Teaching the Teachers of Our Youngest Children

The State of Early Childhood Higher Education in Washington

Technical Report

2018

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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.

Acknowledgements

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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.

Editor: Deborah Meacham

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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 knowledge and skills just as complex as those required to teach 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. Among the recommendations for improving the preparation of the ECE workforce, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (Institute of Medicine [IOM] & National Research Council [NRC], 2015) emphasizes how critical it is that all ECE teachers – regardless of role – possess foundational knowledge of child development and developmentally appropriate teaching practices. Furthermore, the report details the training and qualifications necessary for all lead teachers working with children from birth to age eight, which include a minimum of a bachelor's degree in early childhood education or a related field, as well as specialized knowledge and competencies. The report offers additional considerations for strengthening early educator competencies in multiple domains, including mathematics, family engagement, and support for dual language learners (IOM & NRC, 2015).

The state of Washington[1] is home to more than 566,000 children under the age of six (U.S. Census Bureau, 2017). About 306,000 of these children have all available parents in the workforce and, thus, potentially need child care (Child Care Aware of America, 2017). Like many states in recent years, Washington 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 crucial to meeting the evolving and increasing demands identified as improving 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

[1] This report is based on a study conducted in the state of Washington and not Washington, D.C. The report will refer simply to "Washington" from here forward.

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 stakeholders 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 early childhood 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 Washington 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.[2] 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 support for 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 early childhood 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 Washington 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 Washington, 2018*, summarizes the major findings and recommends policy changes that could lead to more effective teacher practices to support children's learning.

[2] Washington is one of 11 states (along with Arkansas, California, Florida, Indiana, Nebraska, New Hampshire, New Jersey, New York, Oregon, 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 that housed the programs, and the 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 Washington. This search included terms such as "early childhood education," "child studies," and "human development and family studies."[3] We also referenced the National Association for the Education of Young Children (NAEYC) Early Childhood Higher Education Directory, the Washington Professional Educator Standards Board website, and the Early Childhood Teacher website.

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 partners at the Washington Department of Early Learning and faculty from multiple community and technical colleges 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).

Washington'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 Washington that serve thousands of prospective and current early childhood practitioners across the state.

[3] 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 Washington, we identified 41 institutions of higher education offering a total of 79 early childhood degree programs. Among these institutions, 27 were community colleges and 14 were universities (six public and eight private). These institutions offered 54 early childhood associate degree programs, 20 bachelor's degree programs, and five master's degree programs. 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 29 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.[4]

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 41 institutions of higher education offering early childhood degree programs, 71 percent of the institutions agreed to participate in the *Inventory*, including 70 percent of the community colleges (n=19) and 71 percent of the public and private universities (n=10) (see **Table 1.1**).

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

Type of Institution	Number of IHEs Offering Early Childhood Education Degree	Number of IHE Agreeing to Participate in the Inventory	Number/Percentage of IHE That Completed at Least One Survey	
			Number	Percentage
Community College	27	19	14	74%
University	14	10	10	100%

[4] The colleges and universities that participated in the *Inventory* estimated that during the 2015-2016 academic year, 1,994 students were registered in associate degree programs and 651 students were registered in bachelor's degree programs. These same colleges and universities estimated that during this same time period, they conferred 307 associate degrees, 687 certificates, and 186 bachelor's degrees.

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 Washington

Name of Institution	Associate Degree Program(s)
Bates Technical College	A.A.S., Early Childhood Education A.A.S-T., Early Childhood Education
Bellevue College	A.A., Early Childhood Education A.A.S-T., Early Childhood Education
Big Bend Community College	A.A.S., Early Childhood Education A.A.S.-T, EWU Bachelor of Arts in Children's Studies
Centralia College	A.A., Early Childhood Education A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education A.A./A.A.S.-T, Early Childhood Education
Clark College	A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education
Clover Park Technical College	A.A.T., Early Care and Education A.A.S.-T., Early Care and Education
Columbia Basin College	A.A.S., Early Childhood Education
Edmonds Community College	A.A.S.-T., Early Childhood Education A.T.A., Early Childhood Education
Everett Community College	A.T.A., Early Childhood Education
Green River Community College	A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education and Diversity Studies A.A.S.-T., Early Childhood Education Paraeducator
Highline College	A.A.S., Early Childhood Education
Lake Washington Institute of Technology	A.A.S., Early Childhood Education

Table 1.2: Early Childhood Associate Degree Programs in Washington (Continued)

Name of Institution	Associate Degree Program(s)
Lower Columbia College	A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education (with Concordia University)
North Seattle College	A.A.S., Early Childhood Education
Northwest Indian College	A.A.S.-T., Early Childhood Education
Olympic College	A.A., Early Childhood Education A.T.A., Early Childhood Education A.A.S.-T., Early Childhood Education
Peninsula College	A.A.S., Early Childhood Education
Pierce College	A.A.S., Early Childhood Education
Renton Technical College	A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education
Shoreline Community College	A.A.A.S., Early Childhood Educator/Paraeducator A.A.A.S., Special Education
Skagit Valley College	A.T.A., Early Childhood Education A.A.S.-T., Early Childhood Education
South Puget Sound Community College	A.A.S., Early Childhood Development A.A.S.-T., Early Childhood Education
Spokane Falls Community College	A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education
Tacoma Community College	A.A.S., Early Childhood Education, Children with Special Needs Emphasis
Walla Walla Community College	A.A.A.S., Early Childhood Education A.A.S.-T., Early Childhood Education
Wenatchee Valley College	A.T.S., Early Childhood Education A.A.S.-T., Early Childhood Education
Whatcom Community College	A.A., Early Childhood Education A.A.S.-T., Early Childhood Education
Yakima Valley Community College	A.A.S., Early Childhood Education A.A.S., Early Childhood Education in Paraeducator Preparation Training A.A.S., Early Childhood Education with Preschool Special Education Option A.A.S.-T., Early Childhood Education

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

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
Central Washington University	B.A.E., Early Childhood Education	
Centralia College	B.A., Elementary Education, Early Childhood Education Endorsement (with Saint Martin's University)	
Eastern Washington University	B.A., Children's Studies B.A., Early Childhood Education, P-3 Teacher Certification B.A.E., Special Education, Early Childhood Special Education Minor	M.Ed., Early Childhood Education
Goddard College	B.A.E., Dual Language Early Childhood Education Concentration	M.A.E., Dual Language Early Childhood Education Concentration
Gonzaga University	B.Ed., Early Childhood Special Education	M.Ed., Early Childhood Special Education
Heritage University	B.A.E., Elementary Education, Early Childhood Education Concentration B.A., Early Childhood Studies	
Highline College	B.A.S., Teaching and Early Learning	
North Seattle College	B.A.S., Early Childhood Education	
Pacific Lutheran University	B.A., Education, Elementary Certification, Early Childhood Special Education Endorsement	
Pierce College	B.A.S.-T., Early Childhood Education	
Saint Martin's University	B.A., Educational Studies, Early Childhood Education	
Seattle Pacific University	B.A., Human Development and Family Studies	
University of Washington – Seattle	B.A., Early Childhood and Family Studies	M.Ed., Early Childhood Special Education (certification)
Washington State University	B.A., Human Development, Early Childhood Education Concentration	
Western Washington University	B.A.E., Early Childhood Education B.A.E., Early Childhood Special Education P-3 and Early Childhood Education P-3 (Dual Endorsement)	
Whitworth University	B.A., Special Education, Early Childhood Education Endorsement	M.A.T., Special Education, Early Childhood Special Education Endorsement

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 46 program surveys were emailed to the degree programs: 27 to associate degree programs; 16 to bachelor's degree programs; and three to master's degree programs. The final sample consisted of 16 associate and 12 bachelor's degree program surveys.[5] The response rate for associate degree programs was 59 percent and for bachelor's degree programs, 75 percent (see **Table 1.4**).

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

Program Type	Number of Program Modules Administered*	Program Module Response Rate	
		Number	Percentage
Associate	27	16	59%
Bachelor's	16	12	75%

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

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;

[5] Data were collected from one master's degree program in Washington specifically identified as early childhood education. As data for this graduate programs cannot be de-identified, program data collected for this program are not included in this report.

- 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 degree 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. Twenty-five of the 29 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 178 surveys were emailed to individual faculty members, resulting in an eligible sample of 103 community college and 75 university faculty members. The final sample consisted of 82 faculty members. Of the faculty members who completed a survey, 44 teach in associate degree programs, 42 teach in bachelor's degree programs, and 14 teach in graduate degree programs.[6] The response rate for community college faculty was 39 percent and for university faculty, 56 percent (see **Table 1.5**). While we cannot assume that findings from this module are representative of all early childhood teacher educators in the state, findings from the Faculty Module concerning course content topics covered and age-group focus were consistent with those from the Program Module, as documented in the Narrative Report.

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

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.

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

Faculty Type	Number of Faculty Modules Administered*	Number of Faculty Responses**	Faculty Module Response Rate
Community College Faculty	103	44	39%
University Faculty	75	42	56%
TOTAL	178	75	42%

*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 SPSS 24, 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 in early childhood education settings (such as preschools, child care centers, and family child care homes) for children birth to age five *only*;
- 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.

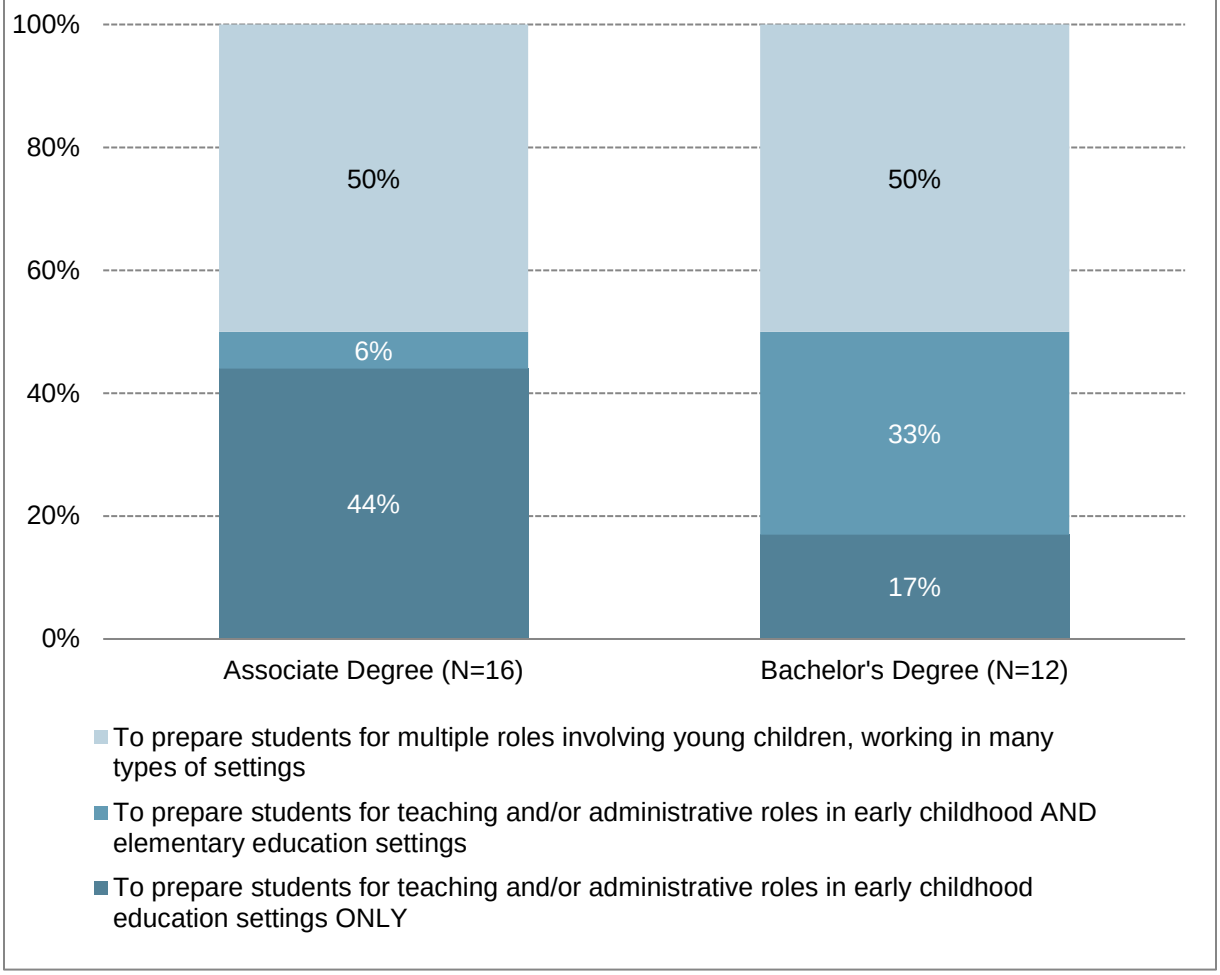
They were then asked to estimate the number of students registered in the degree program and the number of degrees conferred during the 2015-2016 academic year.

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:

- Skill 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 Washington Early Childhood Degree Programs

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



Number of Faculty Members Teaching in Washington Early Childhood Degree Programs

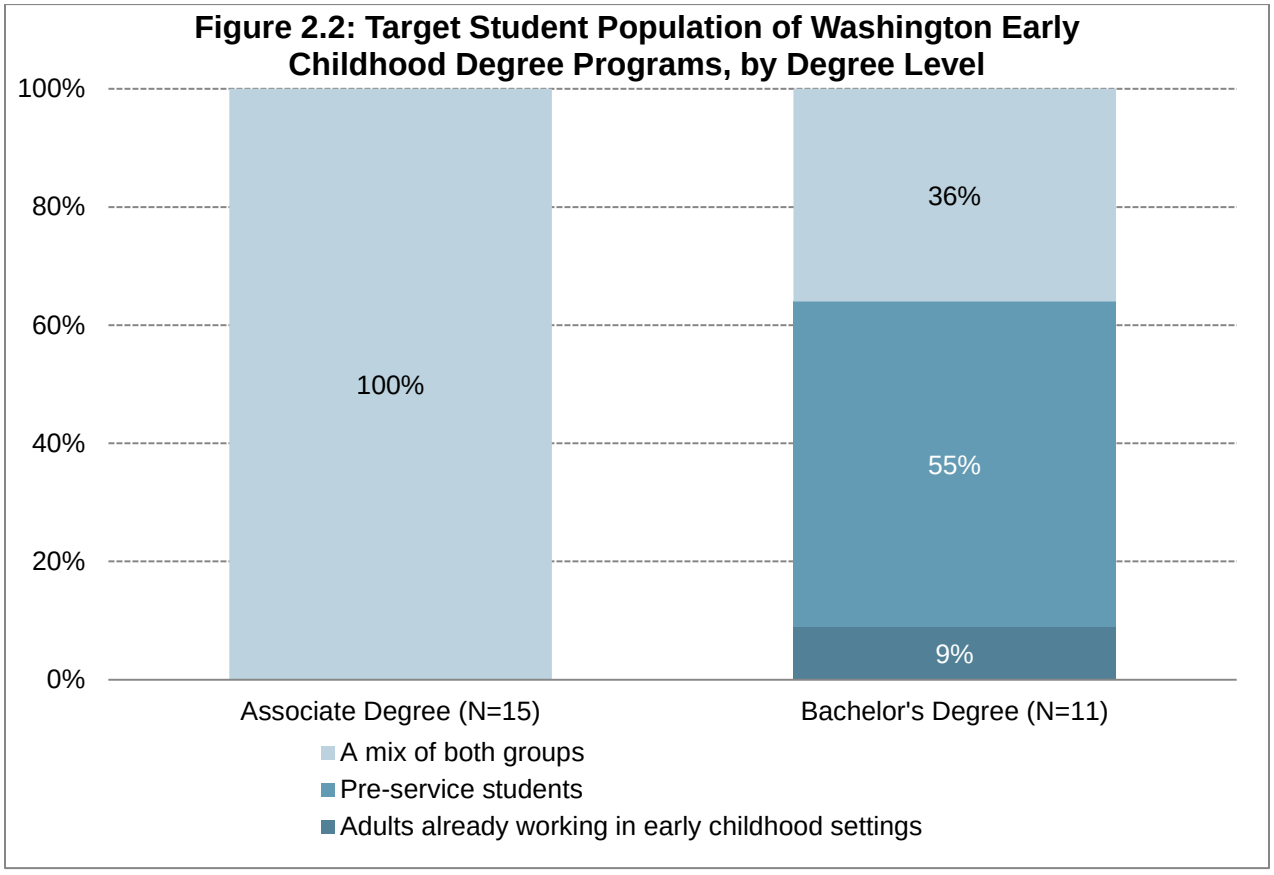
Table 2.1: Number of Faculty Members Teaching in Degree Programs During Spring 2017, by Degree Level

Number of Faculty	Associate Degree* (N=15)
Mean	2
Range	0–9
Mean	4
Range	0–10

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

Students Served in Washington Early Childhood Degree Programs

Target Student Population



Number of Students and Degrees Conferred

Figure 2.3: Number of Students Enrolled in Washington Early Childhood Associate Degree Programs During the 2015-2016 Academic Year* (N=12)

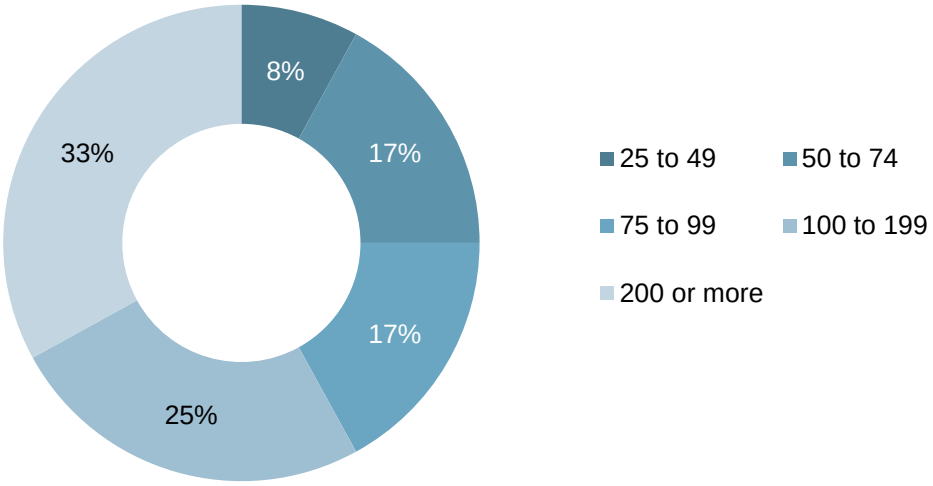
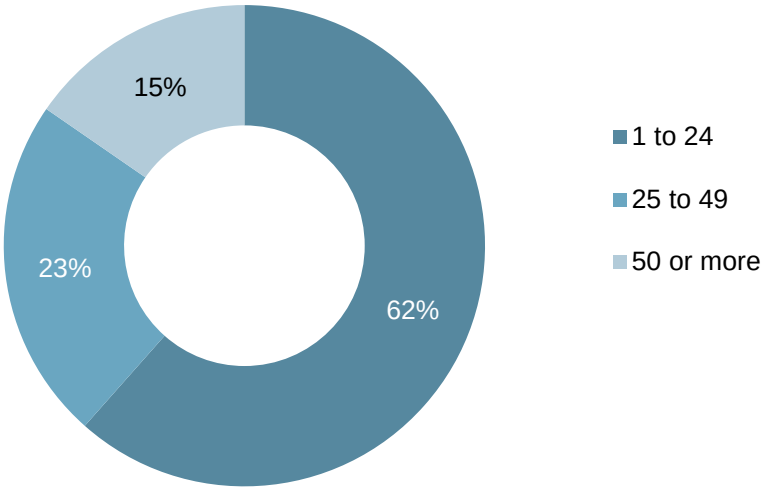


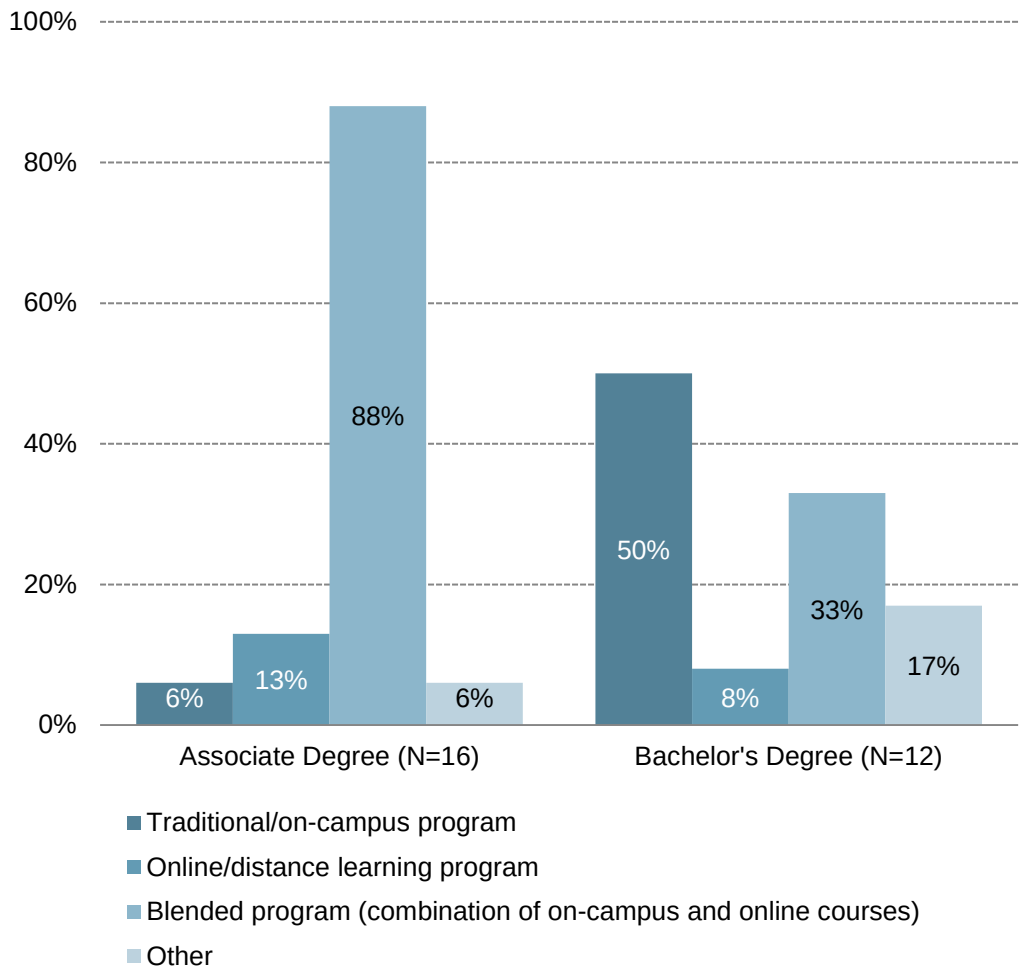
Figure 2.4: Number of Degrees Conferred in Washington Early Childhood Degree Programs During the 2015-2016 Academic Year (N=13)



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 Washington 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 skill support, such as academic tutoring and assistance with technology.

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

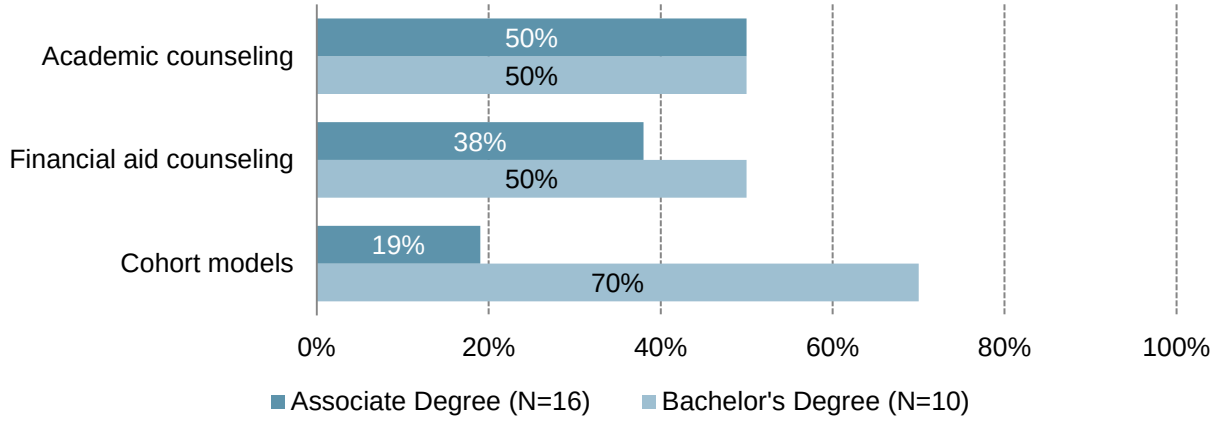


Figure 2.7: Student Services Offered in Washington Early Childhood Degree Programs: Access Support, by Degree Level

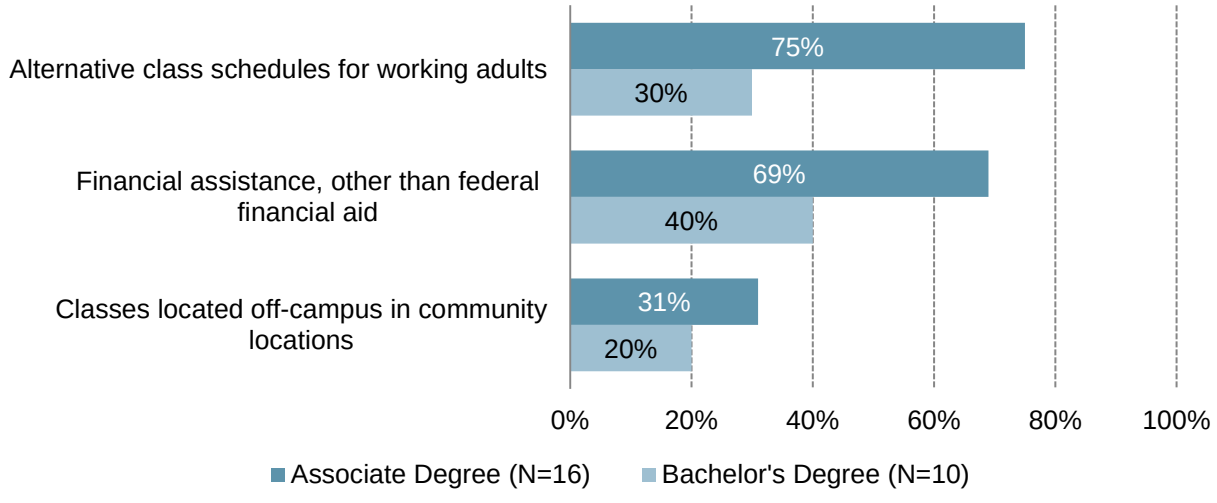
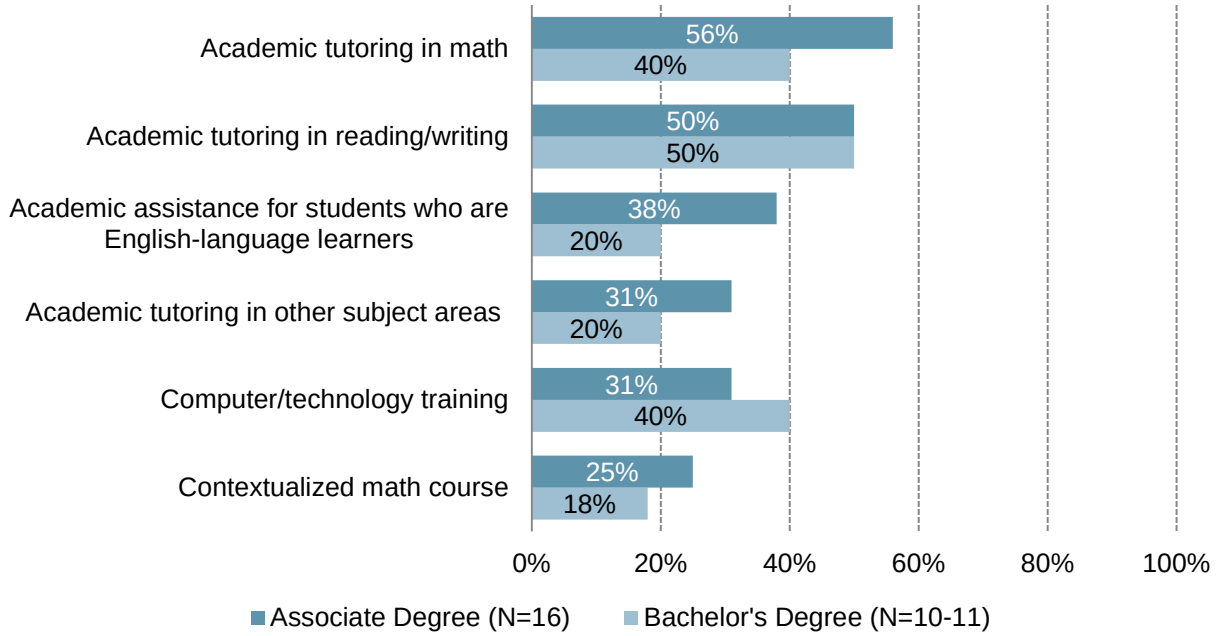


Figure 2.8: Student Services Offered in Washington Early Childhood Degree Programs: Skill Support, by Degree Level



Content and Age-Group Focus of Washington 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;
- 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, whether programs offered coursework to prepare students to provide professional development services (e.g., mentoring, coaching, training), and also if programs offered coursework related to early childhood administration and leadership.

