Teaching the Teachers of Our Youngest Children

The State of Early Childhood Higher Education in Tennessee

Technical Report

2018

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CSCCE

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

Acknowledgements

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The views presented in this report are those of the authors.

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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).

As noted in the *Early Childhood Workforce Index* (Whitebook, McLean, & Austin, 2016), progress toward an equitable, efficient, and effective early childhood system requires advancing preparation, workplace supports, and compensation of the workforce simultaneously. Adequate preparation for teachers, workplace supports that allow for ongoing reflection and development, and appropriate compensation are all variables that are necessary to attract and retain a skilled workforce. Making progress in each of these three areas additionally requires building solid foundations for these policies by securing sufficient financial resources and collecting quality, comprehensive workforce data. Further sources of public funding are needed to stimulate the incubation and testing of sustainable policies to resolve compensation and other issues that have gone largely unaddressed. Data on the early childhood workforce, across all settings and ages of children, must be collected in order to test the effectiveness of policies for preparation, support, and reward. All five ingredients are essential — each one individually cannot advance effectively without the others — but quality data and sufficient resources are fundamental.

The *Early Childhood Higher Education Inventory II* (CSCCE, 2016) is an effort designed to collect baseline data and inform the workforce preparation aspect of quality early childhood education. The *Inventory* is a research tool used to describe the landscape of a state's early childhood degree program offerings at the associate, bachelor's, and graduate degree levels and to provide a portrait of early childhood higher education faculty members.[1] The *Inventory* describes early childhood degree programs offered in the state, focusing on variations in program content, age-group focus, student field-based learning, and faculty characteristics (see **Box 1** for a description of *Inventory* methodology).

Through research, observation, and experience, we know that 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

[1] Tennessee is one of 13 states (along with Arkansas, California, Florida, Indiana, Mississippi, Nebraska, New Hampshire, New Jersey, New York, Oregon, Rhode Island, and Washington) in which the *Inventory* has been completed at the time of publication of this report.

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.

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 degree 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 early childhood degree programs to prepare their students to teach dual language learners.

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

Tennessee is home to more than 463,000 children under the age of six. Sixty-three percent of these young children have all available parents in the workforce and, thus, potentially need child care (Annie E. Casey Foundation, 2016). Stakeholders and advocates in Tennessee remain committed to advancing strategies that improve ECE services, including workforce preparation and development in order to ensure that early educators have what they require to meet the complex needs of young children. 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.

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 Tennessee during the 2017-2018 academic year. This report summarizes major findings collected by implementing program and faculty modules of the *Inventory* (CSCCE, 2016) and provides recommendations for policy changes that could lead to more effective teacher practices to support children's learning.

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 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 Tennessee. This search included terms such as "early childhood education," "child studies," and "human development and family studies."[2] We also referenced the National Association for the Education of Young Children (NAEYC) Early Childhood Higher Education Directory and the Tennessee Higher Education Commission 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 staff at Middle Tennessee State University 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 with a medical focus, but with no mention of early education or of preparing students to work as classroom teachers, or programs that were no longer active).

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

During our initial research of early childhood higher education degree programs in Tennessee, we identified 36 institutions of higher education offering a total of 99 early childhood degree programs. Among these, 12 were community colleges, which offered 27 early childhood associate degree programs. Twenty-four universities (nine public and 15 private) offered two associate degree programs, 43 bachelor's degree

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

programs, 22 master's degree programs, and five doctoral degree programs in early childhood. We then emailed the dean or coordinator of each program (for the remainder of this report, we will refer to these faculty and staff members as "program leads") and scheduled phone interviews. During these phone calls and/or with more in-depth Internet research, we confirmed 34 institutions of higher education offering a total of 93 early childhood degree programs (see **Table 1.1**). **Tables 1.2** and **1.3** display the early childhood degrees offered by these institutions.[3]

[3] The colleges and universities that participated in the *Inventory* estimated that during the 2015-2016 academic year, 1,066 students were registered in associate degree programs, 641 students were registered in bachelor's degree programs, and 102 students were registered in graduate degree programs. These same colleges and universities estimated that during this same time period, they conferred 78 associate degrees, 192 bachelor's degrees, and 20 graduate degrees.

Program Module

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

Sample Development

During the telephone call with the program leads, CSCCE identified the appropriate person to respond to the Program Module of the *Inventory*. Typically, this was a department chair or program coordinator. We then asked the potential respondent whether they were willing to participate. Of the 34 institutions of higher education offering early childhood degree programs, 71 percent of the institutions agreed to participate in the *Inventory*, including 73 percent of the community colleges (n=8) and 70 percent of the public and private universities (n=16) (see **Table 1.1**).

Table 1.1. Population of Institutions of Higher Education (IHE) in Tennessee Offering Early Childhood Degrees

Type of Institution	Number of IHE Offering Early Childhood Degree(s)	Number of IHE Agreeing to Participate in the *Inventory*	Number/Percentage of IHE That Completed at Least One Survey	
			Number	Percentage
Community Colleges	11	8	7	88%
Universities	23	16	13	81%

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 Tennessee

Name of Institution	Associate Degree Program(s)
Chattanooga State Community College	A.S., Early Childhood Education A.A.S., Early Childhood Education
Cleveland State Community College	A.A.S., Early Childhood Education
Columbia State Community College	A.S.T., Early Childhood Education
Dyersburg State Community College	A.S.T., Pre-K-3 Emphasis A.A.S., Early Childhood Education
Motlow State Community College	A.S.T., Early Childhood Education A.S., Early Childhood Education A.A.S., Early Childhood Education
Nashville State Community College	A.A.S., Early Childhood Education A.S., Child Development and Family Relations A.S.T., Early Childhood Education
Pellissippi State Community College	A.S.T., Pre-K-3 A.A.S., Early Childhood Education
Roane State Community College	A.S.T., Early Childhood Education A.A.S., Early Childhood Education
Southwest Tennessee Community College	A.A.S., Early Childhood Education A.A.S., Early Childhood Education (online) A.S.T., Pre-K-3 A.S., University Parallel, Early Childhood Education Emphasis
Volunteer State Community College	A.A.S., Early Childhood Education A.S.T., Early Childhood Education (Pre K-3)
Walters State Community College	A.S.T., Pre-K-3 A.S., Early Childhood Education A.A.S., Early Childhood Education
Welch College	A.S., Early Childhood

Table 1.3. Early Childhood Bachelor's and Graduate Degree Programs in Tennessee

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
Austin Peay State University	B.S., Interdisciplinary Studies, Pre-K-3 Concentration	M.A.T., Pre-K-3 Specialization
Belmont University	B.A. or B.S., Early Childhood Education	M.A.T., Pre-K-3 Emphasis
Carson-Newman University	B.S., Child and Family Studies B.S., Early Childhood Education	
Christian Brothers University	B.A., Early Childhood	M.A.T., Early Childhood Education Pre-K-4 Licensure
Cumberland University	B.S., Child Growth and Learning B.S., Special Education, early childhood endorsement	M.A.T., Early Childhood Education, Pre-K
East Tennessee State University	B.S., Early Care and Education B.S., Early Childhood Development Concentration, Pre-K-3 Licensure	M.A., Early Childhood Education, Initial Licensure (Pre-K-3) M.A., Early Childhood Education, Master Teacher Concentration M.A., Early Childhood Education, Researcher/Thesis Concentration M.Ed., Early Childhood Special Education Ph.D., Early Childhood Education
Freed-Hardeman University	B.S., Education, Early Childhood B.S., Child and Family Studies	
Johnson University	B.A./B.S., Interdisciplinary Studies, Early Childhood Education Concentration	M.A., Holistic Education, Early Childhood Education Concentration
Lee University	B.S., Human Development/Early Childhood and Interdisciplinary Studies B.S., Human Development/Early Childhood B.S., Special Education, Early Childhood	M.Ed., Special Education, Early Childhood M.A.T., Special Education, Early Childhood
Lipscomb University	B.A., Interdisciplinary Teaching, Pre-K-3 Licensure B.S., Interdisciplinary Teaching, Pre-K-3 Licensure	
Middle Tennessee State University	B.S., Family and Consumer Studies, concentration in Child Development and Family Studies B.S., Early Childhood Education	

Table 1.3. Early Childhood Bachelor's and Graduate Degree Programs in Tennessee (Continued)

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
Milligan College	B.S., Child and Youth Development, Early Childhood Emphasis (non-licensure) B.S., Child and Youth Development, Early Childhood Emphasis (Pre-K-3 Licensure)	M.Ed., Early Childhood Education
Tennessee State University	B.S., Family and Consumer Sciences, Child Development Concentration B.S., Early Childhood (Pre-K-4)	
Tennessee Technological University	B.S.H.E. (Bachelor of Science in Human Ecology), Child Development and Family Relations Concentration B.S., Early Childhood Education, Early Childhood/Special Education, Pre-K-3 B.S., Early Childhood Education Practitioner	Ed.S., Curriculum and Instruction, Early Childhood Education Concentration M.A., Curriculum and Instruction, Early Childhood Education Concentration Ph.D., Exceptional Learning, Young Children and Families Concentration
Tennessee Wesleyan University	B.S., Early Childhood Education	
Trevecca Nazarene University	B.S., Interdisciplinary Studies, Early Childhood Education (Pre-K-3)	
Union University	B.S., Teaching and Learning, Dual Endorsement in Early Childhood (Pre-K-3) and Elementary Education (K-6)	
University of Memphis	B.S.Ed., Human Development and Learning, Early Childhood Education Licensure	M.S., Instruction and Curriculum Leadership, Early Childhood Education Concentration M.A.T., Early Childhood Licensure (Pre-K-3) M.A.T., Special Education, Early Childhood (Pre-K-1) Licensure Ed.D., Early Childhood Education
University of Tennessee, Chattanooga	B.S., Early Childhood, Child and Family Studies B.S., Early Childhood, Early Childhood and Early Childhood Special Education	

Table 1.3. Early Childhood Bachelor's and Graduate Degree Programs in Tennessee (Continued)

Name of Institution	Bachelor's Degree Program(s)	Graduate Degree Program(s)
University of Tennessee, Knoxville	B.S.Ed., Interventionist and Comprehensive Special Education with Elementary Education Concentration (Optional Endorsement in Early Childhood Education) B.S.H.H.S. (Bachelor of Science in Health and Human Sciences), Child and Family Studies, Community Outreach Track (non-licensure) B.S.H.H.S. (Bachelor of Science in Health and Human Sciences), Child and Family Studies (licensure program)	M.S., Child and Family Studies, Early Childhood Education Concentration (Pre-K-3 licensure) M.S., Child and Family Studies, Research and Application Concentration (non-licensure) Ph.D., Child and Family Studies
University of Tennessee, Martin	B.S., Integrated Studies, Pre-K-3 Licensure B.S., Family and Consumer Sciences, Child and Family Studies Concentration	M.S., Early Childhood Learning and Development M.S., Family and Consumer Sciences
Vanderbilt University	B.S., Early Childhood Education B.S., Child Studies B.S., Child Development	M.Ed., Child Studies
Welch College	B.S., Early Childhood	

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 40 days during the spring 2018 semester.

Response Rate

A total of 60 program surveys were emailed to the degree programs: 16 to associate degree programs; 27 to bachelor's degree programs; 14 to master's degree programs; and three to doctoral degree programs. The final sample consisted of 15 associate degree programs, 15 bachelor's degree programs, and 10 graduate degree programs.[4] The response rate for associate degree programs was 94 percent, for bachelor's degree programs, 56 percent, and for graduate degree programs, 59 percent (see **Table 1.4**).

[4] The category of graduate degree programs consists of nine master's degree programs and one doctoral degree program. Due to the small sample size and in order to protect the identity of these institutions, all analyses of graduate degree programs will be reported out of the total of all 10 programs.

Table 1.4. Response Rate for the Program Module of the Tennessee Inventory

Program Type	Number of Program Modules Administered*	Program Module Response Rate	
		Number	Percentage
Associate	16	15	94%
Bachelor's	27	15	56%
Graduate	17	10	59%

*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;
- 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 Stata/SE 14.2 data analysis and statistical software, we computed frequencies for all questions by program degree level (associate, bachelor's, and graduate). 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 childhood degree program. Twenty-three of the 24 institutions of higher education participating in the *Inventory* sent CSCCE a faculty list, and these names served as the sample universe for the Faculty Module. If the program lead also taught in the early childhood program, they were included in the Faculty Module sample.

A total of 98 surveys were emailed to individual faculty members, resulting in an eligible sample of 29 community college and 69 university faculty members. The final sample consisted of 45 faculty members. Of the faculty members who completed a survey, 16 teach in associate degree programs, 30 teach in bachelor's degree programs, and 15 teach in graduate degree programs. The response rate for community college faculty was 48 percent and for university faculty, 45 percent[5] (see **Table 1.5**). While we cannot assume that findings from this module are representative of all early childhood teacher educators in the state, 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.

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 45 days during the spring 2018 semester.

Faculty Module Content: All Degree Types

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

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

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

Response Rate

Table 1.5. Response Rate for the Faculty Module of the Tennessee Inventory

Faculty Type	Number of Faculty Modules Administered*	Number of Faculty Responses**	Faculty Module Response Rate
Community College Faculty	29	14	48%
University Faculty	69	31	45%
TOTAL	98	45	46%

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

Data Analysis

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

Chapter 2:
Early Childhood Degree Programs

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

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

- To prepare students for teaching and/or administrative roles in early childhood education settings (such as preschools, child care centers, and family child care homes, for children birth to 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.

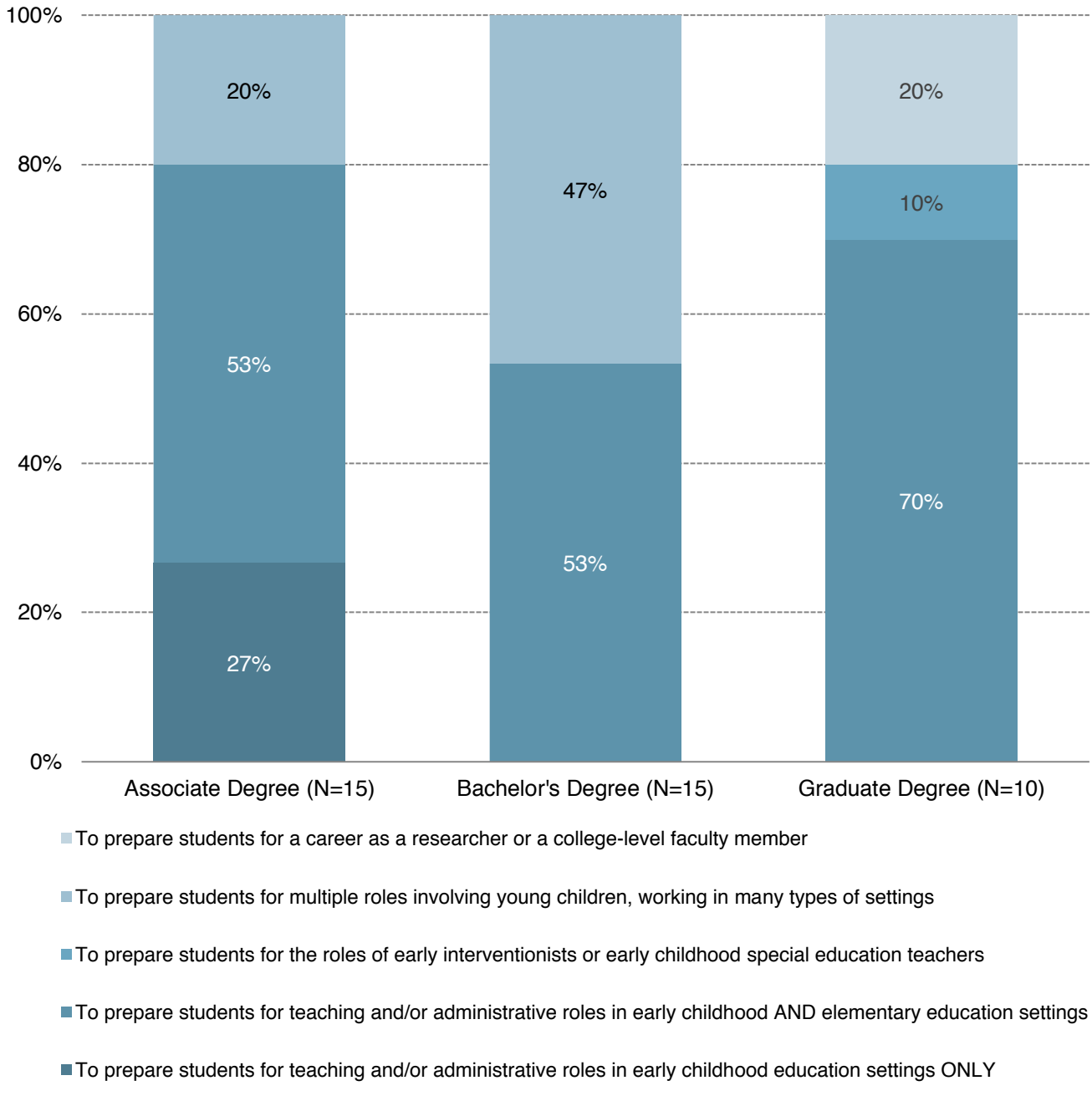
They were then asked to estimate the number of students registered in the degree program and the number of degrees conferred during the 2015-2016 academic year.

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 Tennessee Early Childhood Degree Programs

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



Number of Faculty Members Teaching in Tennessee Early Childhood Degree Programs

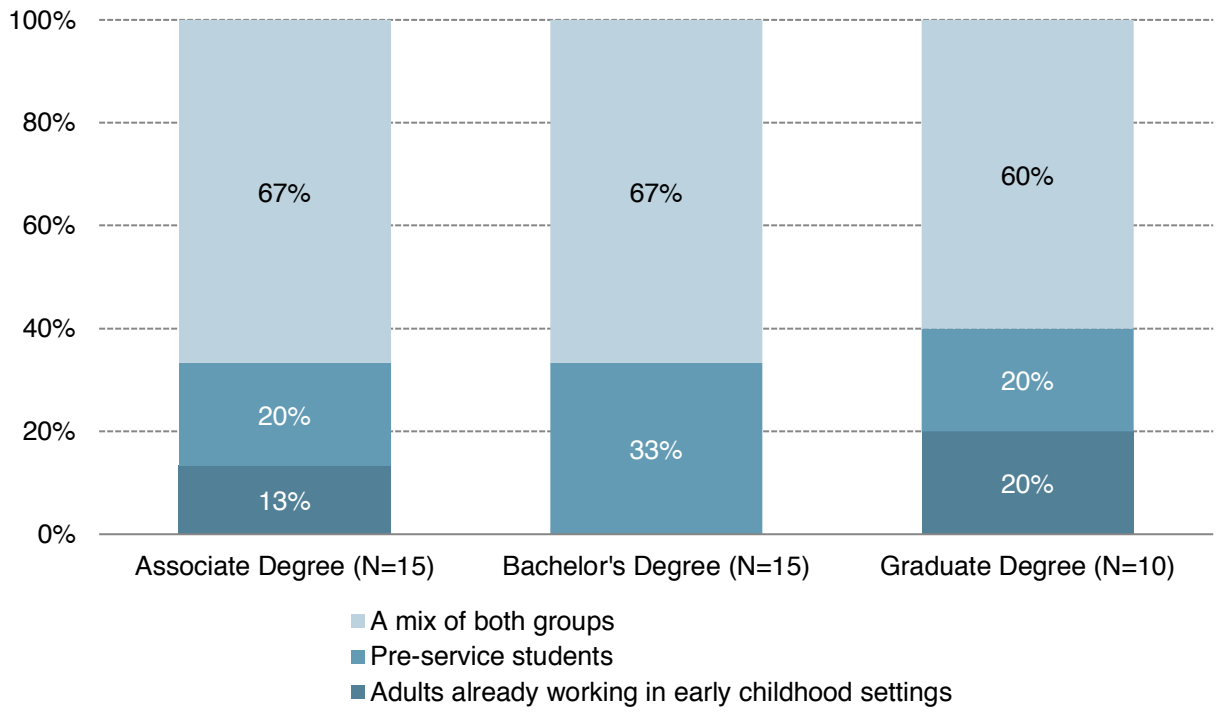
Table 2.1. Number of Faculty Members Teaching in Degree Programs During Spring 2017, by Degree Level

Number of Faculty	Associate Degree (N=15)	Bachelor's Degree (N=12)
Full-Time Faculty		
Mean	1.9	2.3
Range	1–5	1–7
Part-Time/Adjunct Faculty		
Mean	3.2	1.8
Range	1–6	0–4

Students Served in Tennessee Early Childhood Degree Programs

Target Student Population

Figure 2.2. Target Student Population of Tennessee Early Childhood Degree Programs, by Degree Level



Number of Students and Degrees Conferred

Figure 2.3. Number of Students Enrolled in Tennessee Early Childhood Degree Programs During the 2015-2016 Academic Year (N=26)

