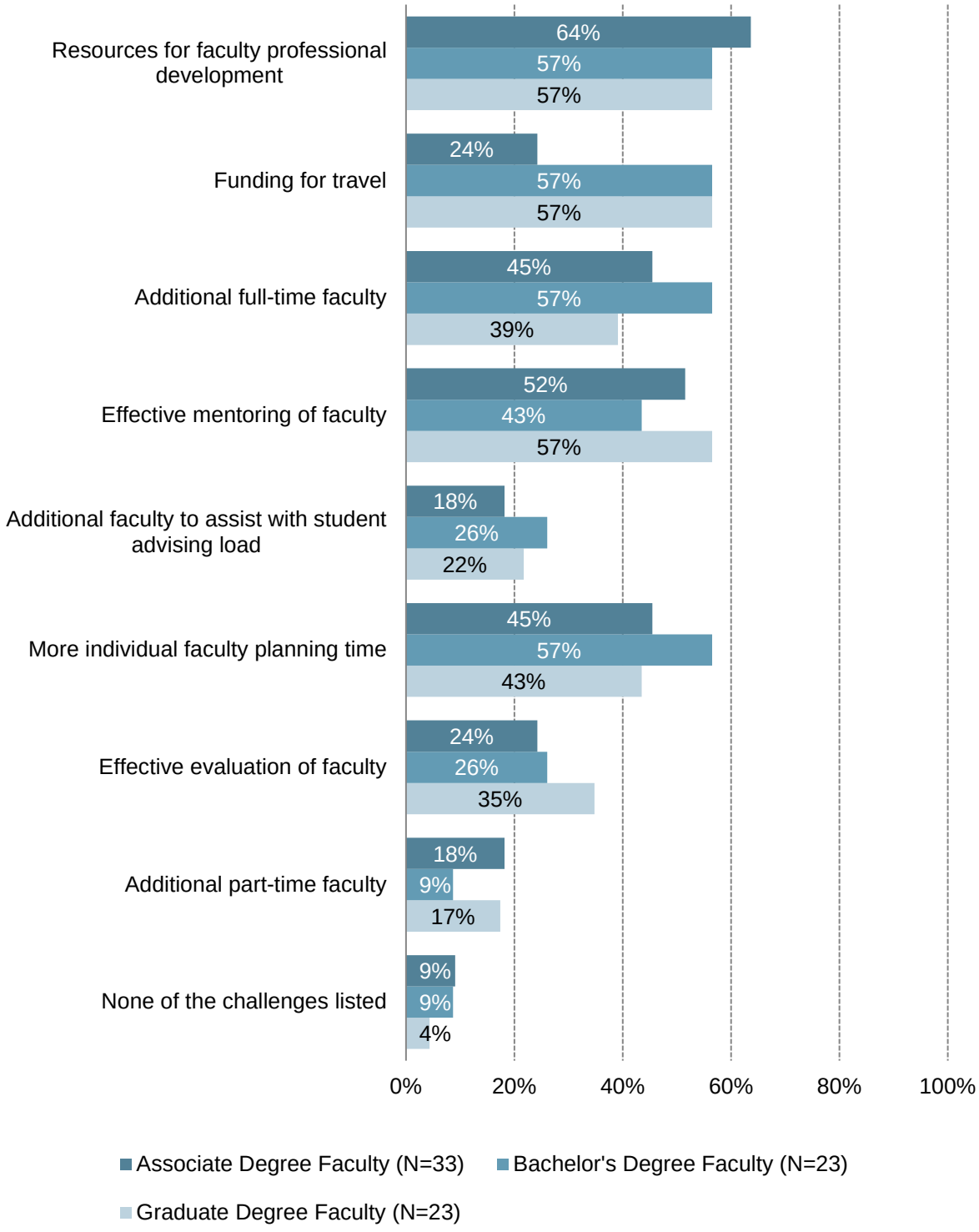


Figure 4.4: Faculty-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level



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