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

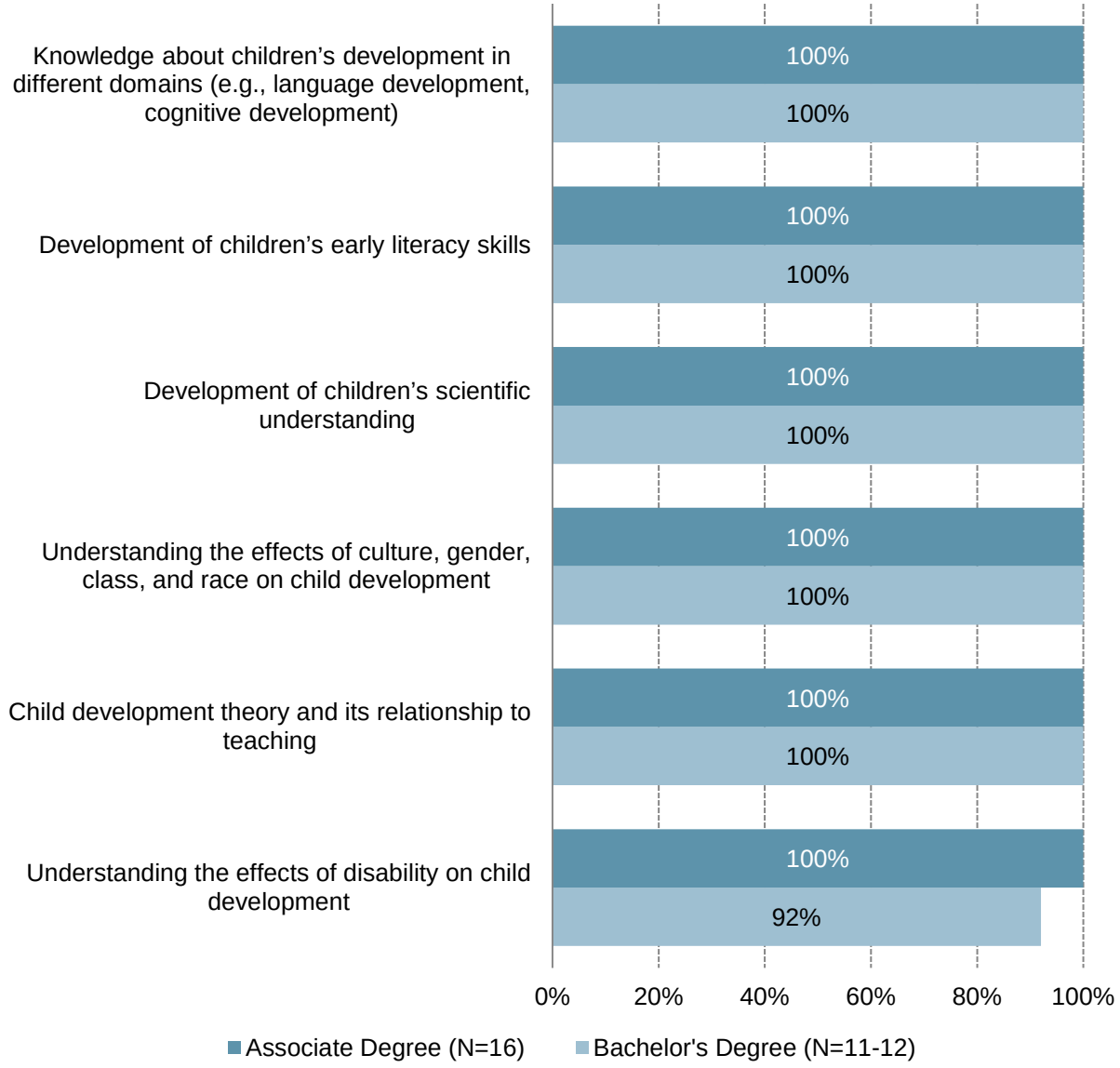


Table 2.2: Coursework Related to Child Development and Learning: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	Bachelor's Degree (N=11-12)
Knowledge about children's development in different domains (e.g., language development, cognitive development)		
Birth to 2 years	100%	75%
3 and/or 4 years (pre-K)	100%	83%
K-grade 3 or higher	100%	83%
Required, but no age-group focus	0%	17%
Content area not required	0%	0%
Development of children's early literacy skills		
Birth to 2 years	100%	83%
3 and/or 4 years (pre-K)	100%	92%
K-grade 3 or higher	88%	75%
Required, but no age-group focus	0%	8%
Content area not required	0%	0%
Development of children's scientific understanding		
Birth to 2 years	75%	45%
3 and/or 4 years (pre-K)	88%	82%
K-grade 3 or higher	63%	64%
Required, but no age-group focus	13%	18%
Content area not required	0%	0%
Understanding the effects of culture, gender, class, and race on child development		
Birth to 2 years	88%	58%
3 and/or 4 years (pre-K)	94%	67%
K-grade 3 or higher	88%	67%
Required, but no age-group focus	6%	33%
Content area not required	0%	0%
Child development theory and its relationship to teaching		
Birth to 2 years	94%	67%
3 and/or 4 years (pre-K)	94%	83%
K-grade 3 or higher	88%	75%
Required, but no age-group focus	6%	17%
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=16)	Bachelor's Degree (N=11-12)
Understanding the effects of disability on child development		
Birth to 2 years	88%	50%
3 and/or 4 years (pre-K)	88%	58%
K-grade 3 or higher	81%	58%
Required, but no age-group focus	13%	33%
Content area not required	0%	8%

Teaching Diverse Child Populations

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

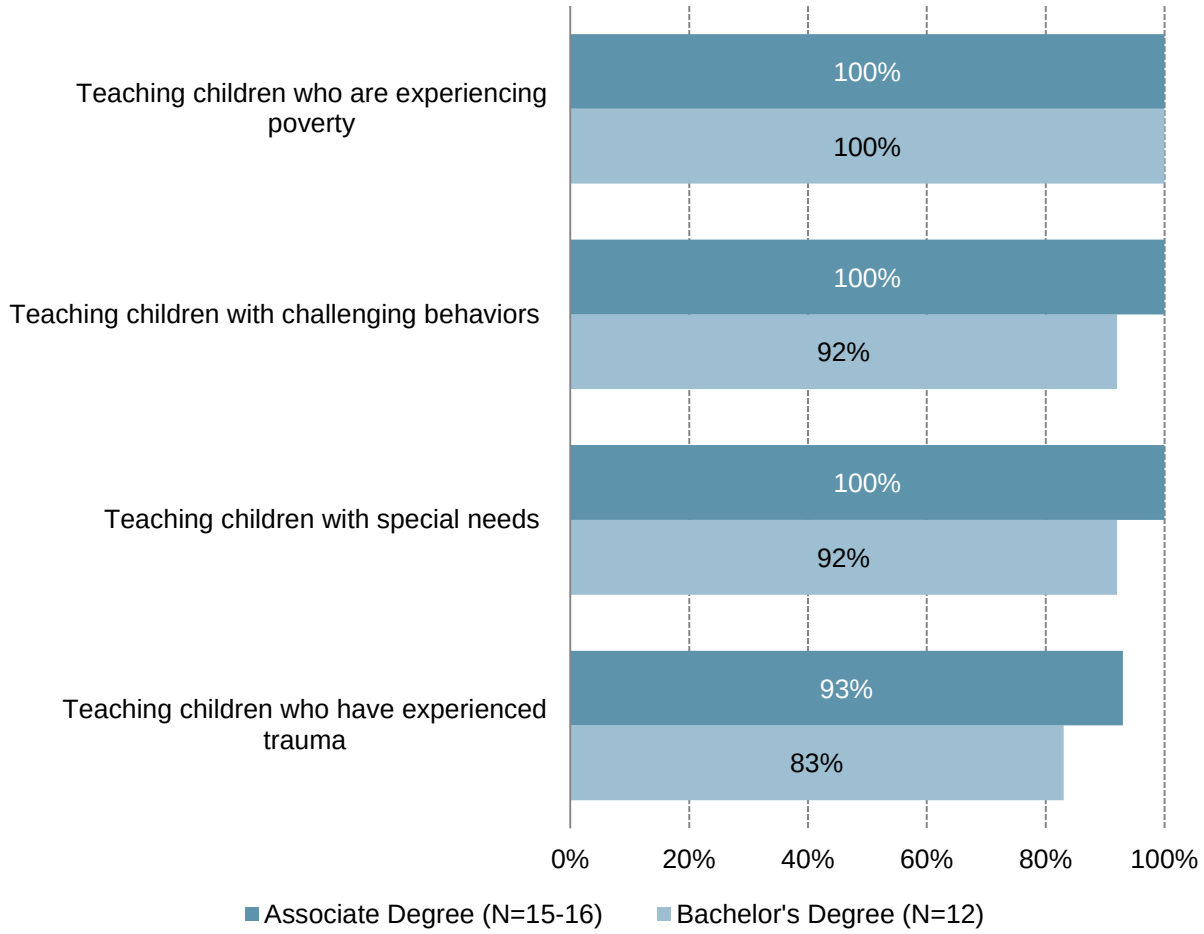


Table 2.3: Coursework Related to Teaching Diverse Child Populations: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=15-16)	Bachelor's Degree (N=12)
Teaching children who are experiencing poverty		
Birth to 2 years	63%	50%
3 and/or 4 years (pre-K)	63%	67%
K-grade 3 or higher	56%	50%
Required, but no age-group focus	38%	33%
Content area not required	0%	0%
Teaching children with challenging behaviors		
Birth to 2 years	81%	42%
3 and/or 4 years (pre-K)	81%	75%
K-grade 3 or higher	69%	50%
Required, but no age-group focus	19%	17%
Content area not required	0%	8%
Teaching children with special needs		
Birth to 2 years	73%	42%
3 and/or 4 years (pre-K)	73%	58%
K-grade 3 or higher	73%	42%
Required, but no age-group focus	27%	33%
Content area not required	0	8%
Teaching children who have experienced trauma		
Birth to 2 years	53%	33%
3 and/or 4 years (pre-K)	53%	50%
K-grade 3 or higher	53%	33%
Required, but no age-group focus	40%	33%
Content area not required	7%	17%

Teaching and Curriculum

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

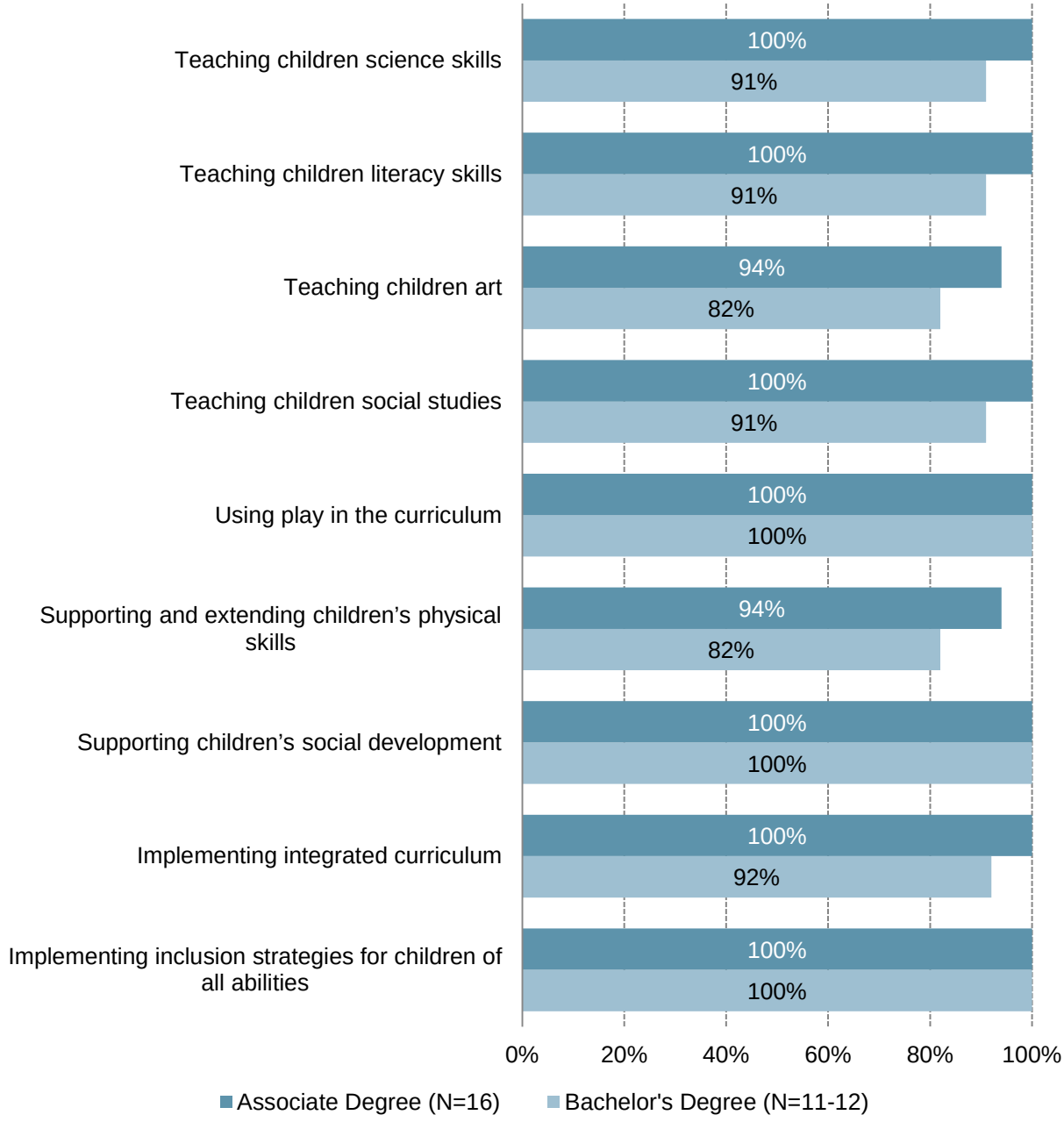


Table 2.4: Coursework Related to Teaching and Curriculum: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	Bachelor's Degree (N=11-12)
Teaching children science skills		
Birth to 2 years	75%	36%
3 and/or 4 years (pre-K)	88%	73%
K-grade 3 or higher	56%	55%
Required, but no age-group focus	13%	18%
Content area not required	0%	9%
Teaching children literacy skills		
Birth to 2 years	88%	64%
3 and/or 4 years (pre-K)	88%	82%
K-grade 3 or higher	69%	55%
Required, but no age-group focus	13%	9%
Content area not required	0%	9%
Teaching children art		
Birth to 2 years	75%	27%
3 and/or 4 years (pre-K)	75%	55%
K-grade 3 or higher	50%	45%
Required, but no age-group focus	19%	18%
Content area not required	6%	18%
Teaching children social studies		
Birth to 2 years	63%	45%
3 and/or 4 years (pre-K)	69%	73%
K-grade 3 or higher	44%	55%
Required, but no age-group focus	31%	18%
Content area not required	0%	9%
Using play in the curriculum		
Birth to 2 years	81%	67%
3 and/or 4 years (pre-K)	81%	92%
K-grade 3 or higher	56%	58%
Required, but no age-group focus	19%	8%
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=16)	Bachelor's Degree (N=11-12)
Supporting and extending children's physical skills		
Birth to 2 years	75%	27%
3 and/or 4 years (pre-K)	75%	55%
K-grade 3 or higher	50%	45%
Required, but no age-group focus	19%	18%
Content area not required	6%	18%
Supporting children's social development		
Birth to 2 years	75%	75%
3 and/or 4 years (pre-K)	75%	83%
K-grade 3 or higher	56%	58%
Required, but no age-group focus	25%	17%
Content area not required	0%	0%
Implementing integrated curriculum		
Birth to 2 years	69%	42%
3 and/or 4 years (pre-K)	69%	75%
K-grade 3 or higher	44%	42%
Required, but no age-group focus	31%	17%
Content area not required	0%	8%
Implementing inclusion strategies for children of all abilities		
Birth to 2 years	63%	50%
3 and/or 4 years (pre-K)	63%	75%
K-grade 3 or higher	50%	58%
Required, but no age-group focus	38%	25%
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

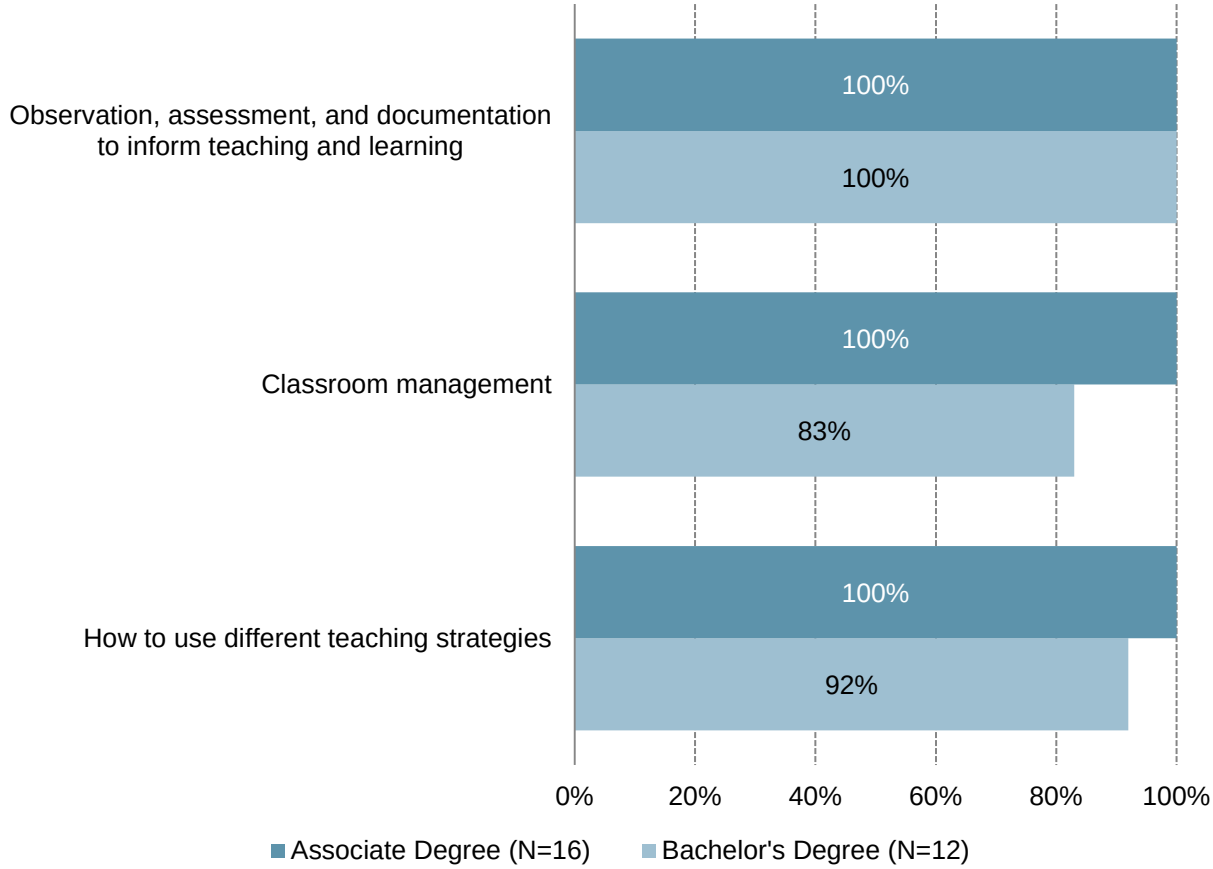


Table 2.5: Coursework Related to Teaching Skills in Early Childhood Settings: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	Bachelor's Degree (N=12)
Observation, assessment, and documentation to inform teaching and learning		
Birth to 2 years	75%	67%
3 and/or 4 years (pre-K)	75%	83%
K-grade 3 or higher	63%	58%
Required, but no age-group focus	25%	17%
Content area not required	0%	0%
Classroom management		
Birth to 2 years	81%	42%
3 and/or 4 years (pre-K)	81%	67%
K-grade 3 or higher	75%	42%
Required, but no age-group focus	19%	17%
Content area not required	0%	17%
How to use different teaching strategies (e.g., planning, instructing, facilitating)		
Birth to 2 years	81%	50%
3 and/or 4 years (pre-K)	81%	75%
K-grade 3 or higher	69%	50%
Required, but no age-group focus	19%	17%
Content area not required	0%	8%

Administration and Leadership

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

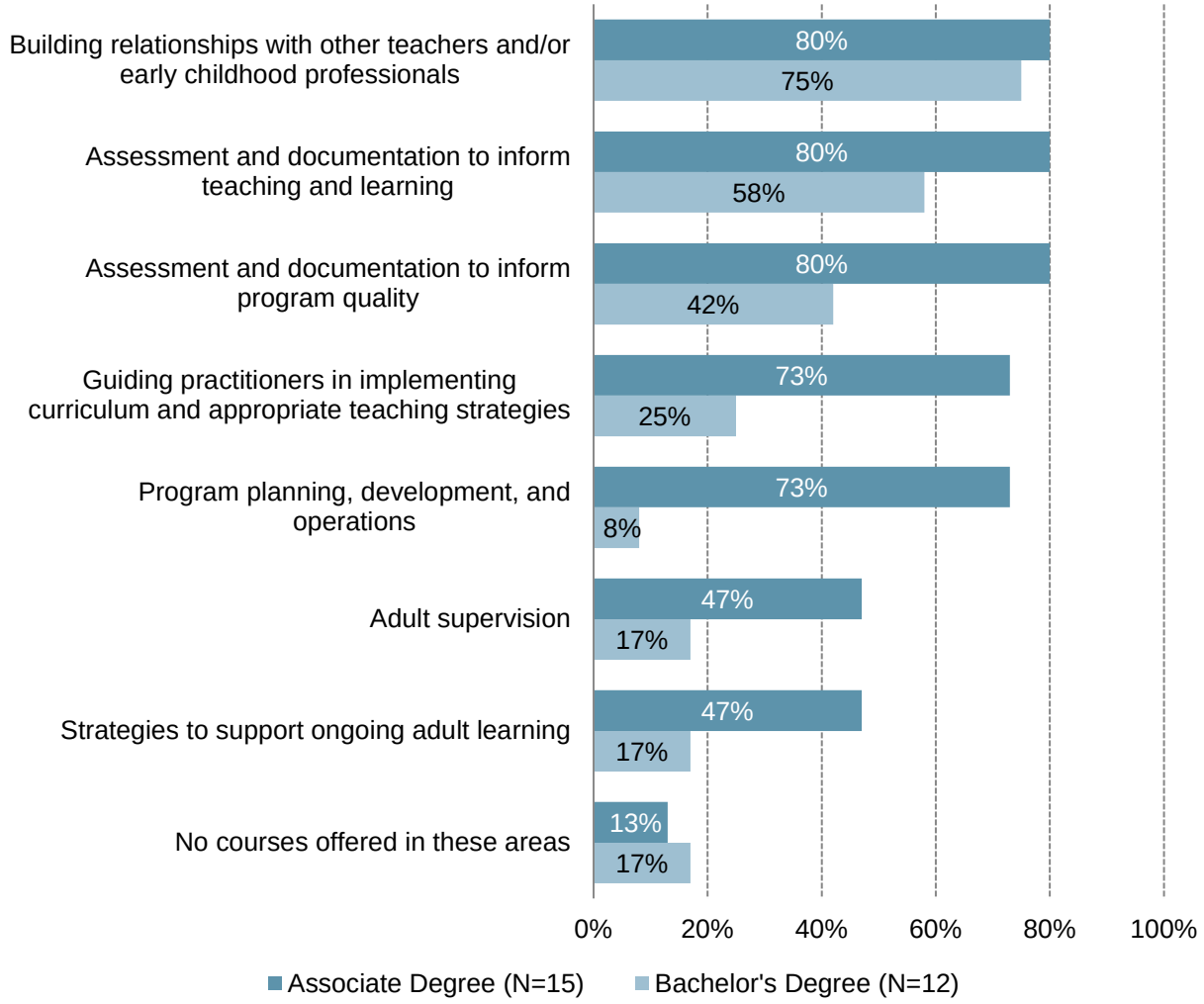
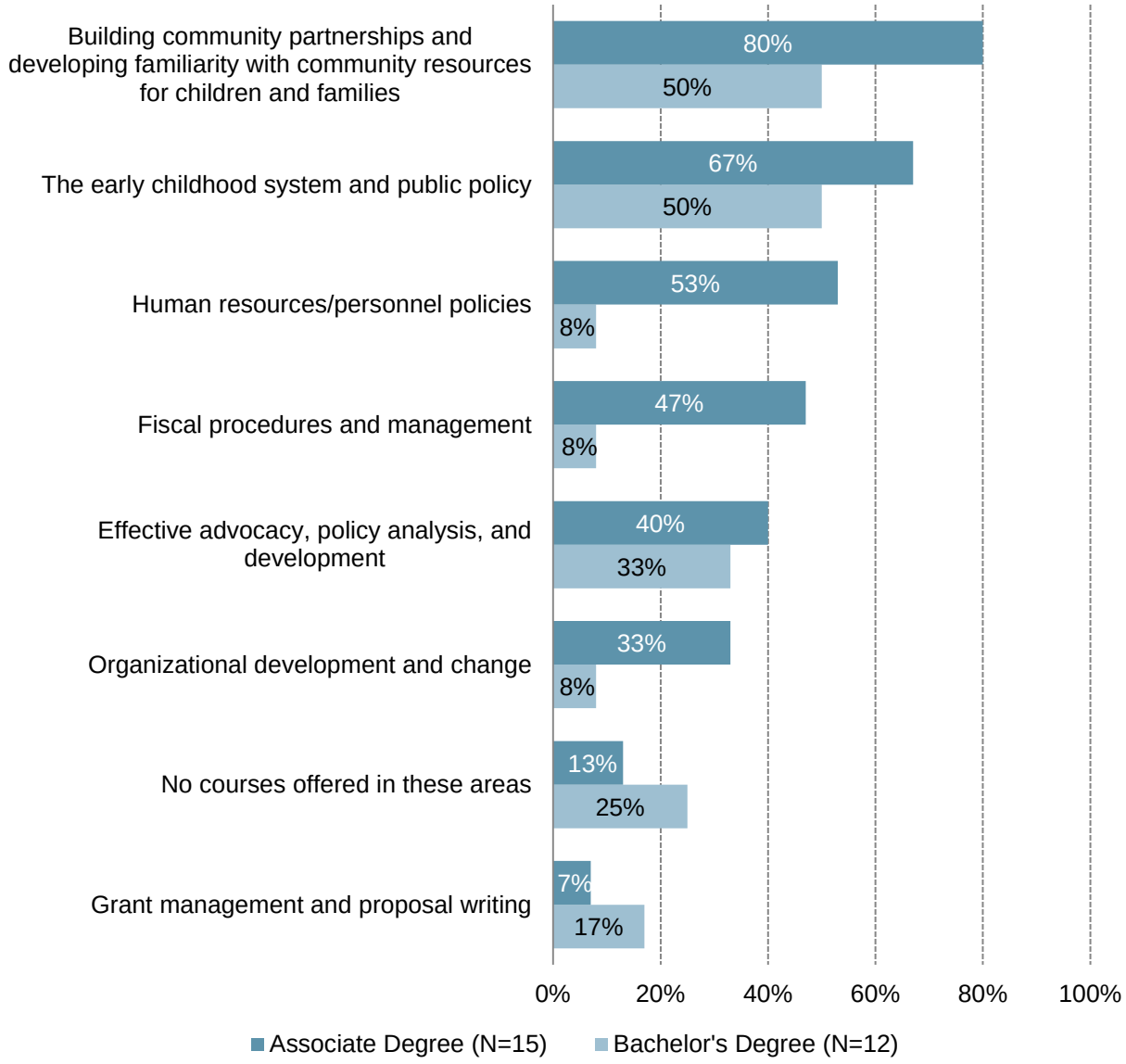


Figure 2.14: Coursework Offered Related to Administration and Leadership: Organization and Systems Topics, by Degree Level



Family Engagement

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

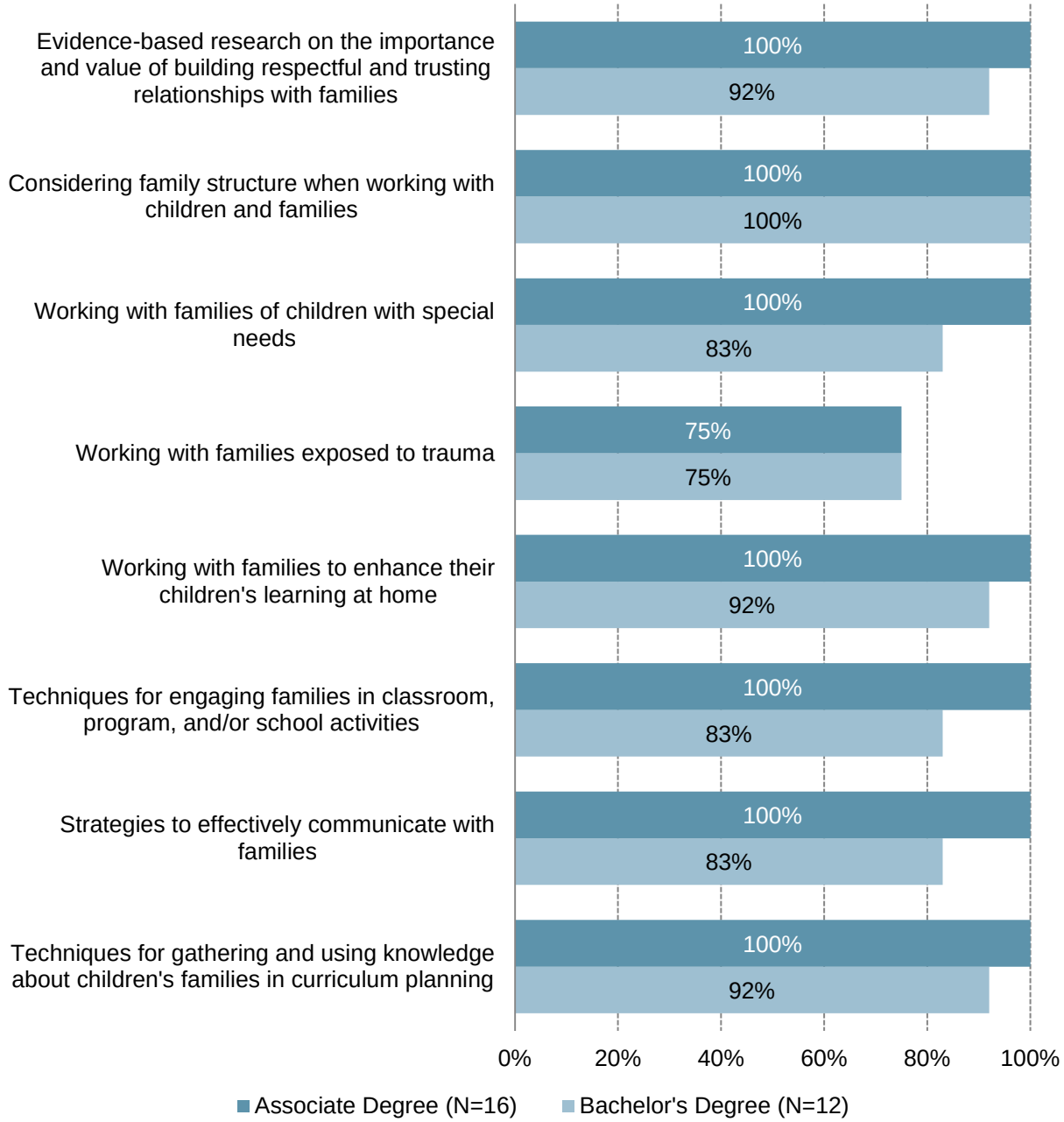


Table 2.6: Coursework Related to Family Engagement: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	Bachelor's Degree (N=12)
Evidence-based research on the importance and value of building respectful and trusting relationships with families		
Birth to 2 years	56%	50%
3 and/or 4 years (pre-K)	56%	50%
K-grade 3 or higher	56%	33%
Required, but no age-group focus	44%	33%
Content area not required	0%	8%
Considering family structure 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	56%	50%
3 and/or 4 years (pre-K)	56%	58%
K-grade 3 or higher	56%	42%
Required, but no age-group focus	44%	42%
Content area not required	0%	0%
Working with families of children with special needs		
Birth to 2 years	56%	42%
3 and/or 4 years (pre-K)	56%	50%
K-grade 3 or higher	56%	33%
Required, but no age-group focus	44%	33%
Content area not required	0%	17%
Working with families exposed to trauma		
Birth to 2 years	50%	33%
3 and/or 4 years (pre-K)	50%	42%
K-grade 3 or higher	50%	17%
Required, but no age-group focus	25%	33%
Content area not required	25%	25%

Table 2.6: Coursework Related to Family Engagement: 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=16)	Bachelor's Degree (N=12)
Working with families to help them enhance their children's learning at home		
Birth to 2 years	50%	50%
3 and/or 4 years (pre-K)	50%	67%
K-grade 3 or higher	44%	42%
Required, but no age-group focus	50%	25%
Content area not required	0%	8%
Techniques for engaging families in classroom, program, and/or school activities		
Birth to 2 years	50%	42%
3 and/or 4 years (pre-K)	50%	50%
K-grade 3 or higher	50%	33%
Required, but no age-group focus	50%	33%
Content area not required	0%	17%
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%	33%
3 and/or 4 years (pre-K)	50%	42%
K-grade 3 or higher	44%	25%
Required, but no age-group focus	50%	42%
Content area not required	0%	17%
Techniques for gathering and using knowledge about children's families in curriculum planning		
Birth to 2 years	56%	50%
3 and/or 4 years (pre-K)	56%	58%
K-grade 3 or higher	44%	42%
Required, but no age-group focus	44%	33%
Content area not required	0%	8%

Early Mathematics

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

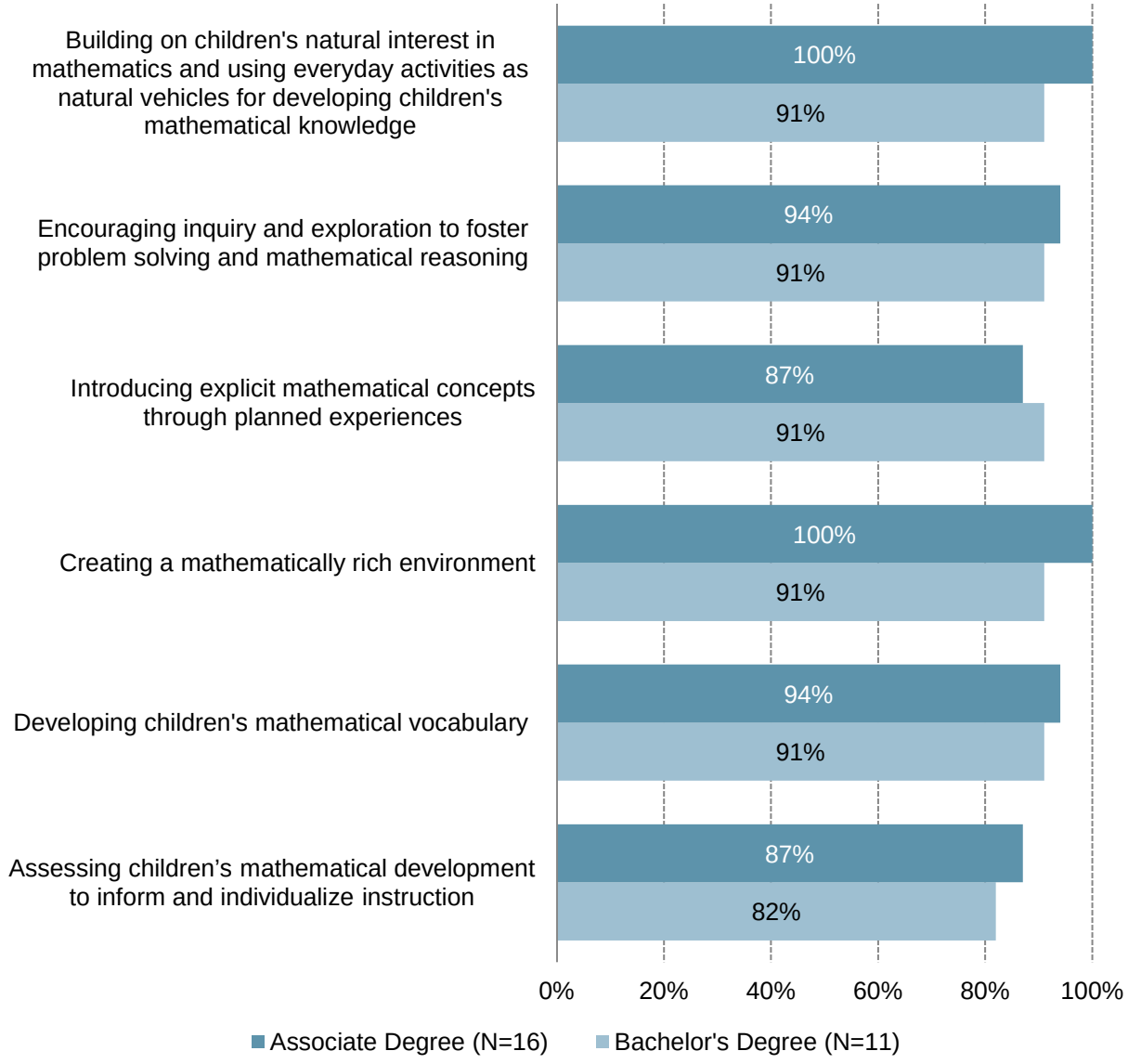


Table 2.7: Coursework Related to Development of Children's Mathematical Understanding: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	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	63%	27%
3 and/or 4 years (pre-K)	69%	64%
K-grade 3 or higher	44%	45%
Required, but no age-group focus	31%	18%
Content area not required	0%	9%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning		
Birth to 2 years	63%	27%
3 and/or 4 years (pre-K)	69%	73%
K-grade 3 or higher	44%	45%
Required, but no age-group focus	25%	18%
Content area not required	6%	9%
Introducing explicit mathematical concepts through planned experiences		
Birth to 2 years	63%	27%
3 and/or 4 years (pre-K)	69%	73%
K-grade 3 or higher	44%	45%
Required, but no age-group focus	19%	18%
Content area not required	13%	9%
Creating a mathematically rich environment		
Birth to 2 years	63%	27%
3 and/or 4 years (pre-K)	69%	73%
K-grade 3 or higher	44%	45%
Required, but no age-group focus	31%	18%
Content area not required	0%	9%
Developing children's mathematical vocabulary		
Birth to 2 years	63%	18%
3 and/or 4 years (pre-K)	69%	64%
K-grade 3 or higher	44%	36%
Required, but no age-group focus	25%	27%
Content area not required	6%	9%