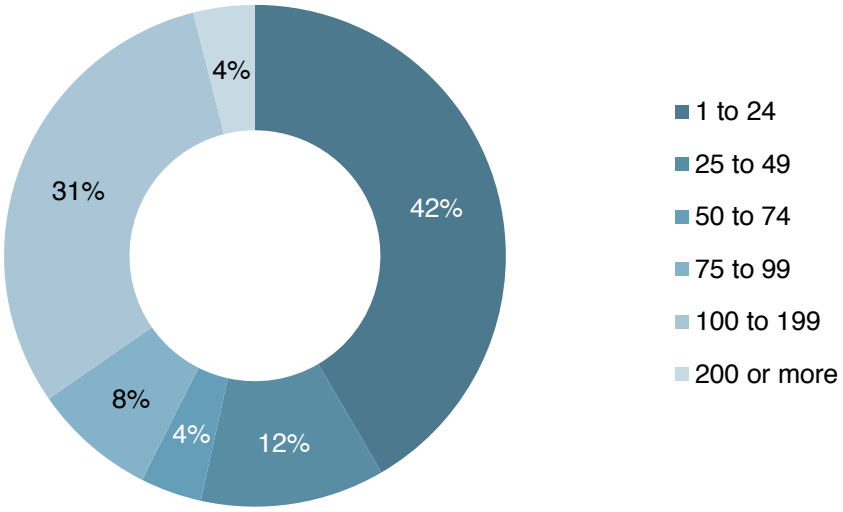
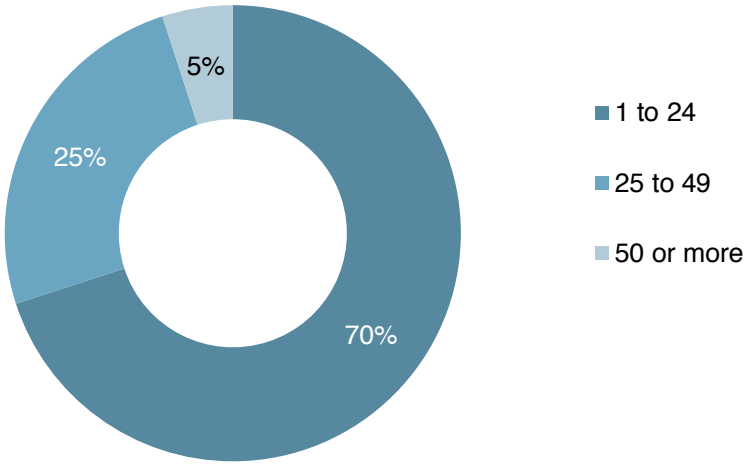


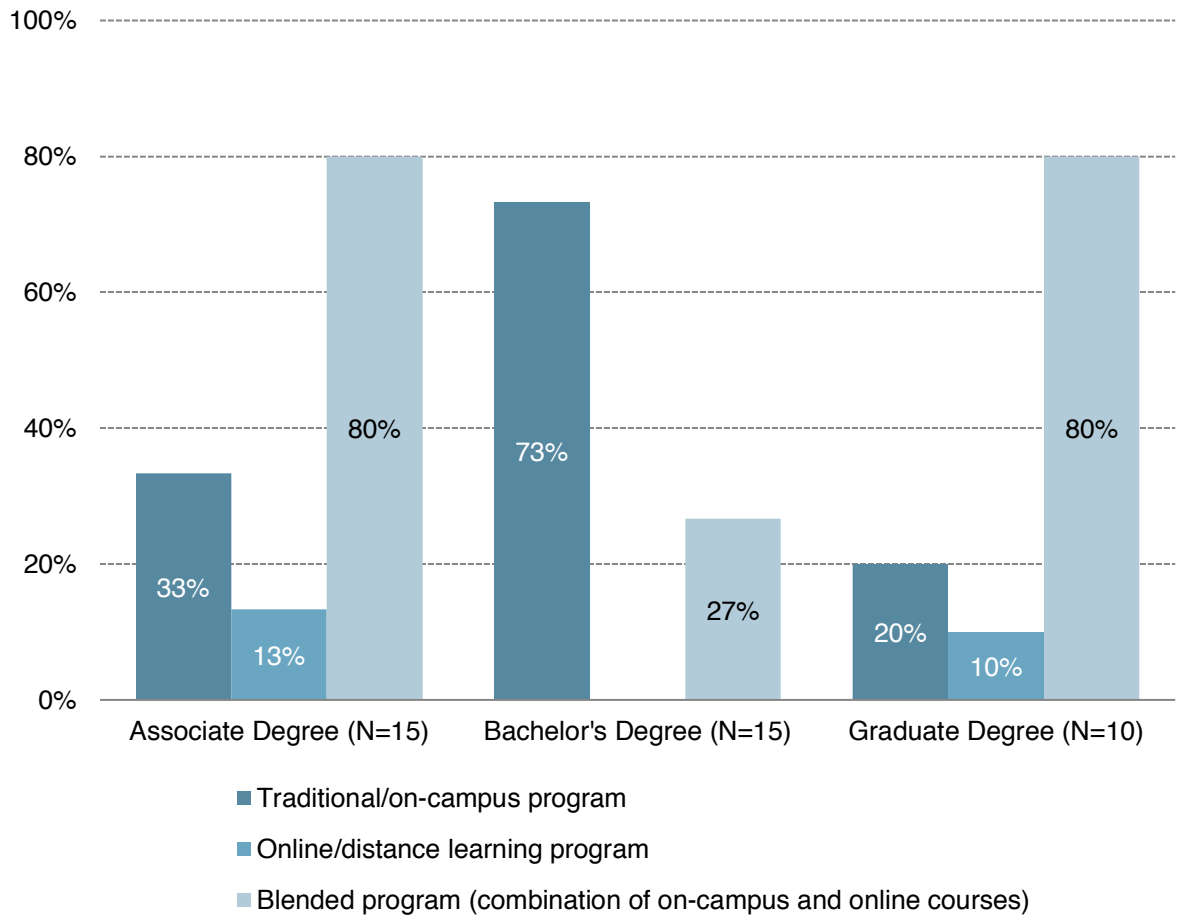
Figure 2.4. Number of Degrees Conferred in Tennessee Early Childhood Degree Programs in the 2015-2016 Academic Year (N=20)



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 Tennessee 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 Tennessee Early Childhood Degree Programs: Counseling Support, by Degree Level

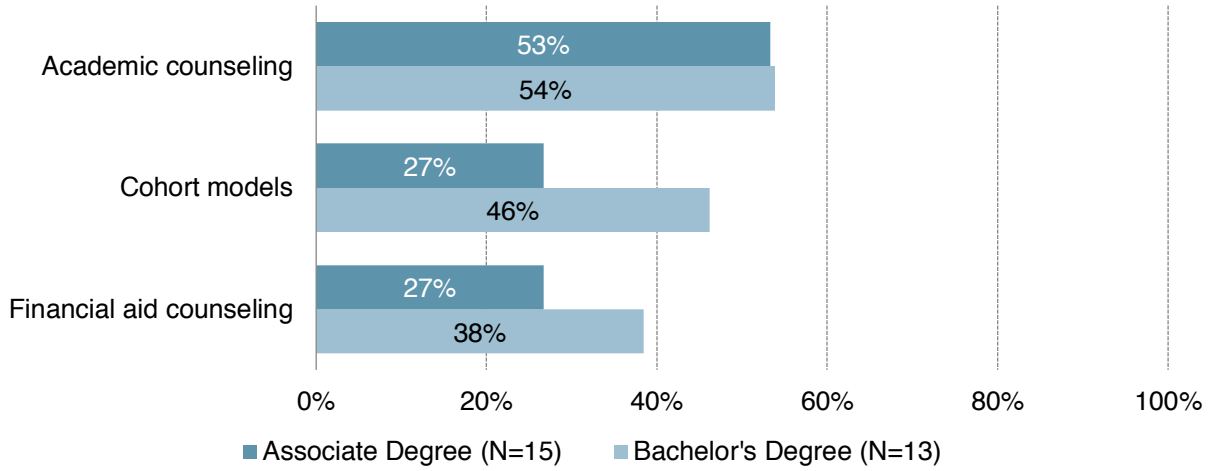


Figure 2.7. Student Services Offered in Tennessee Early Childhood Degree Programs: Access Support, by Degree Level

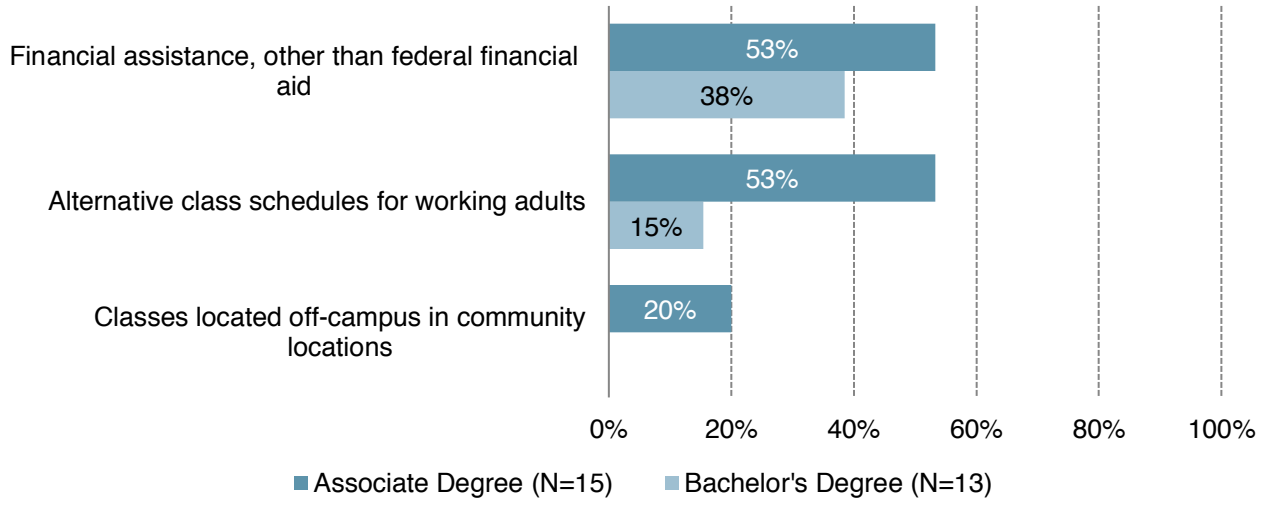
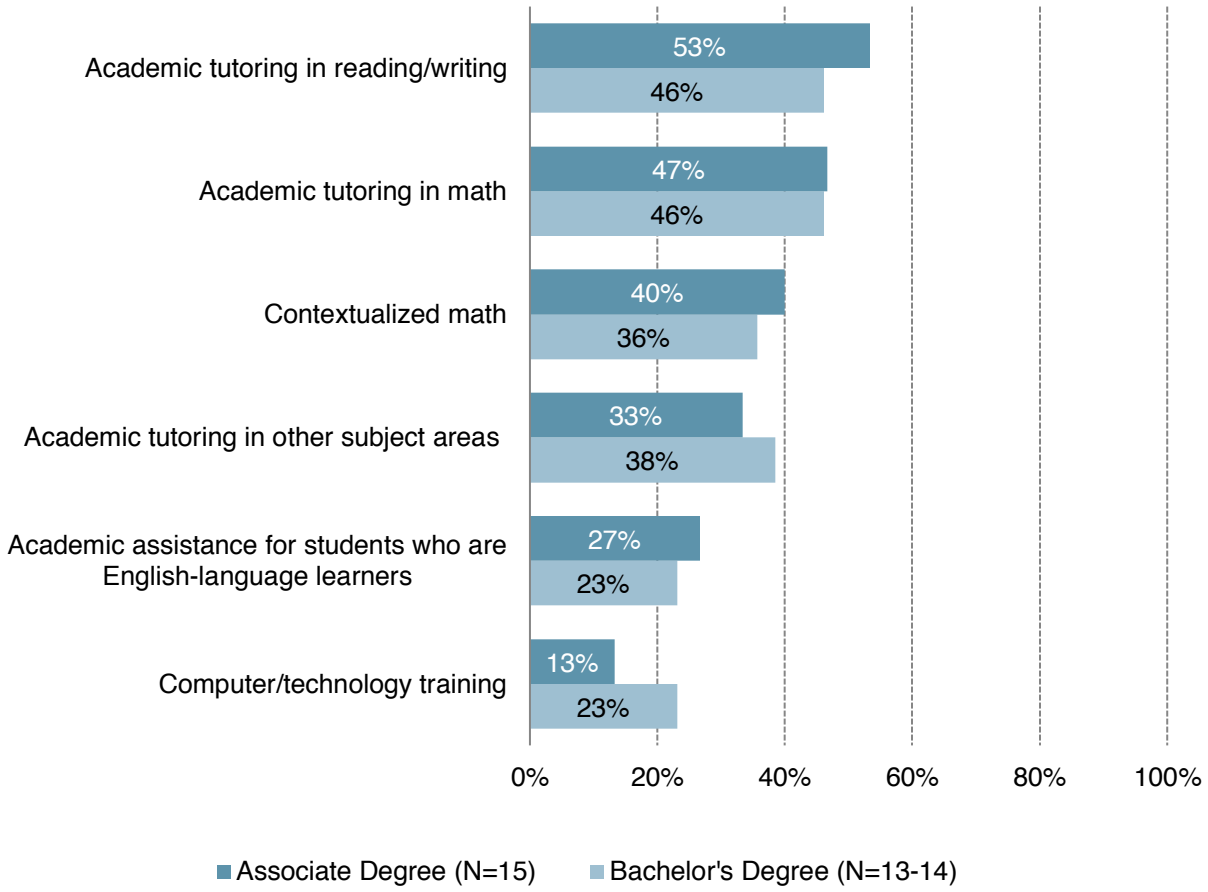


Figure 2.8. Student Services Offered in Tennessee Early Childhood Degree Programs: Skill Support, by Degree Level



Content and Age-Group Focus of Tennessee 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, if 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

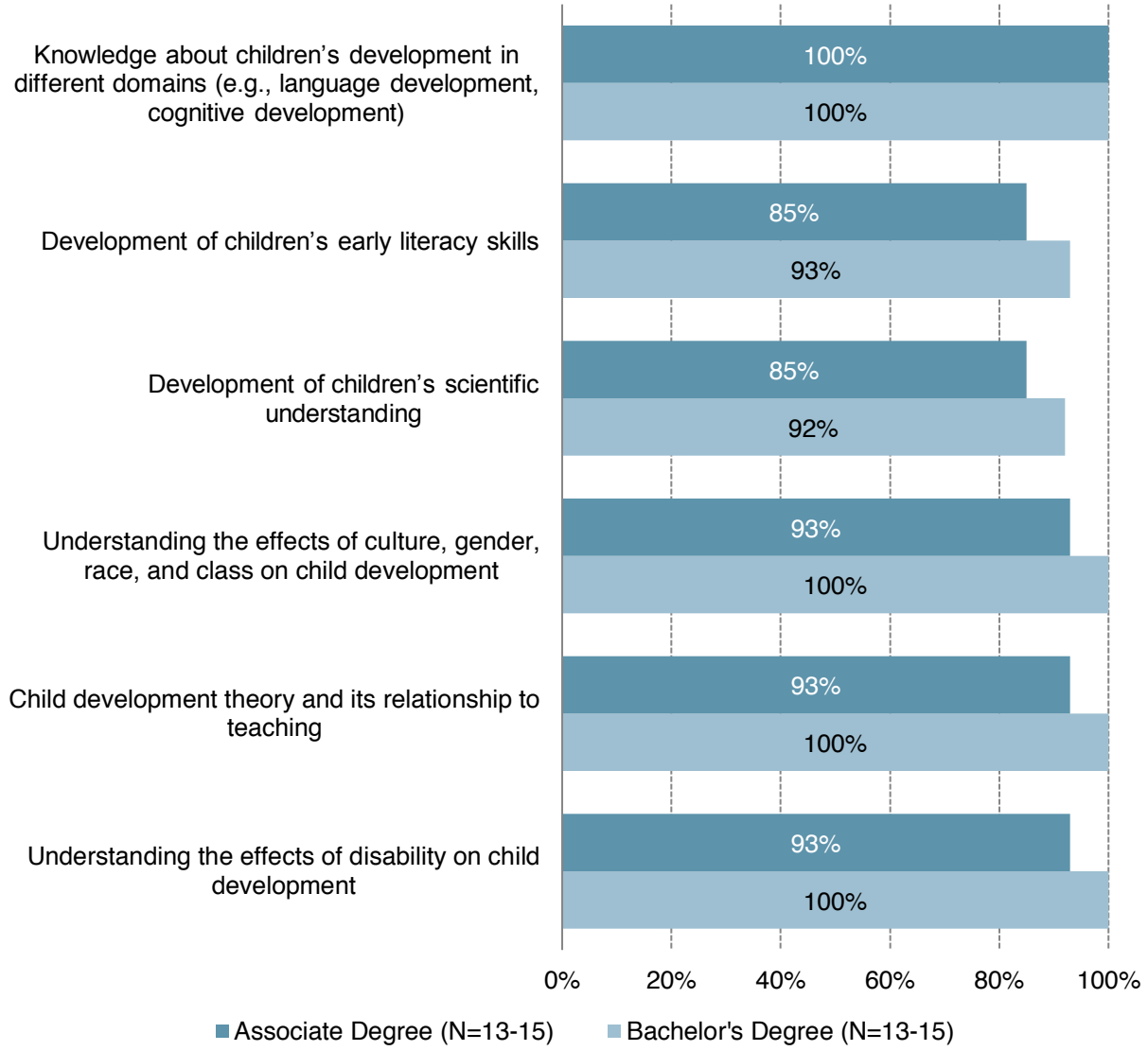


Table 2.2. Coursework Related to Child Development and Learning: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=13-15)	Bachelor's Degree (N=13-15)	Graduate Degree (N=10)
Knowledge about children's development in different domains (e.g., language development, cognitive development)			
Birth to 2 years	67%	60%	40%
3 and/or 4 years (pre-K)	67%	73%	60%
K-grade 3 or higher	67%	100%	70%
Required, but no age-group focus	33%	0%	30%
Content area not required	0%	0%	0%
Development of children's early literacy skills			
Birth to 2 years	62%	47%	50%
3 and/or 4 years (pre-K)	62%	53%	70%
K-grade 3 or higher	54%	87%	80%
Required, but no age-group focus	23%	7%	10%
Content area not required	15%	7%	10%
Development of children's scientific understanding			
Birth to 2 years	54%	46%	20%
3 and/or 4 years (pre-K)	62%	54%	70%
K-grade 3 or higher	54%	85%	80%
Required, but no age-group focus	23%	8%	10%
Content area not required	15%	8%	10%
Understanding the effects of culture, gender, race, and class on child development			
Birth to 2 years	40%	40%	50%
3 and/or 4 years (pre-K)	40%	47%	50%
K-grade 3 or higher	47%	73%	60%
Required, but no age-group focus	47%	27%	40%
Content area not required	7%	0%	0%
Child development theory and its relationship to teaching			
Birth to 2 years	60%	53%	50%
3 and/or 4 years (pre-K)	60%	60%	60%
K-grade 3 or higher	60%	100%	70%
Required, but no age-group focus	33%	0%	30%
Content area not required	7%	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=13-15)	Bachelor's Degree (N=13-15)	Graduate Degree (N=10)
Understanding the effects of disability on child development			
Birth to 2 years	43%	43%	60%
3 and/or 4 years (pre-K)	43%	50%	60%
K-grade 3 or higher	50%	86%	70%
Required, but no age-group focus	43%	14%	30%
Content area not required	7%	0%	0%

Teaching Diverse Child Populations

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

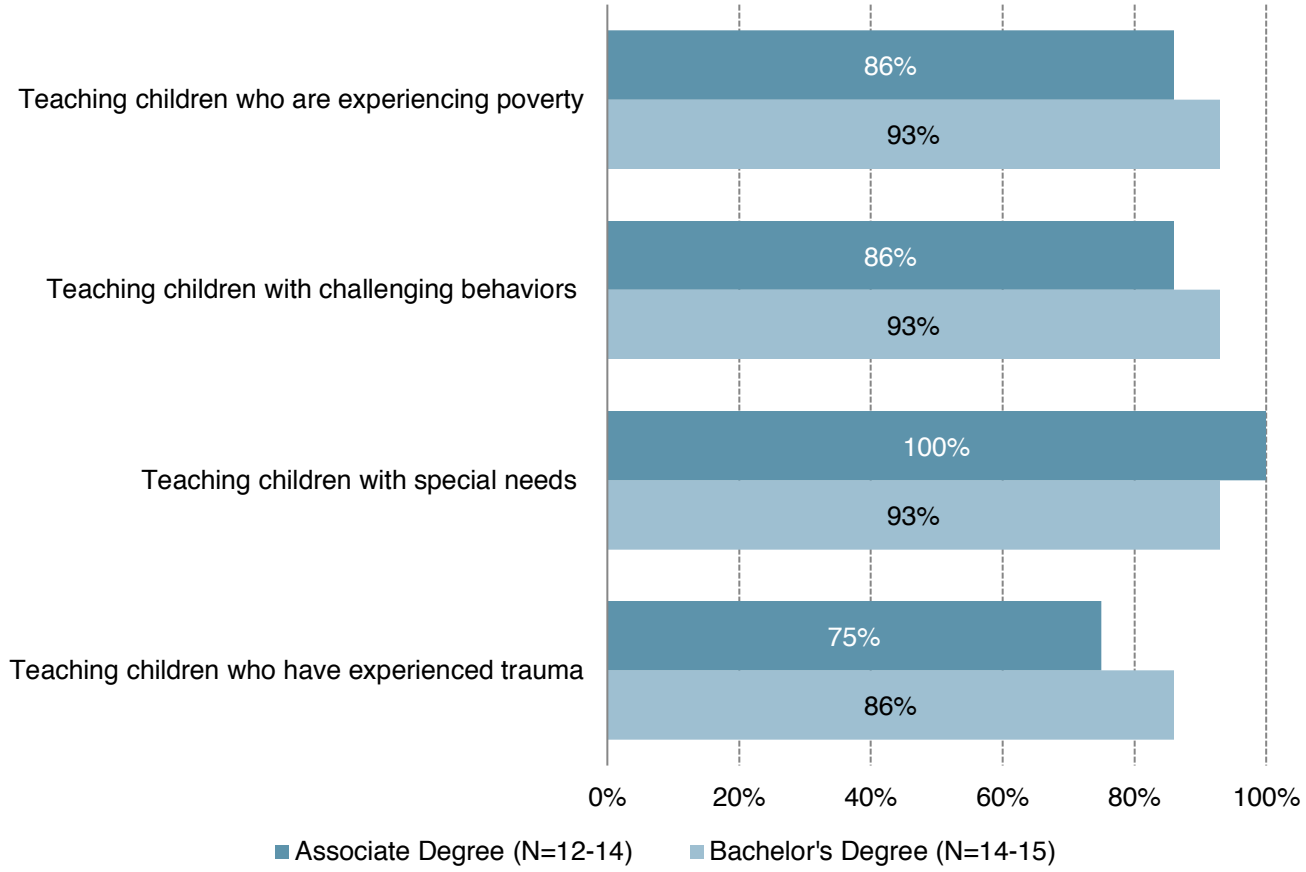


Table 2.3. Coursework Related to Teaching Diverse Child Populations: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=12-14)	Bachelor's Degree (N=14-15)
Teaching children who are experiencing poverty		
Birth to 2 years	21%	27%
3 and/or 4 years (pre-K)	29%	33%
K-grade 3 or higher	29%	60%
Required, but no age-group focus	57%	33%
Content area not required	14%	7%
Teaching children with challenging behaviors		
Birth to 2 years	36%	40%
3 and/or 4 years (pre-K)	36%	47%
K-grade 3 or higher	36%	80%
Required, but no age-group focus	50%	13%
Content area not required	14%	7%
Teaching children with special needs		
Birth to 2 years	46%	27%
3 and/or 4 years (pre-K)	46%	33%
K-grade 3 or higher	46%	67%
Required, but no age-group focus	54%	27%
Content area not required	0%	7%
Teaching children who have experienced trauma		
Birth to 2 years	25%	21%
3 and/or 4 years (pre-K)	25%	21%
K-grade 3 or higher	25%	43%
Required, but no age-group focus	50%	43%
Content area not required	25%	14%