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=16)	Bachelor's Degree (N=11)
Assessing children's mathematical development to inform and individualize instruction		
Birth to 2 years	56%	18%
3 and/or 4 years (pre-K)	69%	64%
K-grade 3 or higher	38%	36%
Required, but no age-group focus	19%	18%
Content area not required	13%	18%

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

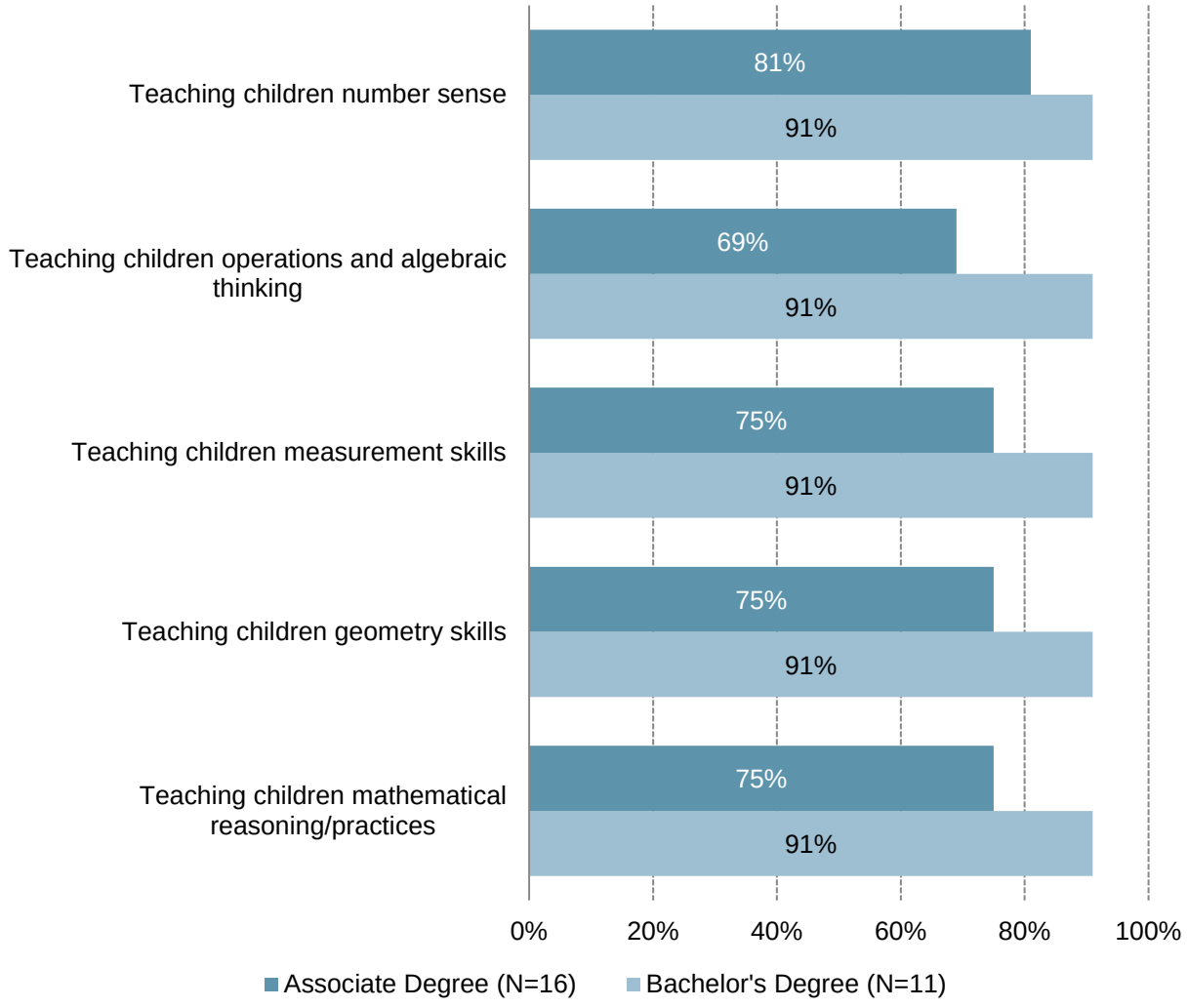


Table 2.8: Coursework Related to Teaching Children Specific Math Skills: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=16)	Bachelor's Degree (N=11)
Teaching children number sense (counting and cardinality)		
Birth to 2 years	56%	18%
3 and/or 4 years (pre-K)	63%	73%
K-grade 3 or higher	38%	45%
Required, but no age-group focus	19%	18%
Content area not required	19%	9%
Teaching children operations and algebraic thinking		
Birth to 2 years	50%	18%
3 and/or 4 years (pre-K)	56%	73%
K-grade 3 or higher	25%	36%
Required, but no age-group focus	13%	18%
Content area not required	31%	9%
Teaching children measurement skills		
Birth to 2 years	56%	18%
3 and/or 4 years (pre-K)	63%	73%
K-grade 3 or higher	38%	45%
Required, but no age-group focus	13%	18%
Content area not required	25%	9%
Teaching children geometry skills		
Birth to 2 years	56%	18%
3 and/or 4 years (pre-K)	63%	73%
K-grade 3 or higher	38%	45%
Required, but no age-group focus	13%	18%
Content area not required	25%	9%
Teaching children mathematical reasoning/practices		
Birth to 2 years	50%	18%
3 and/or 4 years (pre-K)	63%	73%
K-grade 3 or higher	31%	45%
Required, but no age-group focus	13%	18%
Content area not required	25%	9%

Dual Language Learners

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

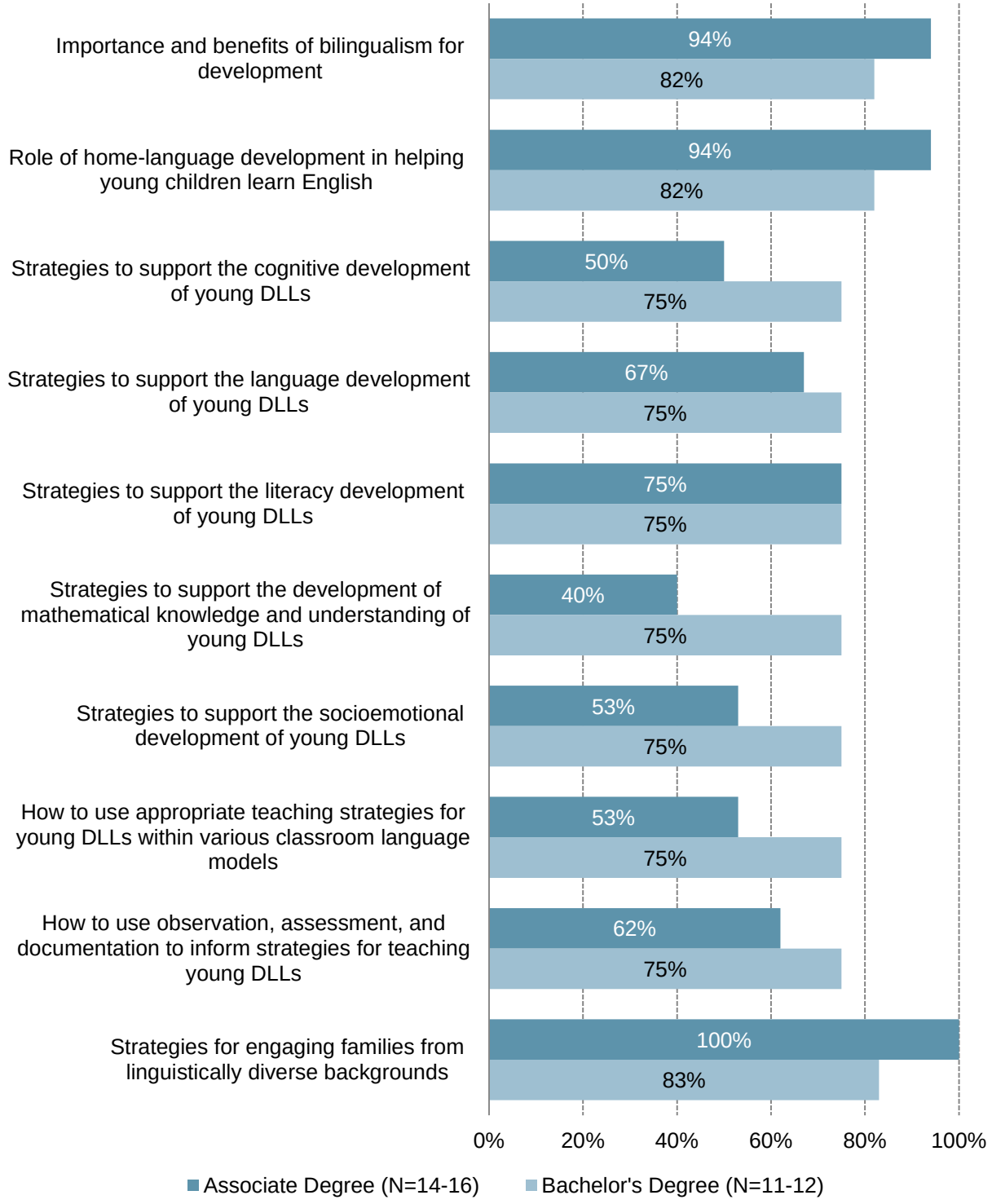


Table 2.9: Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=14-16)	Bachelor's Degree (N=11-12)
Importance and benefits of bilingualism for young children's development		
Birth to 2 years	56%	45%
3 and/or 4 years (pre-K)	56%	55%
K-grade 3 or higher	44%	45%
Required, but no age-group focus	38%	18%
Content area not required	6%	18%
Role of home-language development in helping young children learn English		
Birth to 2 years	56%	45%
3 and/or 4 years (pre-K)	56%	64%
K-grade 3 or higher	38%	45%
Required, but no age-group focus	38%	18%
Content area not required	6%	18%
Strategies to support the cognitive development of young DLLs		
Birth to 2 years	36%	25%
3 and/or 4 years (pre-K)	36%	33%
K-grade 3 or higher	29%	25%
Required, but no age-group focus	14%	42%
Content area not required	50%	25%
Strategies to support the language development of young DLLs		
Birth to 2 years	47%	33%
3 and/or 4 years (pre-K)	47%	42%
K-grade 3 or higher	40%	33%
Required, but no age-group focus	20%	33%
Content area not required	33%	25%
Strategies to support the literacy development of young DLLs		
Birth to 2 years	50%	25%
3 and/or 4 years (pre-K)	50%	42%
K-grade 3 or higher	44%	33%
Required, but no age-group focus	25%	33%
Content area not required	25%	25%

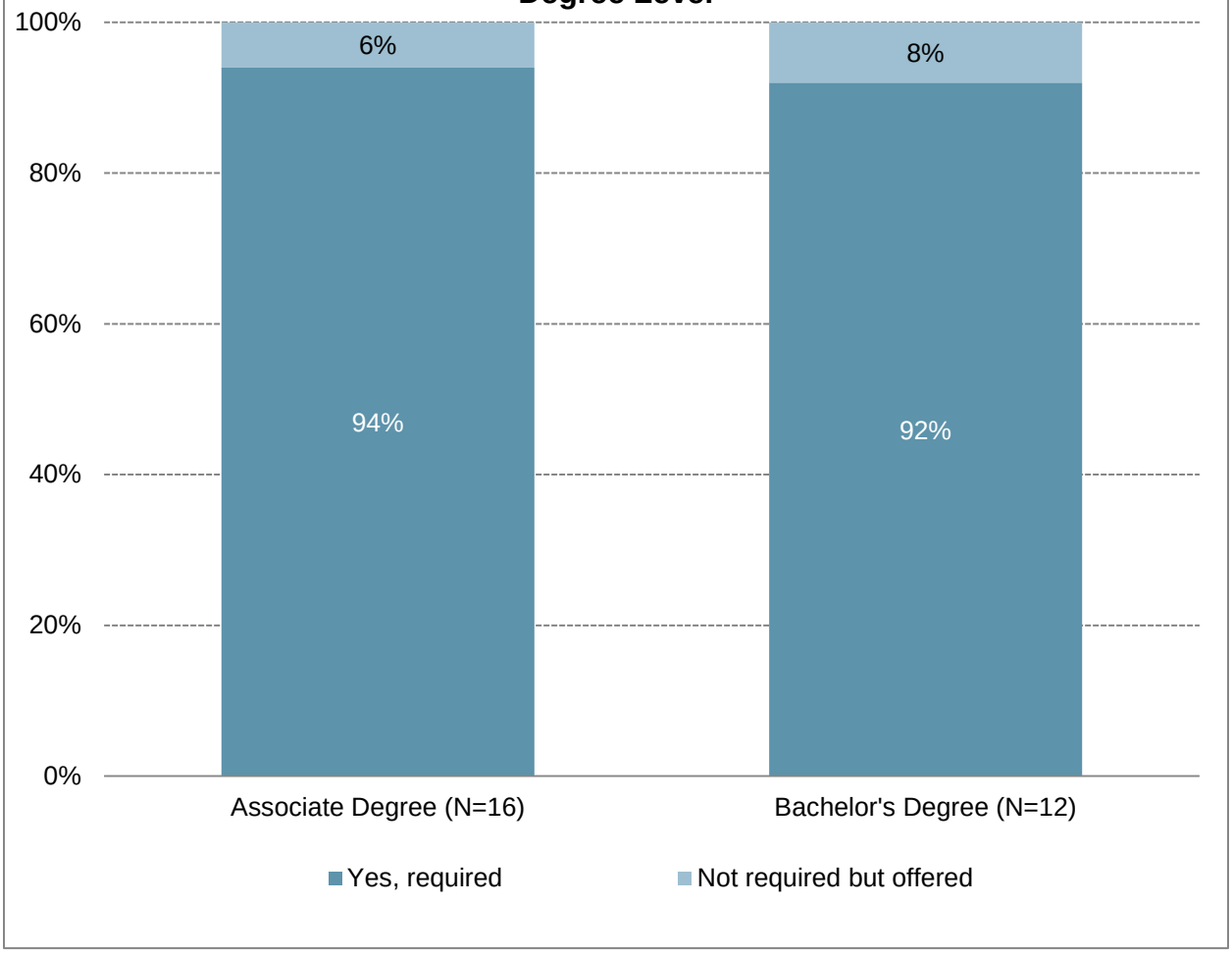
Table 2.9: Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level (Continued)

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

Age-Group Focus	Associate Degree (N=15-16)	Bachelor's Degree (N=11-12)
Strategies to support the development of mathematical knowledge and understanding of young DLLs		
Birth to 2 years	40%	17%
3 and/or 4 years (pre-K)	40%	25%
K-grade 3 or higher	33%	25%
Required, but no age-group focus	0%	50%
Content area not required	60%	25%
Strategies to support the socioemotional development of young DLLs		
Birth to 2 years	33%	25%
3 and/or 4 years (pre-K)	33%	33%
K-grade 3 or higher	27%	25%
Required, but no age-group focus	20%	42%
Content area not required	47%	25%
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	40%	33%
3 and/or 4 years (pre-K)	40%	42%
K-grade 3 or higher	33%	33%
Required, but no age-group focus	13%	33%
Content area not required	47%	25%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs		
Birth to 2 years	38%	42%
3 and/or 4 years (pre-K)	38%	50%
K-grade 3 or higher	31%	42%
Required, but no age-group focus	25%	25%
Content area not required	38%	25%
Strategies for engaging families from linguistically diverse backgrounds		
Birth to 2 years	67%	42%
3 and/or 4 years (pre-K)	67%	58%
K-grade 3 or higher	53%	42%
Required, but no age-group focus	33%	25%
Content area not required	0%	17%

Self-Reflection and Awareness of Culture and Bias

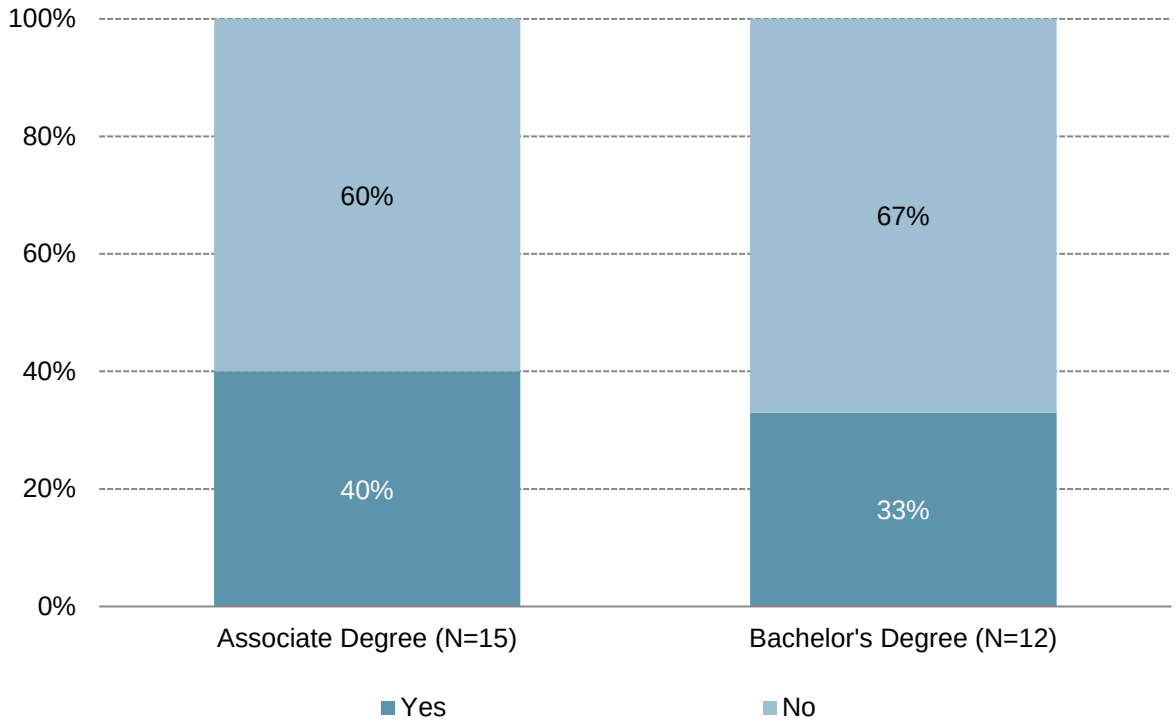
Figure 2.19: Required Coursework Related to Self-Reflection and Awareness of Issues Related to Culture and Bias, By Degree Level



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 Washington Early Childhood Degree Programs, by Degree Level

Course Content Structure	Associate Degree (N=16)	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	25%	27%
Taught within a broader course	56%	45%
Taught both as a separate course and embedded within a broader course	19%	18%
Not taught	0%	9%
Literacy development in young children and how to promote their skills related to oral and written language		
Taught as a separate course	75%	45%
Taught within a broader course	0%	36%
Taught both as a separate course and embedded within a broader course	25%	18%
Not taught	0%	0%
Socioemotional development, its relationship to learning, and how to support children's socioemotional skills		
Taught as a separate course	31%	45%
Taught within a broader course	50%	36%
Taught both as a separate course and embedded within a broader course	19%	18%
Not taught	0%	0%
Typical 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	25%	18%
Taught within a broader course	44%	64%
Taught both as a separate course and embedded within a broader course	31%	9%
Not taught	0%	9%

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

Course Content Structure	Associate Degree (N=16)	Bachelor's Degree (N=11)
Strategies for working with children who are dual language learners		
Taught as a separate course	0%	18%
Taught within a broader course	50%	64%
Taught both as a separate course and embedded within a broader course	31%	0%
Not taught	19%	18%
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	44%	27%
Taught within a broader course	6%	36%
Taught both as a separate course and embedded within a broader course	50%	18%
Not taught	0%	18%
Implementing assessments effectively to inform and individualize instruction with children		
Taught as a separate course	44%	36%
Taught within a broader course	19%	18%
Taught both as a separate course and embedded within a broader course	38%	36%
Not taught	0%	9%

Alignment With State and National Standards

Integration of Standards and Competencies

Figure 2.21: State or National Math Standards Incorporated Into Early Math Course Content of Washington Early Childhood Degree Programs, by Degree Level

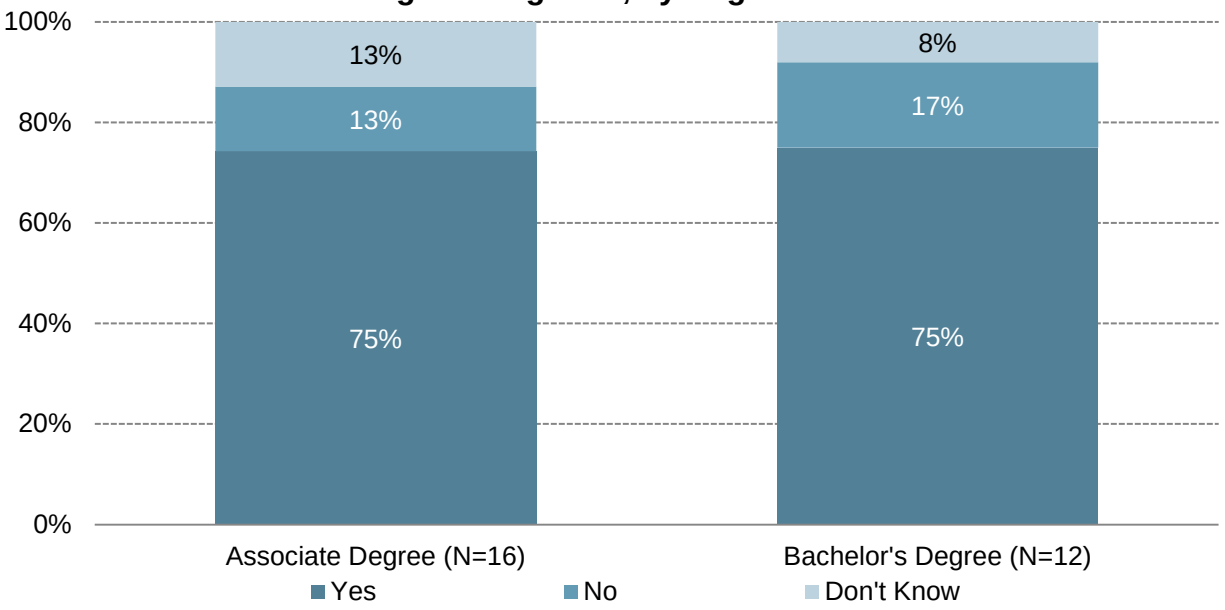


Figure 2.22: State or National Family Engagement Standards Incorporated Into Family Engagement Course Content of Washington Early Childhood Degree Programs, by Degree Level

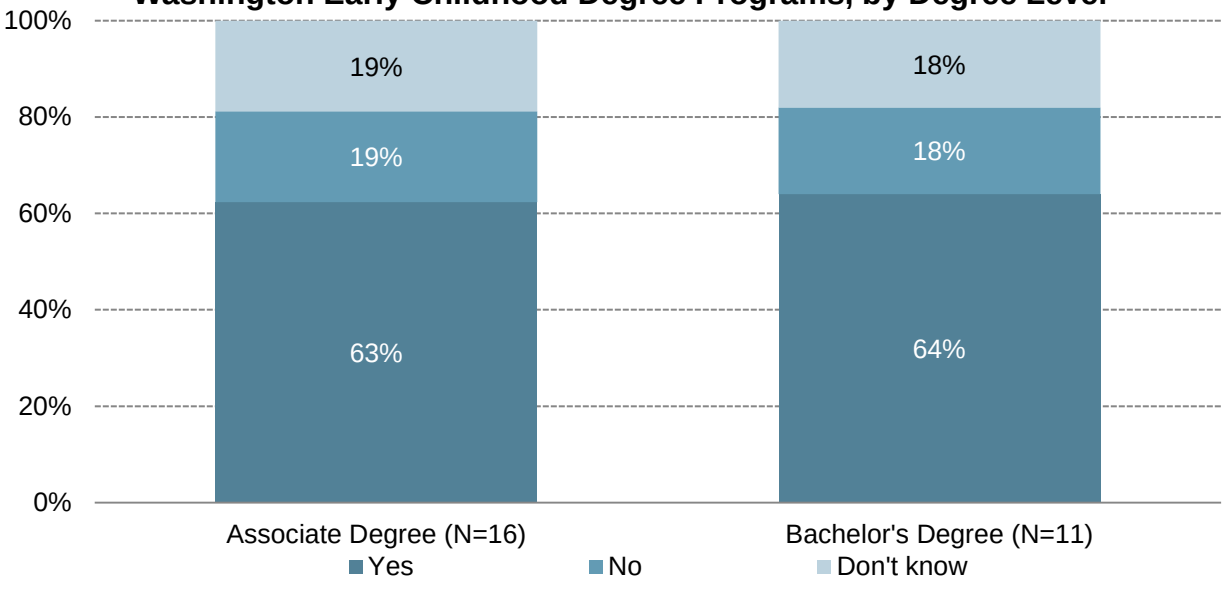


Table 2.11: Integration of Standards and Competencies Into Coursework, by Degree Level

Standards	Associate Degree (N=16)	Bachelor's Degree (N=11-12)
State or National Math Standards		
Washington State Early Learning and Development Guidelines	75%	58%
NAEYC Accreditation Standards	38%	50%
National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics	38%	50%
Head Start Child Development and Early Learning Framework/Program Performance Standards	25%	17%
State or National Family Engagement Standards		
Washington State Early Learning and Development Guidelines	50%	55%
NAEYC Professional Preparation Standards/CAEP: Standard 2, Building Family and Community Relationships	50%	45%
NAEYC: Effective Family Engagement Principles	38%	45%
NAEYC Program Accreditation Standards: Standard 7, Families	31%	55%
Other State Standards and Competencies		
Washington State Core Competencies for Early Care and Education Professionals	94%	42%
Washington State Early Learning and Development Guidelines	88%	75%
Washington Early Achievers (QRIS)	75%	42%
Washington State Student Learning Outcomes (K-3)	50%	50%

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:

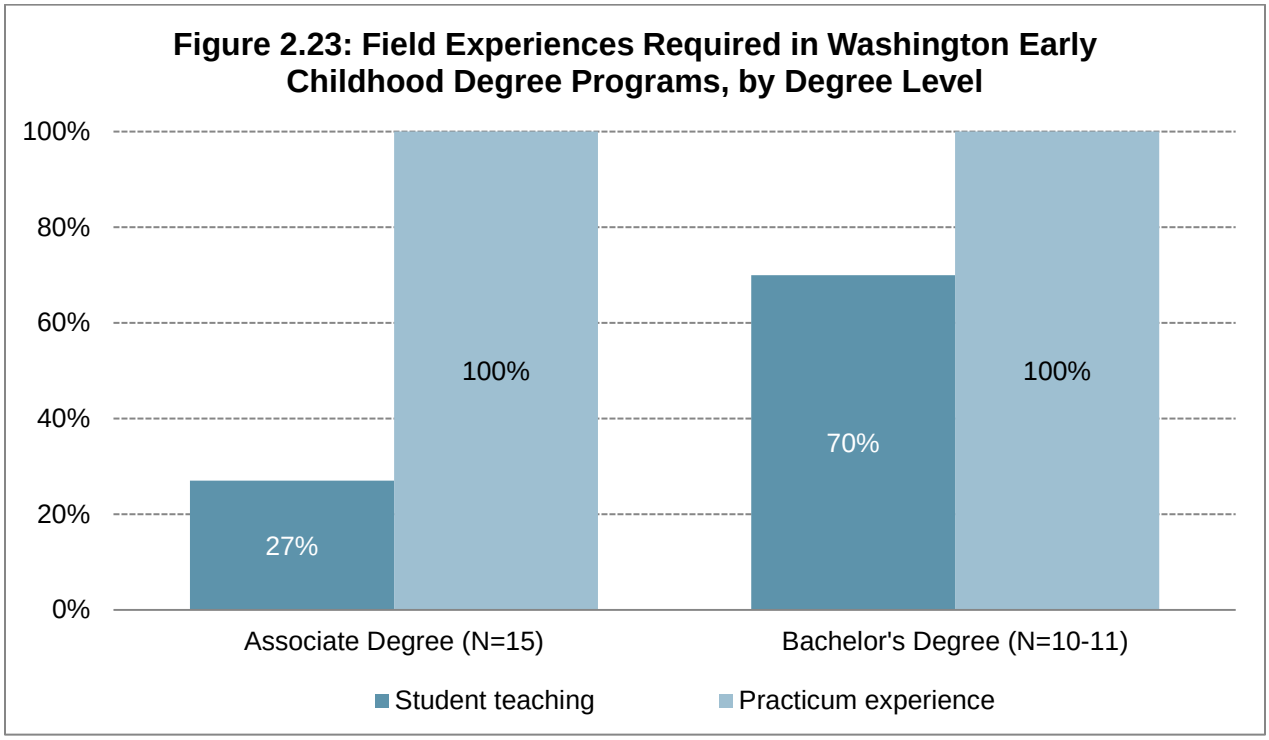
1. Student teaching: Defined as full-time immersion in a classroom, with increasing responsibility for curriculum planning and teaching, as well as supervision by a faculty member, cooperating teacher, and/or mentor.
2. Practicum: Defined as an experience that is short in duration, associated with a 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, [7] 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.

[7] 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

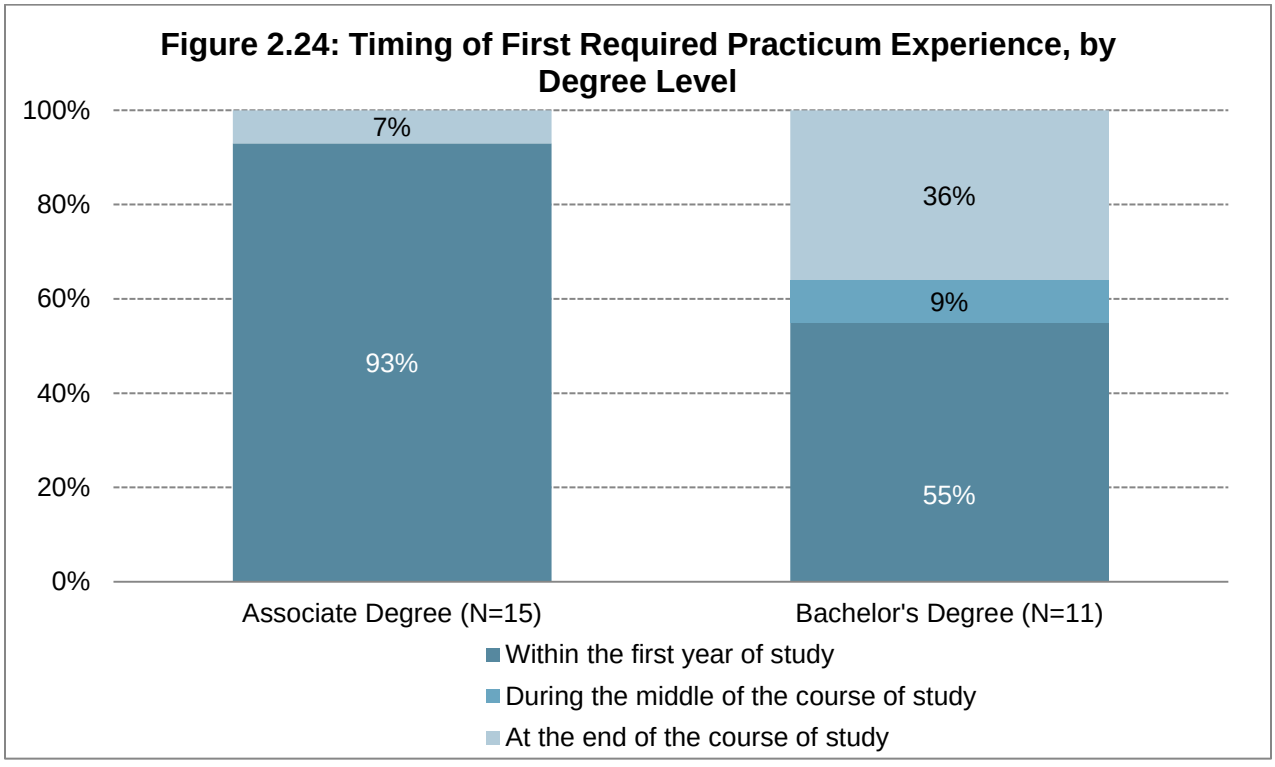


Table 2.12: Time Requirements of Required Practicum, by Degree Level

Requirement	Associate Degree (N=14)	Bachelor's Degree (N=10)
Average practicum courses required	3	3
Range of practicum courses required	2–5	1–7
Average hours per practicum course	85	95
Range of hours per practicum course	30–165	12–280

Requirements of Field Experiences

Table 2.13: Required Age-Group Focus and Elements of Practicum Experiences in Washington's Early Childhood Degree Programs, by Degree Level

Age-Group Focus or Element	Required	Optional	Not Offered
Associate Degree (N=14-15)			
Working with children birth to 2 years	33%	67%	0%
Working with children age 3 or 4 years (pre-K)	47%	53%	0%
Working with children K-3 or higher	27%	67%	7%
Working with children who are DLLs	7%	80%	13%
Working with children with disabilities	27%	67%	7%
Working with families	43%	43%	14%
Scaffolding math development and understanding	53%	47%	0%
Scaffolding literacy development	67%	33%	0%
Supporting socioemotional development	80%	20%	0%
Facilitating motor development	47%	53%	0%
Developing partnerships with families	33%	53%	13%
Using assessment to inform instruction	67%	27%	7%
Collaborating with community organizations	13%	53%	33%
Bachelor's Degree (N=10)			
Working with children birth to 2 years	30%	40%	30%
Working with children age 3 or 4 years (pre-K)	70%	30%	0%
Working with children K-3 or higher	60%	20%	20%
Working with children who are DLLs	20%	50%	30%
Working with children with disabilities	50%	40%	10%
Working with families	30%	40%	30%
Scaffolding math development and understanding	80%	20%	0%
Scaffolding literacy development	80%	20%	0%
Supporting socioemotional development	80%	20%	0%
Facilitating motor development	70%	30%	0%
Developing partnerships with families	50%	30%	20%
Using assessment to inform instruction	80%	20%	0%
Collaborating with community organizations	50%	30%	20%

Criteria for Selecting Field Experience Sites

Table 2.14: Criteria Used to Select Practicum Sites, by Degree Level

Criteria	Associate Degree* (N=10**)
Site is at a college laboratory school	60%
Site is a public school	70%
Observed quality rating of the site	70%
Site is a nationally accredited early childhood program	40%
Degree program/college has a partnership with a school district	40%
Location of site	50%
Student currently works at the site	50%
Children with disabilities served at the site	30%
Age of children served at the site	40%
Demographic background of children served at the site	30%
Teacher qualifications	60%
Other	0%

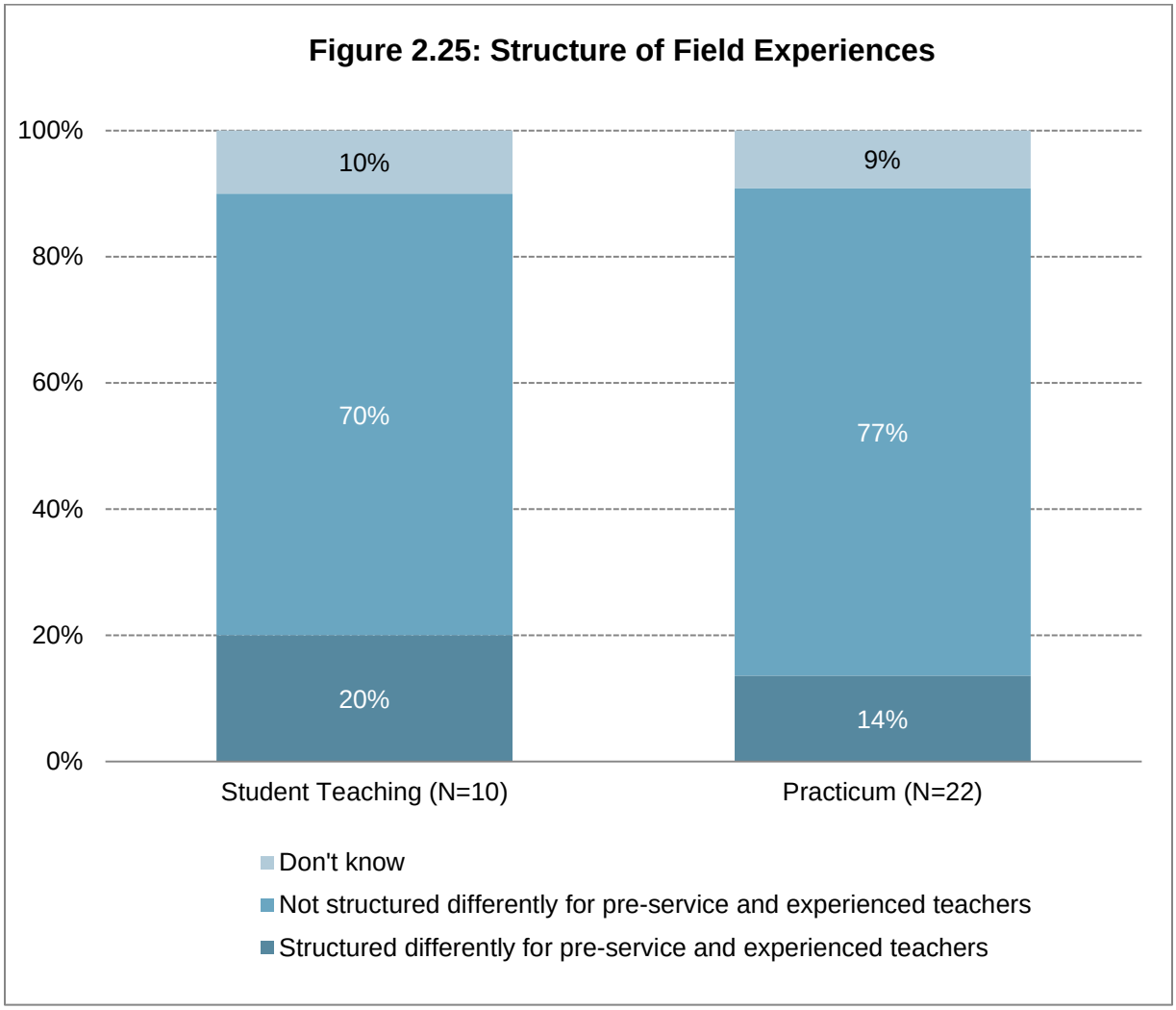
*Bachelor's degree programs are not included due to small sample size.
**Excludes three associate degree programs that require one or more practicum courses but do not use criteria, do not know if they use criteria, or declined to state if they used criteria or which criteria they used to select site.

Supervision of Field Experiences

Table 2.15: Typical Supervisors of Practicum Experiences, by Degree Level

	Associate Degree	Bachelor's Degree
Typical Supervisors		
Faculty	60%	82%
Cooperating teacher	87%	55%
Field supervisor	13%	9%
Field mentor	20%	36%
	N=15	N=11
Status of Supervising Faculty		
Tenure-track/Tenured	78%	50%
Non-tenured	33%	63%
Adjunct/Part-time	22%	25%
	N=9	N=8

Field Experience Structure for Pre-Service and Experienced Teachers



Articulation and Alignment With the Washington Professional Development System

What we asked about articulation and alignment:

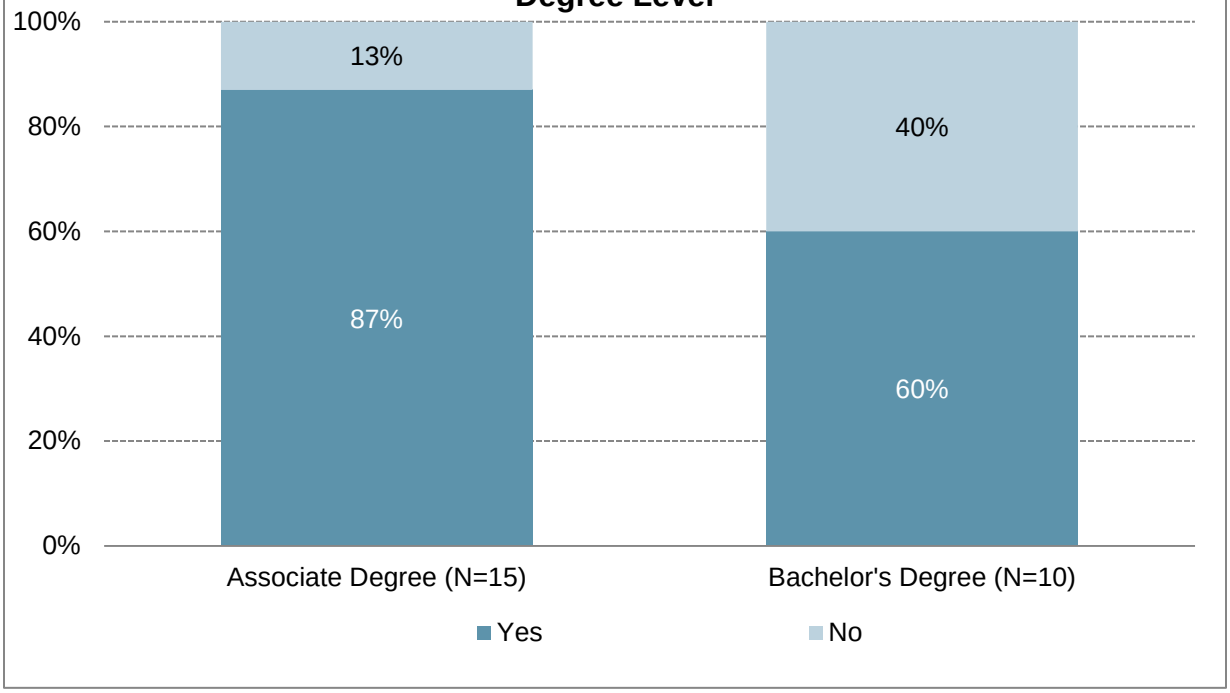
The *Inventory* asked program leads whether their degree programs had formal articulation agreements with other degree programs. Respondents were also asked the status of students entering the program (so that we could understand how many students are transferring versus starting as first-year students)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

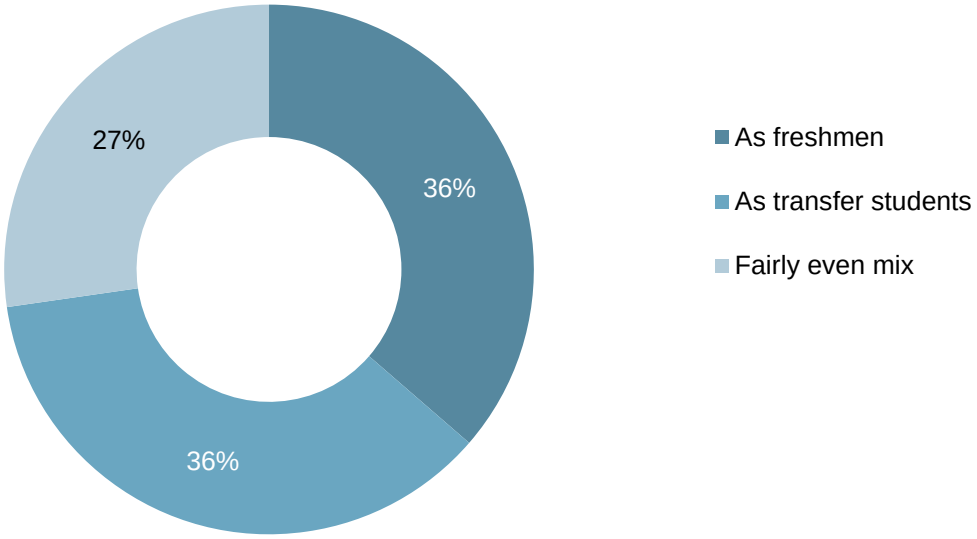
Articulation

Figure 2.26: Percentage of Degree Programs With Articulation Agreements in Place With Specific Institutions or Programs, by Degree Level



Student Status

Figure 2.27: Most Common Status of Students Entering Bachelor's Degree Programs (N=11)



Challenges Students Face in Transferring

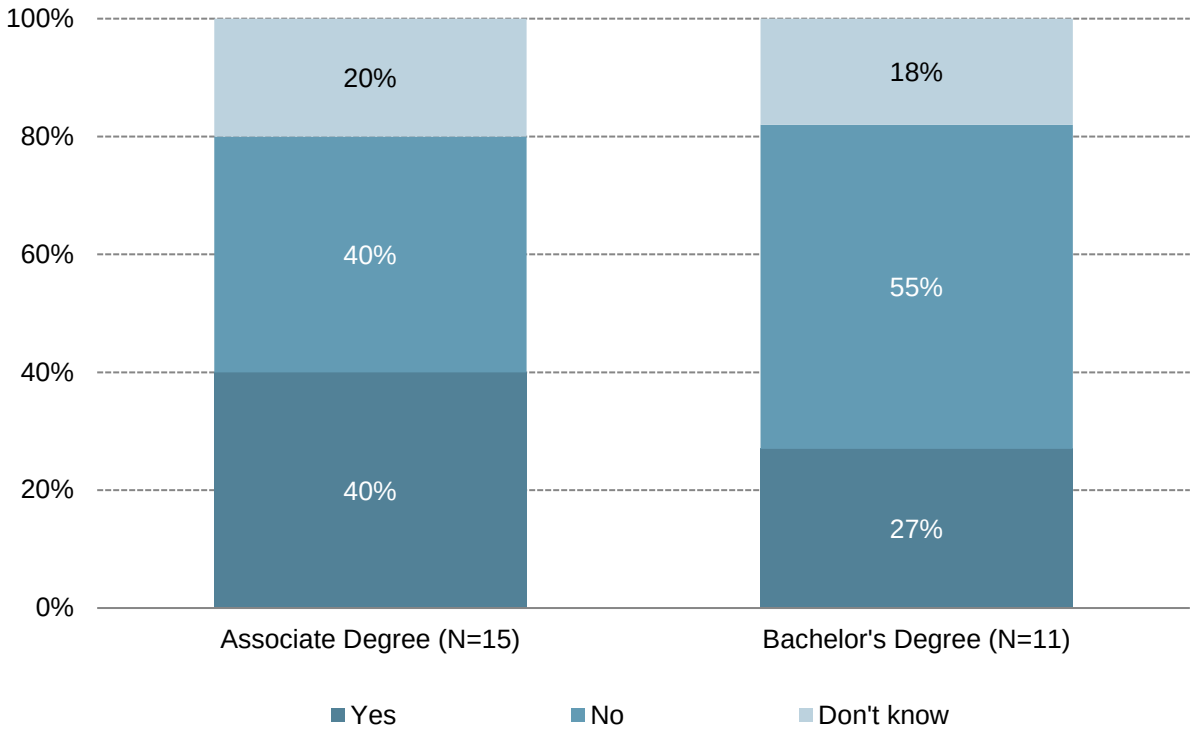
Table 2.16: Challenges Students Face in Transferring Associate Degree Credits Into Bachelor's Degree Programs

Challenge	Associate Degree* (N=14)
Lower division early childhood course content does not transfer	77%
Upper division early childhood course content does not transfer	15%
General education course content does not transfer	15%
Other	23%

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

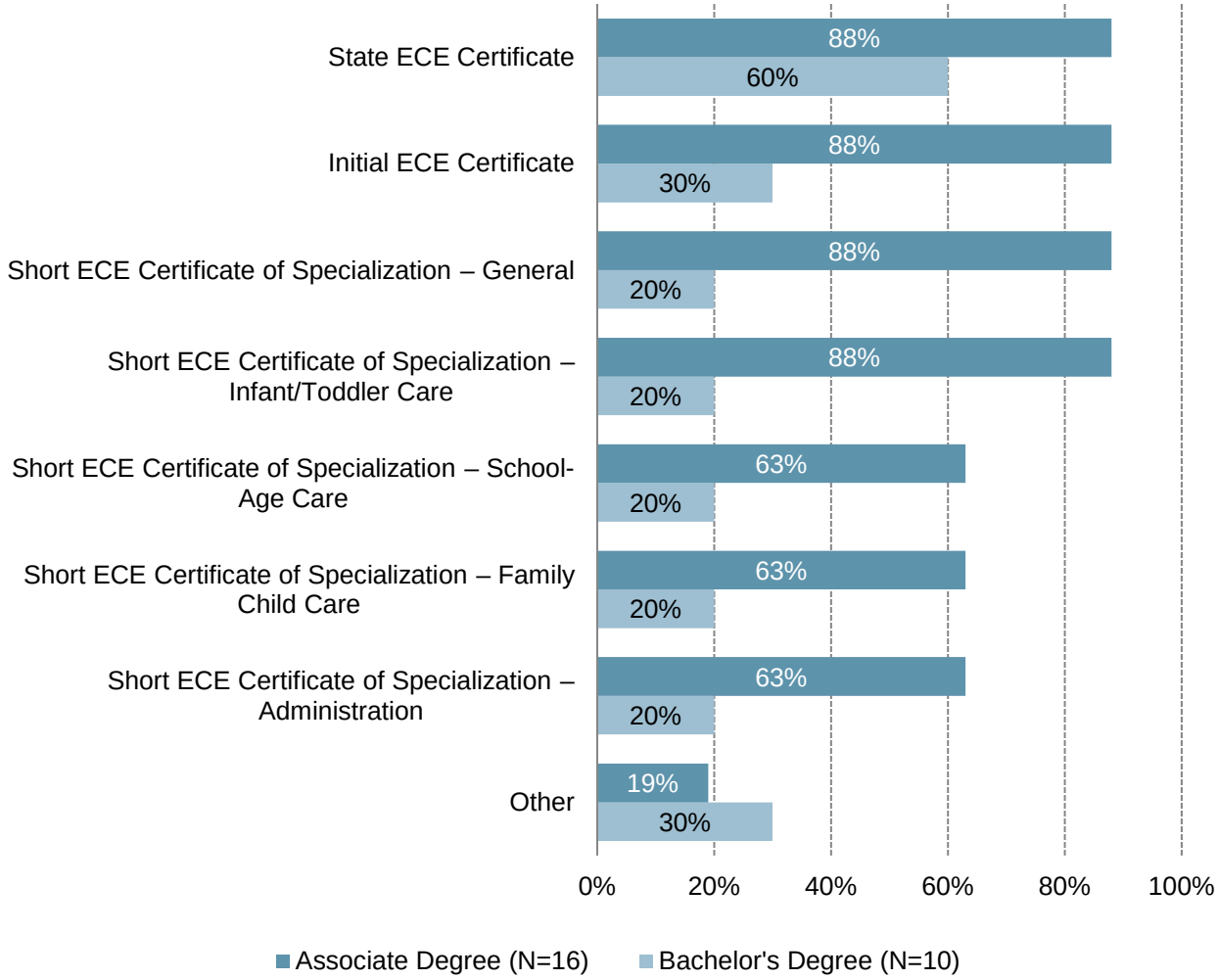
Alignment With the Child Development Associate (CDA) Credential

Figure 2.28: Percentage of Programs Offering Coursework Applicable to National CDA Credential, by Degree Level



Alignment With State Certificates[8] or Credentials

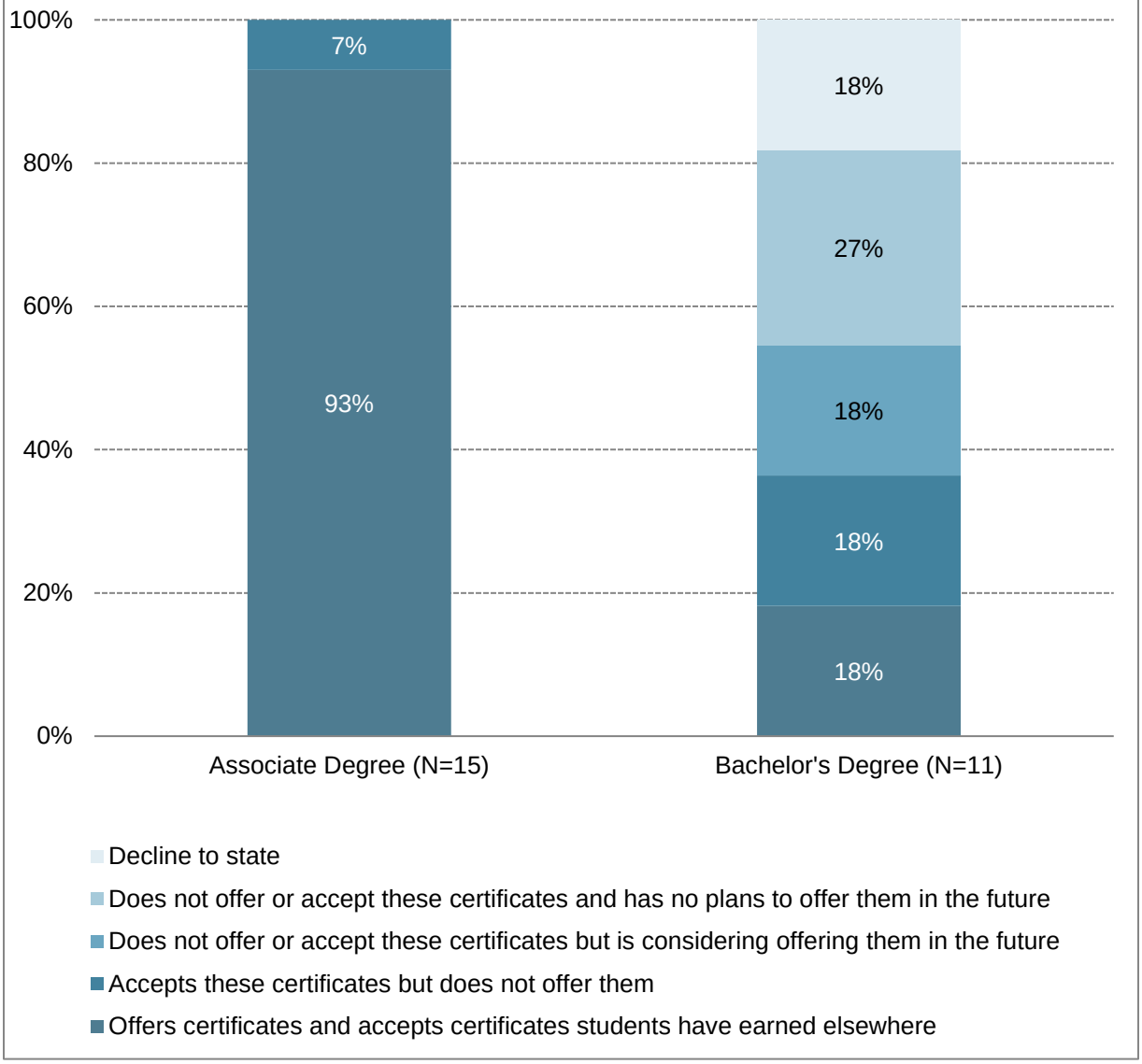
Figure 2.29: Percentage of Programs Offering Coursework Applicable to State Certificates or Credentials, by Degree Level



[8] The state of Washington refers to these stackable certificates as the "Early Childhood Education (ECE) Certificates."

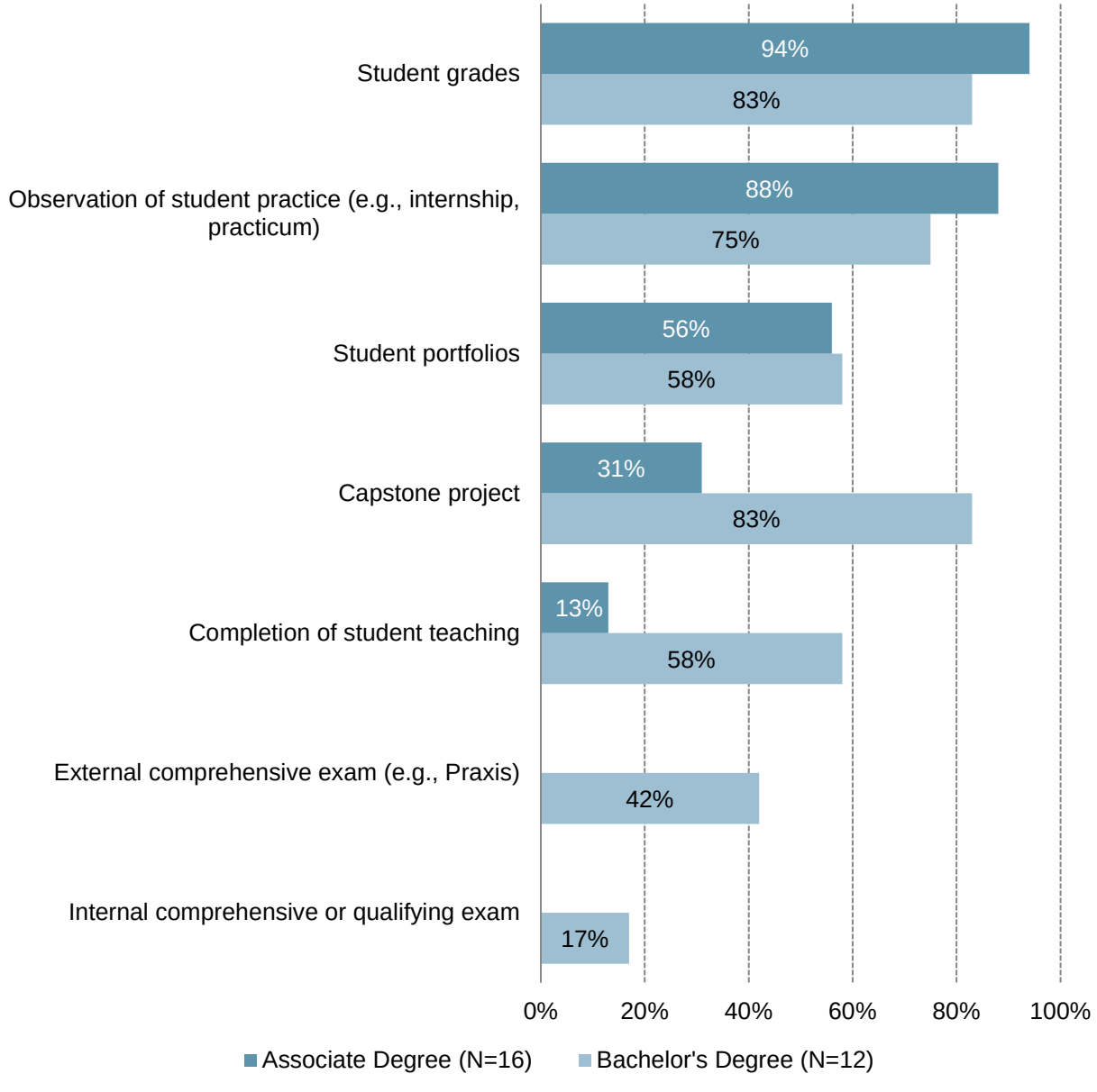
Stackable and Portable Certificates

Figure 2.30: Availability and Acceptance of Stackable or Portable Certificates, by Degree Level



Student Assessments

Figure 2.31: Student Assessments Required to Earn Degree, by Degree Level



Chapter 3:
Early Childhood Degree Program Faculty Members

Demographics of Faculty Members Participating in the Washington 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

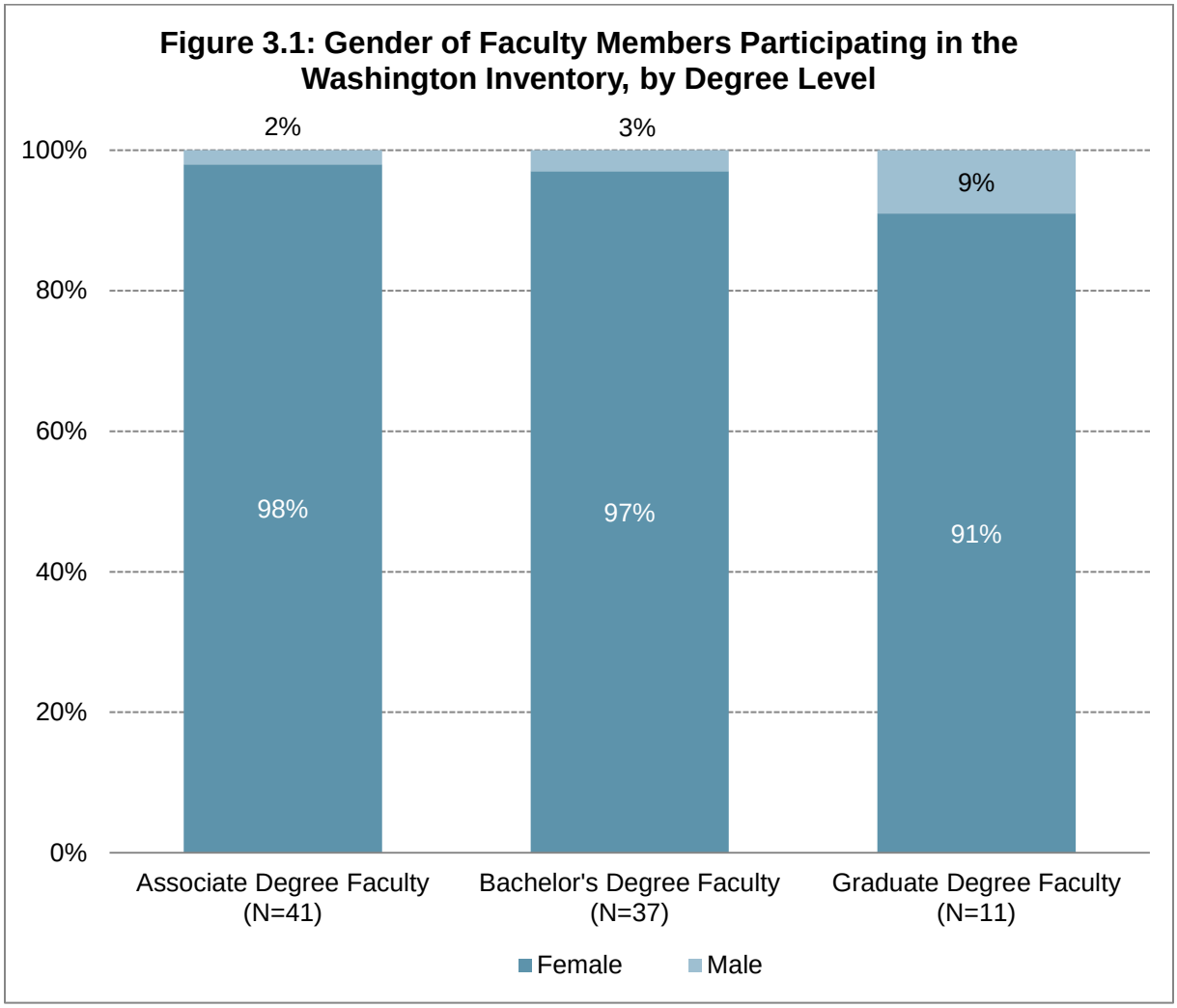
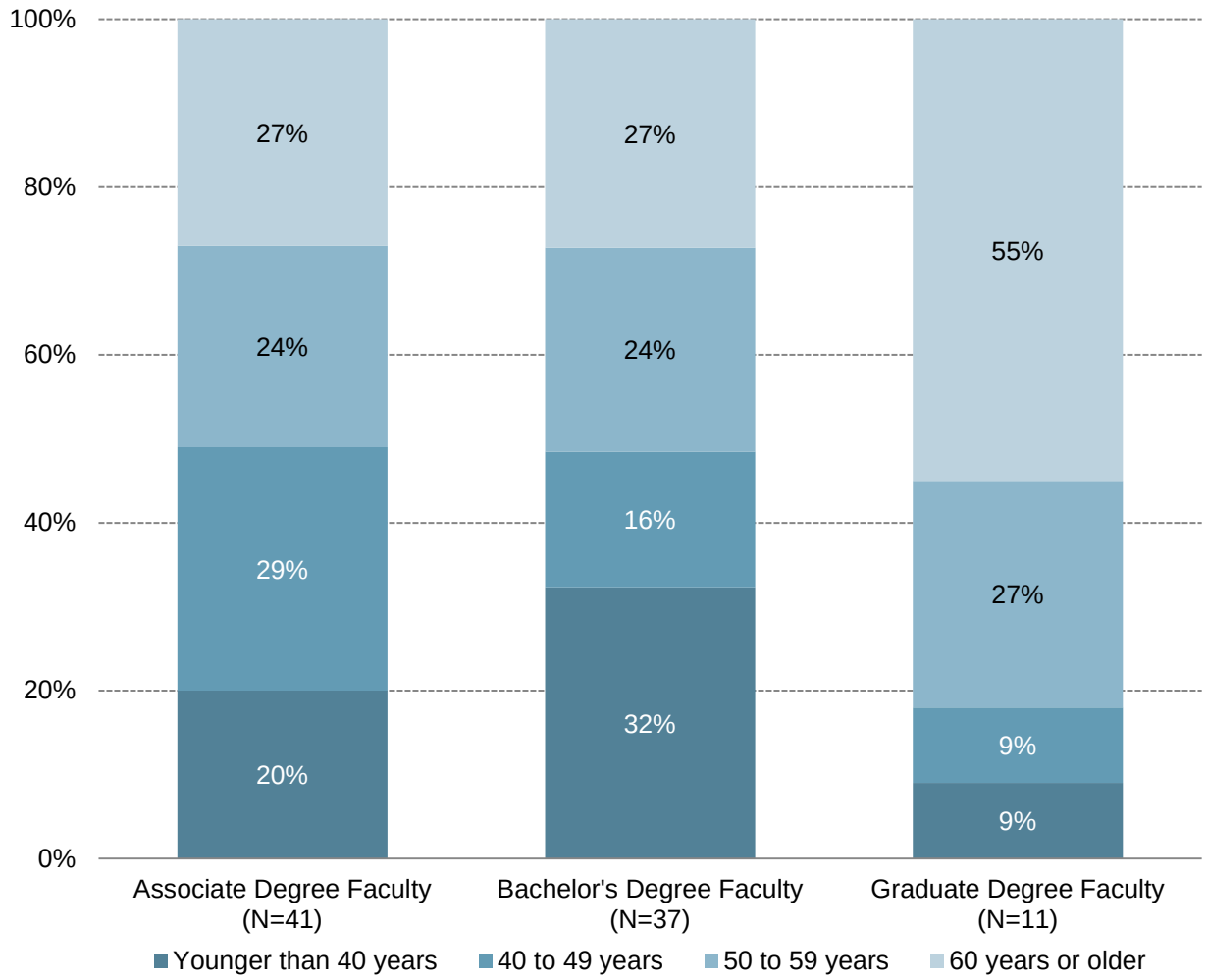