Teaching and Curriculum

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

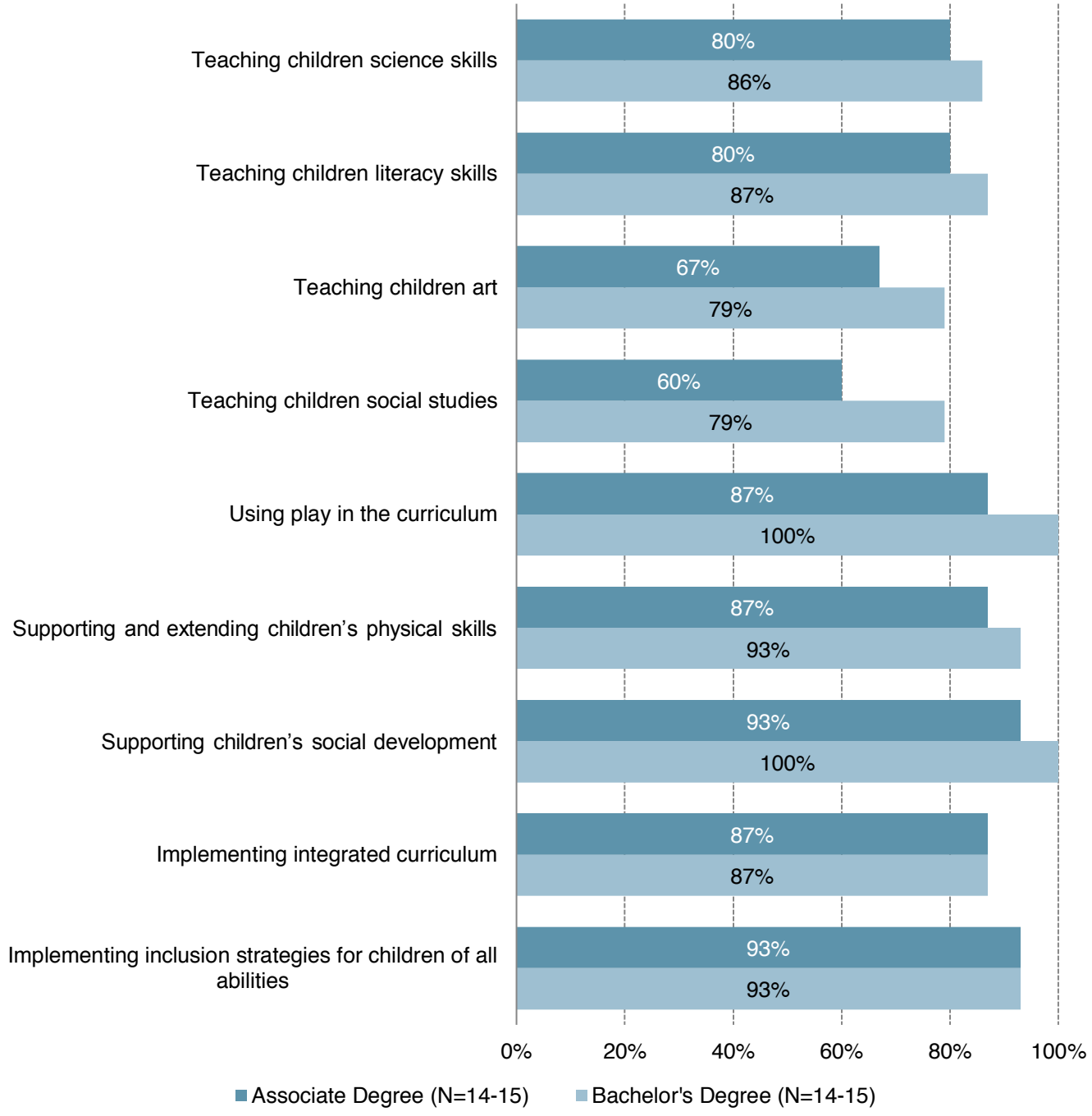


Table 2.4. Coursework Related to Teaching and Curriculum: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=14-15)	Bachelor's Degree (N=14-15)
Teaching children science skills		
Birth to 2 years	40%	29%
3 and/or 4 years (pre-K)	40%	57%
K-grade 3 or higher	47%	79%
Required, but no age-group focus	33%	7%
Content area not required	20%	14%
Teaching children literacy skills		
Birth to 2 years	40%	47%
tra3 and/or 4 years (pre-K)	40%	53%
K-grade 3 or higher	47%	80%
Required, but no age-group focus	33%	7%
Content area not required	20%	13%
Teaching children art		
Birth to 2 years	33%	29%
3 and/or 4 years (pre-K)	33%	43%
K-grade 3 or higher	40%	57%
Required, but no age-group focus	27%	21%
Content area not required	33%	21%
Teaching children social studies		
Birth to 2 years	20%	29%
3 and/or 4 years (pre-K)	20%	57%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	33%	14%
Content area not required	40%	21%
Using play in the curriculum		
Birth to 2 years	47%	57%
3 and/or 4 years (pre-K)	47%	64%
K-grade 3 or higher	47%	79%
Required, but no age-group focus	40%	14%
Content area not required	13%	0%

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

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

Age-Group Focus	Associate Degree (N=14-15)	Bachelor's Degree (N=14-15)
Supporting and extending children's physical skills		
Birth to 2 years	53%	47%
3 and/or 4 years (pre-K)	53%	53%
K-grade 3 or higher	53%	80%
Required, but no age-group focus	33%	7%
Content area not required	13%	7%
Supporting children's social development		
Birth to 2 years	47%	53%
3 and/or 4 years (pre-K)	53%	60%
K-grade 3 or higher	53%	93%
Required, but no age-group focus	40%	7%
Content area not required	7%	0%
Implementing integrated curriculum		
Birth to 2 years	33%	47%
3 and/or 4 years (pre-K)	33%	53%
K-grade 3 or higher	40%	73%
Required, but no age-group focus	47%	13%
Content area not required	13%	13%
Implementing inclusion strategies for children of all abilities		
Birth to 2 years	43%	53%
3 and/or 4 years (pre-K)	43%	60%
K-grade 3 or higher	43%	87%
Required, but no age-group focus	50%	7%
Content area not required	7%	7%

Teaching Skills in Early Childhood Settings

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

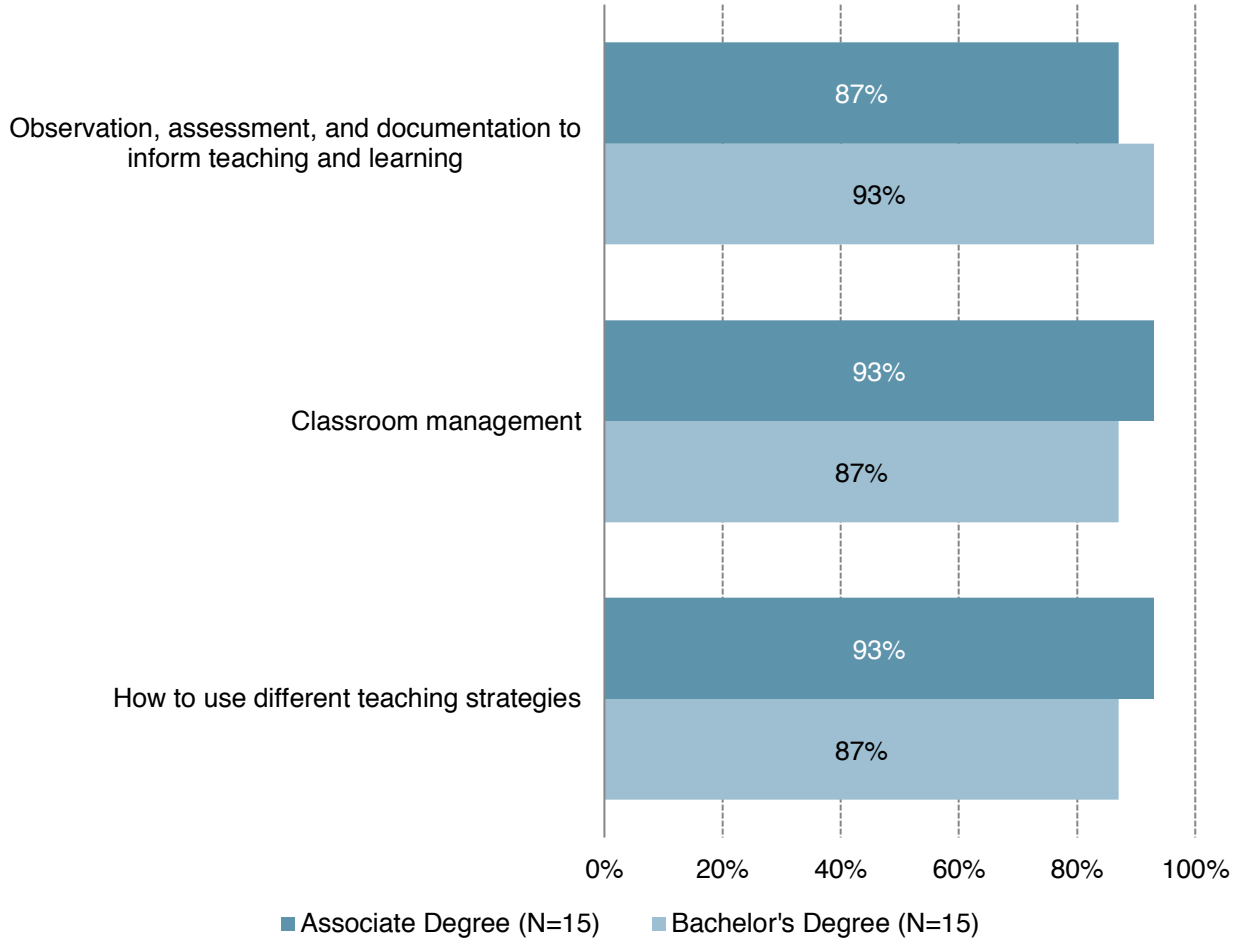


Table 2.5. Coursework Related to Teaching Skills in Early Childhood Settings: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=15)	Bachelor's Degree (N=15)
Observation, assessment, and documentation to inform teaching and learning		
Birth to 2 years	33%	40%
3 and/or 4 years (pre-K)	33%	60%
K-grade 3 or higher	33%	80%
Required, but no age-group focus	47%	7%
Content area not required	13%	7%
Classroom management		
Birth to 2 years	27%	33%
3 and/or 4 years (pre-K)	27%	53%
K-grade 3 or higher	33%	73%
Required, but no age-group focus	60%	13%
Content area not required	7%	13%
How to use different teaching strategies (e.g., planning, instructing, facilitating)		
Birth to 2 years	33%	33%
3 and/or 4 years (pre-K)	40%	60%
K-grade 3 or higher	40%	73%
Required, but no age-group focus	53%	13%
Content area not required	7%	13%

Administration and Leadership

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

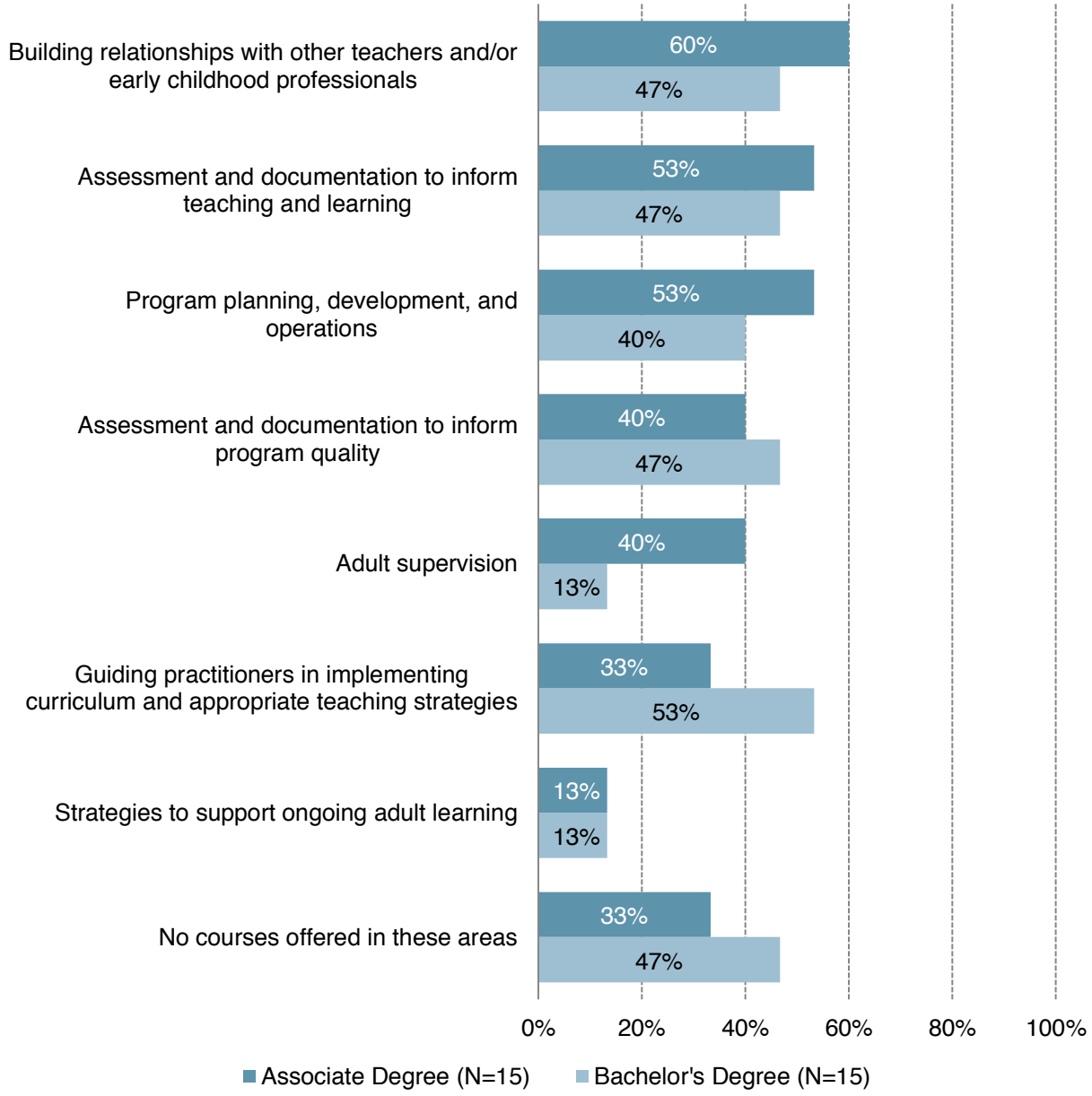
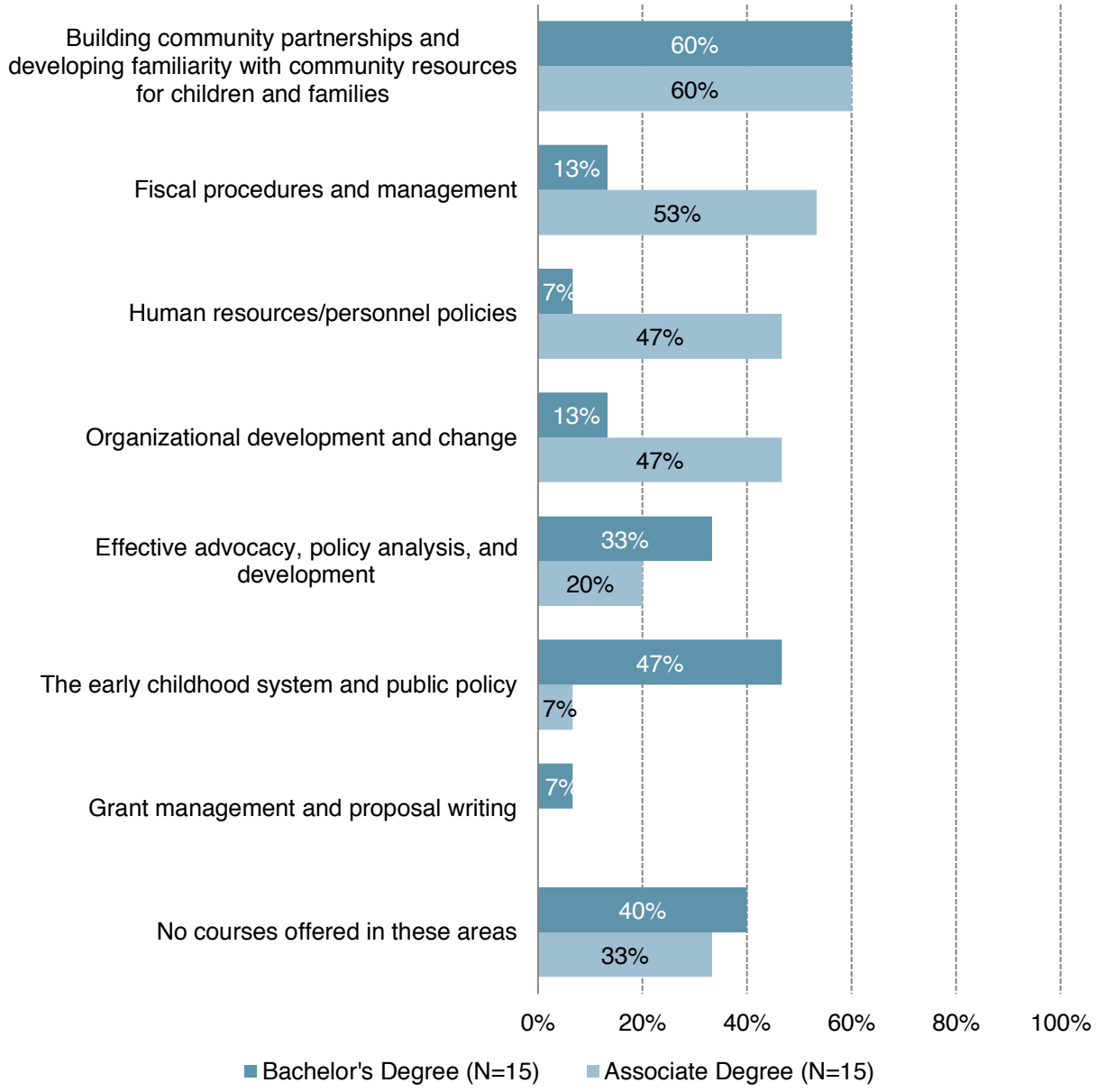


Figure 2.14. Coursework Offered Related to Administration and Leadership: Organization and Systems Topics, by Degree Level