Figure 3.1: Gender of Faculty Members Participating in the Washington Inventory, by Degree Level
100%
80%
60%
40%
20%
0%
2%
3%
9%
98%
97%
91%
Associate Degree Faculty (N=41)
Bachelor's Degree Faculty (N=37)
Graduate Degree Faculty (N=11)
Female
Male

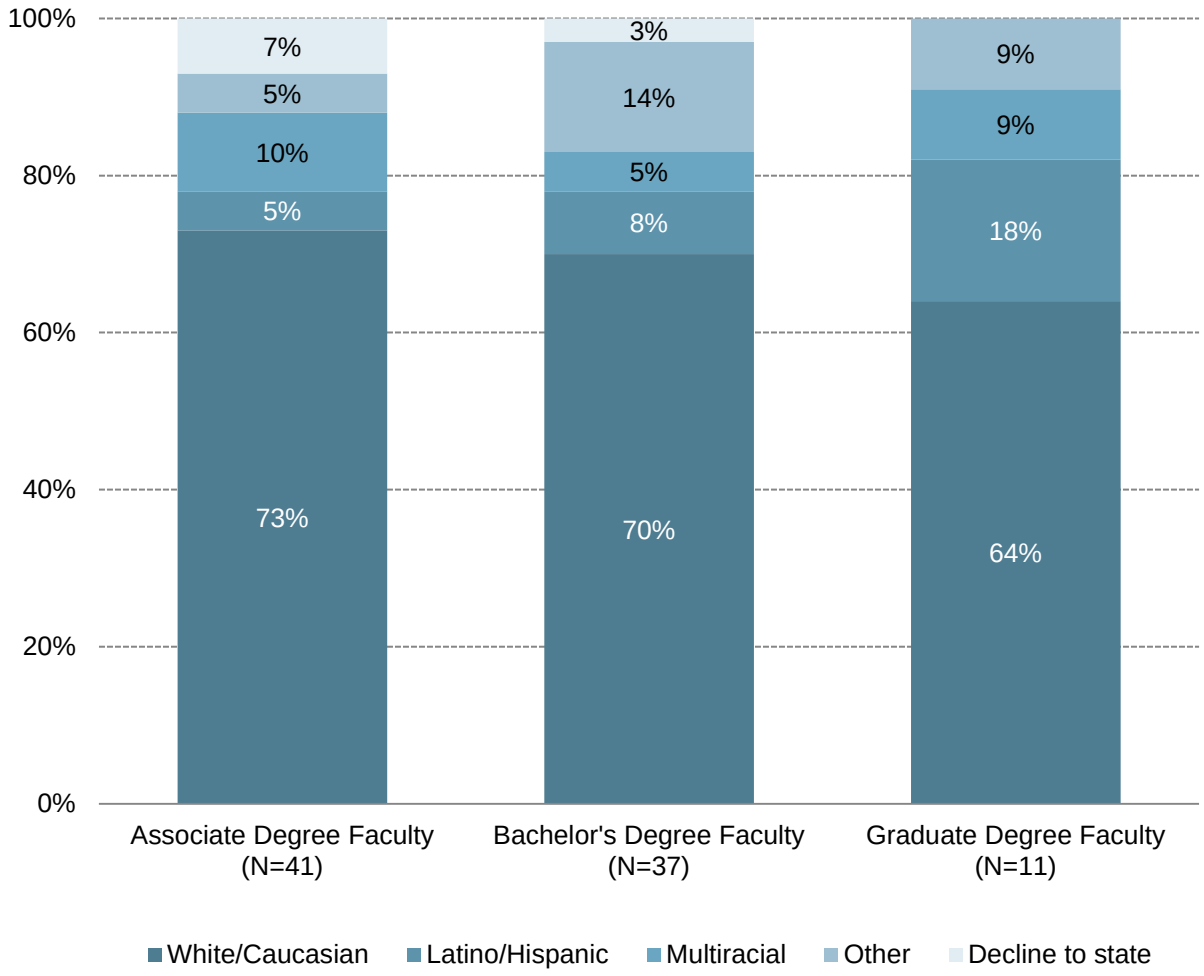
Age

Figure 3.2: Age of Faculty Members Participating in the Washington Inventory, by Degree Level



Race/Ethnicity

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



Languages

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

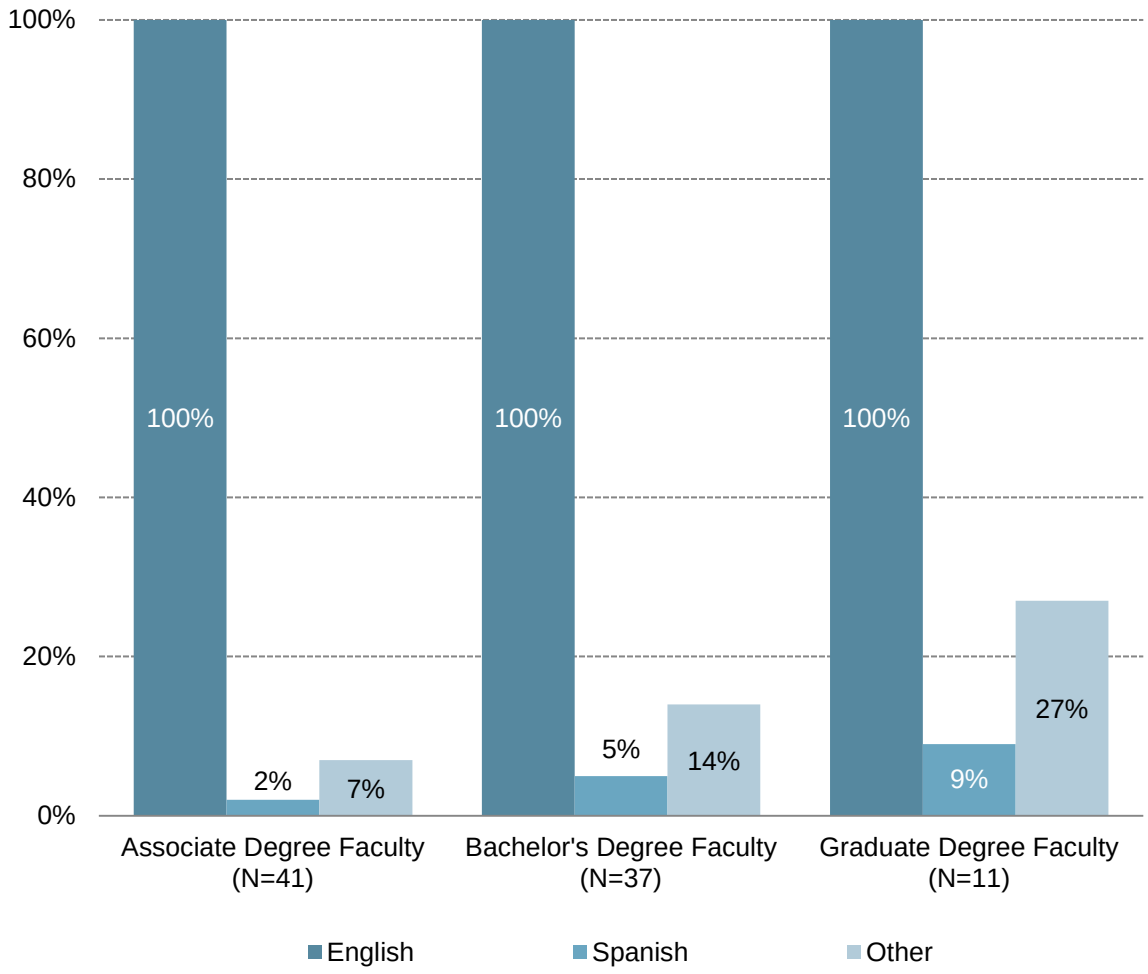


Figure 3.5: Languages Used to Communicate With Students by Faculty Members Participating in the Washington Inventory, by Degree Level

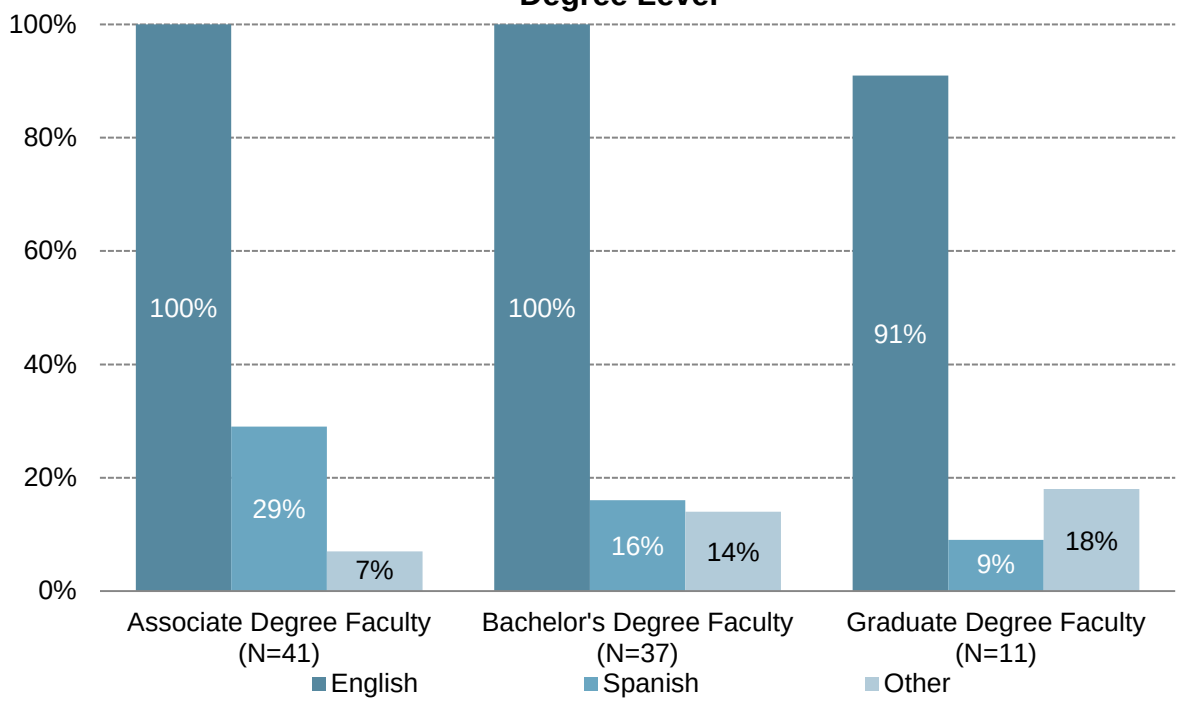
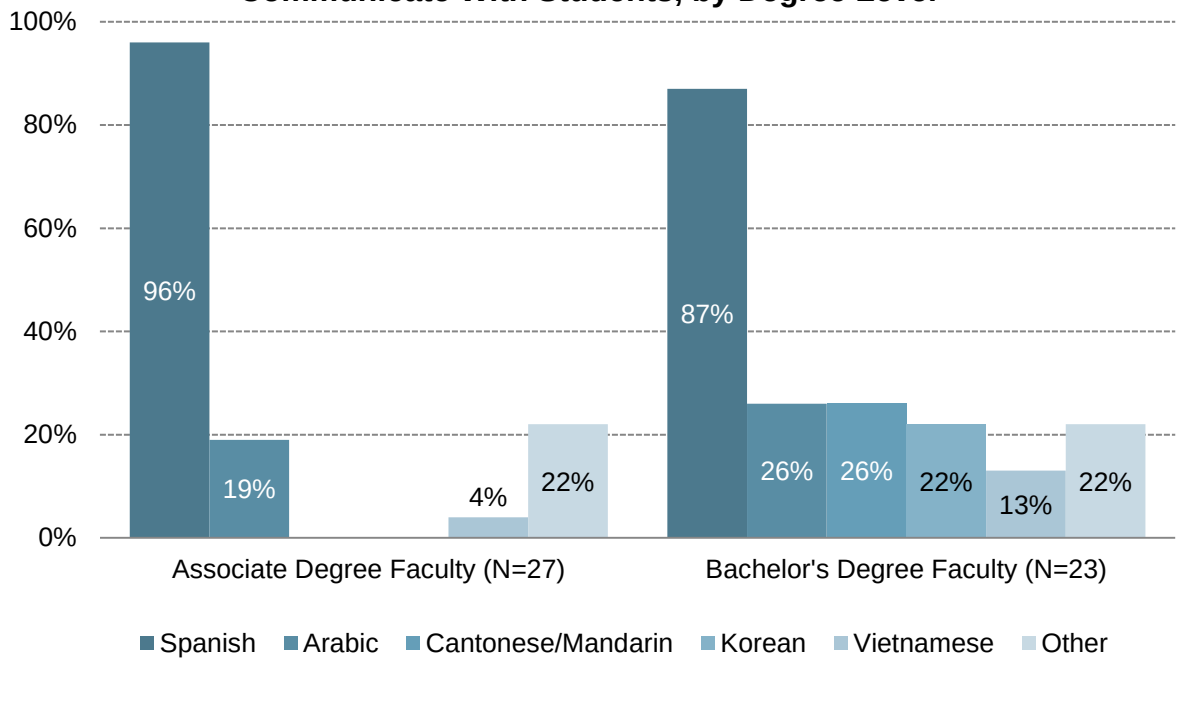


Figure 3.6: Languages That Faculty Members Participating in the Washington Inventory Would Like to Know to Better Communicate With Students, by Degree Level



Education Levels of Faculty Members Participating in the Washington Inventory

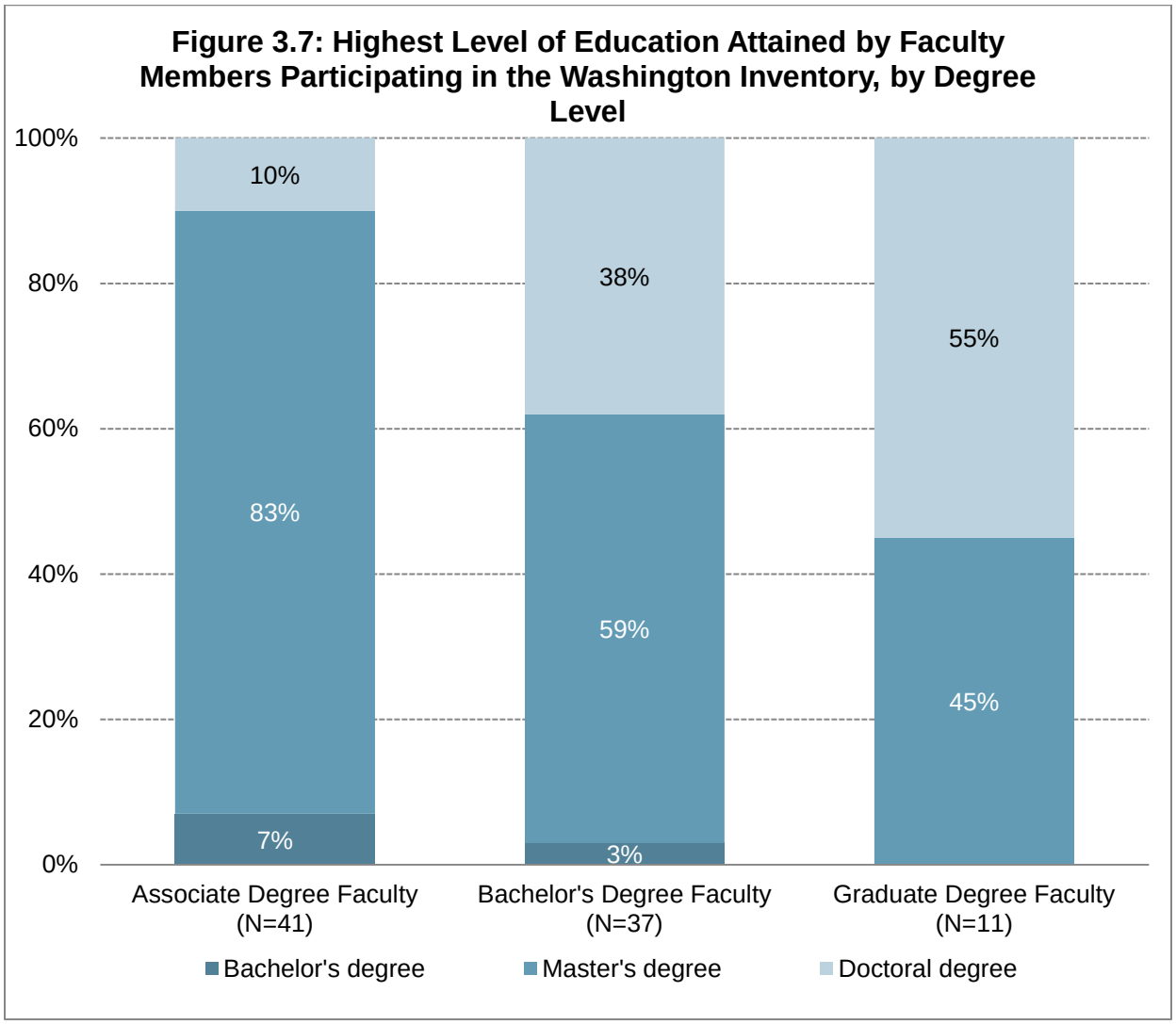
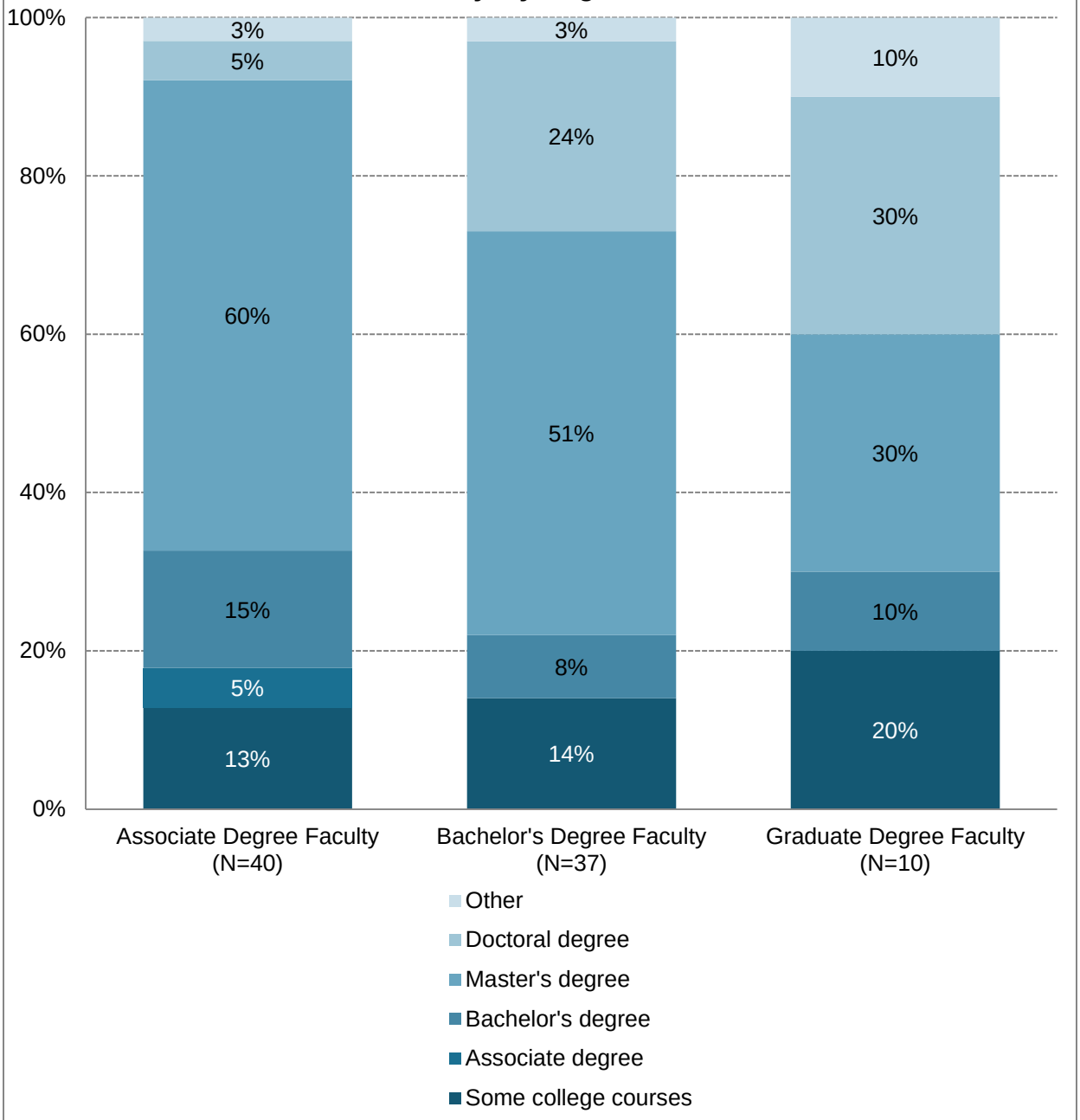


Figure 3.8: Early Childhood Education or Child Development Degree Attainment by Faculty Participating in the Washington Inventory, by Degree Level



Professional Experience and Current Employment Status of Faculty Members Participating in the Washington Inventory

Teaching Experience

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

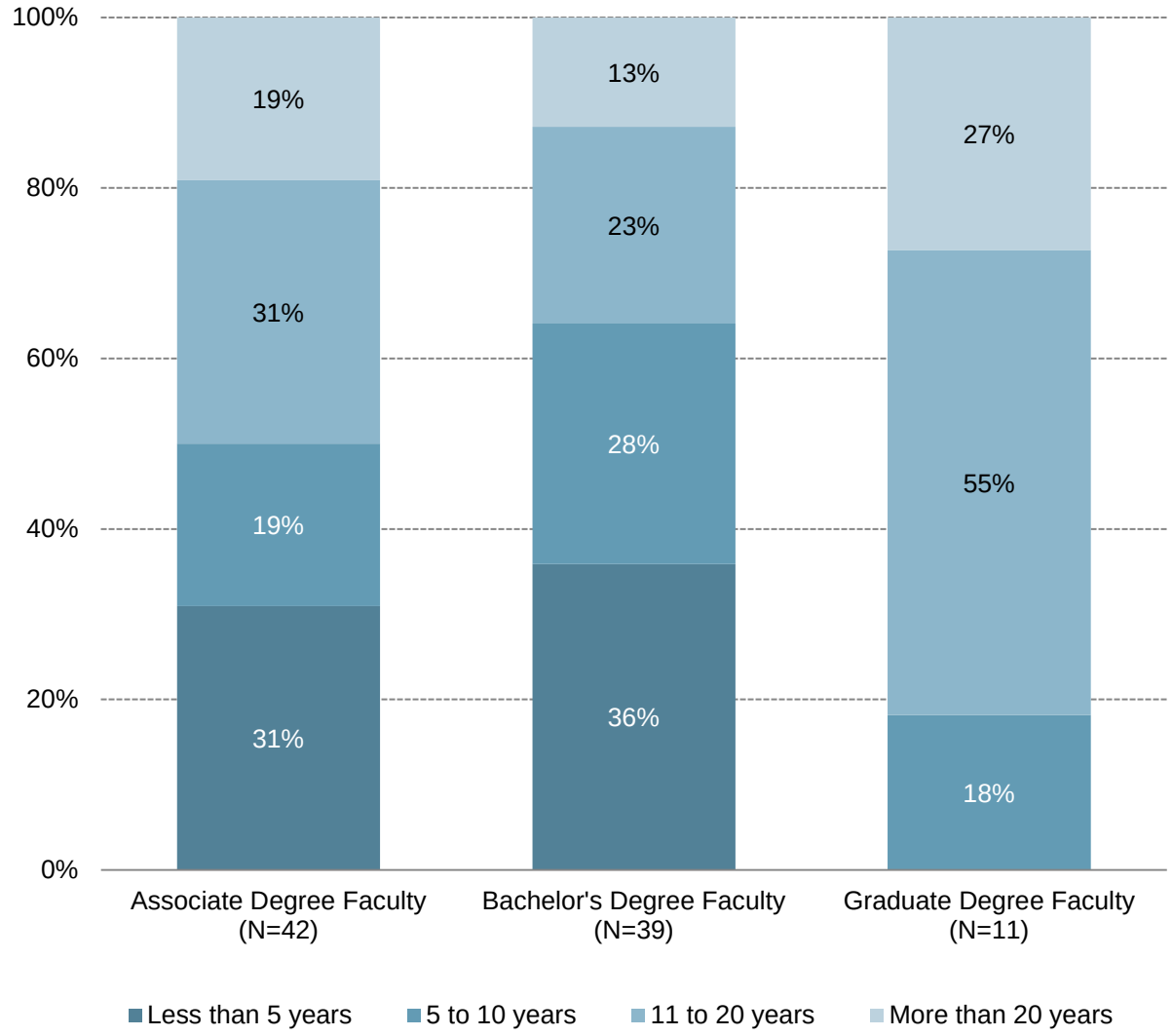
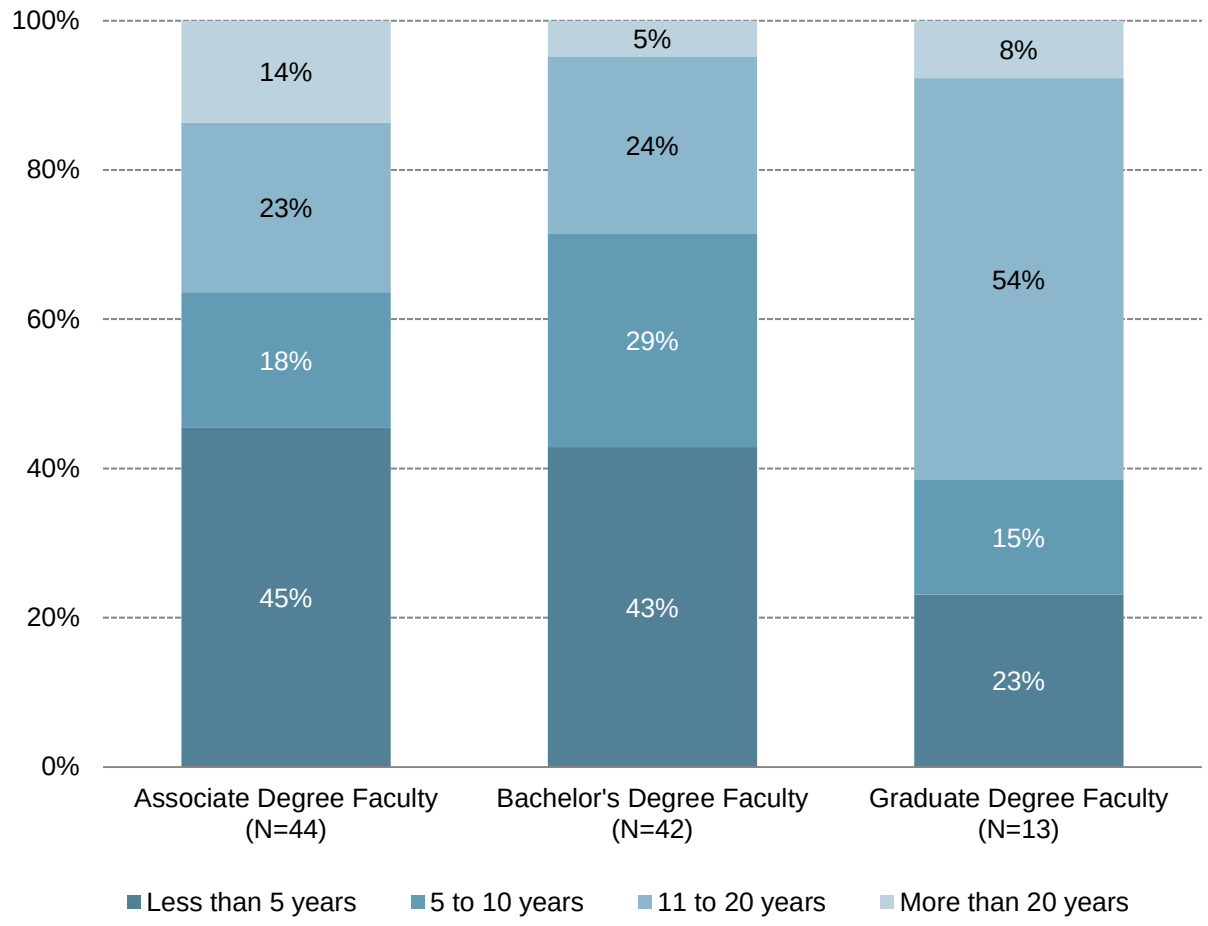


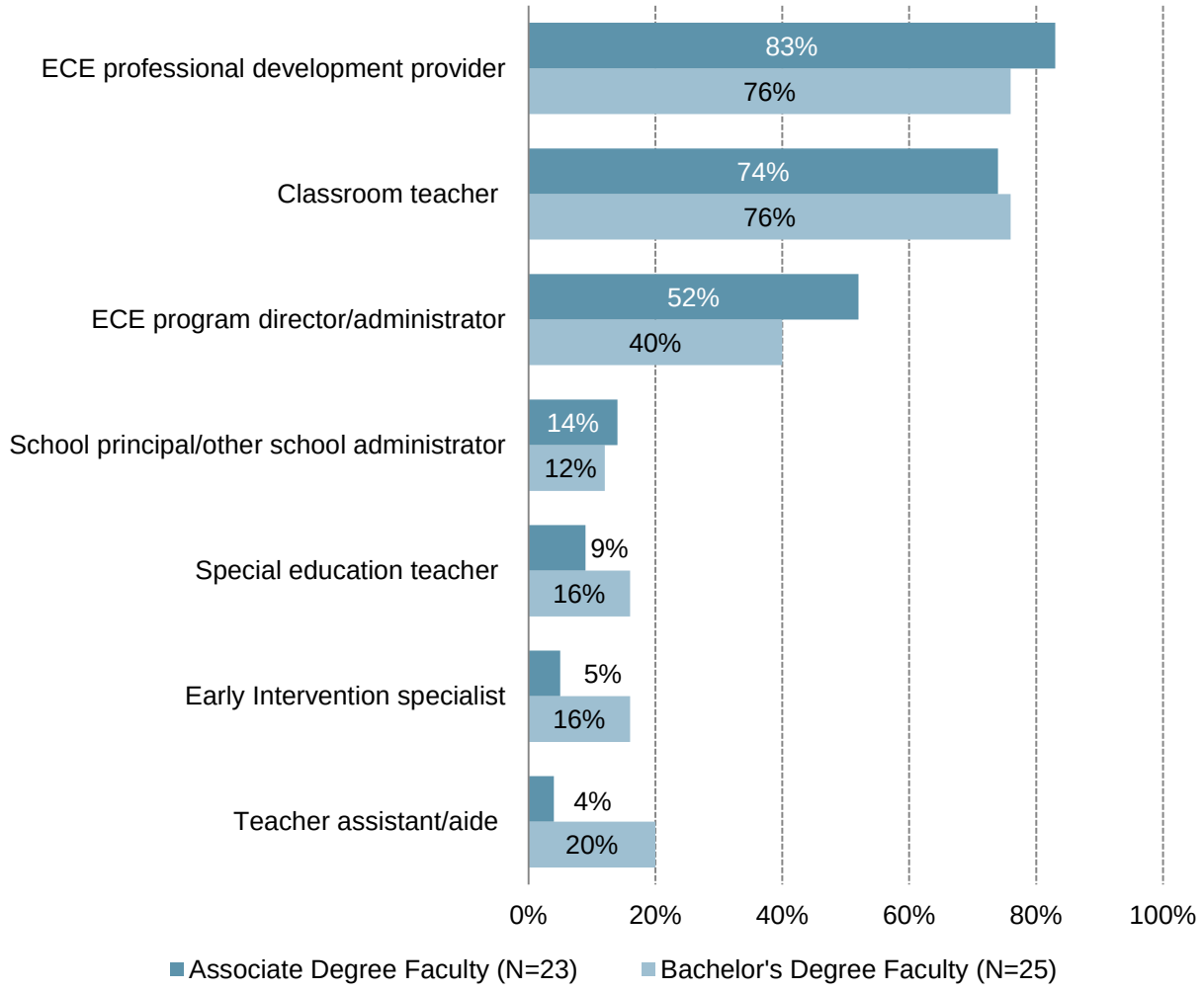
Figure 3.10: Number of Years Teaching at Current College or University for Faculty Members Participating in the Washington Inventory, by Degree Level