Family Engagement

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

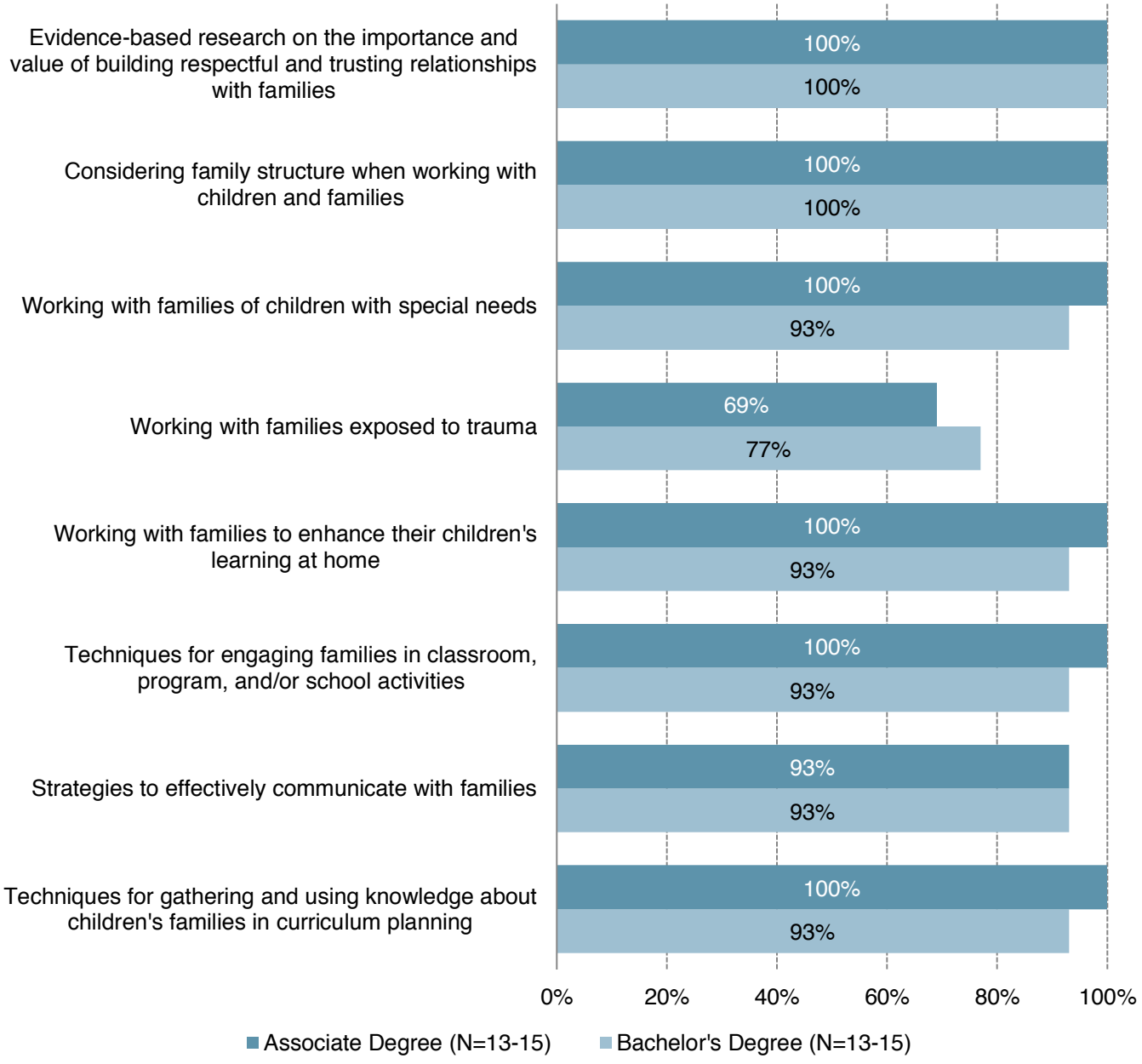


Table 2.6. Coursework Related to Family Engagement: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=13-15)	Bachelor's Degree (N=13-15)
Evidence-based research on the importance and value of building respectful and trusting relationships with families		
Birth to 2 years	33%	33%
3 and/or 4 years (pre-K)	33%	53%
K-grade 3 or higher	40%	73%
Required, but no age-group focus	60%	27%
Content area not required	0%	0%
Considering family structures when working with children and families (e.g., single-parent and divorced families, LGBT families, multi-generational families) and having strategies to partner effectively with a variety of family types		
Birth to 2 years	27%	29%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	33%	57%
Required, but no age-group focus	67%	43%
Content area not required	0%	0%
Working with families of children with special needs		
Birth to 2 years	29%	27%
3 and/or 4 years (pre-K)	29%	33%
K-grade 3 or higher	29%	53%
Required, but no age-group focus	71%	40%
Content area not required	0%	7%
Working with families exposed to trauma		
Birth to 2 years	8%	23%
3 and/or 4 years (pre-K)	8%	23%
K-grade 3 or higher	8%	31%
Required, but no age-group focus	62%	46%
Content area not required	31%	23%
Working with families to help them enhance their children's learning at home		
Birth to 2 years	33%	29%
3 and/or 4 years (pre-K)	33%	36%
K-grade 3 or higher	40%	64%
Required, but no age-group focus	60%	29%
Content area not required	0%	7%

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=13-15)	Bachelor's Degree (N=13-15)
Techniques for engaging families in classroom, program, and/or school activities		
Birth to 2 years	27%	20%
3 and/or 4 years (pre-K)	27%	47%
K-grade 3 or higher	33%	67%
Required, but no age-group focus	67%	27%
Content area not required	0%	7%
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	29%	21%
3 and/or 4 years (pre-K)	29%	36%
K-grade 3 or higher	29%	64%
Required, but no age-group focus	64%	29%
Content area not required	7%	7%
Techniques for gathering and using knowledge about children's families in curriculum planning		
Birth to 2 years	29%	20%
3 and/or 4 years (pre-K)	29%	33%
K-grade 3 or higher	29%	60%
Required, but no age-group focus	71%	33%
Content area not required	0%	7%

Early Mathematics

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

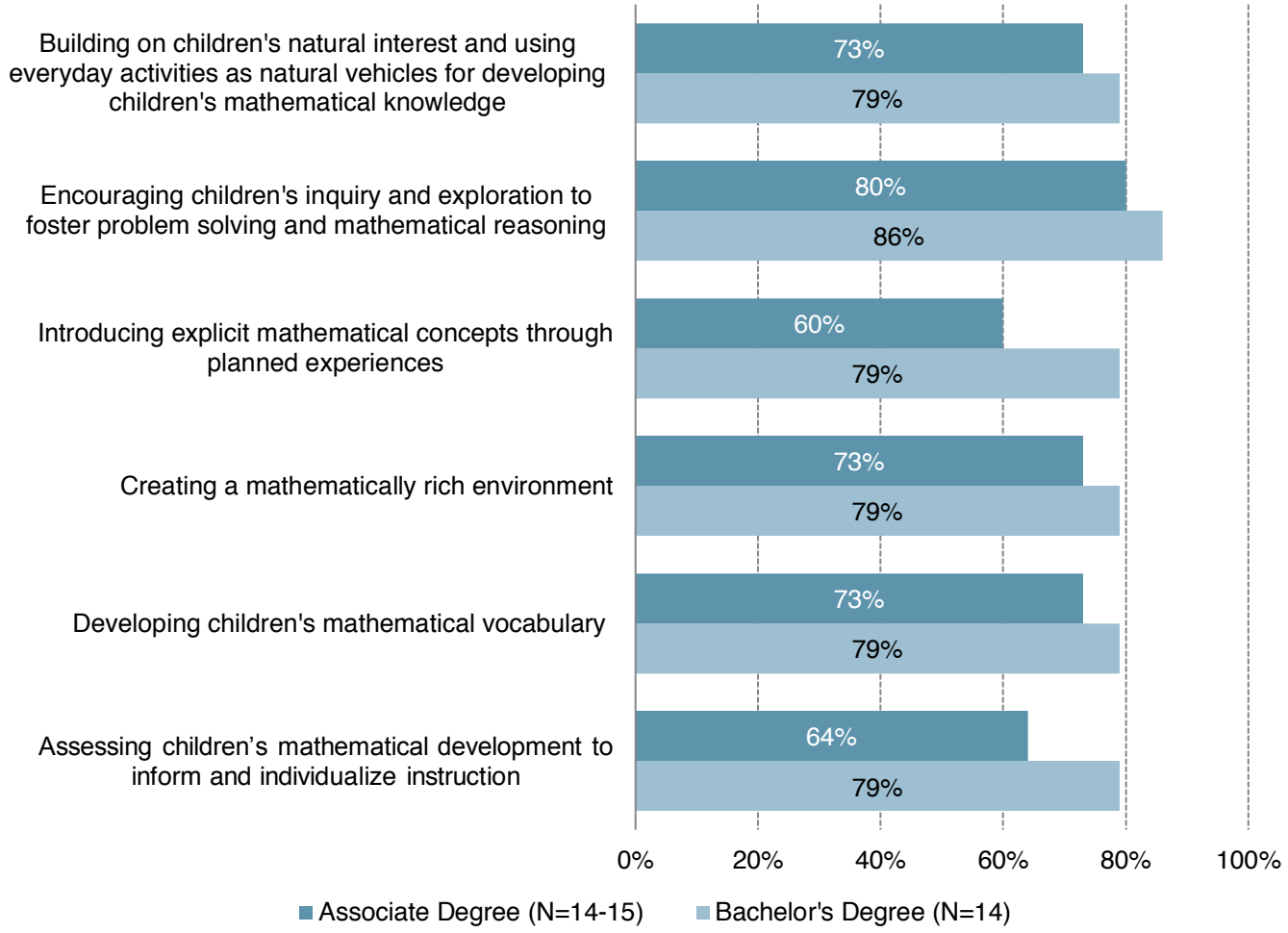


Table 2.7. Coursework Related to Development of Children's Mathematical Understanding: Required Age-Group Focus, by Degree Level
Required age-group focus of topic and percentage of programs not requiring this content

Age-Group Focus	Associate Degree (N=14-15)	Bachelor's Degree (N=14)
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	20%	29%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	33%	64%
Required, but no age-group focus	40%	14%
Content area not required	27%	21%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning		
Birth to 2 years	20%	29%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	47%	21%
Content area not required	20%	14%
Introducing explicit mathematical concepts through planned experiences		
Birth to 2 years	20%	0%
3 and/or 4 years (pre-K)	27%	43%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	27%	14%
Content area not required	40%	21%
Creating a mathematically rich environment		
Birth to 2 years	27%	14%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	40%	14%
Content area not required	27%	21%
Developing children's mathematical vocabulary		
Birth to 2 years	20%	14%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	40%	14%
Content area not required	27%	21%

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

Age-Group Focus	Associate Degree (N=14-15)	Bachelor's Degree (N=14)
Assessing children's mathematical development to inform and individualize instruction		
Birth to 2 years	14%	7%
3 and/or 4 years (pre-K)	21%	50%
K-grade 3 or higher	29%	64%
Required, but no age-group focus	36%	14%
Content area not required	36%	21%

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

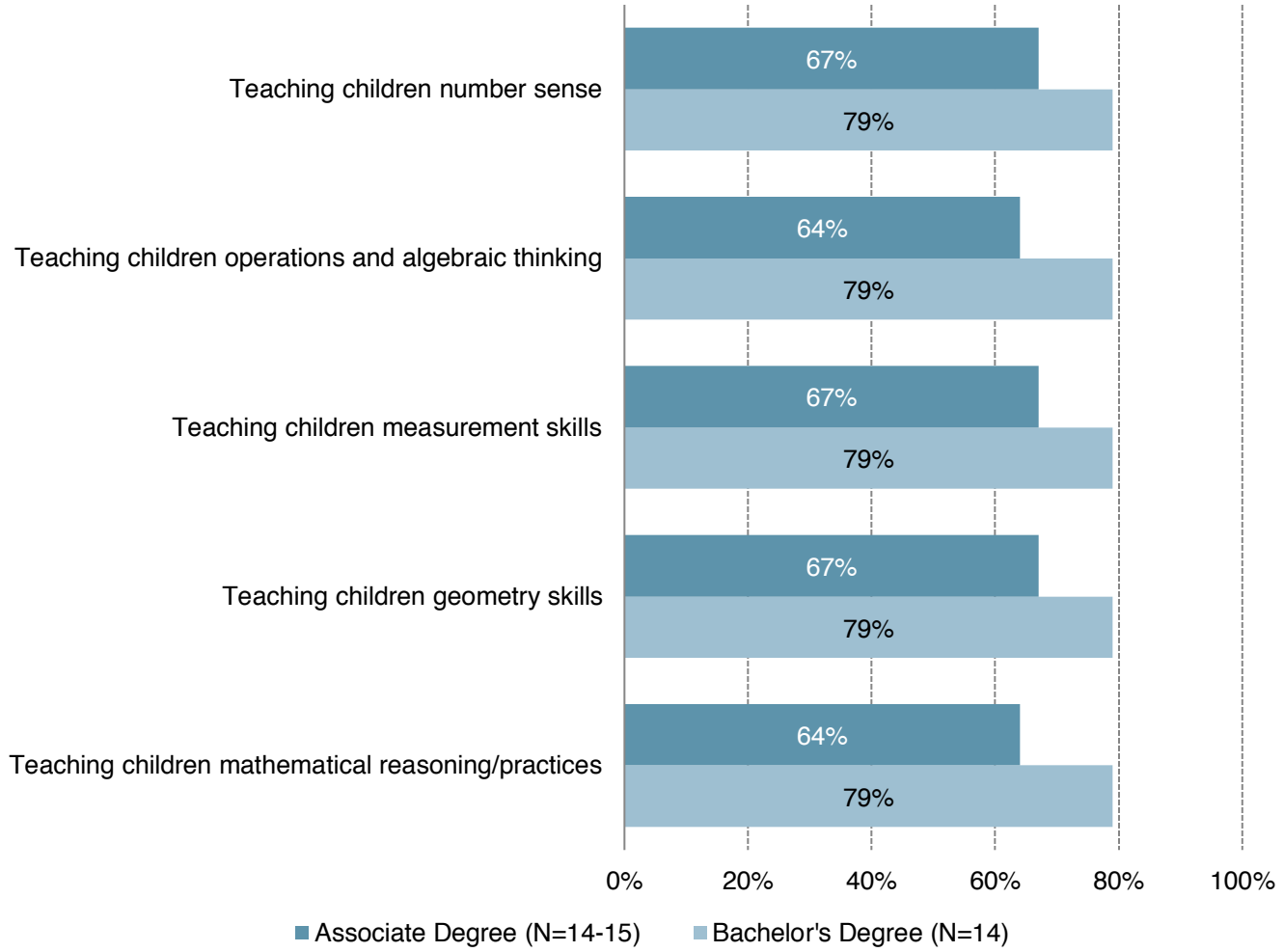


Table 2.8. Coursework Related to Teaching Children Specific Math Skills: Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=14-15)	Bachelor's Degree (N=14)
Teaching children number sense (counting and cardinality)		
Birth to 2 years	20%	14%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	40%	14%
Content area not required	33%	21%
Teaching children operations and algebraic thinking		
Birth to 2 years	21%	14%
3 and/or 4 years (pre-K)	29%	50%
K-grade 3 or higher	29%	64%
Required, but no age-group focus	36%	14%
Content area not required	36%	21%
Teaching children measurement skills		
Birth to 2 years	20%	14%
3 and/or 4 years (pre-K)	27%	43%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	40%	14%
Content area not required	33%	21%
Teaching children geometry skills		
Birth to 2 years	20%	14%
3 and/or 4 years (pre-K)	27%	50%
K-grade 3 or higher	27%	64%
Required, but no age-group focus	40%	14%
Content area not required	33%	21%
Teaching children mathematical reasoning/practices		
Birth to 2 years	14%	14%
3 and/or 4 years (pre-K)	21%	50%
K-grade 3 or higher	21%	64%
Required, but no age-group focus	43%	14%
Content area not required	36%	21%

Dual Language Learners

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

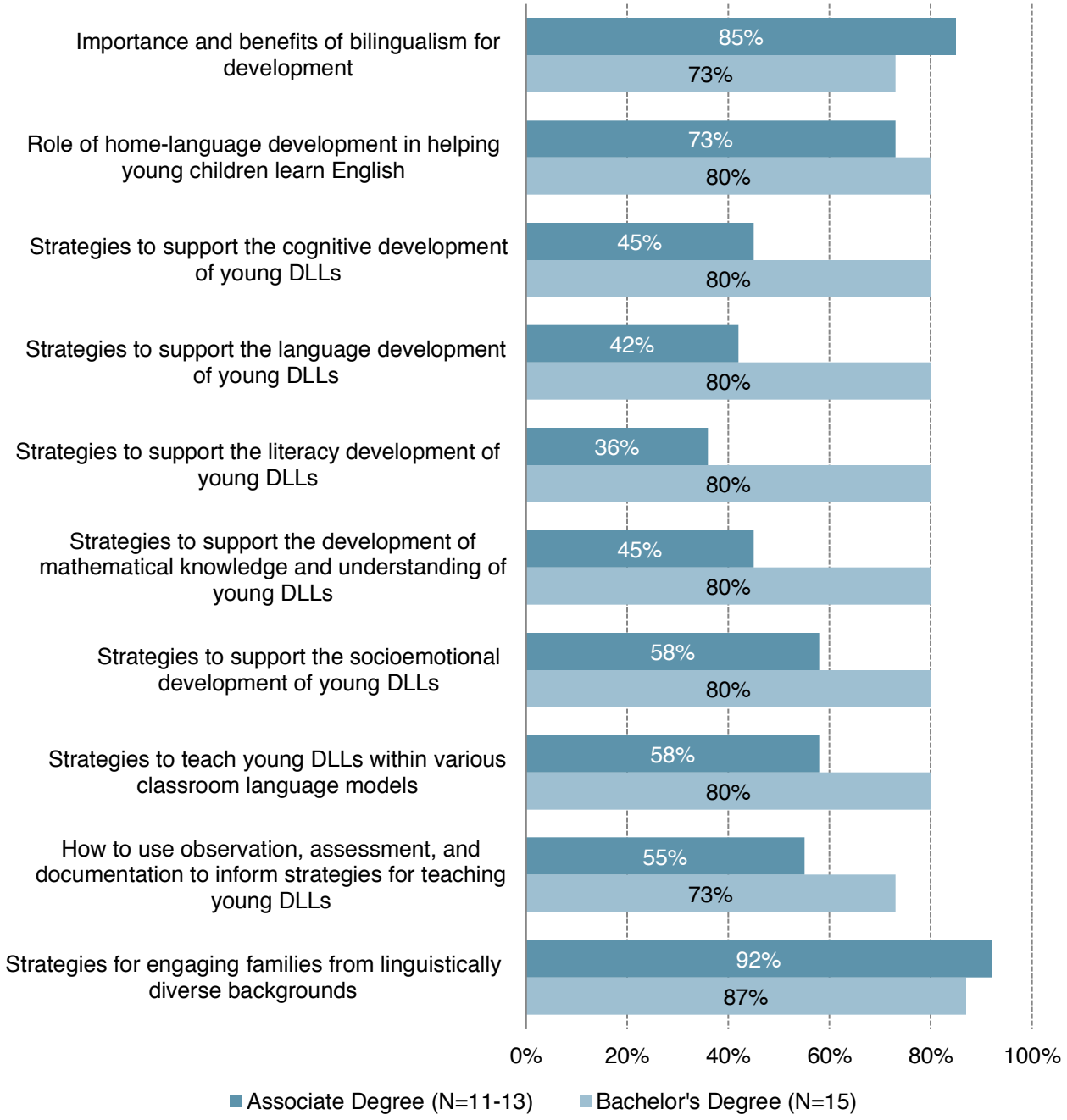


Table 2.9. Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level

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

Age-Group Focus	Associate Degree (N=11-13)	Bachelor's Degree (N=15)
Importance and benefits of bilingualism for young children's development		
Birth to 2 years	31%	27%
3 and/or 4 years (pre-K)	31%	27%
K-grade 3 or higher	31%	47%
Required, but no age-group focus	54%	27%
Content area not required	15%	27%
Role of home-language development in helping young children learn English		
Birth to 2 years	27%	27%
3 and/or 4 years (pre-K)	27%	27%
K-grade 3 or higher	27%	53%
Required, but no age-group focus	36%	27%
Content area not required	27%	20%
Strategies to support the cognitive development of young DLLs		
Birth to 2 years	9%	20%
3 and/or 4 years (pre-K)	9%	20%
K-grade 3 or higher	18%	47%
Required, but no age-group focus	27%	33%
Content area not required	55%	20%
Strategies to support the language development of young DLLs		
Birth to 2 years	17%	20%
3 and/or 4 years (pre-K)	17%	20%
K-grade 3 or higher	25%	47%
Required, but no age-group focus	17%	33%
Content area not required	58%	20%
Strategies to support the literacy development of young DLLs		
Birth to 2 years	9%	20%
3 and/or 4 years (pre-K)	9%	20%
K-grade 3 or higher	18%	47%
Required, but no age-group focus	18%	33%
Content area not required	64%	20%

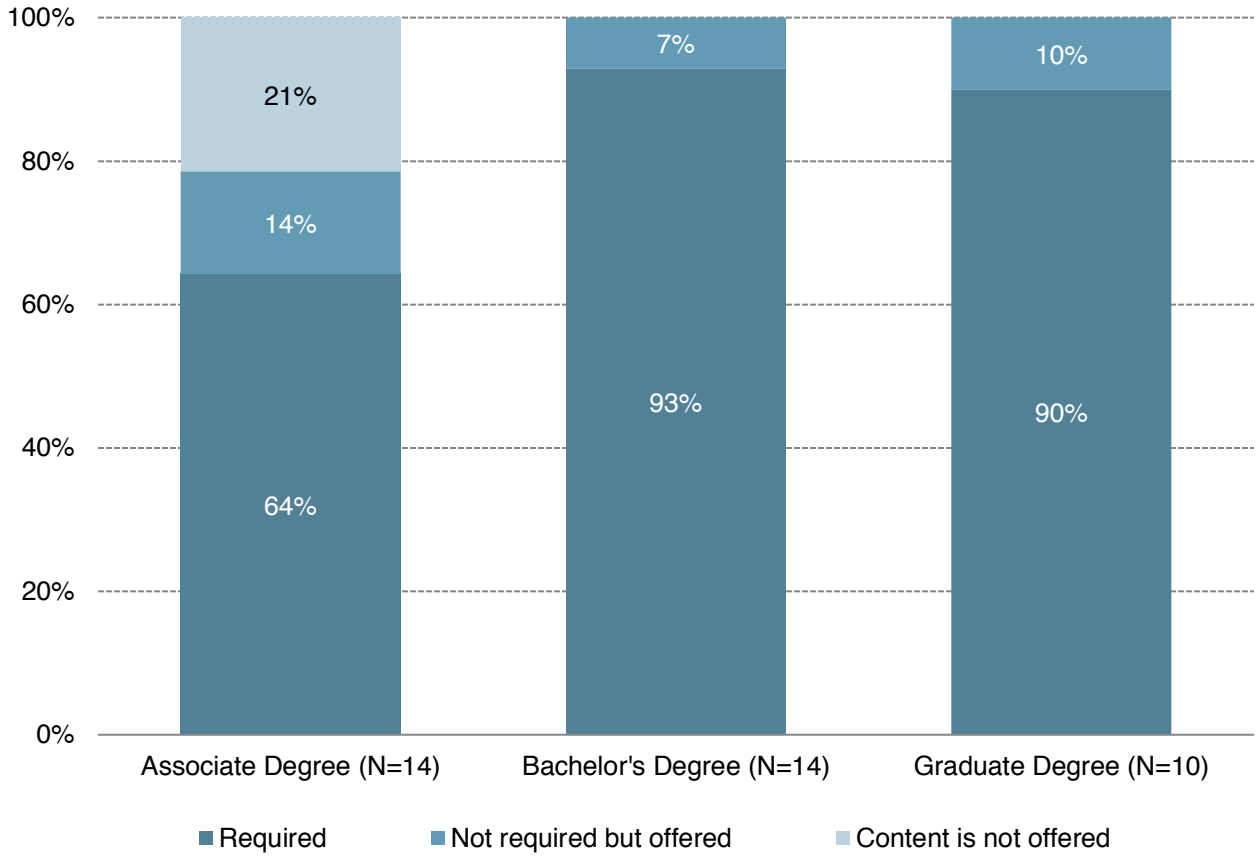
Table 2.9. Coursework Related to Dual Language Learners (DLLs): Required Age-Group Focus, by Degree Level (Continued)

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

Age-Group Focus	Associate Degree (N=11-13)	Bachelor's Degree (N=15)
Strategies to support the development of mathematical knowledge and understanding of young DLLs		
Birth to 2 years	9%	20%
3 and/or 4 years (pre-K)	9%	20%
K-grade 3 or higher	18%	60%
Required, but no age-group focus	27%	20%
Content area not required	55%	20%
Strategies to support the socioemotional development of young DLLs		
Birth to 2 years	17%	20%
3 and/or 4 years (pre-K)	17%	20%
K-grade 3 or higher	25%	53%
Required, but no age-group focus	33%	27%
Content area not required	42%	20%
Strategies to teach young DLLs within various classroom language models (e.g., English only, dual language, English with home-language support)		
Birth to 2 years	8%	27%
3 and/or 4 years (pre-K)	8%	27%
K-grade 3 or higher	17%	40%
Required, but no age-group focus	42%	40%
Content area not required	42%	20%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs		
Birth to 2 years	18%	27%
3 and/or 4 years (pre-K)	18%	27%
K-grade 3 or higher	27%	47%
Required, but no age-group focus	27%	27%
Content area not required	45%	27%
Strategies for engaging families from linguistically diverse backgrounds		
Birth to 2 years	15%	27%
3 and/or 4 years (pre-K)	15%	27%
K-grade 3 or higher	23%	40%
Required, but no age-group focus	69%	47%
Content area not required	8%	13%

Self-Reflection and Awareness of Culture and Bias

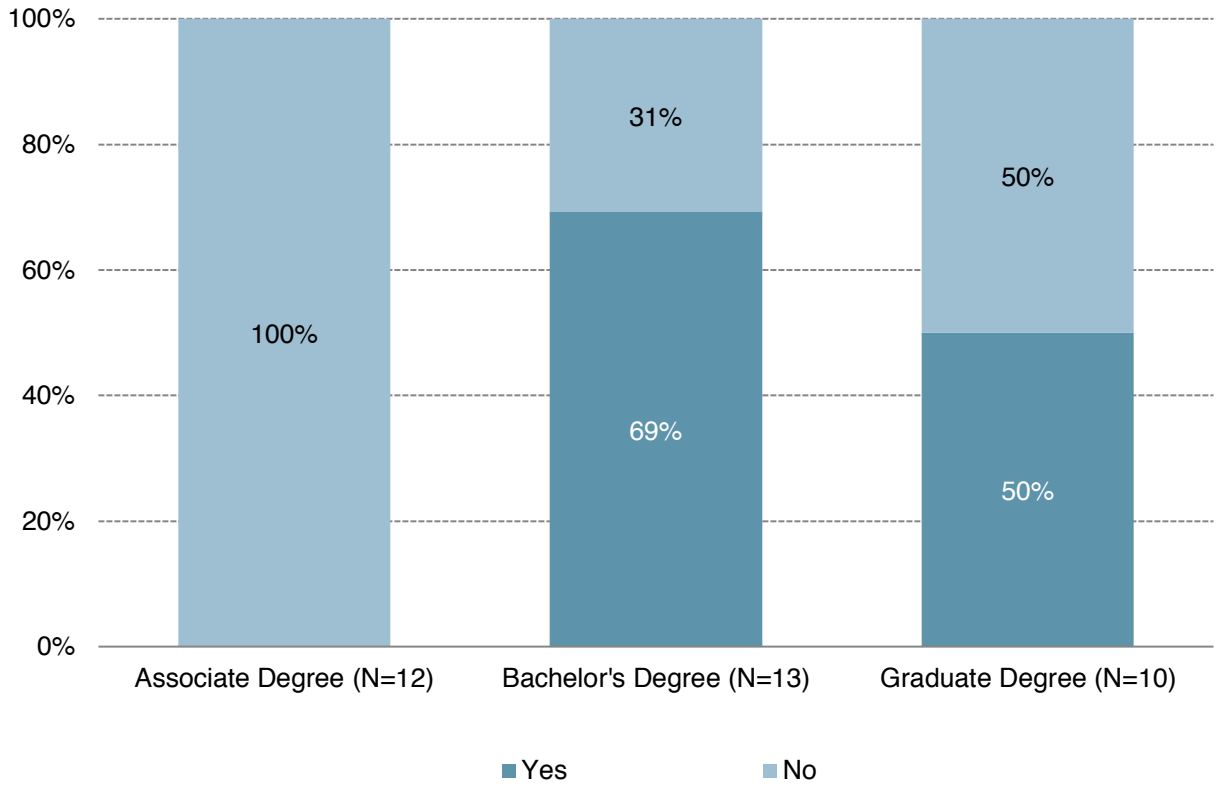
Figure 2.19. Required Coursework Related to Self-Reflection and Awareness of Issues Related to Culture and Bias, by Degree Level



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 Tennessee Early Childhood Degree Programs, by Degree Level

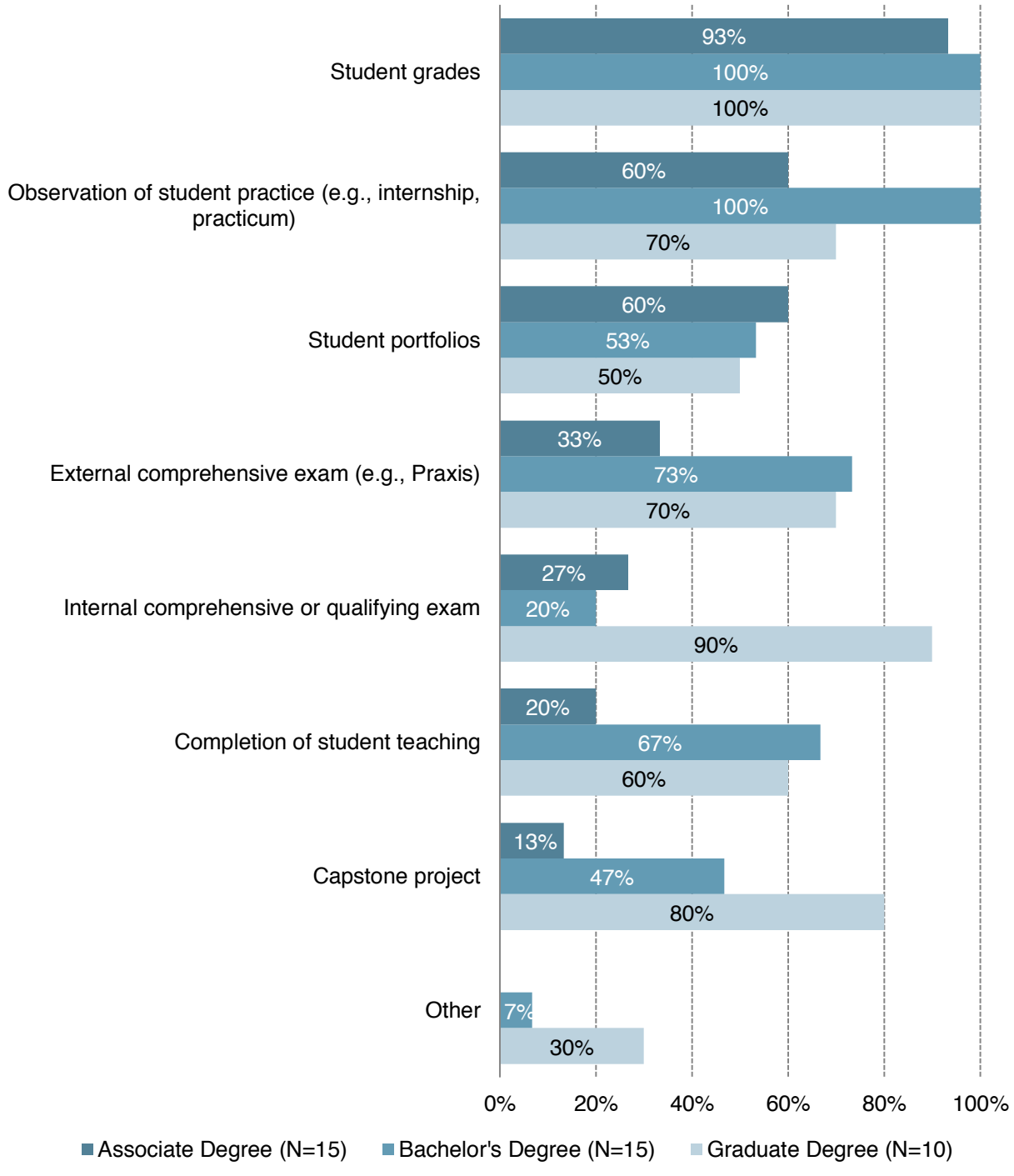
Course Content Structure	Associate Degree (N=14-15)	Bachelor's Degree (N=14-15)
Literacy development in young children and how to promote their skills related to oral and written language		
Taught as a separate course	40%	53%
Taught within a broader course	27%	20%
Taught both as a separate course and embedded within a broader course	20%	20%
Not taught	13%	7%
Socioemotional development, its relationship to learning, and how to support children's socioemotional skills		
Taught as a separate course	13%	33%
Taught within a broader course	60%	67%
Taught both as a separate course and embedded within a broader course	20%	0%
Not taught	7%	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	13%	33%
Taught within a broader course	67%	53%
Taught both as a separate course and embedded within a broader course	13%	7%
Not taught	7%	7%
Implementing assessments effectively to inform and individualize instruction with children		
Taught as a separate course	33%	47%
Taught within a broader course	27%	20%
Taught both as a separate course and embedded within a broader course	33%	20%
Not taught	7%	13%

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

Course Content Structure	Associate Degree (N=14-15)	Bachelor's Degree (N=14-15)
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	33%	43%
Taught within a broader course	33%	36%
Taught both as a separate course and embedded within a broader course	20%	14%
Not taught	13%	7%
Strategies for working with children who are dual language learners		
Taught as a separate course	0%	21%
Taught within a broader course	71%	50%
Taught both as a separate course and embedded within a broader course	7%	14%
Not taught	21%	14%
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	53%	20%
Taught within a broader course	13%	73%
Taught both as a separate course and embedded within a broader course	33%	0%
Not taught	0%	7%

Student Assessments

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



Field-Based Learning Experiences

What we asked about field-based experiences:

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

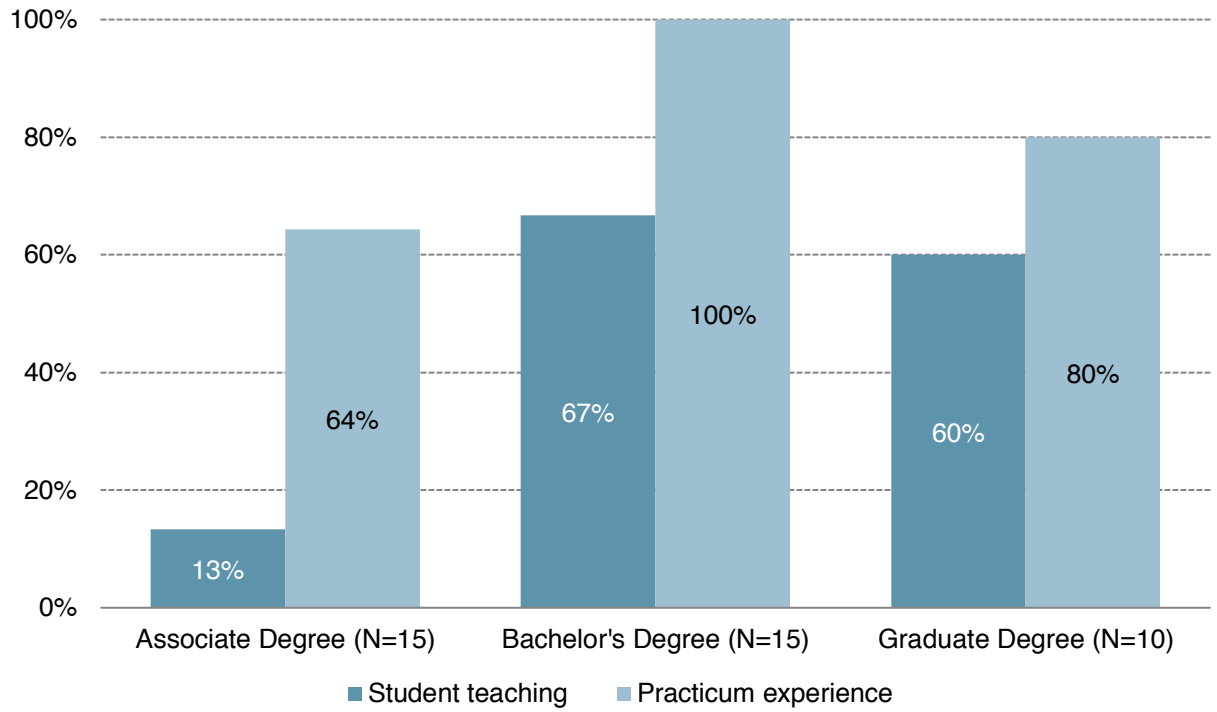
1. Student teaching: Defined as full-time immersion in a classroom, with increasing responsibility for curriculum planning and teaching, as well as supervision by a faculty member, cooperating teacher, and/or mentor.
2. Practicum: Defined as an experience that is short in duration, associated with a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

If field experience was required for attaining the degree, 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.

Required Field Experiences

Figure 2.22. Field Experiences Required in Tennessee Early Childhood Degree Programs, by Degree Level



Timing and Duration of Field Experiences

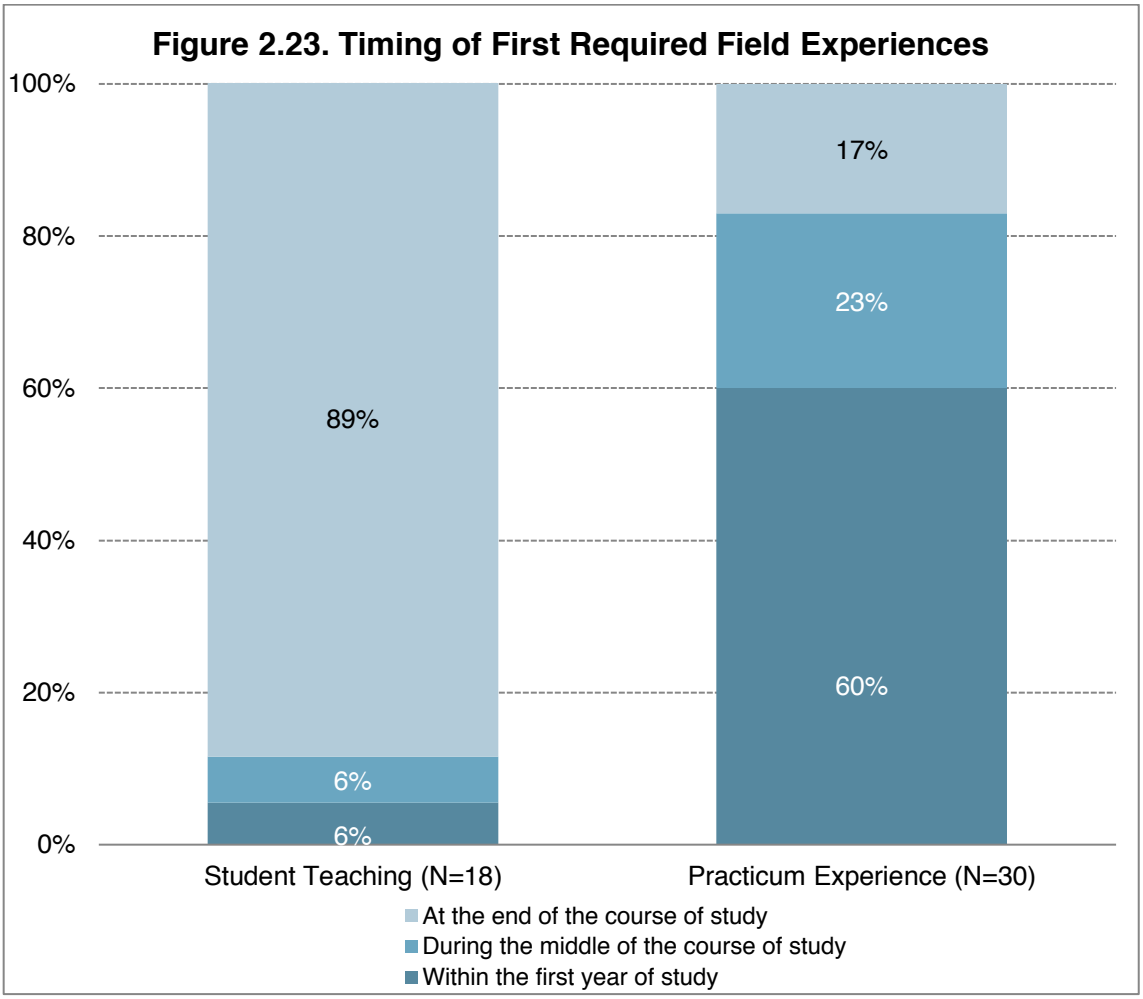


Table 2.11. Time Requirements of Required Field Experiences

Requirement	All Degree Programs
Student Teaching (N=15)	
Average weeks of student teaching	19.8
Range of weeks of student teaching	8–60
Practicum Experience	
Courses Required (N=27)	
Average practicum courses required	3.6
Range of practicum courses required	1–11
Hours per Course (N=20)	
Average hours per practicum course	80.5
Range of hours per practicum course	15–400

Requirements of Field Experiences

Table 2.12. Required Age-Group Focus and Elements of Field Experiences in Tennessee Early Childhood Degree Programs

Age-Group Focus or Element	Required	Optional	Not Offered
Student Teaching (N=17-18)			
Working with children birth to 2 years	12%	53%	35%
Working with children 3 or 4 years (pre-K)	47%	41%	12%
Working with children K-3 or higher	78%	22%	0%
Working with children who are DLLs	12%	76%	12%
Working with children with disabilities	29%	59%	12%
Working with families	35%	47%	18%
Scaffolding math development and understanding	83%	17%	0%
Scaffolding literacy development	94%	6%	0%
Supporting socioemotional development	94%	6%	0%
Facilitating motor development	78%	17%	6%
Developing partnerships with families	61%	28%	11%
Using assessment to inform instruction	89%	11%	0%
Collaborating with community organizations	28%	67%	6%
Practicum Experience (N=29-31)			
Working with children birth to 2 years	34%	55%	10%
Working with children 3 or 4 years (pre-K)	67%	30%	3%
Working with children K-3 or higher	65%	35%	0%
Working with children who are DLLs	13%	70%	17%
Working with children with disabilities	40%	57%	3%
Working with families	60%	33%	7%
Scaffolding math development and understanding	61%	32%	6%
Scaffolding literacy development	60%	33%	7%
Supporting socioemotional development	73%	23%	3%
Facilitating motor development	48%	39%	13%
Developing partnerships with families	53%	43%	3%
Using assessment to inform instruction	71%	26%	3%
Collaborating with community organizations	37%	57%	7%

Criteria for Selecting Field Experience Sites

Table 2.13. Criteria Used to Select Field Experience Sites

Criteria	All Degree Programs
Student Teaching (N=17)	
Site is at a college laboratory school	12%
Site is a public school	76%
Observed quality rating of the site	24%
Site is a nationally accredited early childhood program	18%
Degree program/college has a partnership with a school district	82%
Location of site	35%
Student currently works at the site	12%
Children with disabilities served at the site	24%
Age of children served at the site	59%
Demographic background of children served at the site	47%
Teacher qualifications	65%
Practicum Experience (N=25)	
Site is at a college laboratory school	24%
Site is a public school	56%
Observed quality rating of the site	52%
Site is a nationally accredited early childhood program	32%
Degree program/college has a partnership with a school district	76%
Location of site	40%
Student currently works at the site	36%
Children with disabilities served at the site	36%
Age of children served at the site	72%
Demographic background of children served at the site	40%
Teacher qualifications	64%
Other	4%