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 in the Past 10 Years Reported by Faculty Members Participating in the Washington Inventory, by Degree Level



Current Employment

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

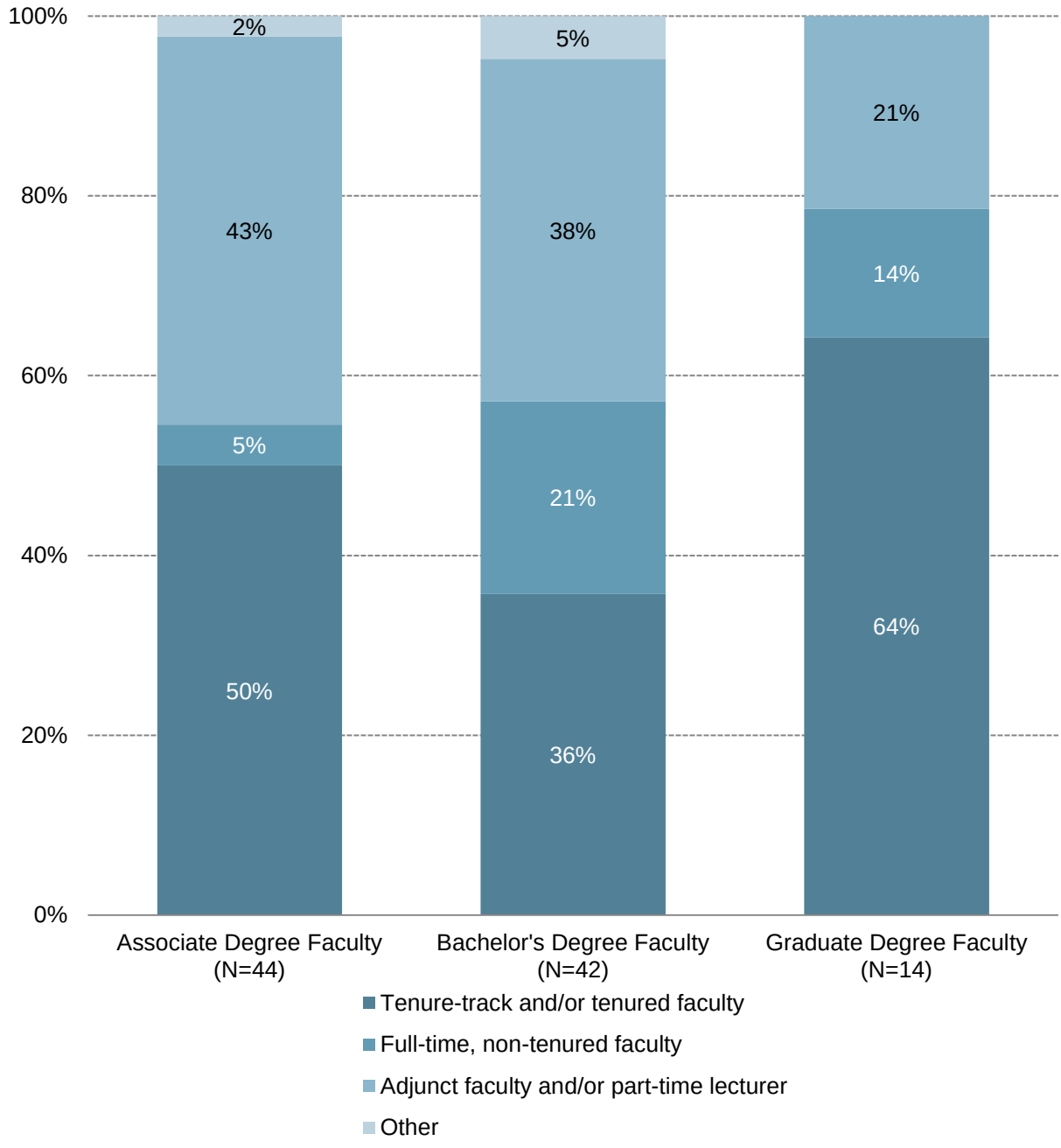


Figure 3.13: Primary Responsibility of Faculty Members Participating in the Washington Inventory, by Degree Level

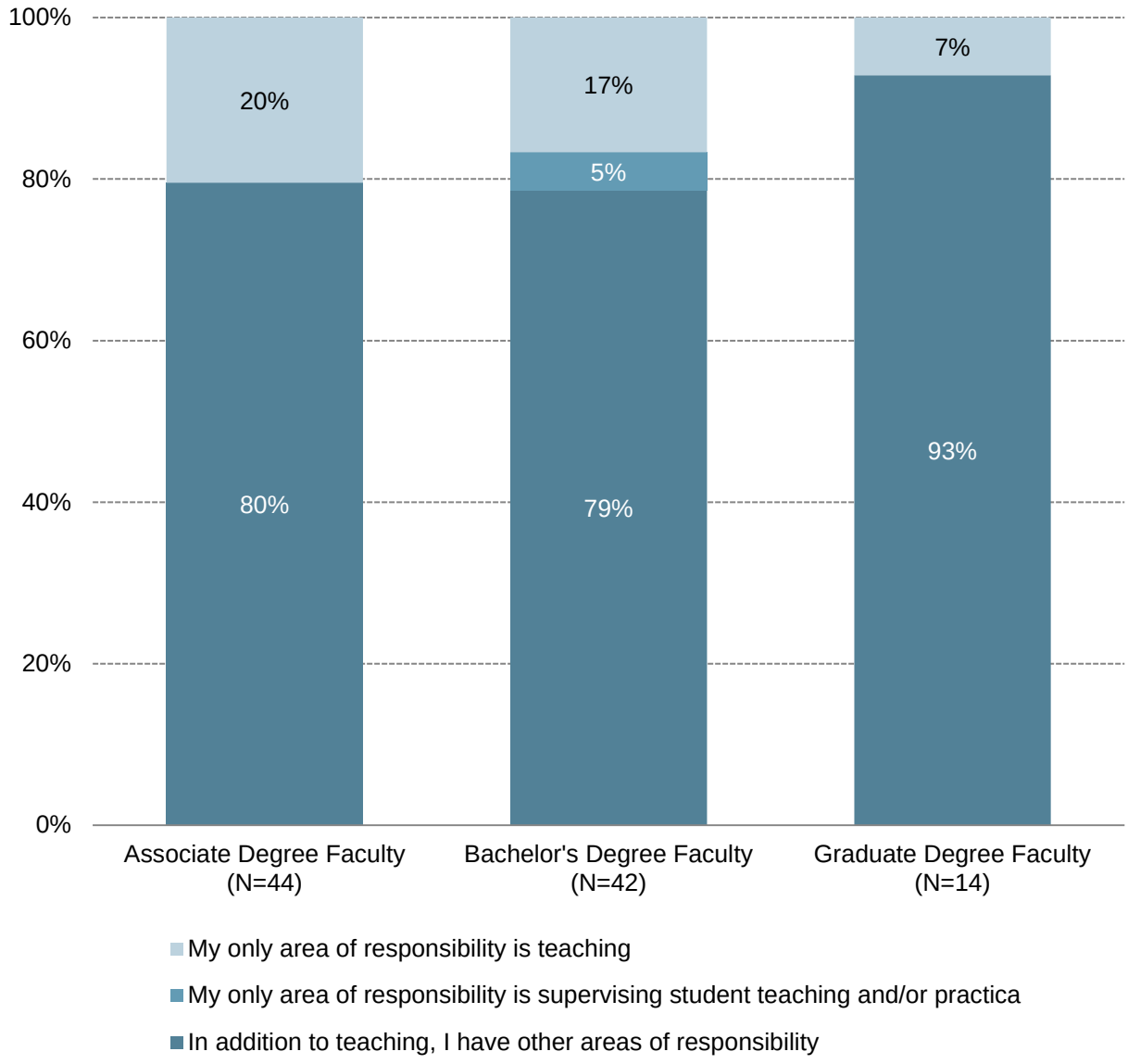


Figure 3.14: Additional Responsibilities of Teaching Faculty Members Participating in the Washington Inventory, by Degree Level

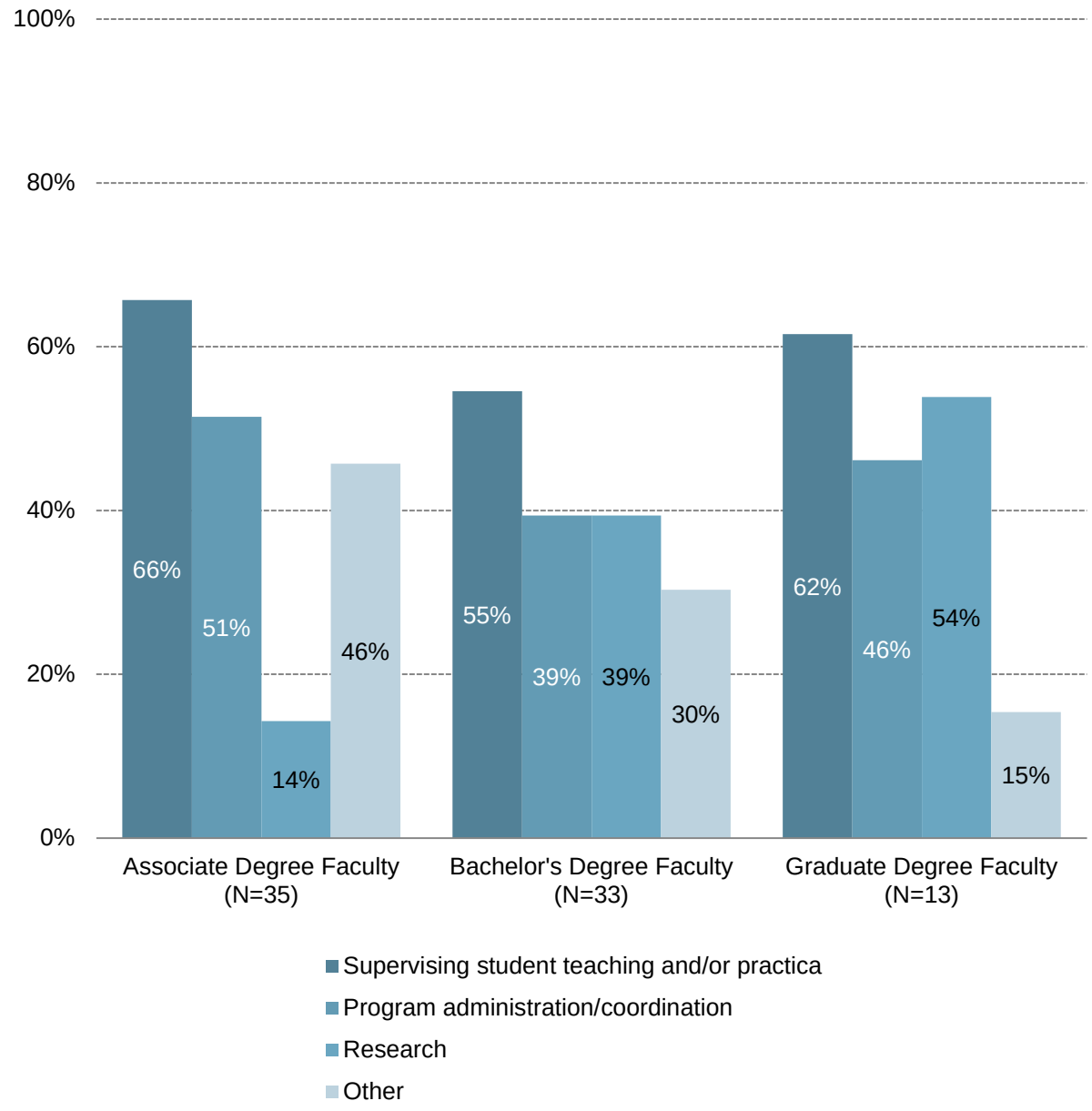


Figure 3.15: Number of Colleges or Universities at Which Faculty Members Teach, by Degree Level

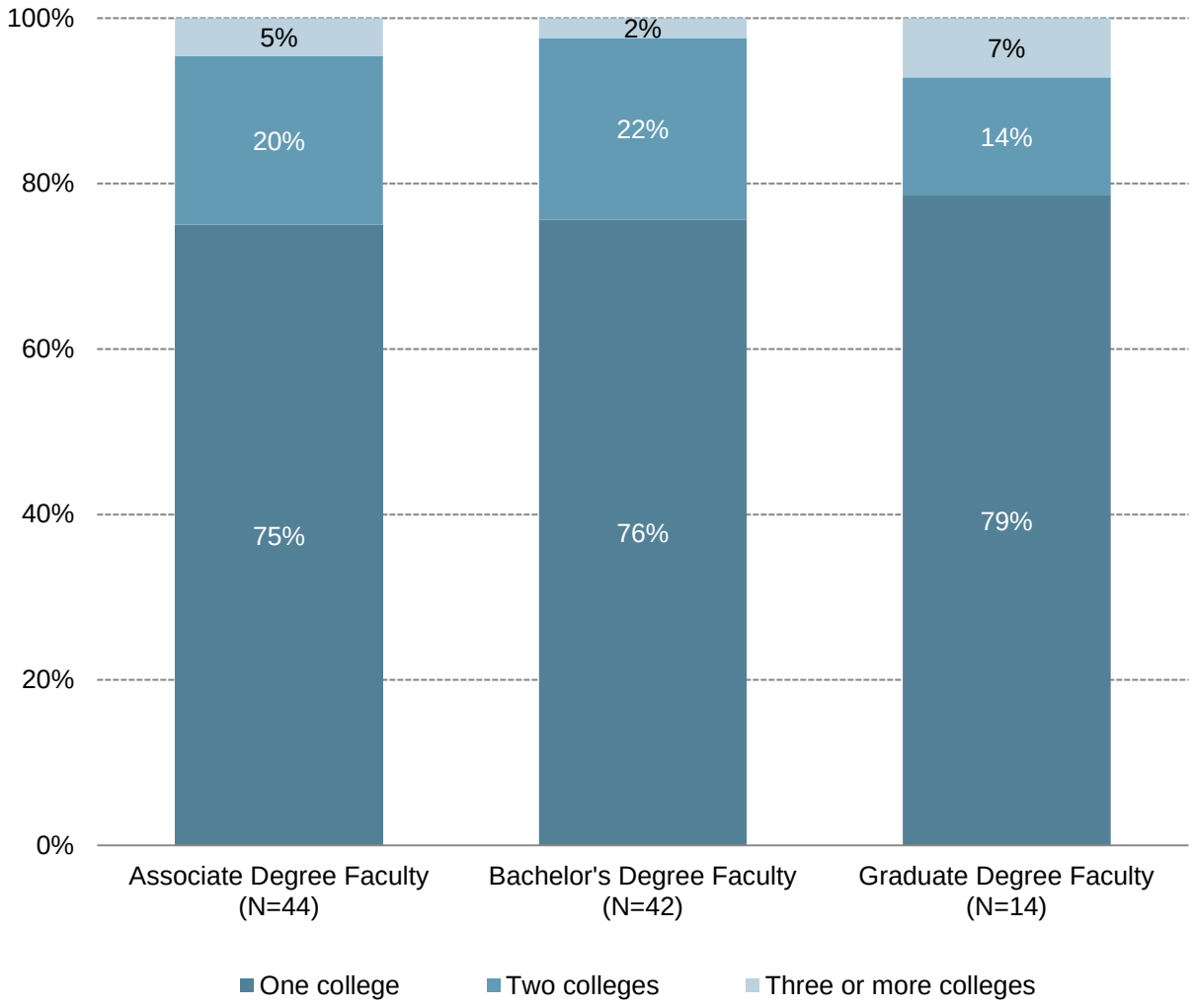


Figure 3.16: Number of Courses Taught in a Typical Academic Year by Faculty Members Participating in the Washington Inventory, by Degree Level

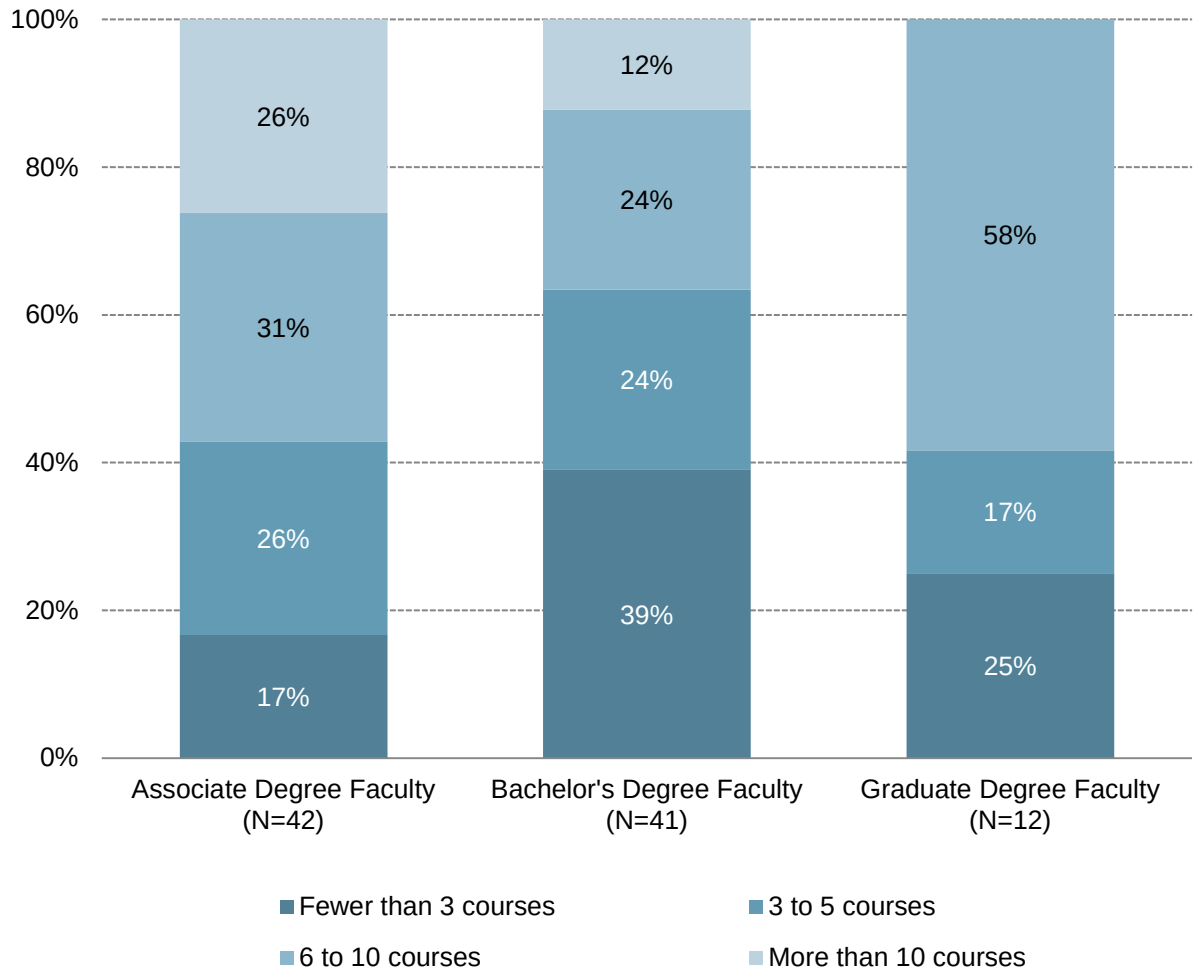


Figure 3.17: Number of Students Advised in a Typical Academic Year by Faculty Members Participating in the Washington Inventory, by Degree Level

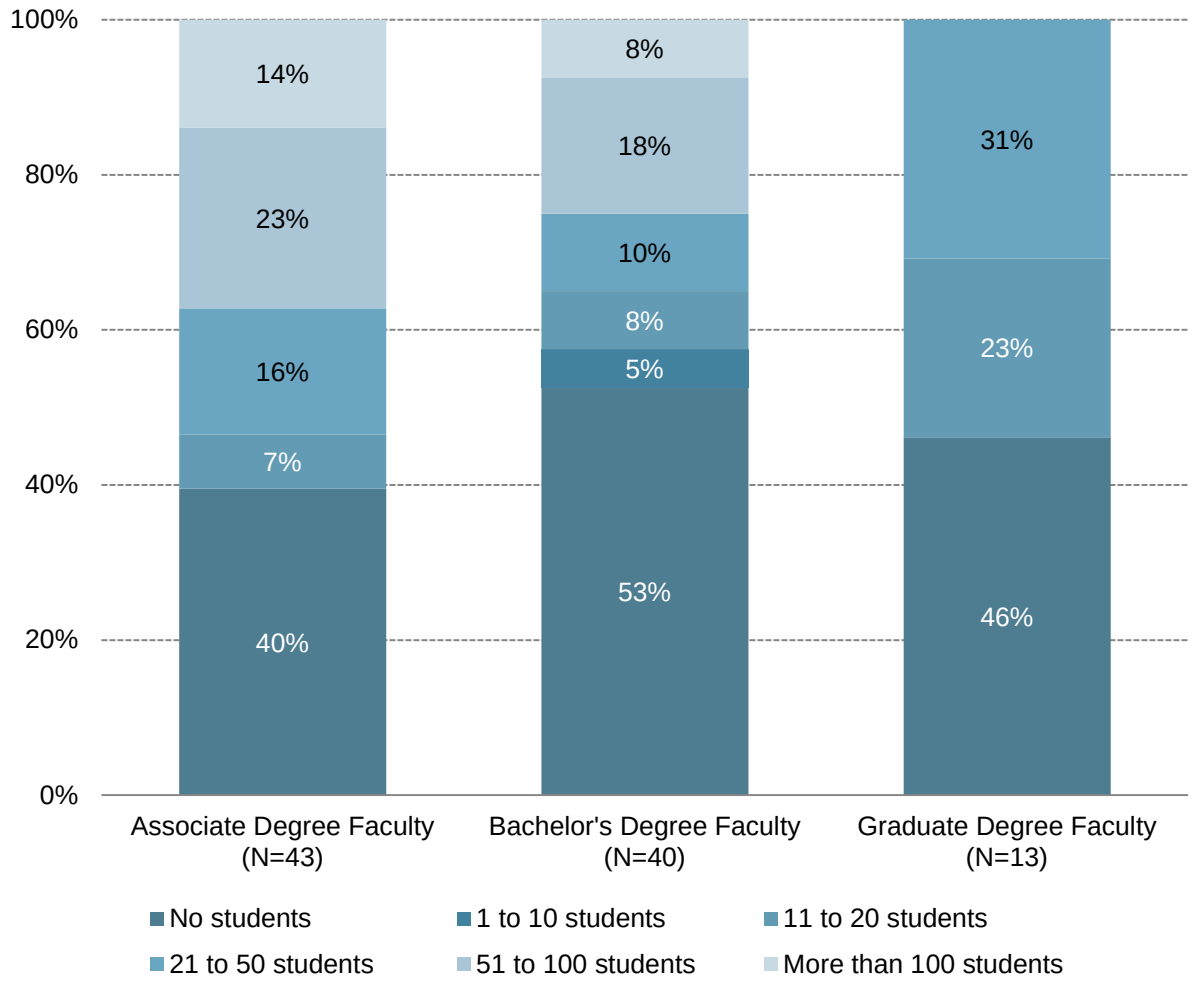


Table 3.1: Typical Annual Student Advising Load for Faculty Members Participating in the Washington Inventory, by Degree Level

Student Advising Load	Associate Degree Faculty (N=43)	Bachelor's Degree Faculty (N=40)	Graduate Degree Faculty (N=13)
Mean	50	32	15
Range	0-300	0-300	0-50

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

Figure 3.18: Primary Teaching Focus of Faculty Members Participating in the Washington Inventory, by Degree Level

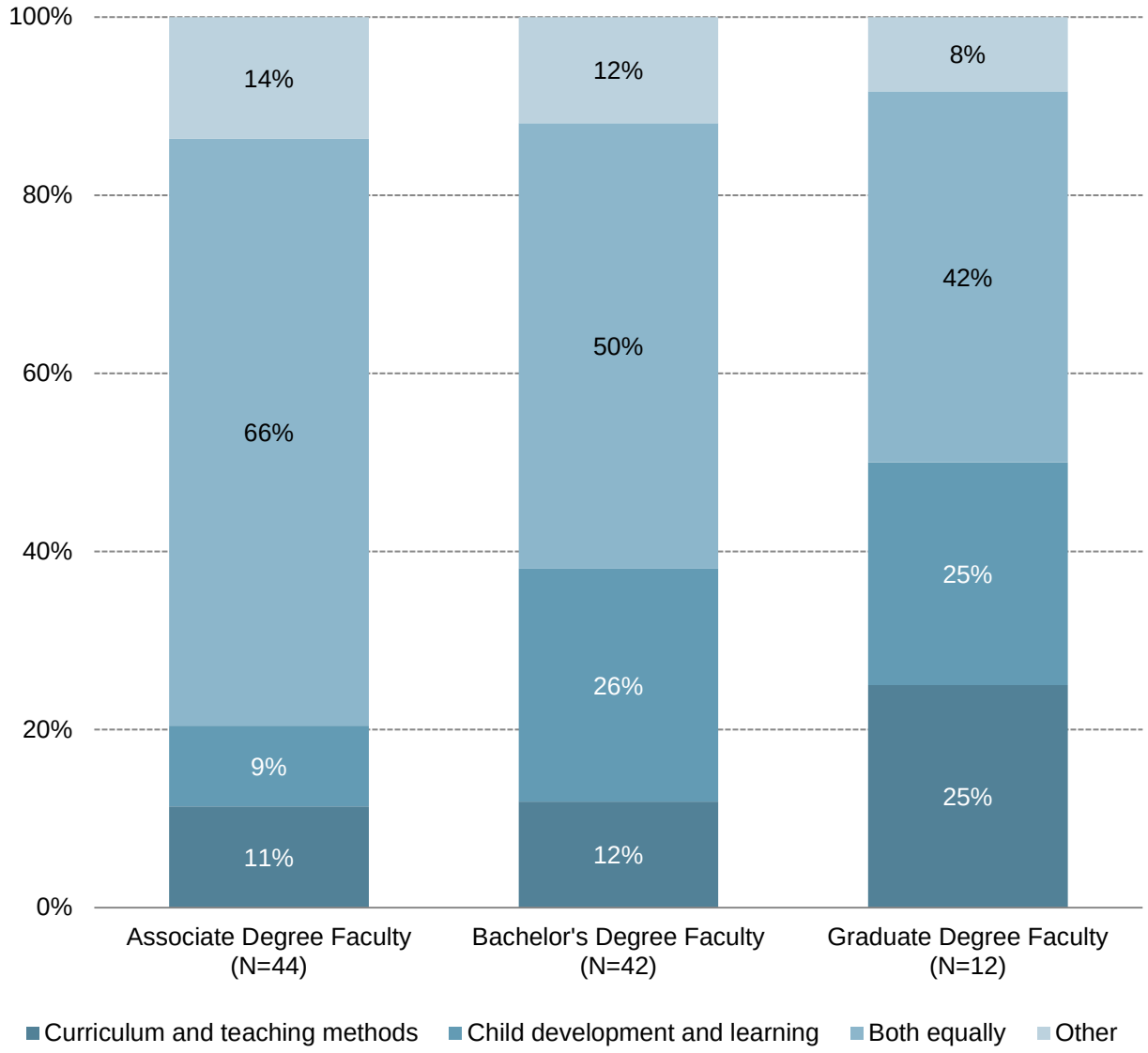
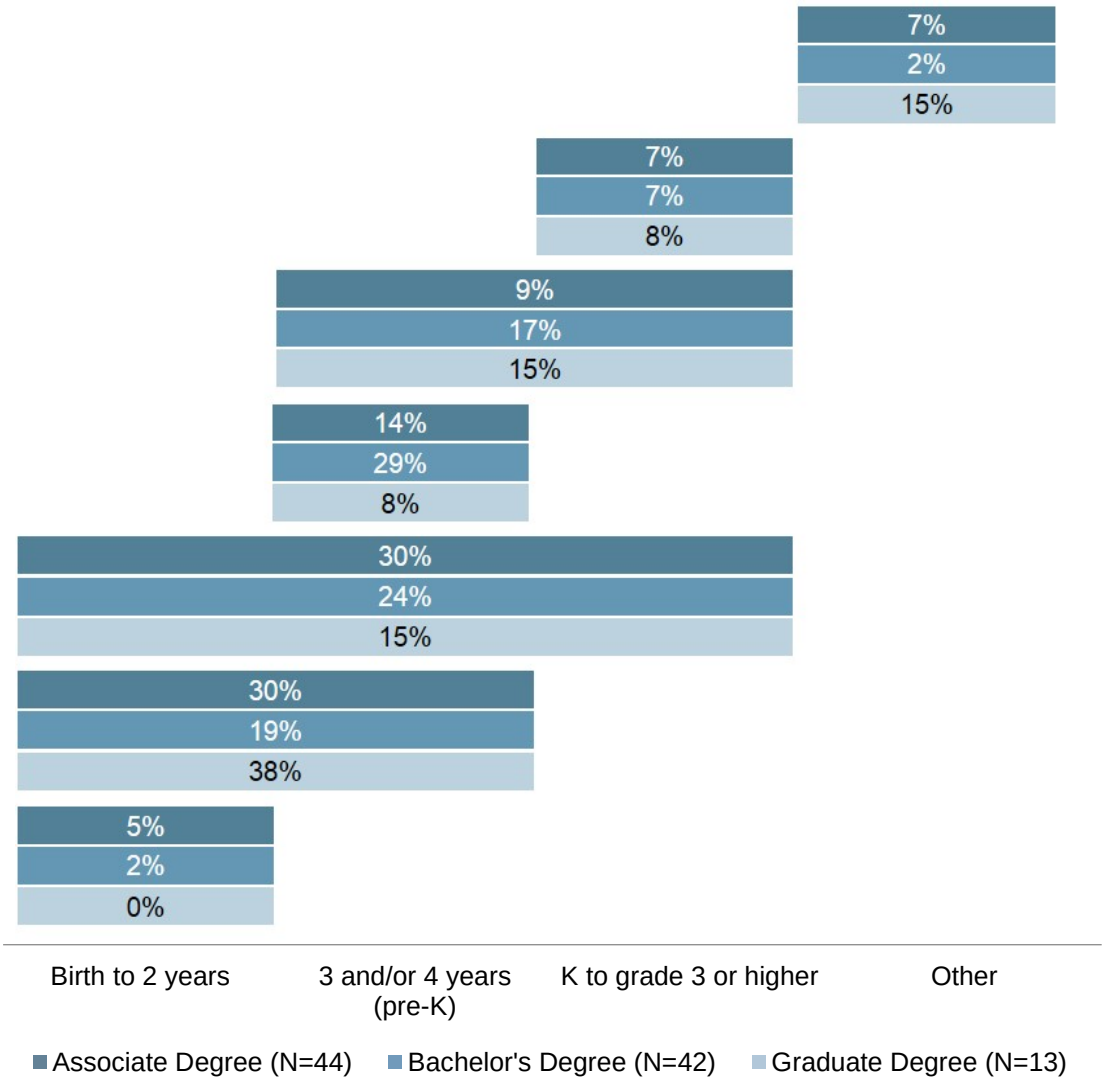


Figure 3.19: Primary Age-Group Expertise of Faculty Members Participating in the Washington Inventory, by Degree Level



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 children's mathematical understanding and ability to solve problems;
- **Literacy Development**: Understanding the components and sequence of literacy development in young children and how to promote children's 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 typical 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 Focus and Degree Level