Supervision of Field Experiences

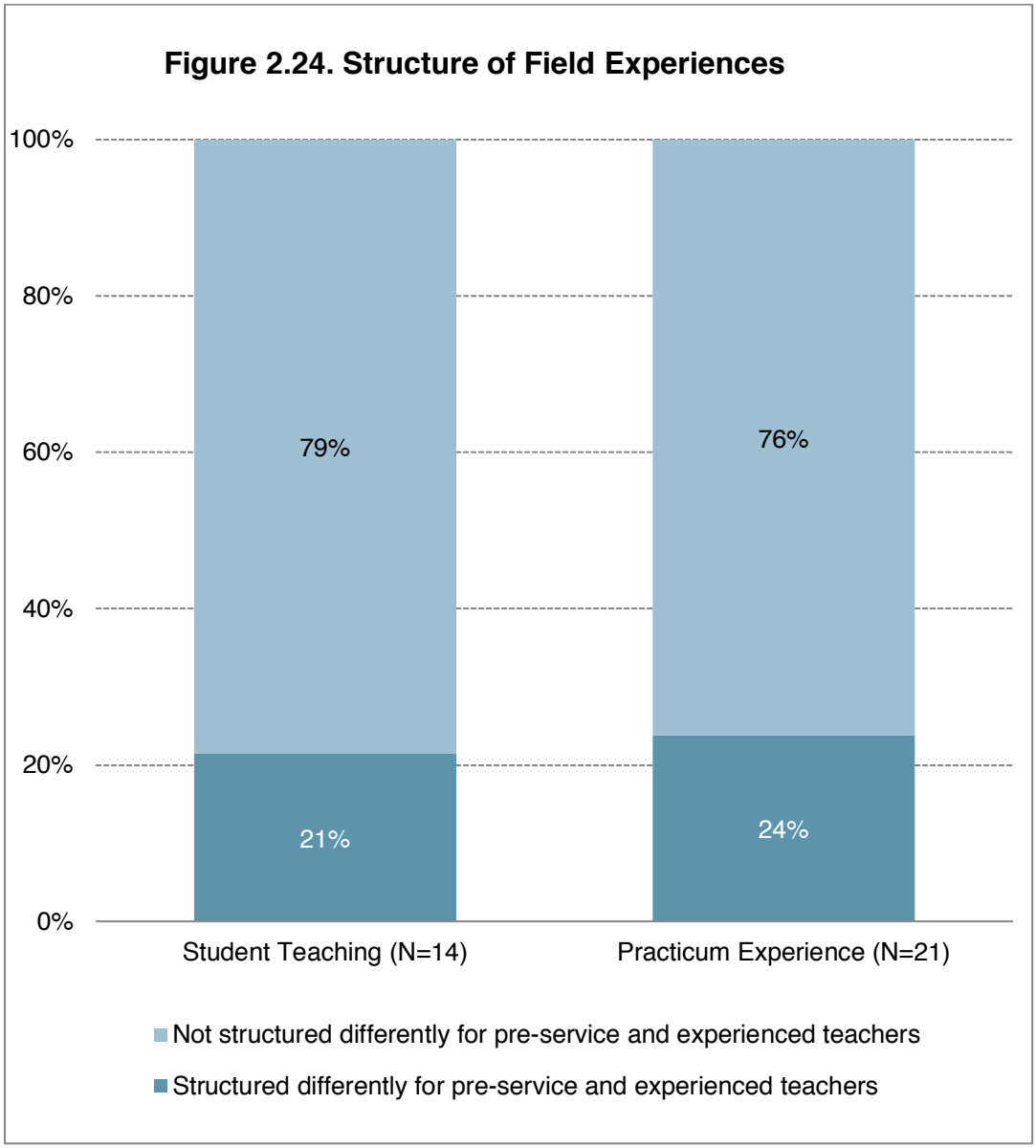
Table 2.14. Typical Supervisors of Field Experiences

Supervisors	All Degree Programs
Student Teaching	
Typical Supervisors (N=18)	
Cooperating teacher	89%
Field supervisor	67%
Field mentor	33%
Faculty	83%
Status of Supervising Faculty (N=14)	
Tenure track/tenured	93%
Non-tenured	43%
Clinical faculty	36%
Adjunct/part-time	36%
Practicum Experience	
Typical Supervisors (N=31)	
Cooperating teacher	61%
Field supervisor	35%
Field mentor	35%
Faculty	87%
Status of Supervising Faculty (N=26)	
Tenure track/tenured	85%
Non-tenured	42%
Clinical faculty	12%
Adjunct/part-time	35%

Table 2.15. Criteria Used to Select Cooperating Teachers for Field Experiences

Criteria	Bachelor's Degree
Student Teaching (N=16)	
Cooperating teacher is a certified/certificated mentor or master teacher	31%
Cooperating teacher holds a particular state credential	81%
Cooperating teacher has experience working with student teachers	56%
Cooperating teacher is selected by the school district or school administrator(s)	94%
Cooperating teacher is tenured	31%
Other	19%
Practicum Experience (N=19)	
Cooperating teacher is a certified/certificated mentor or master teacher	37%
Cooperating teacher holds a particular state credential	74%
Cooperating teacher has experience working with practicum students	74%
Cooperating teacher is selected by the school district or school administrator(s)	89%
Cooperating teacher is tenured	32%
Other	5%

Field Experience Structure for Pre-Service and Experienced Teachers



Articulation and Alignment With the Tennessee Professional Development System

What we asked about articulation and alignment:

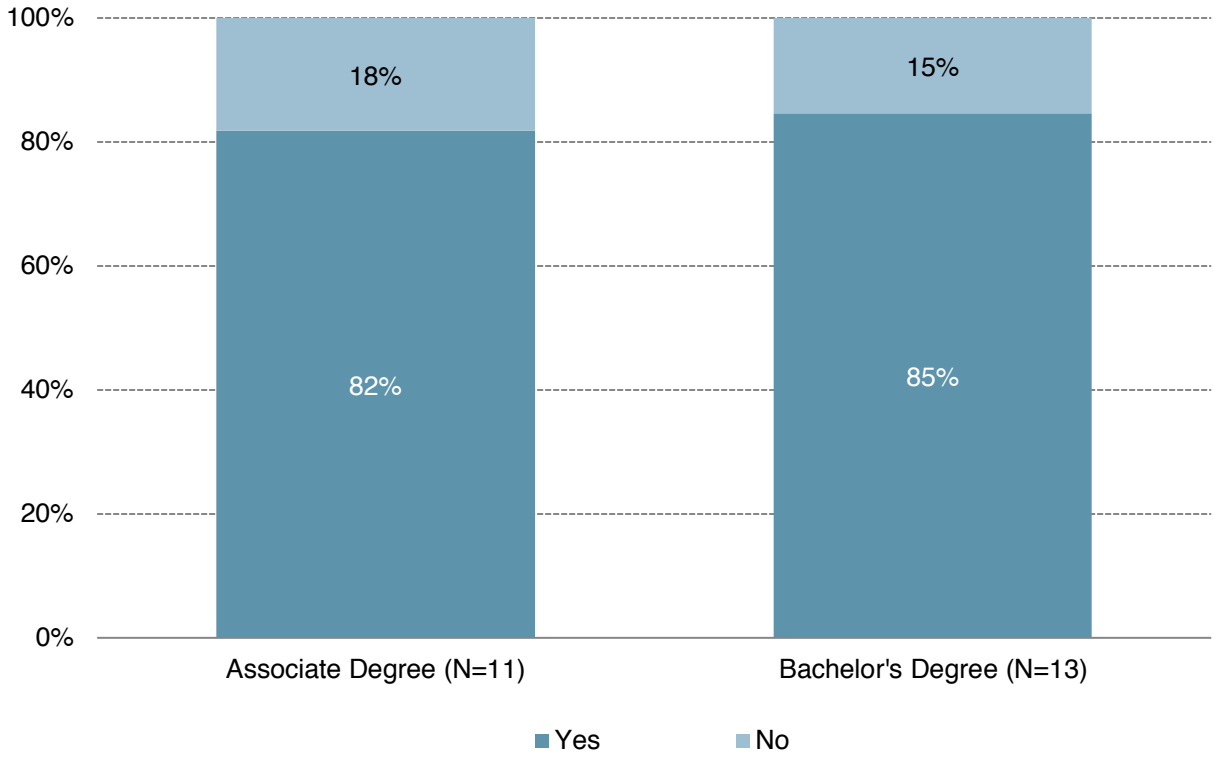
The *Inventory* asked program leads whether their degree programs had formal articulation agreements with other degree programs. Respondents were also asked the status of students entering the program (so that we could understand how many students are transferring versus starting as first-year students)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

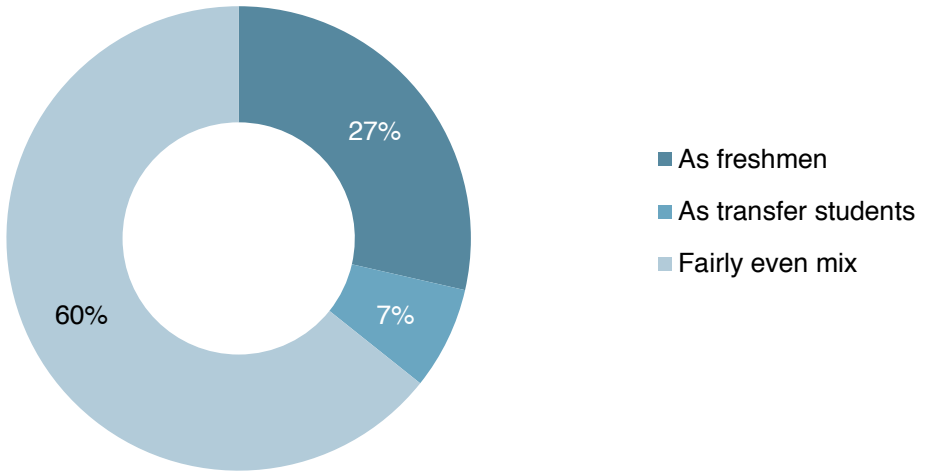
Articulation

Figure 2.25. Percentage of Degree Programs With Articulation Agreements in Place With Specific Institutions or Programs, by Degree Level



Student Status

Figure 2.26. Most Common Status of Students Entering Bachelor's Degree Programs (N=15)



Challenges Students Face in Transferring

Table 2.16. Challenges Students Face in Transferring Associate Degree Credits Into Bachelor's Degree Programs, by Degree Level

Challenge	Associate Degree (N=10)	Bachelor's Degree (N=13)
Lower division early childhood course content does not transfer	10%	15%
Upper division early childhood course content does not transfer	0%	23%
General education course content does not transfer	10%	8%
Courses taken out of state do not transfer	0%	0%
Other	40%	15%
Don't know	50%	38%

Alignment With State and National Standards

Integration of Standards and Competencies

Table 2.17. Integration of Standards and Competencies Into Coursework

Standards	All Degree Programs
State or National Math Standards (N=26)	
Tennessee Academic Standards for Math	77%
Tennessee Early Learning Developmental Standards – Four-Year-Olds	77%
Tennessee Early Learning Developmental Standards – Birth to 48 Months	73%
State or National Family Engagement Standards (N=18)	
NAEYC Professional Preparation Standards/CAEP: Standard 2, Building Family and Community Relationships	78%
NAEYC Principles of Effective Family Engagement	61%
NAEYC Program Accreditation Standards: Standard 7, Families	28%
Other State Standards and Competencies (N=35)	
Tennessee Early Learning Developmental Standards – Birth to 48 Months	71%
Tennessee Early Learning Developmental Standards – Four-Year-Olds	69%
NAEYC Teacher Standards	60%

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

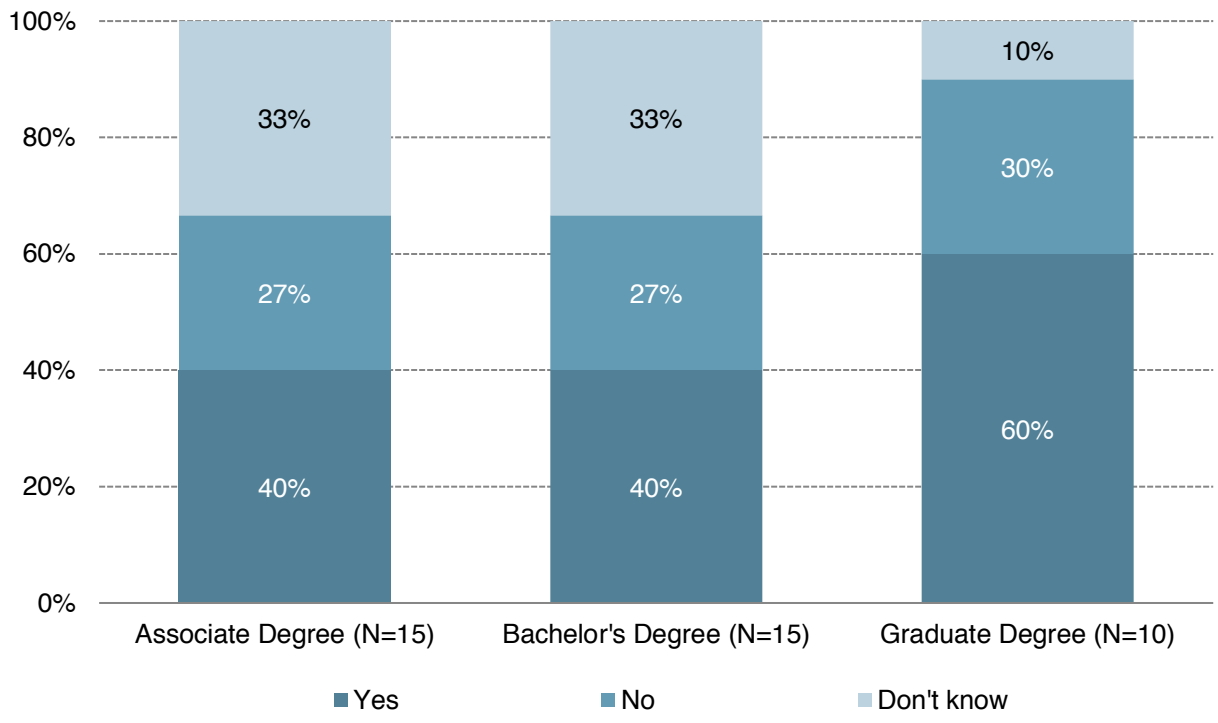
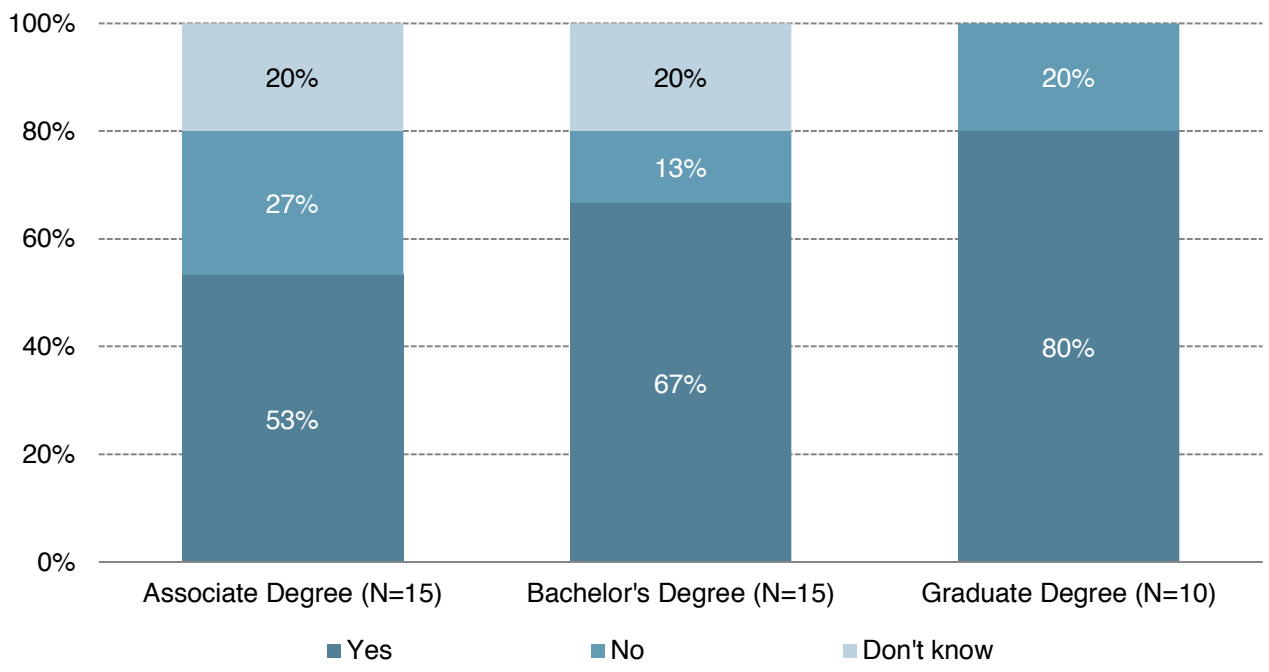


Figure 2.28. State or National Math Standards Incorporated into Early Math Course Content of Tennessee Early Childhood Degree Programs, by Degree Level



Alignment With the Child Development Associate (CDA) Credential

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

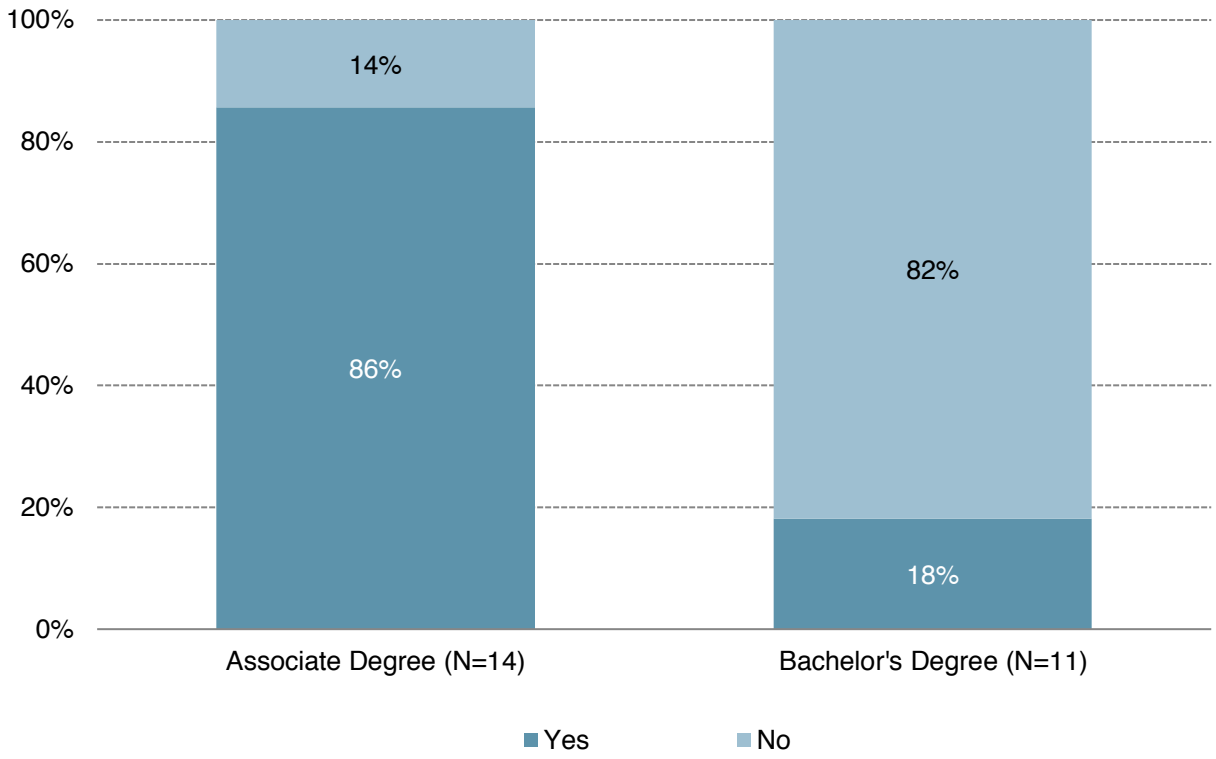
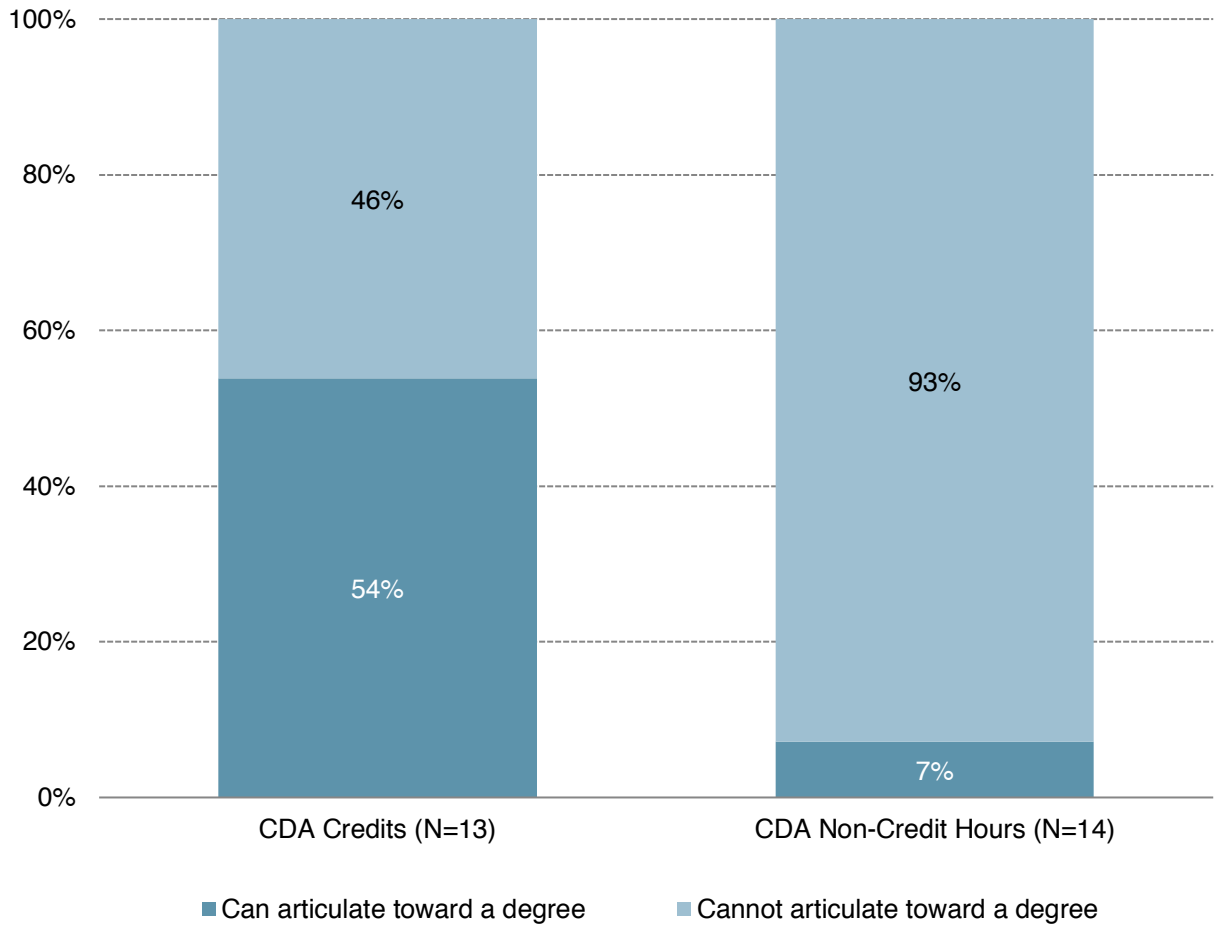
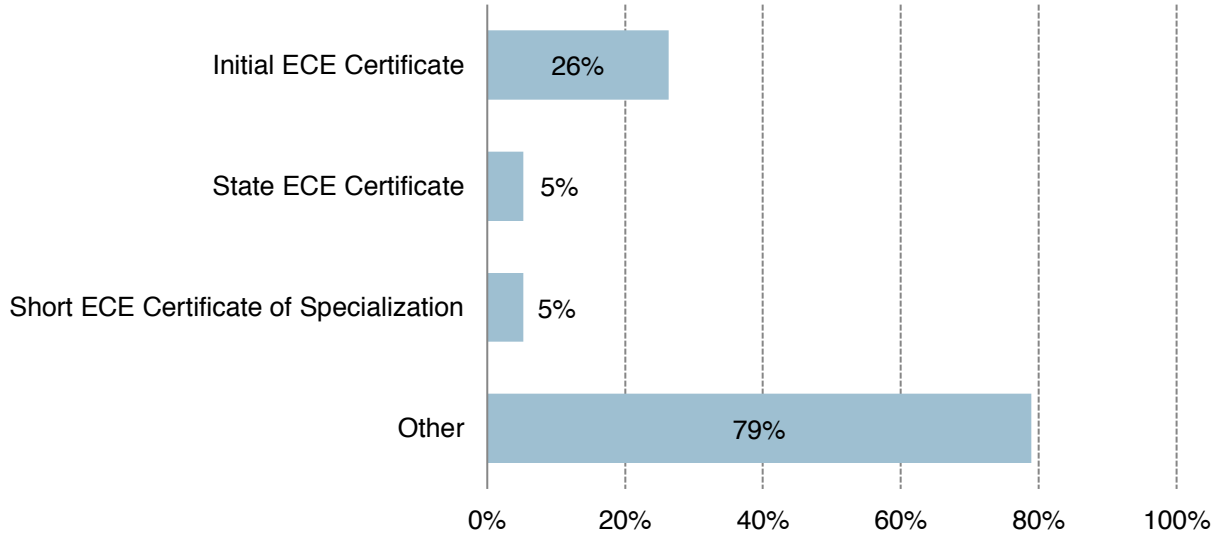