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (N=42)				
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	12%	40%	26%	21%
3 and/or 4 years (pre-K)	0%	5%	31%	64%
K-grade 3 or higher	0%	0%	10%	90%
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%	12%	31%	57%
3 and/or 4 years (pre-K)	0%	2%	12%	86%
K-grade 3 or higher	0%	0%	5%	95%
Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	2%	5%	93%
3 and/or 4 years (pre-K)	0%	0%	5%	95%
K-grade 3 or higher	0%	0%	7%	93%
Understanding typical and atypical motor development in young children, its relationship to learning, and how to facilitate motor skills				
Birth to 2 years	0%	2%	21%	76%
3 and/or 4 years (pre-K)	0%	0%	26%	74%
K-grade 3 or higher	2%	5%	31%	62%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and the relationship to outcomes for children				
Birth to 2 years	0%	0%	10%	90%
3 and/or 4 years (pre-K)	0%	0%	7%	93%
K-grade 3 or higher	0%	0%	12%	88%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	2%	12%	31%	55%
3 and/or 4 years (pre-K)	0%	7%	29%	64%
K-grade 3 or higher	0%	2%	24%	74%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (Continued) (N=42)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	10%	45%	45%
3 and/or 4 years (pre-K)	0%	7%	45%	48%
K-grade 3 or higher	0%	7%	45%	48%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	7%	21%	71%
3 and/or 4 years (pre-K)	0%	2%	24%	74%
K-grade 3 or higher	0%	2%	24%	74%
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%	10%	90%
K-grade 3 or higher	0%	0%	10%	90%
Bachelor's Degree Faculty (N=39)				
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	3%	31%	33%	33%
3 and/or 4 years (pre-K)	0%	5%	26%	69%
K-grade 3 or higher	0%	0%	8%	92%
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%	15%	28%	56%
3 and/or 4 years (pre-K)	0%	3%	15%	82%
K-grade 3 or higher	0%	0%	5%	95%
Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	3%	3%	95%
3 and/or 4 years (pre-K)	0%	0%	5%	95%
K-grade 3 or higher	0%	0%	3%	97%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Bachelor's Degree Faculty (Continued) (N=39)				
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%	13%	87%
3 and/or 4 years (pre-K)	0%	0%	33%	67%
K-grade 3 or higher	0%	15%	41%	44%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and the relationship to outcomes for children				
Birth to 2 years	0%	3%	10%	87%
3 and/or 4 years (pre-K)	0%	0%	15%	85%
K-grade 3 or higher	0%	0%	21%	79%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	3%	5%	31%	62%
3 and/or 4 years (pre-K)	0%	3%	18%	79%
K-grade 3 or higher	0%	3%	13%	84%
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	13%	23%	64%
3 and/or 4 years (pre-K)	0%	10%	26%	64%
K-grade 3 or higher	0%	10%	23%	67%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	8%	15%	77%
3 and/or 4 years (pre-K)	0%	8%	8%	85%
K-grade 3 or higher	0%	8%	5%	87%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	5%	95%
3 and/or 4 years (pre-K)	0%	0%	5%	95%
K-grade 3 or higher	0%	0%	10%	90%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (N=11)				
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	0%	45%	27%	27%
3 and/or 4 years (pre-K)	0%	0%	36%	64%
K-grade 3 or higher	0%	0%	0%	100%
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%	27%	18%	55%
3 and/or 4 years (pre-K)	0%	0%	27%	73%
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%	0%	100%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	0%	100%
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%	9%	91%
3 and/or 4 years (pre-K)	0%	0%	27%	73%
K-grade 3 or higher	0%	9%	45%	45%
Understanding and implementing an integrated strategy to engage families in ongoing and reciprocal partnerships and the relationship to outcomes for children				
Birth to 2 years	0%	9%	9%	82%
3 and/or 4 years (pre-K)	0%	0%	9%	91%
K-grade 3 or higher	0%	0%	9%	91%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	0%	9%	18%	73%
3 and/or 4 years (pre-K)	0%	0%	18%	82%
K-grade 3 or higher	0%	0%	9%	91%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (Continued) (N=11)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	0%	18%	82%
3 and/or 4 years (pre-K)	0%	0%	18%	82%
K-grade 3 or higher	0%	0%	18%	82%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	0%	9%	91%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	0%	100%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	0%	100%
3 and/or 4 years (pre-K)	0%	0%	0%	100%
K-grade 3 or higher	0%	0%	0%	100%

Teaching Capacity of Faculty Members Participating in the Washington Inventory

What we asked about teaching capacity of faculty members:

The *Inventory* asked faculty members to describe their own knowledge and skills 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 3.20: Capacity to Prepare Teachers to Work With Infants and Toddlers, as Reported by Faculty Members, by Degree Level

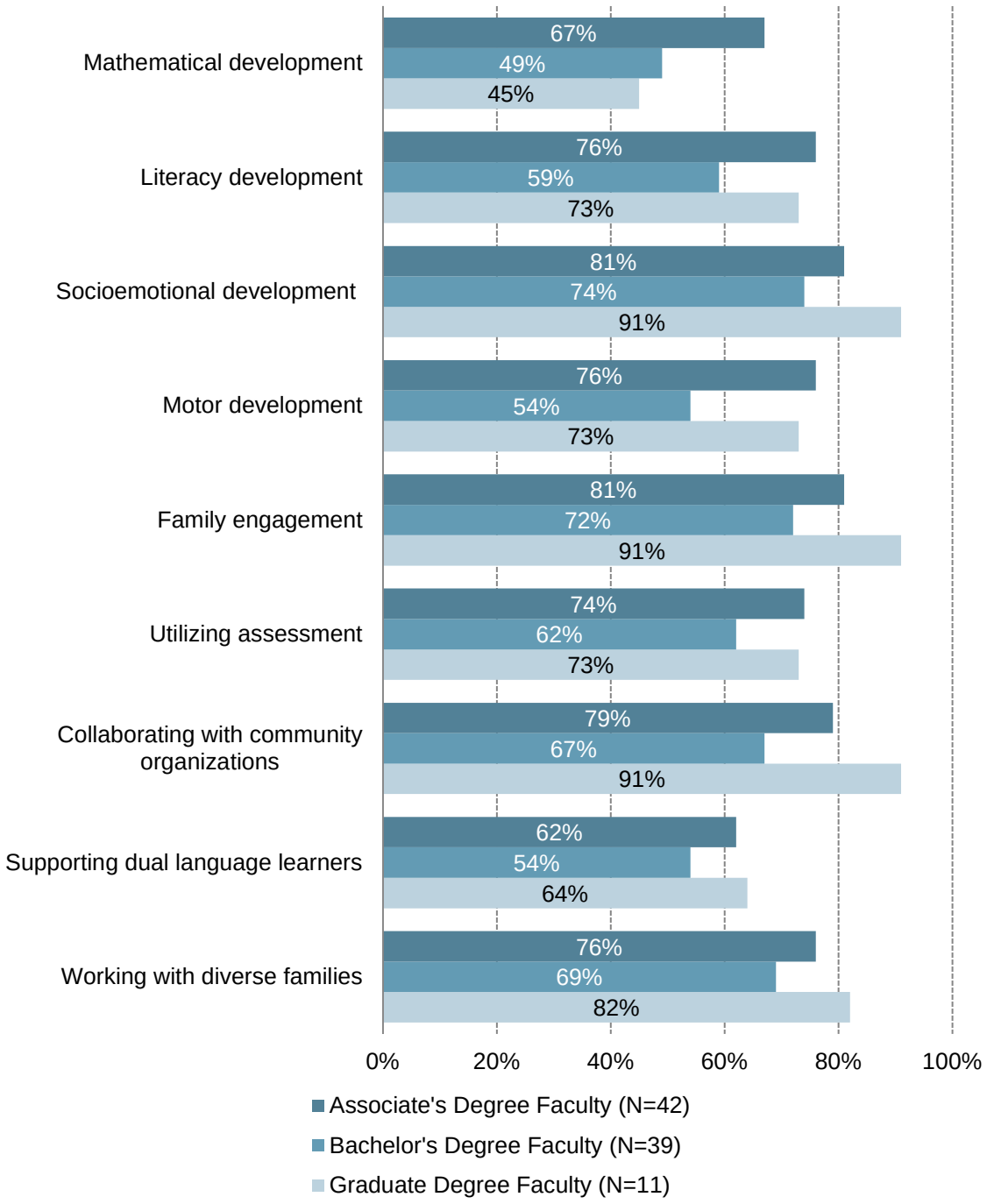


Figure 3.21: Capacity to Prepare Teachers to Work With Preschool-Age Children, as Reported by Faculty Members, by Degree Level

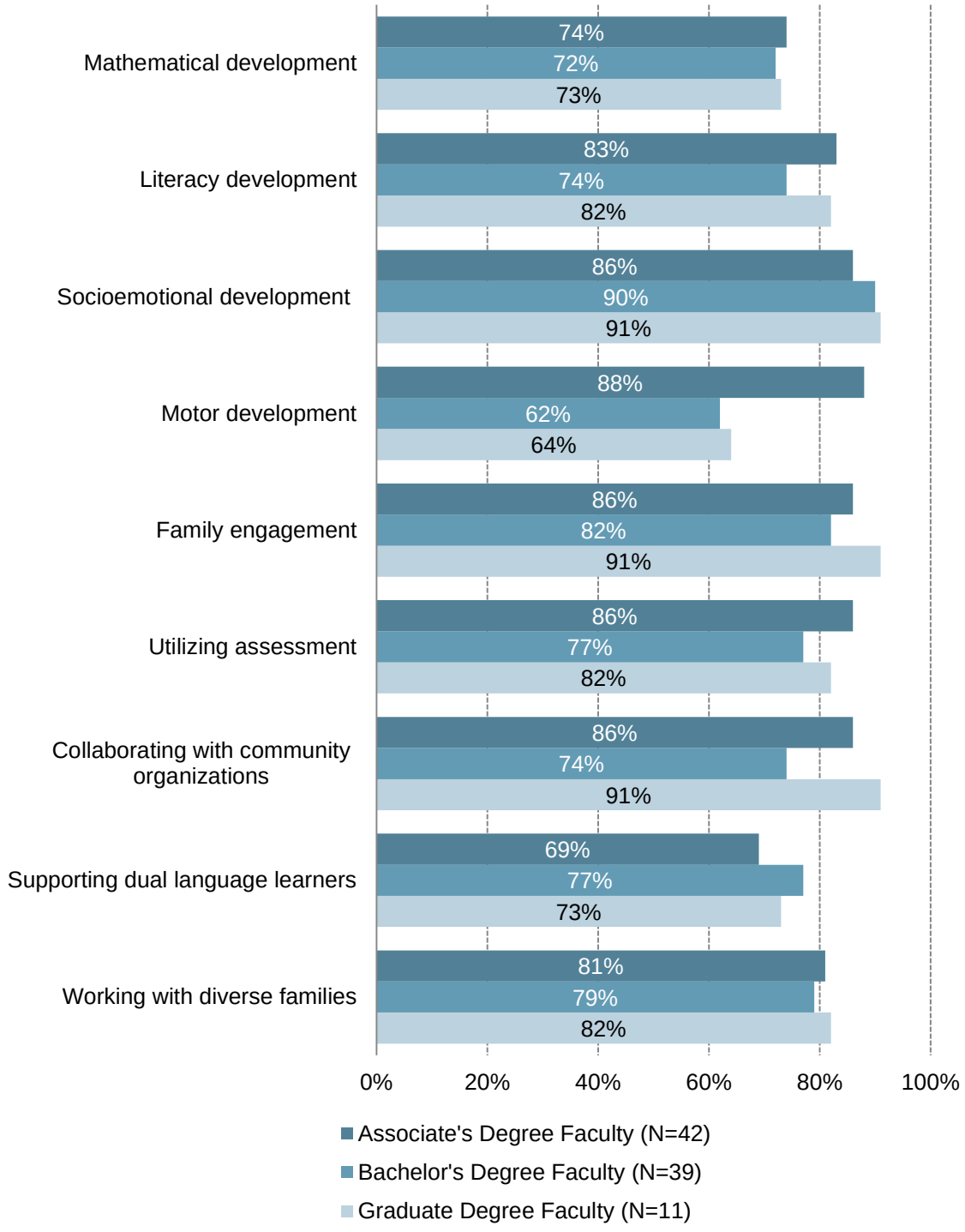


Figure 3.22: Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher, as Reported by Faculty Members, by Degree Level

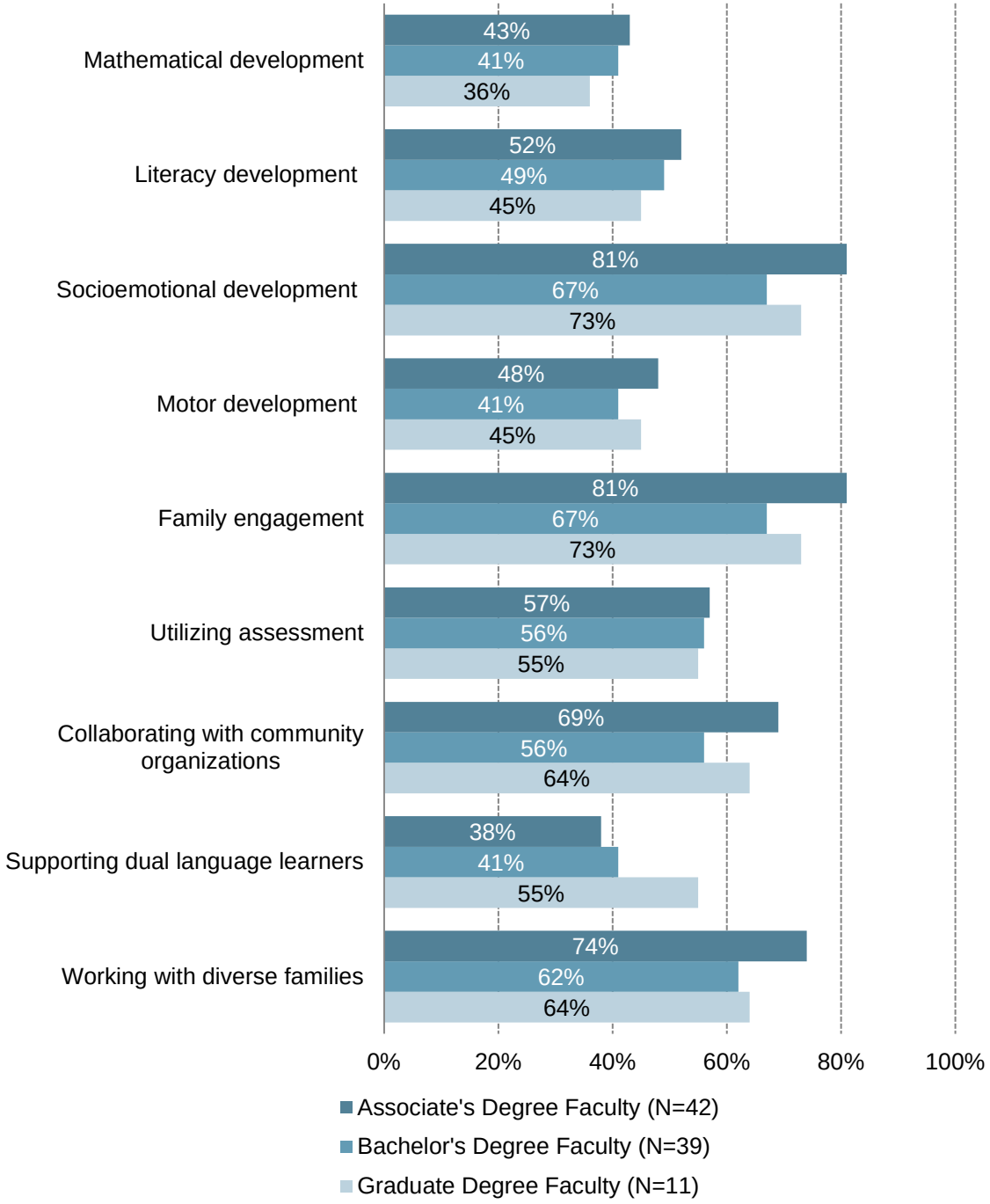


Table 3.3: Capacity to Prepare Teachers, as Reported by Faculty Members, by Age-Group Focus and Degree Level

Topic and Age-Group Focus	Associate Degree Faculty (N=42)	Bachelor's Degree Faculty (N=39)	Graduate Degree Faculty (N=11)
Scaffolding children's mathematical development and promoting their ability to solve problems			
Birth to 2 years	67%	49%	45%
3 and/or 4 years (pre-K)	74%	72%	73%
K-grade 3 or higher	43%	41%	36%
Scaffolding children's literacy development and promoting their oral and written skills			
Birth to 2 years	76%	59%	73%
3 and/or 4 years (pre-K)	83%	74%	82%
K-grade 3 or higher	52%	49%	45%
Supporting children's socioemotional development and skills			
Birth to 2 years	81%	74%	91%
3 and/or 4 years (pre-K)	86%	90%	91%
K-grade 3 or higher	81%	67%	73%
Facilitating the developmental course of motor development in young children			
Birth to 2 years	76%	54%	73%
3 and/or 4 years (pre-K)	88%	62%	64%
K-grade 3 or higher	48%	41%	45%
Integrating families in partnerships to support children's learning			
Birth to 2 years	81%	72%	91%
3 and/or 4 years (pre-K)	86%	82%	91%
K-grade 3 or higher	81%	67%	73%
Utilizing assessment effectively to inform and individualize instruction			
Birth to 2 years	74%	62%	73%
3 and/or 4 years (pre-K)	86%	77%	82%
K-grade 3 or higher	57%	56%	55%
Collaborating with community organizations to support children and families			
Birth to 2 years	79%	67%	91%
3 and/or 4 years (pre-K)	86%	74%	91%
K-grade 3 or higher	69%	56%	64%
Supporting the cognitive and social development of young dual language learners			
Birth to 2 years	62%	54%	64%
3 and/or 4 years (pre-K)	69%	77%	73%
K-grade 3 or higher	38%	41%	55%

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

Topic and Age-Group Focus	Associate Degree Faculty (N=42)	Bachelor's Degree Faculty (N=39)	Graduate Degree Faculty (N=11)
Working with families of various ethnic, racial, and cultural backgrounds			
Birth to 2 years	76%	69%	82%
3 and/or 4 years (pre-K)	81%	79%	82%
K-grade 3 or higher	74%	62%	64%

Capacity to Prepare Teachers to Teach Early Mathematics

Figure 3.23: 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

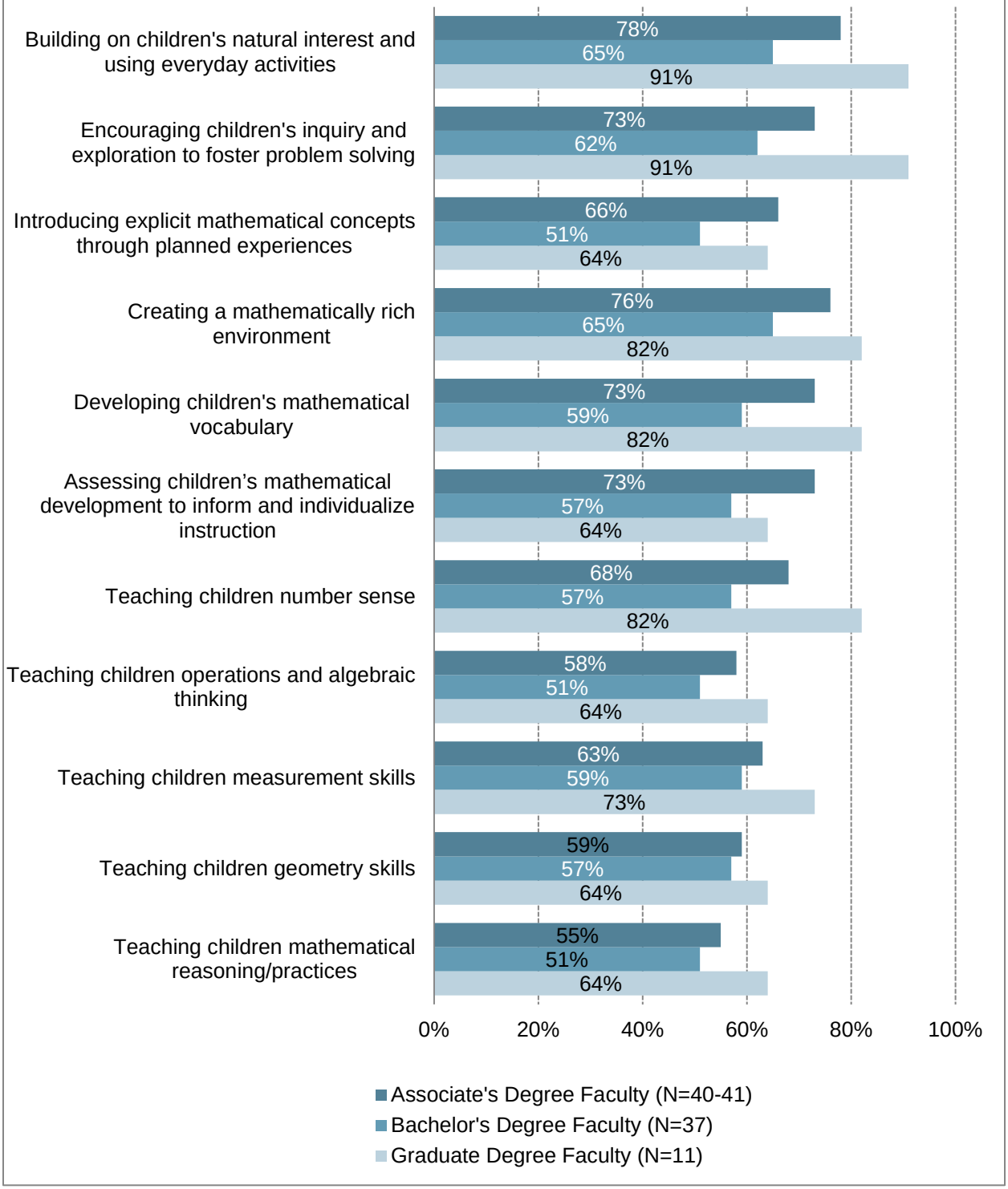


Figure 3.24: Capacity to Prepare Teachers to Work With Preschool-Age Children: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level

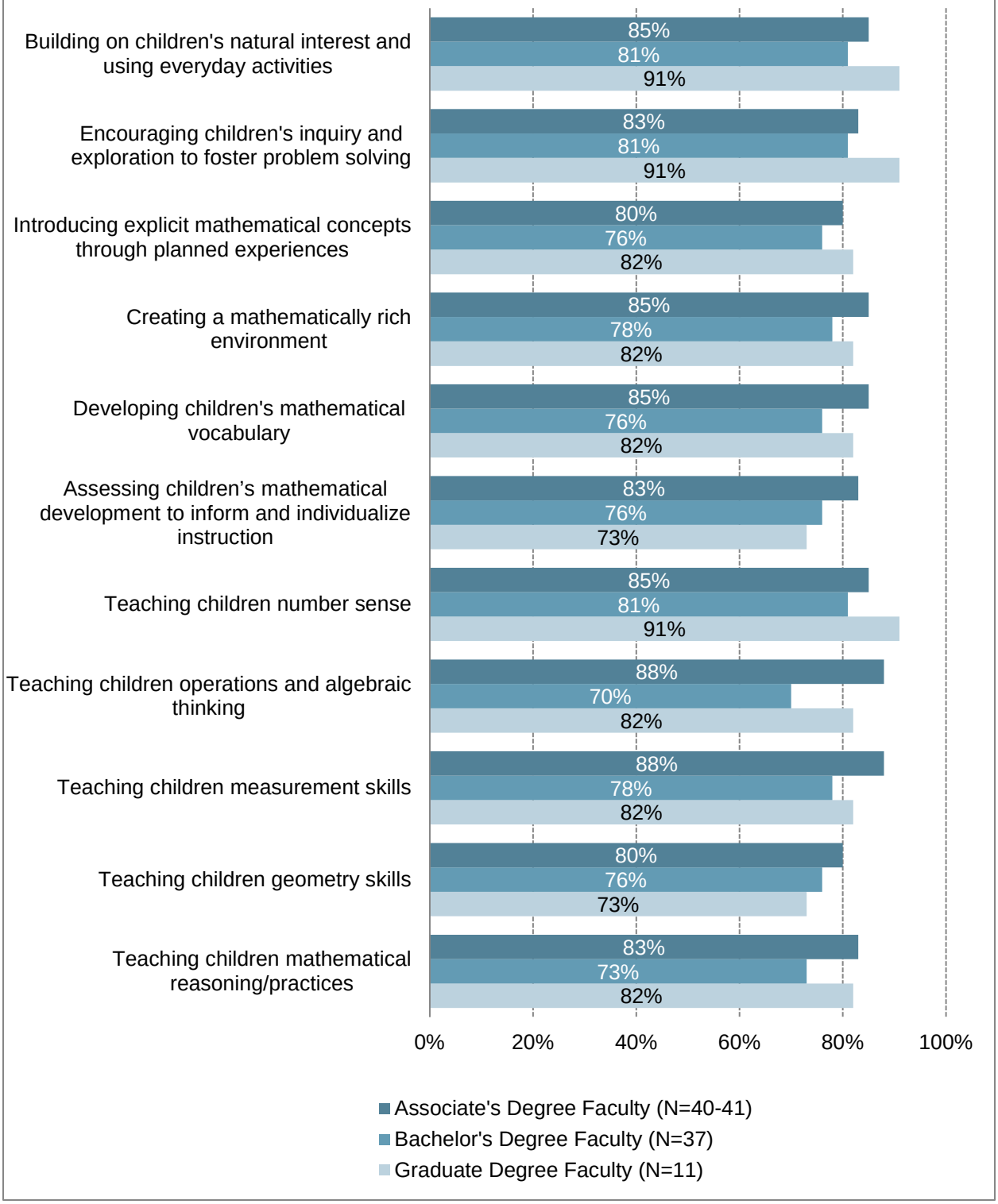


Figure 3.25: Capacity to Prepare Teachers to Work With Children in Grades K-3 and Higher: Children's Mathematical Understanding and Math Skills, as Reported by Faculty Members, by Degree Level

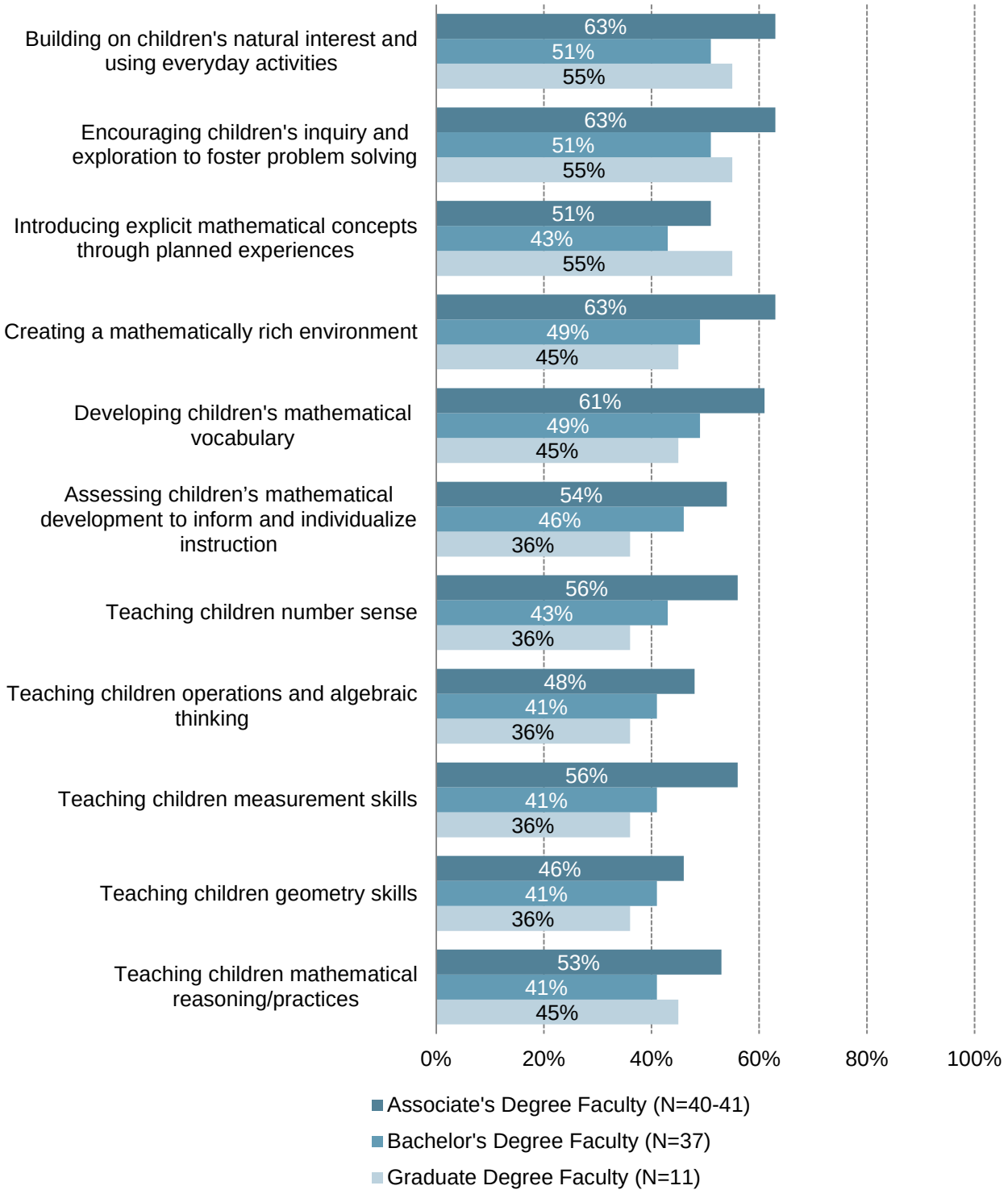


Table 3.4: Capacity to Teach Coursework on the Development of Children's Mathematical Understanding, as Reported by Faculty Members, by Age-Group Focus and Degree Level

Topic and Age-Group Focus	Associate Degree Faculty (N=41)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (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	78%	65%	91%
3 and/or 4 years (pre-K)	85%	81%	91%
K-grade 3 or higher	63%	51%	55%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning			
Birth to 2 years	73%	62%	91%
3 and/or 4 years (pre-K)	83%	81%	91%
K-grade 3 or higher	63%	51%	55%
Introducing explicit mathematical concepts through planned experiences			
Birth to 2 years	66%	51%	64%
3 and/or 4 years (pre-K)	80%	76%	82%
K-grade 3 or higher	51%	43%	55%
Creating a mathematically rich environment			
Birth to 2 years	76%	65%	82%
3 and/or 4 years (pre-K)	85%	78%	82%
K-grade 3 or higher	63%	49%	45%
Developing children's mathematical vocabulary			
Birth to 2 years	73%	59%	82%
3 and/or 4 years (pre-K)	85%	76%	82%
K-grade 3 or higher	61%	49%	45%
Assessing children's mathematical development to inform and individualize instruction			
Birth to 2 years	73%	57%	64%
3 and/or 4 years (pre-K)	83%	76%	73%
K-grade 3 or higher	54%	46%	36%

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

Topic and Age-Group Focus	Associate Degree Faculty (N=40-41)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=11)
Teaching children number sense (counting and cardinality)			
Birth to 2 years	68%	57%	82%
3 and/or 4 years (pre-K)	85%	81%	91%
K-grade 3 or higher	56%	43%	36%
Teaching children operations and algebraic thinking			
Birth to 2 years	58%	51%	64%
3 and/or 4 years (pre-K)	88%	70%	82%
K-grade 3 or higher	48%	41%	36%
Teaching children measurement skills			
Birth to 2 years	63%	59%	73%
3 and/or 4 years (pre-K)	88%	78%	82%
K-grade 3 or higher	56%	41%	36%
Teaching children geometry skills			
Birth to 2 years	59%	57%	64%
3 and/or 4 years (pre-K)	80%	76%	73%
K-grade 3 or higher	46%	41%	36%
Teaching children mathematical reasoning/practices			
Birth to 2 years	55%	51%	64%
3 and/or 4 years (pre-K)	83%	73%	82%
K-grade 3 or higher	53%	41%	45%

Recent Teaching Experience of Faculty Members Participating in the Washington Inventory

What we asked about recent teaching experience of faculty members:

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

- 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 3.26: Recent Teaching Experience: Percentage of Faculty Members Reporting Having Taught Content Area in Past Two Years