Figure 2.30. Articulation of CDA Credits and Non-Credit Hours Into Credits Toward a Degree



Alignment With State Certificates[6] or Credentials

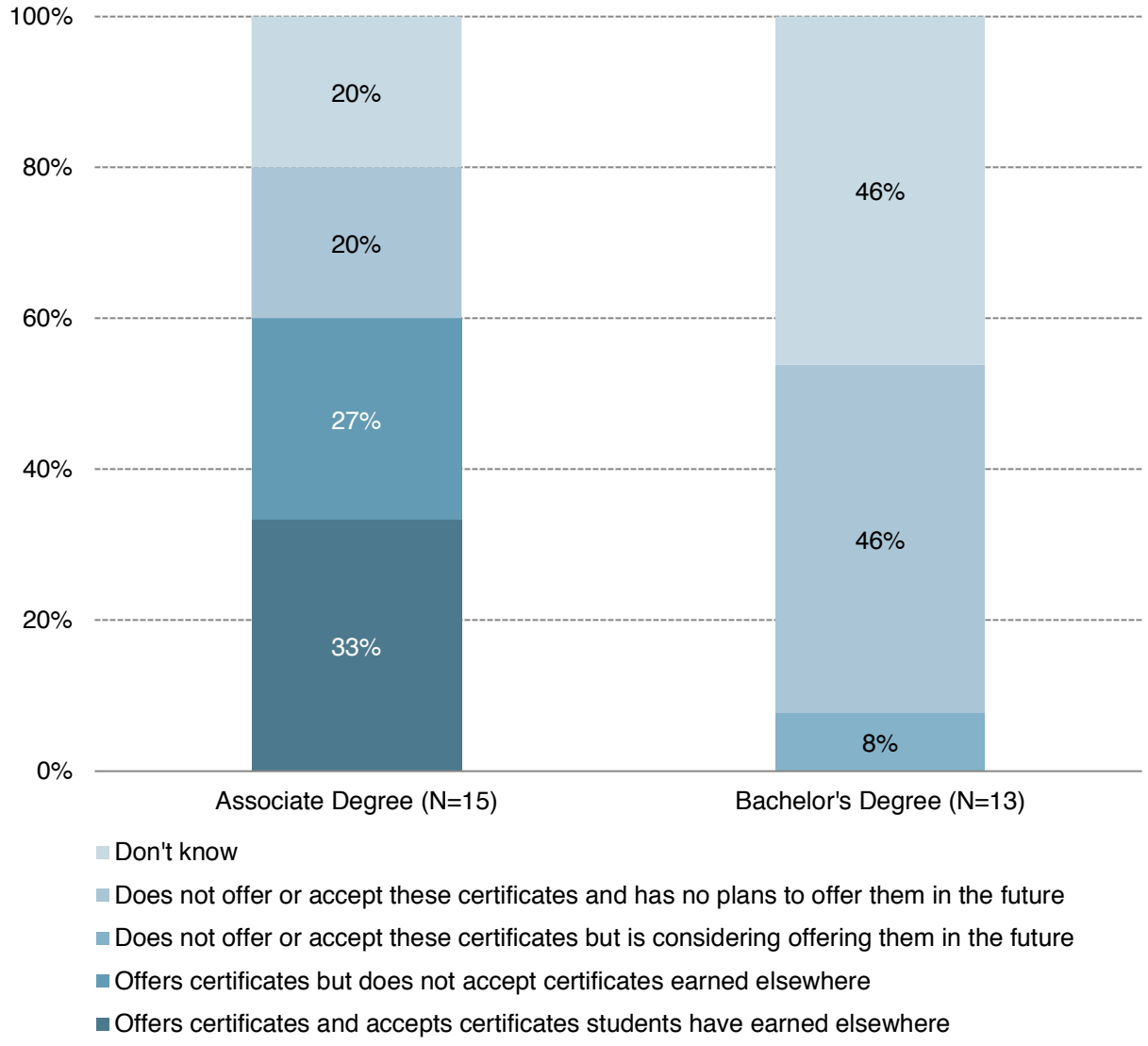
Figure 2.31. Percentage of Programs Offering Coursework Applicable to State Certificates or Credentials (N=19)



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

Stackable and Portable Certificates

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



Chapter 3:
Early Childhood Degree Program Faculty Members

Demographics of Faculty Members Participating in the Tennessee Inventory

What we asked faculty members:

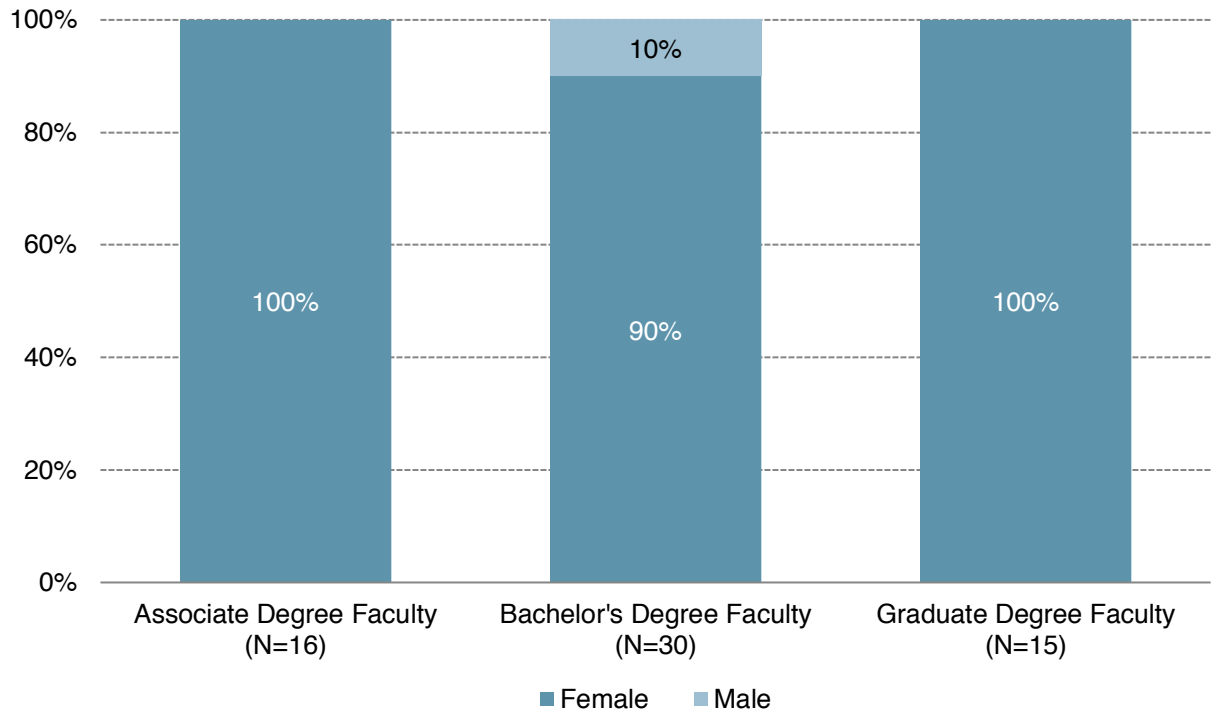
The *Inventory* asked faculty members about their demographic identification and language status, their educational and professional backgrounds, and their current employment status.

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.

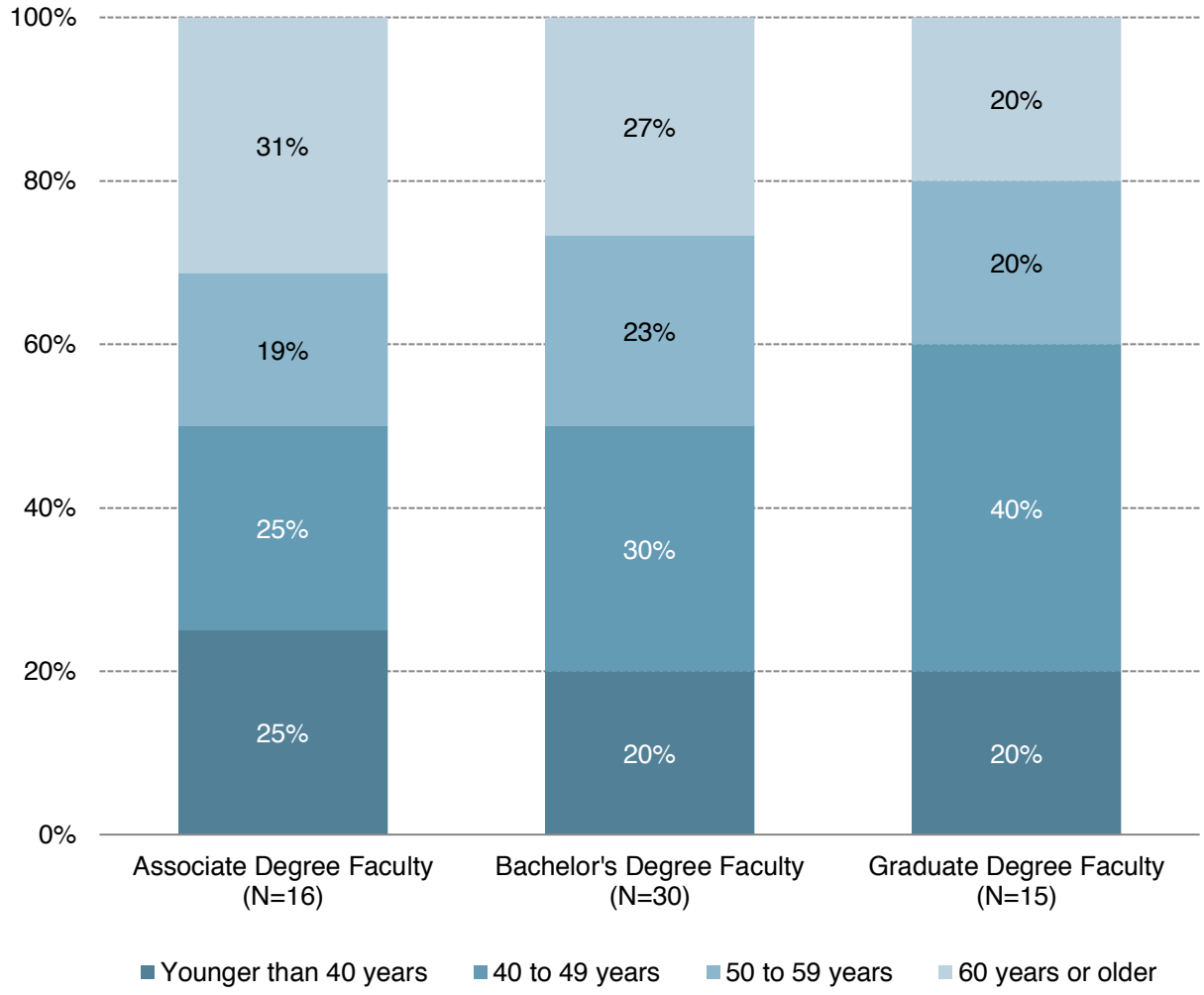
Gender

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

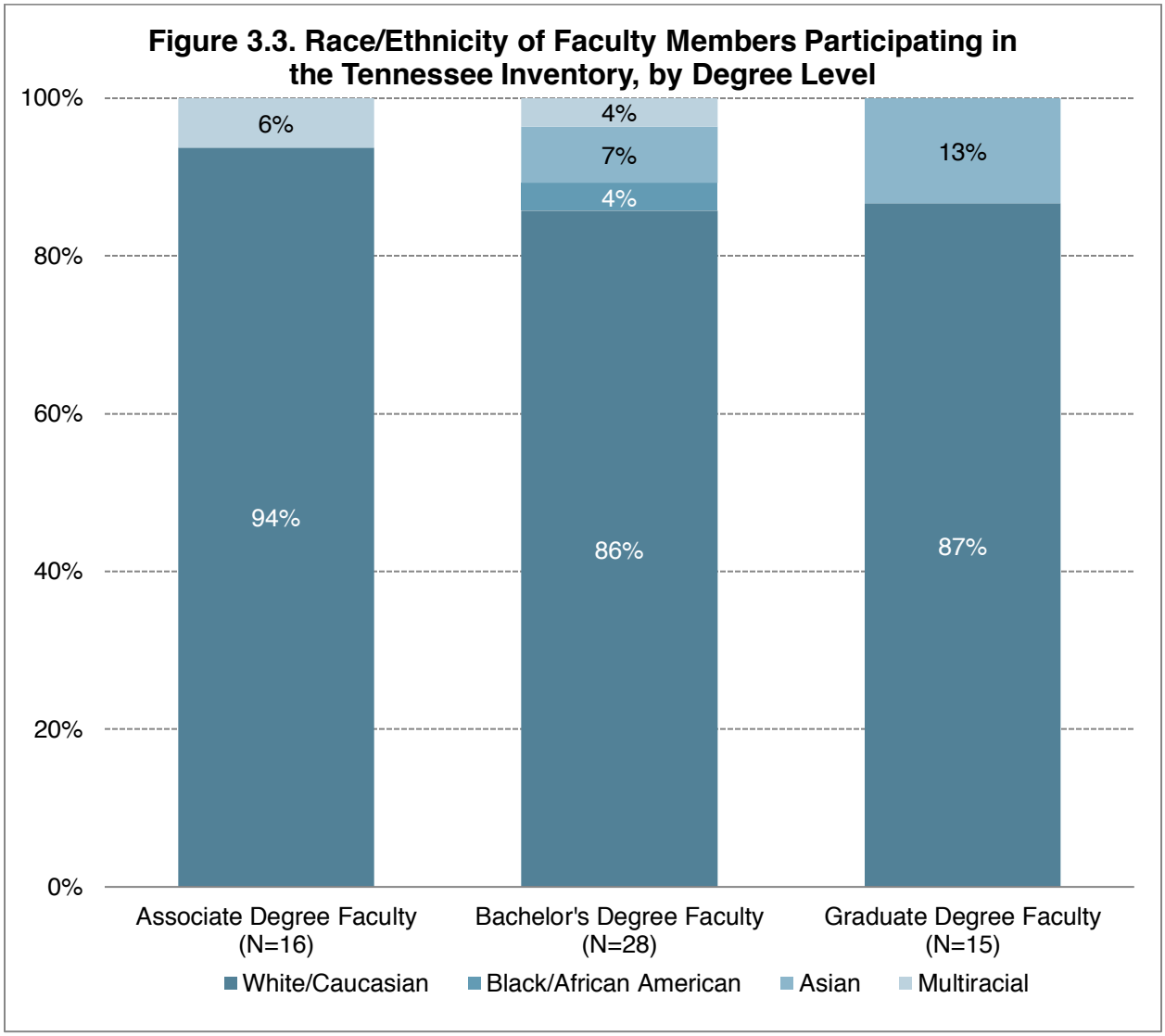


Age

Figure 3.2. Age of Faculty Members Participating in the Tennessee Inventory, by Degree Level



Race/Ethnicity



Languages

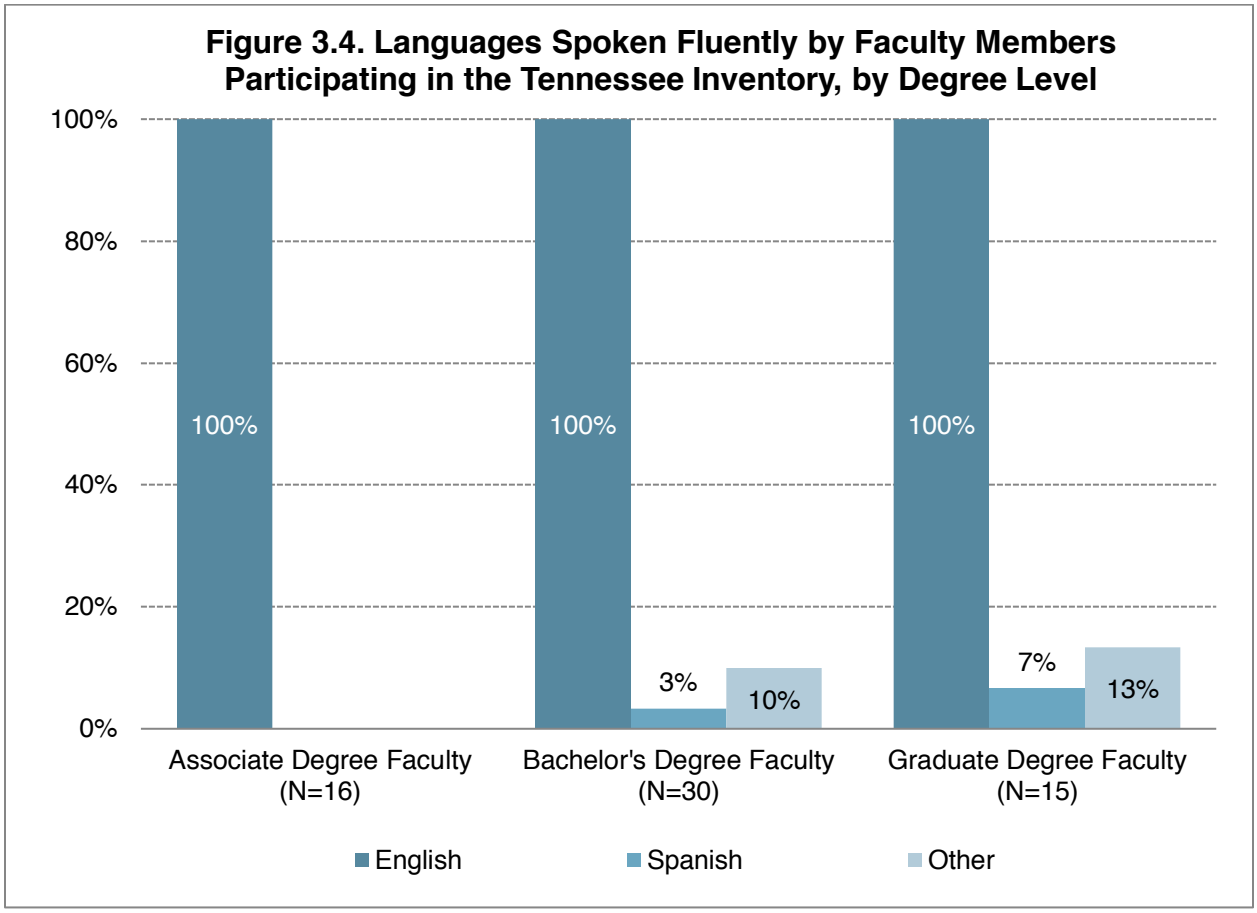


Figure 3.4. Languages Spoken Fluently by Faculty Members Participating in the Tennessee Inventory, by Degree Level
100%
80%
60%
40%
20%
0%
100%
100%
100%
3%
10%
7%
13%
Associate Degree Faculty (N=16)
Bachelor's Degree Faculty (N=30)
Graduate Degree Faculty (N=15)
English
Spanish
Other