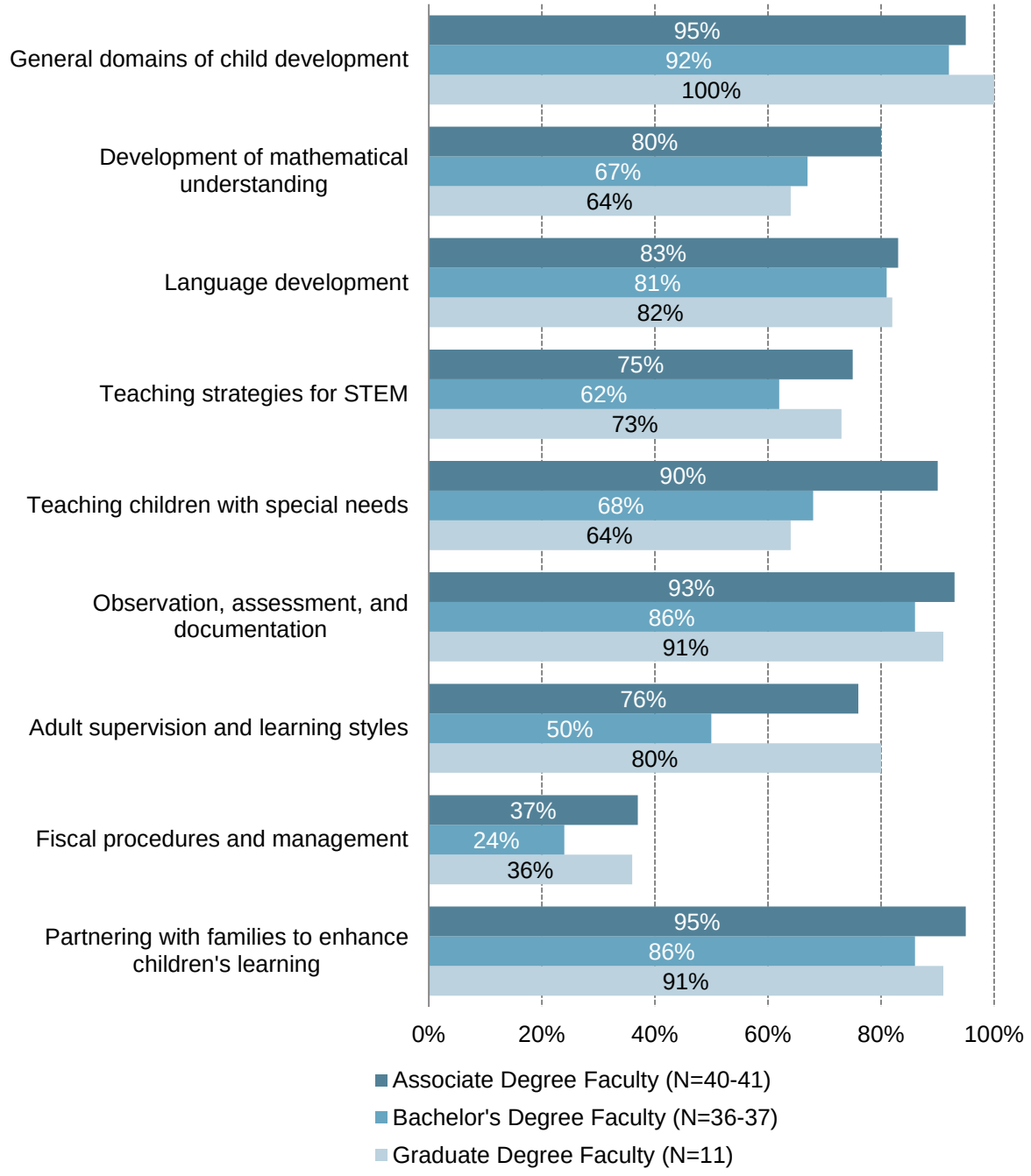


Table 3.6: Structure of Recent Teaching Experience, Percentage of Faculty Members Reporting Having Taught Content Area in the Past Two Years, by Degree Level

Course Content Structure	Associate Degree Faculty (N=40-41)	Bachelor's Degree Faculty (N=36-37)	Graduate Degree Faculty (N=11)
General domains of child development (e.g., cognitive development, socioemotional development, physical development)			
Taught as a separate course	20%	16%	9%
Taught within a broader course	44%	59%	45%
Taught both as a separate course and embedded within a broader course	32%	16%	45%
Not taught	5%	8%	0%
Development of mathematical understanding			
Taught as a separate course	24%	6%	0%
Taught within a broader course	51%	58%	55%
Taught both as a separate course and embedded within a broader course	5%	3%	9%
Not taught	20%	33%	36%
Language development (e.g., first- and second-language acquisition)			
Taught as a separate course	12%	14%	9%
Taught within a broader course	44%	47%	45%
Taught both as a separate course and embedded within a broader course	27%	19%	27%
Not taught	17%	19%	18%
Teaching strategies for STEM (science, technology, engineering, math)			
Taught as a separate course	13%	14%	9%
Taught within a broader course	55%	49%	55%
Taught both as a separate course and embedded within a broader course	8%	0%	9%
Not taught	25%	38%	27%
Teaching children with special needs			
Taught as a separate course	20%	11%	9%
Taught within a broader course	63%	46%	45%
Taught both as a separate course and embedded within a broader course	7%	11%	9%
Not taught	10%	32%	36%

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=40-41)	Bachelor's Degree Faculty (N=36-37)	Graduate Degree Faculty (N=11)
Observation, assessment, and documentation to inform teaching and learning			
Taught as a separate course	29%	27%	18%
Taught within a broader course	46%	41%	27%
Taught both as a separate course and embedded within a broader course	17%	19%	45%
Not taught	7%	14%	9%
Adult supervision and learning styles			
Taught as a separate course	12%	11%	10%
Taught within a broader course	51%	31%	30%
Taught both as a separate course and embedded within a broader course	12%	8%	40%
Not taught	24%	50%	20%
Fiscal procedures and program management			
Taught as a separate course	5%	3%	0%
Taught within a broader course	29%	19%	27%
Taught both as a separate course and embedded within a broader course	2%	3%	9%
Not taught	63%	76%	64%
Partnering with families to enhance children's learning in school and at home			
Taught as a separate course	15%	11%	27%
Taught within a broader course	66%	62%	18%
Taught both as a separate course and embedded within a broader course	15%	14%	45%
Not taught	5%	14%	9%

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 41 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 the same list of 41 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=41)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=11)
Teaching practitioners to work with children from diverse backgrounds	71%	54%	55%
Teaching practitioners to work with children with special needs	34%	27%	27%
Teaching practitioners to work with children who have experienced trauma	41%	24%	27%
None of the above	22%	16%	27%

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=40)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=11)
Strategies and techniques for mentoring/coaching adult students	73%	68%	73%
Strategies to supervise adult students in clinical/field experiences	43%	41%	55%
Strategies to provide quality academic/career advising to adult students	43%	24%	18%
Using technology to promote adult learning	70%	46%	36%
Teaching adult students who are English-language learners	28%	16%	27%
Teaching culturally and ethnically diverse college students	63%	38%	64%
Teaching economically diverse college students	50%	30%	55%
None of the above	5%	8%	18%

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=39)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=10)
Teaching practitioners to use technology with children	15%	8%	0%
Child assessment (e.g., portfolios, using particular assessment tools)	41%	43%	50%
Early childhood program assessment (e.g., Environment Rating Scale)	41%	27%	50%
Early childhood teacher assessment (e.g., CLASS)	46%	51%	60%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	26%	14%	20%
None of the above	28%	16%	20%

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=40)	Bachelor's Degree Faculty (N=36)	Graduate Degree Faculty (N=11)
Early childhood systems and policy	35%	31%	45%
Organizational development	25%	28%	18%
Theories of leadership	33%	39%	36%
None of the above	50%	31%	18%

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=41)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=11)
Evidence-based research on the importance and value of building respectful and trusting relationships with families	56%	51%	64%
Considering family structure when engaging with children and families	39%	32%	64%
Working with families of children with special needs	34%	22%	36%
Working with families to help them enhance their children's learning at home	27%	19%	36%
Working with families exposed to trauma	46%	35%	55%
Techniques for engaging families in classroom, program, and/or school activities	51%	27%	27%
Strategies to effectively communicate with families	37%	24%	36%
Techniques for gathering and using knowledge about children's families in curriculum planning	39%	27%	45%
None of the above	12%	14%	9%

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=40)	Bachelor's Degree Faculty (N=37)	Graduate Degree Faculty (N=11)
Teaching practitioners to implement instructional strategies that support mathematical understanding in children from birth through age 2	18%	8%	27%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	40%	24%	18%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children in K-3 or higher	25%	14%	0%
Teaching practitioners how to effectively use assessment to inform and individualize their mathematical instruction	20%	8%	0%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	30%	19%	18%
None of the above	43%	46%	55%

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=40)	Bachelor's Degree Faculty (N=36)
Importance and benefits of bilingualism for young children's development	48%	39%
Role of home-language development in helping young children learn English	40%	28%
Strategies to support the cognitive development of young DLLs	25%	22%
Strategies to support the language development of young DLLs	28%	31%
Strategies to support the literacy development of young DLLs	23%	25%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	15%	22%
Strategies to support the socioemotional development of young DLLs	25%	19%
How to use appropriate teaching strategies for young DLLs within various classroom language models	30%	22%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	18%	25%
Strategies for engaging families from linguistically diverse backgrounds	35%	33%
None of the above	38%	22%

*Graduate degree faculty are not included due to small sample size.

Professional Development Interest

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Teaching practitioners to work with children from diverse backgrounds	0%	8%	13%	25%	55%
Teaching practitioners to work with children with special needs	0%	5%	25%	30%	40%
Teaching practitioners to work with children who have experienced trauma	0%	3%	10%	25%	63%
Bachelor's Degree Faculty (N=37)					
Teaching practitioners to work with children from diverse backgrounds	0%	5%	14%	22%	59%
Teaching practitioners to work with children with special needs	3%	3%	11%	27%	57%
Teaching practitioners to work with children who have experienced trauma	3%	3%	19%	22%	54%
Graduate Degree Faculty (N=11)					
Teaching practitioners to work with children from diverse backgrounds	0%	0%	0%	36%	64%
Teaching practitioners to work with children with special needs	0%	0%	18%	36%	45%
Teaching practitioners to work with children who have experienced trauma	0%	0%	36%	27%	36%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Strategies and techniques for mentoring/coaching adult students	5%	5%	15%	18%	58%
Strategies to supervise adult students in clinical/field experiences	8%	5%	25%	15%	48%
Strategies to provide quality academic/career advising to adult students	13%	15%	23%	18%	33%
Using technology to promote adult learning	5%	15%	25%	28%	28%
Teaching adult students who are English-language learners	3%	10%	20%	40%	28%
Teaching culturally and ethnically diverse college students	3%	8%	23%	28%	40%
Teaching economically diverse college students	3%	8%	28%	20%	43%
Bachelor's Degree Faculty (N=36-37)					
Strategies and techniques for mentoring/coaching adult students	3%	0%	11%	39%	47%
Strategies to supervise adult students in clinical/field experiences	6%	8%	14%	11%	61%
Strategies to provide quality academic/career advising to adult students	11%	16%	24%	19%	30%
Using technology to promote adult learning	8%	8%	22%	22%	41%
Teaching adult students who are English-language learners	8%	5%	22%	24%	41%
Teaching culturally and ethnically diverse college students	0%	5%	14%	35%	46%
Teaching economically diverse college students	3%	11%	11%	35%	41%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Graduate Degree Faculty (N=11)					
Strategies and techniques for mentoring/coaching adult students	0%	9%	9%	36%	45%
Strategies to supervise adult students in clinical/field experiences	0%	9%	18%	18%	55%
Strategies to provide quality academic/career advising to adult students	9%	9%	9%	18%	55%
Using technology to promote adult learning	9%	9%	18%	36%	27%
Teaching adult students who are English-language learners	0%	9%	18%	27%	45%
Teaching culturally and ethnically diverse college students	0%	0%	9%	27%	64%
Teaching economically diverse college students	0%	0%	9%	36%	55%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Teaching practitioners to use technology with children	18%	15%	38%	15%	15%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	5%	3%	30%	23%	40%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	5%	8%	25%	25%	38%
Using early childhood teacher assessment effectively (e.g., CLASS)	5%	8%	25%	18%	45%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	10%	5%	18%	28%	40%
Bachelor's Degree Faculty (N=37)					
Teaching practitioners to use technology with children	8%	22%	30%	19%	22%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	3%	0%	27%	22%	49%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	3%	3%	27%	24%	43%
Using early childhood teacher assessment effectively (e.g., CLASS)	8%	5%	27%	24%	35%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	16%	3%	16%	19%	46%
Graduate Degree Faculty (N=11)					
Teaching practitioners to use technology with children	0%	18%	45%	18%	18%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	0%	0%	27%	27%	45%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	0%	0%	45%	18%	36%
Using early childhood teacher assessment effectively (e.g., CLASS)	0%	0%	45%	18%	36%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	9%	0%	0%	36%	55%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Early childhood systems and policy	8%	13%	35%	18%	28%
Organizational development	8%	18%	38%	15%	23%
Theories of leadership	10%	15%	25%	18%	33%
Bachelor's Degree Faculty (N=37)					
Early childhood systems and policy	11%	8%	22%	16%	43%
Organizational development	14%	8%	27%	22%	30%
Theories of leadership	11%	5%	19%	24%	41%
Graduate Degree Faculty (N=11)					
Early childhood systems and policy	9%	0%	36%	18%	36%
Organizational development	9%	0%	45%	27%	18%
Theories of leadership	9%	0%	36%	18%	36%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	3%	13%	30%	30%	25%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	3%	10%	35%	30%	23%
Working with families of children with special needs	0%	8%	33%	40%	20%
Working with families exposed to trauma	0%	3%	20%	28%	50%
Working with families to help them enhance their children's learning at home	3%	13%	30%	30%	25%
Techniques for engaging families in classroom, program, and/or school activities	3%	13%	35%	18%	33%
Strategies to effectively communicate with families	5%	10%	43%	23%	20%
Techniques for gathering and using knowledge about children's families in curriculum planning	3%	13%	33%	25%	28%
Bachelor's Degree Faculty (N=37)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	3%	3%	35%	24%	35%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	5%	5%	24%	22%	43%
Working with families of children with special needs	3%	0%	22%	35%	41%
Working with families exposed to trauma	0%	5%	16%	27%	51%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Bachelor's Degree Faculty (Continued) (N=37)					
Working with families to help them enhance their children's learning at home	0%	5%	38%	11%	46%
Techniques for engaging families in classroom, program, and/or school activities	5%	5%	32%	19%	38%
Strategies to effectively communicate with families	5%	3%	35%	14%	43%
Techniques for gathering and using knowledge about children's families in curriculum planning	3%	0%	27%	30%	41%
Graduate Degree Faculty (N=11)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	0%	0%	18%	27%	55%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	0%	0%	18%	36%	45%
Working with families of children with special needs	0%	0%	36%	27%	36%
Working with families exposed to trauma	0%	0%	36%	27%	36%
Working with families to help them enhance their children's learning at home	0%	0%	27%	18%	55%
Techniques for engaging families in classroom, program, and/or school activities	0%	0%	36%	18%	45%
Strategies to effectively communicate with families	0%	0%	27%	18%	55%
Techniques for gathering and using knowledge about children's families in curriculum planning	0%	0%	55%	9%	36%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	5%	13%	30%	20%	33%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	3%	8%	25%	28%	38%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	15%	13%	30%	20%	23%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	3%	8%	35%	28%	28%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	0%	5%	23%	28%	45%
Bachelor's Degree Faculty (N=37)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	11%	11%	27%	14%	38%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	8%	5%	27%	14%	46%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	5%	8%	38%	14%	35%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	0%	3%	27%	22%	49%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	3%	3%	22%	27%	46%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Graduate Degree Faculty (N=11)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	0%	0%	45%	9%	45%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	0%	0%	36%	9%	55%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	0%	9%	45%	9%	36%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	0%	0%	36%	18%	45%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	0%	0%	27%	36%	36%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Associate Degree Faculty (N=40)					
Importance and benefits of bilingualism for young children's development	0%	8%	45%	23%	25%
Role of home-language development in helping young children learn English	0%	5%	33%	30%	33%
Strategies to support the cognitive development of young DLLs	0%	3%	23%	43%	33%
Strategies to support the language development of young DLLs	0%	5%	23%	38%	35%
Strategies to support the literacy development of young DLLs	0%	5%	25%	35%	35%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	0%	3%	30%	38%	30%
Strategies to support the socioemotional development of young DLLs	3%	5%	20%	33%	40%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	5%	33%	28%	35%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	3%	8%	23%	28%	40%
Strategies for engaging families from linguistically diverse backgrounds	0%	5%	18%	20%	58%
Bachelor's Degree Faculty (N=37)					
Importance and benefits of bilingualism for young children's development	0%	3%	32%	16%	49%
Role of home-language development in helping young children learn English	0%	5%	38%	27%	30%
Strategies to support the cognitive development of young DLLs	3%	5%	16%	30%	46%
Strategies to support the language development of young DLLs	3%	5%	14%	38%	41%
Strategies to support the literacy development of young DLLs	3%	5%	14%	24%	54%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	3%	5%	16%	32%	43%

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

Professional Development Topic	Not Interested				Very Interested
	1	2	3	4	5
Bachelor's Degree Faculty (Continued) (N=37)					
Strategies to support the socioemotional development of young DLLs	3%	5%	19%	22%	51%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	3%	16%	22%	59%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	0%	3%	19%	24%	54%
Strategies for engaging families from linguistically diverse backgrounds	0%	0%	22%	22%	57%
Graduate Degree Faculty (N=11)					
Importance and benefits of bilingualism for young children's development	0%	0%	27%	18%	55%
Role of home-language development in helping young children learn English	0%	0%	45%	18%	36%
Strategies to support the cognitive development of young DLLs	0%	0%	9%	36%	55%
Strategies to support the language development of young DLLs	0%	0%	0%	45%	55%
Strategies to support the literacy development of young DLLs	0%	0%	0%	36%	64%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	0%	0%	18%	36%	45%
Strategies to support the socioemotional development of young DLLs	0%	0%	9%	27%	64%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	0%	27%	18%	55%
How to use observation, assessment, and documentation to inform strategies for teaching DLLs	0%	0%	27%	27%	45%
Strategies for engaging families from linguistically diverse backgrounds	0%	0%	9%	36%	55%

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 Washington Early Childhood Degree Programs Related to Lack of Resources and/or Support, by Degree Level

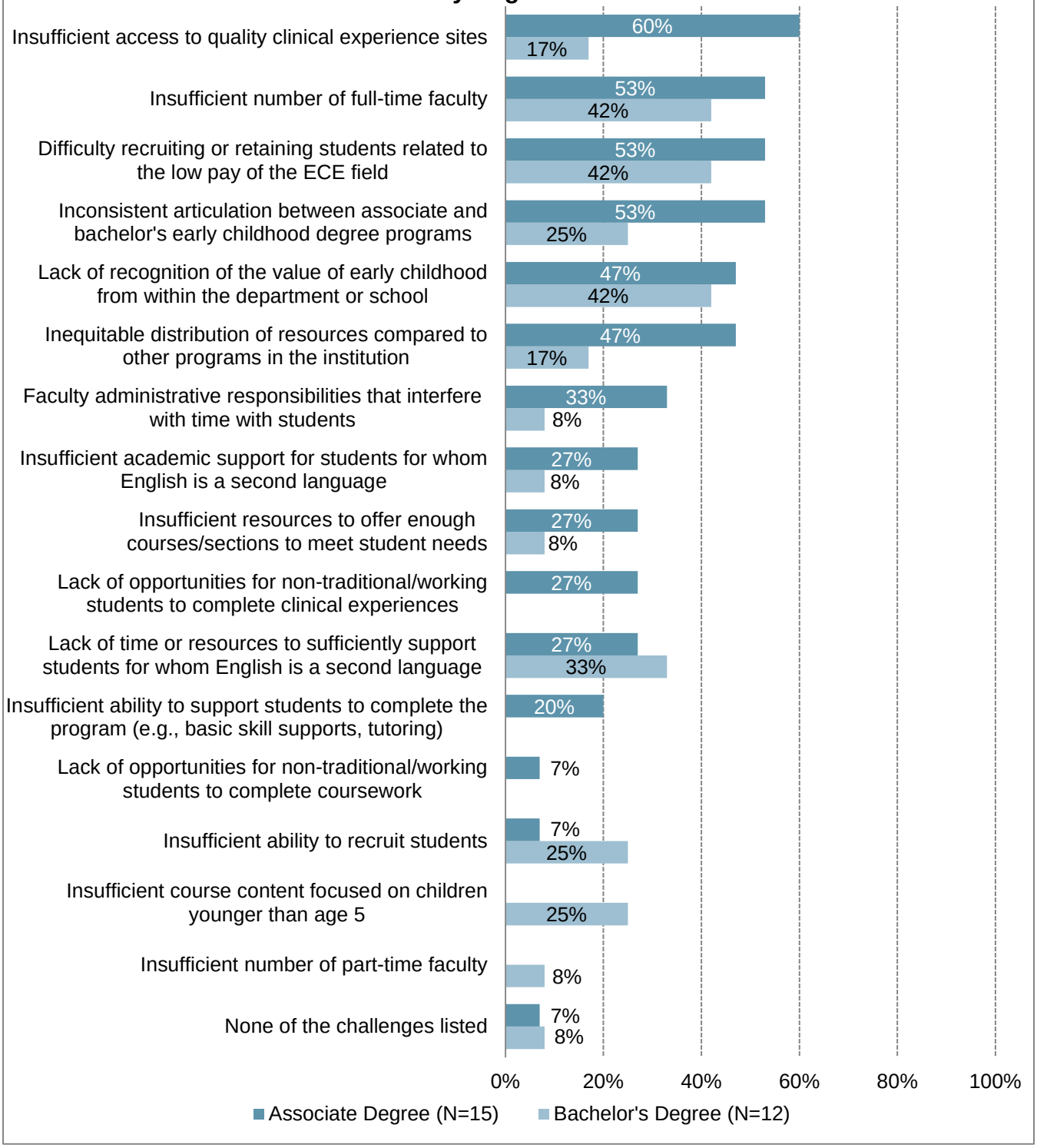
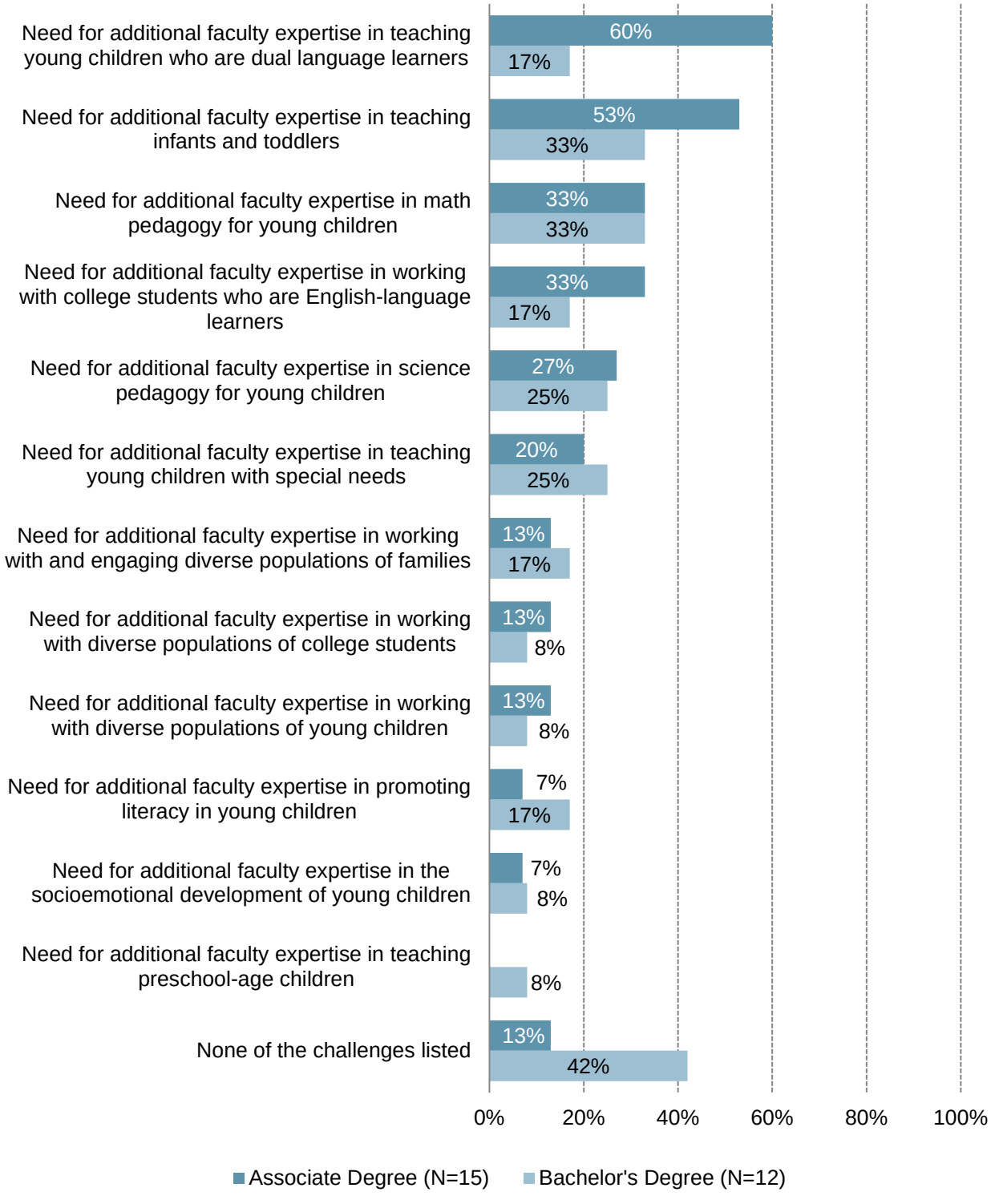


Figure 4.2: Challenges Facing Washington Early Childhood Degree Programs Related to Need for Additional Faculty Expertise, by Degree Level



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

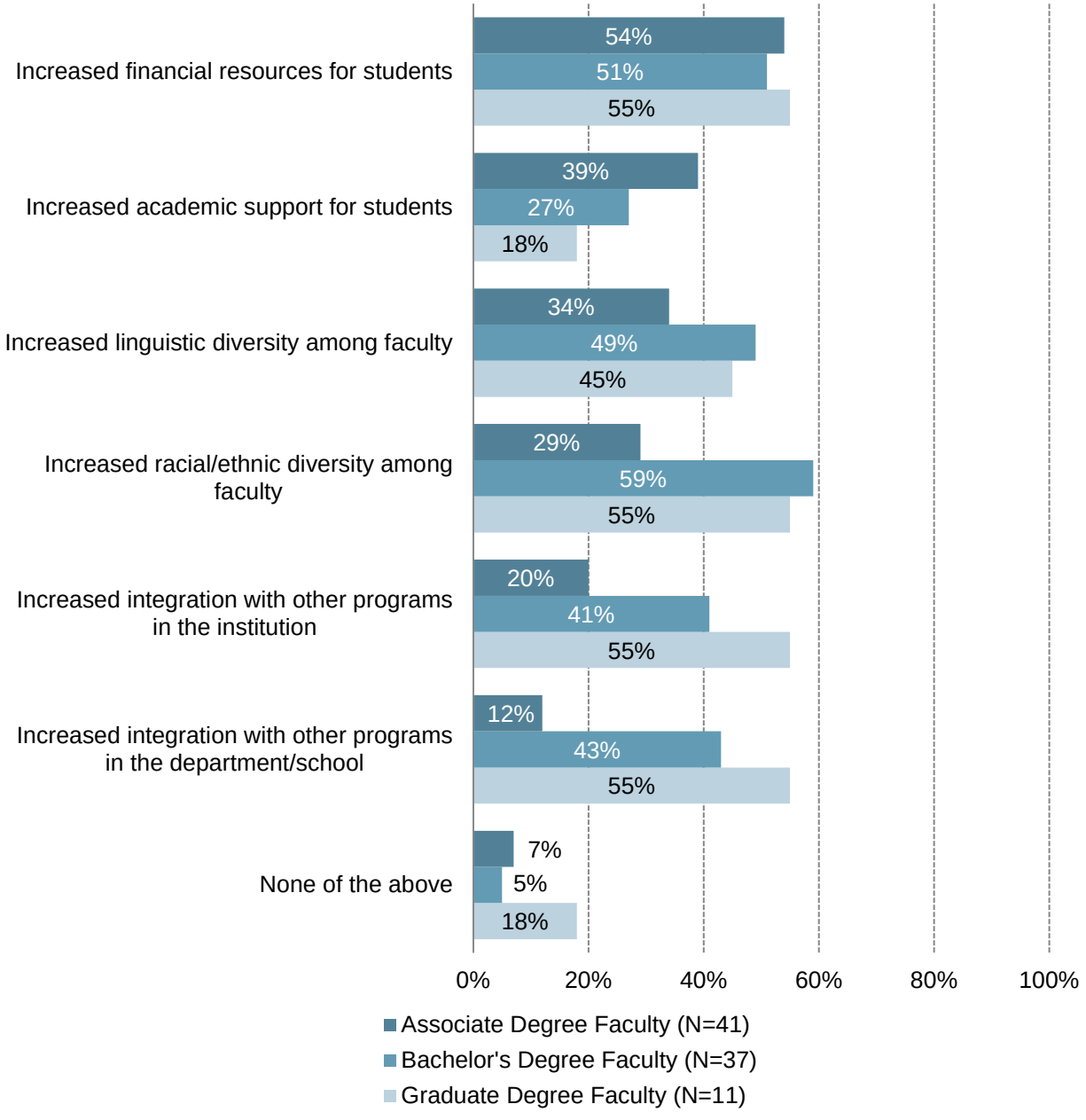
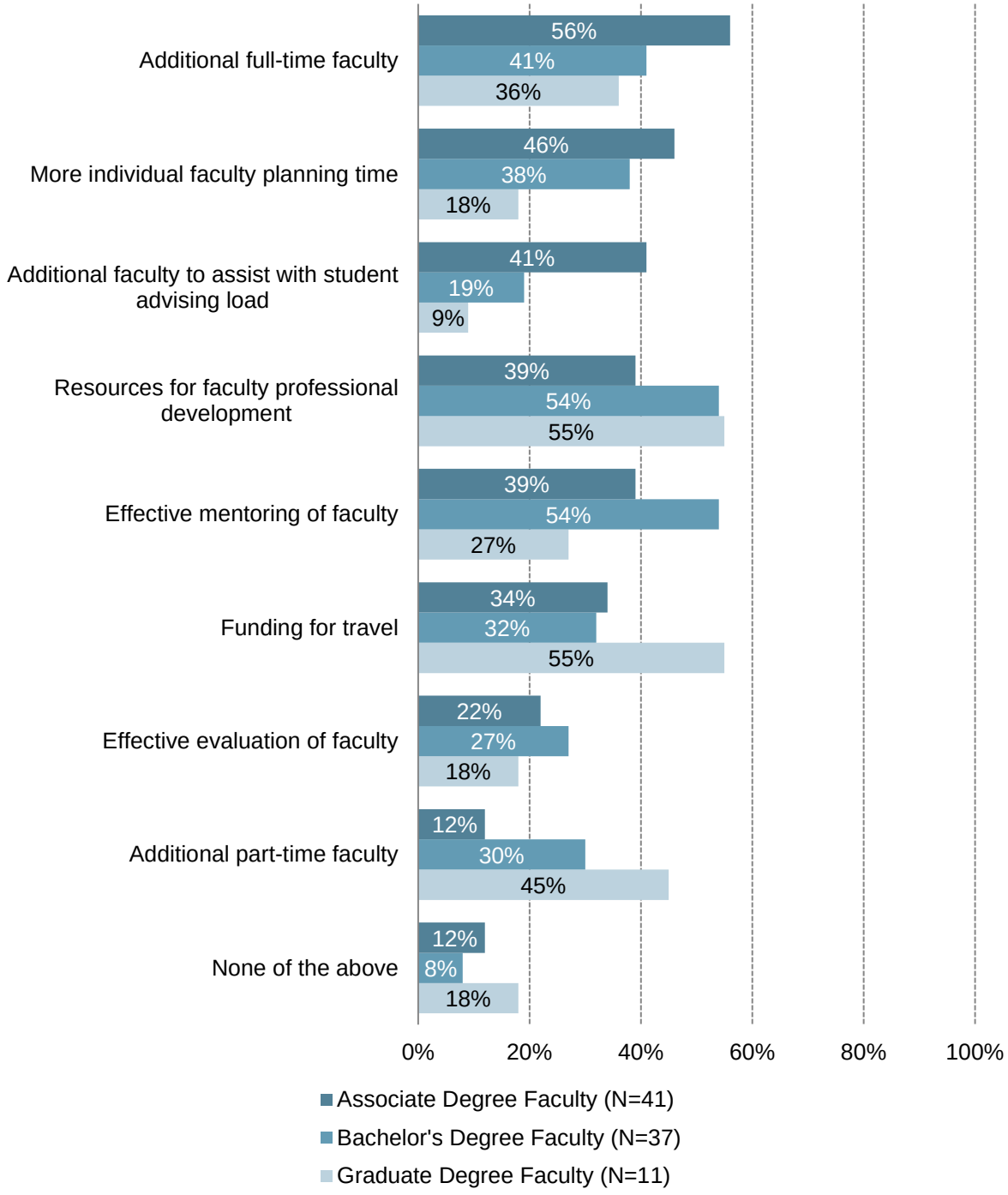


Figure 4.4: Faculty-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level



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