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

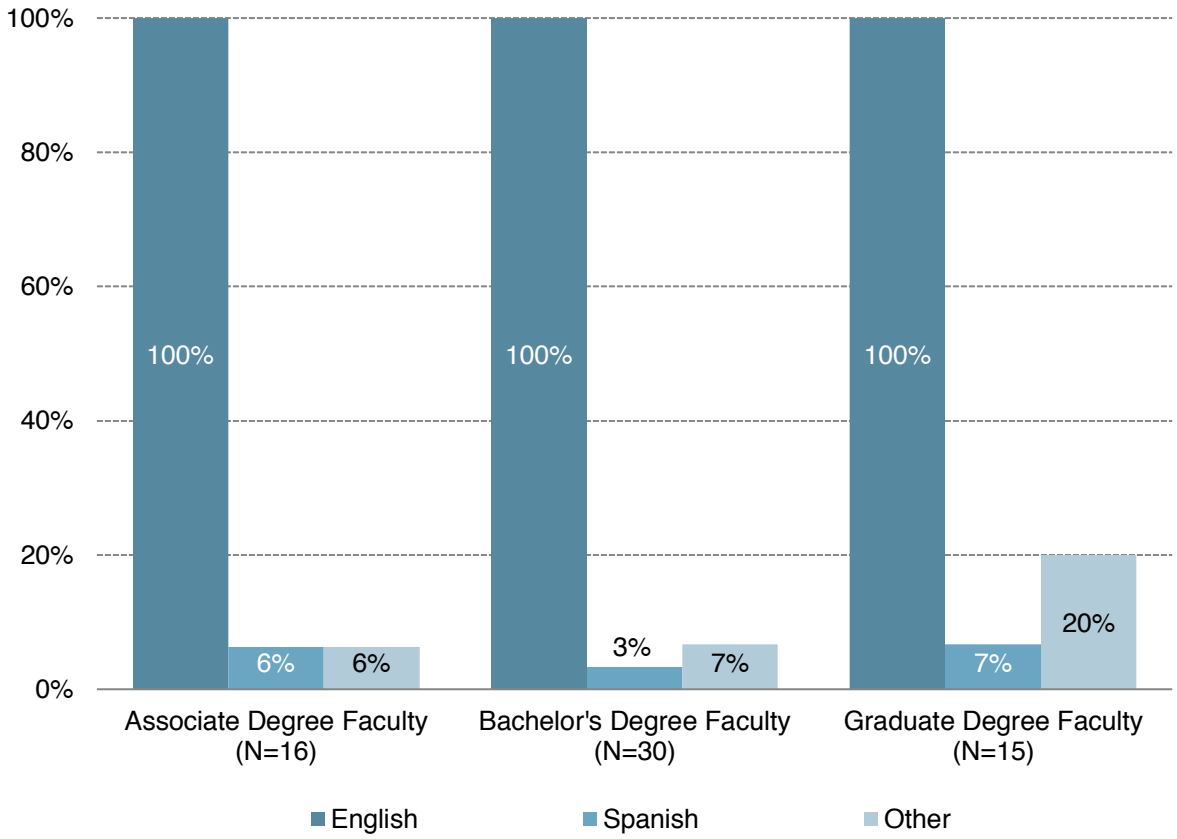
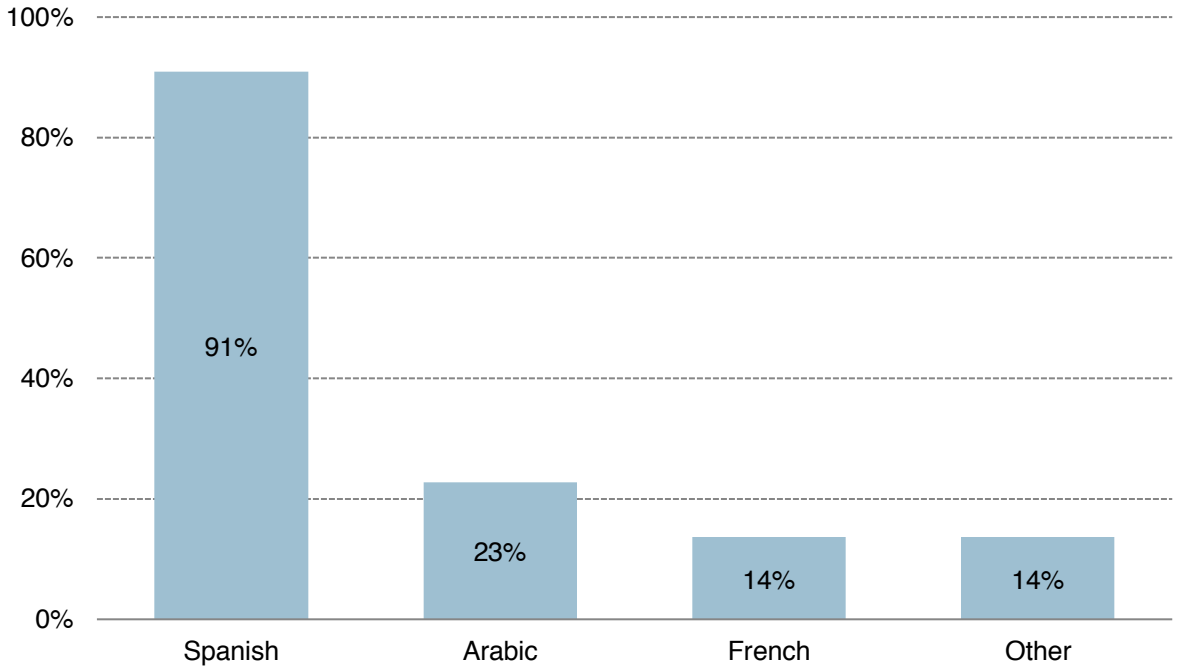


Figure 3.6. Languages That Faculty Members Participating in the Tennessee Inventory Would Like to Know to Better Communicate With Students (N=22)



Education Levels of Faculty Members Participating in the Tennessee Inventory

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

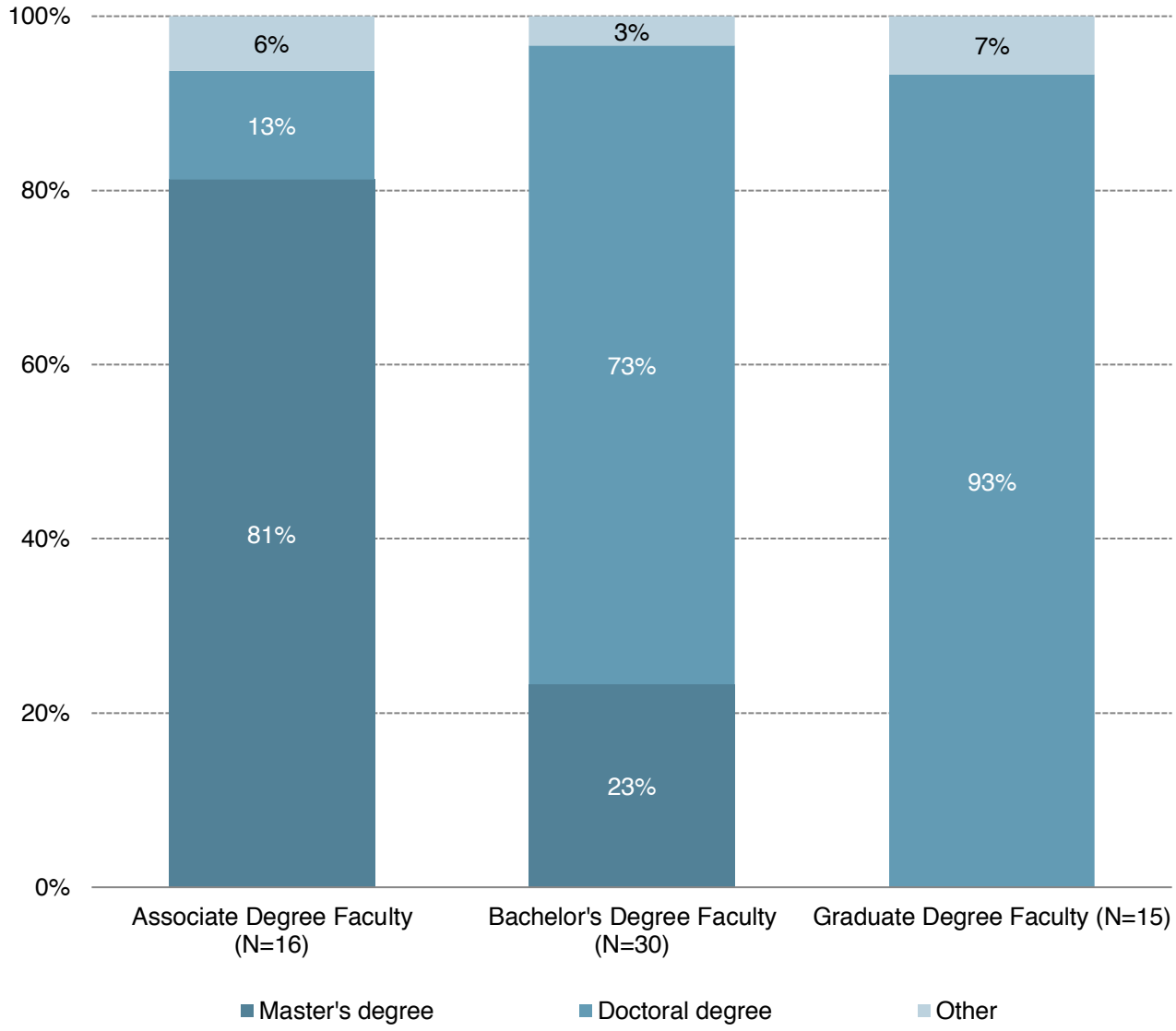
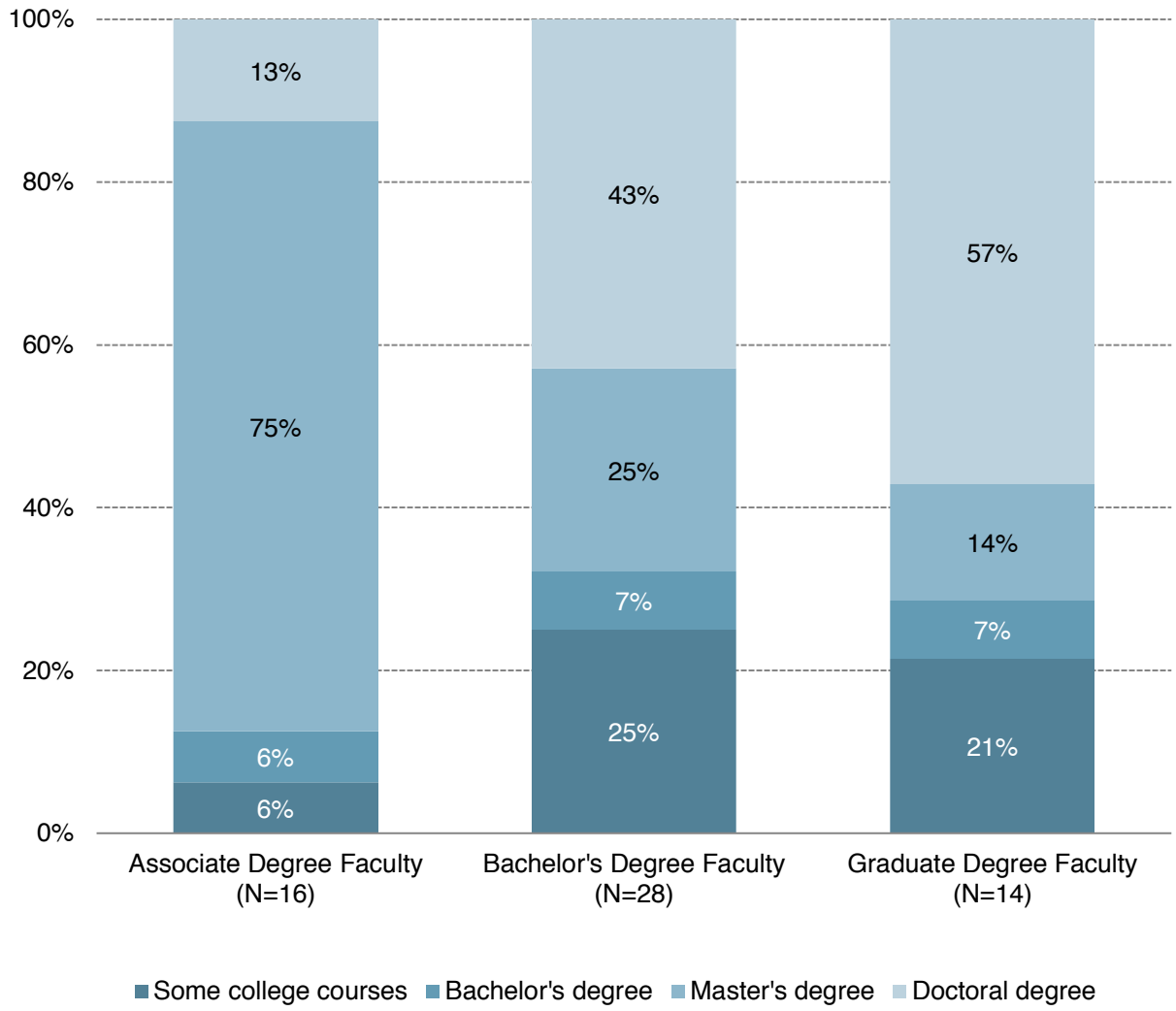


Figure 3.8. Early Childhood Education or Child Development Degree Attainment by Faculty Members Participating in the Tennessee Inventory, by Degree Level



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

Teaching Experience

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

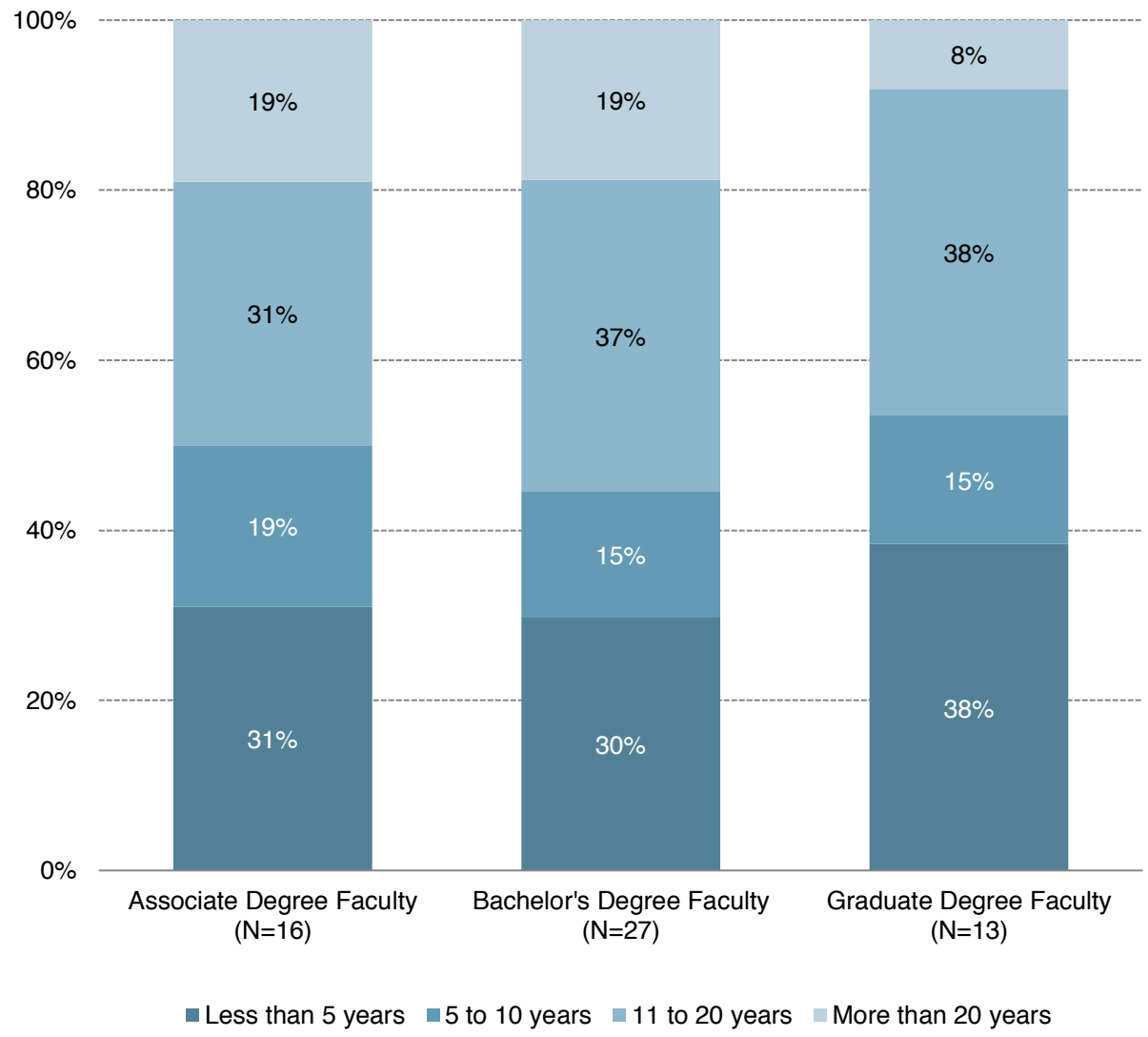
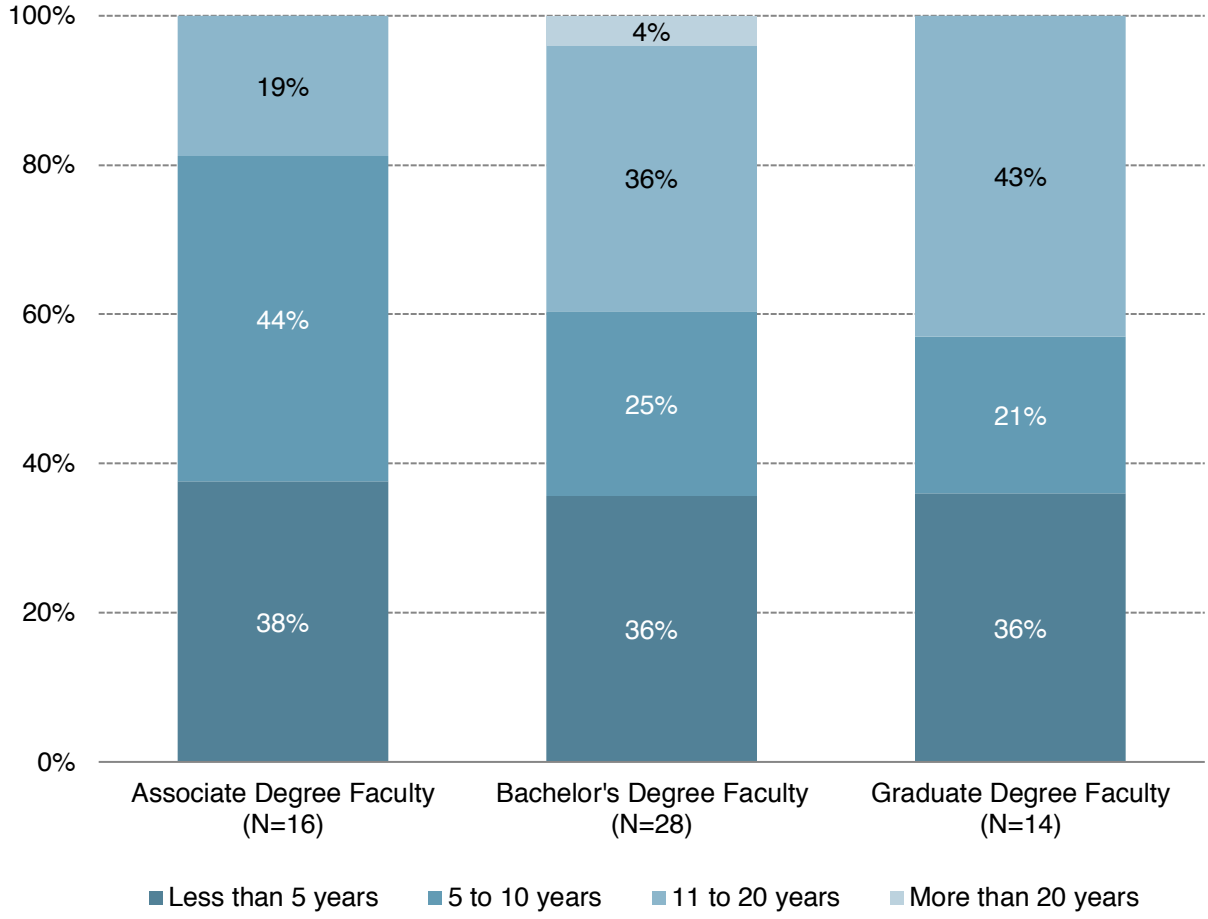


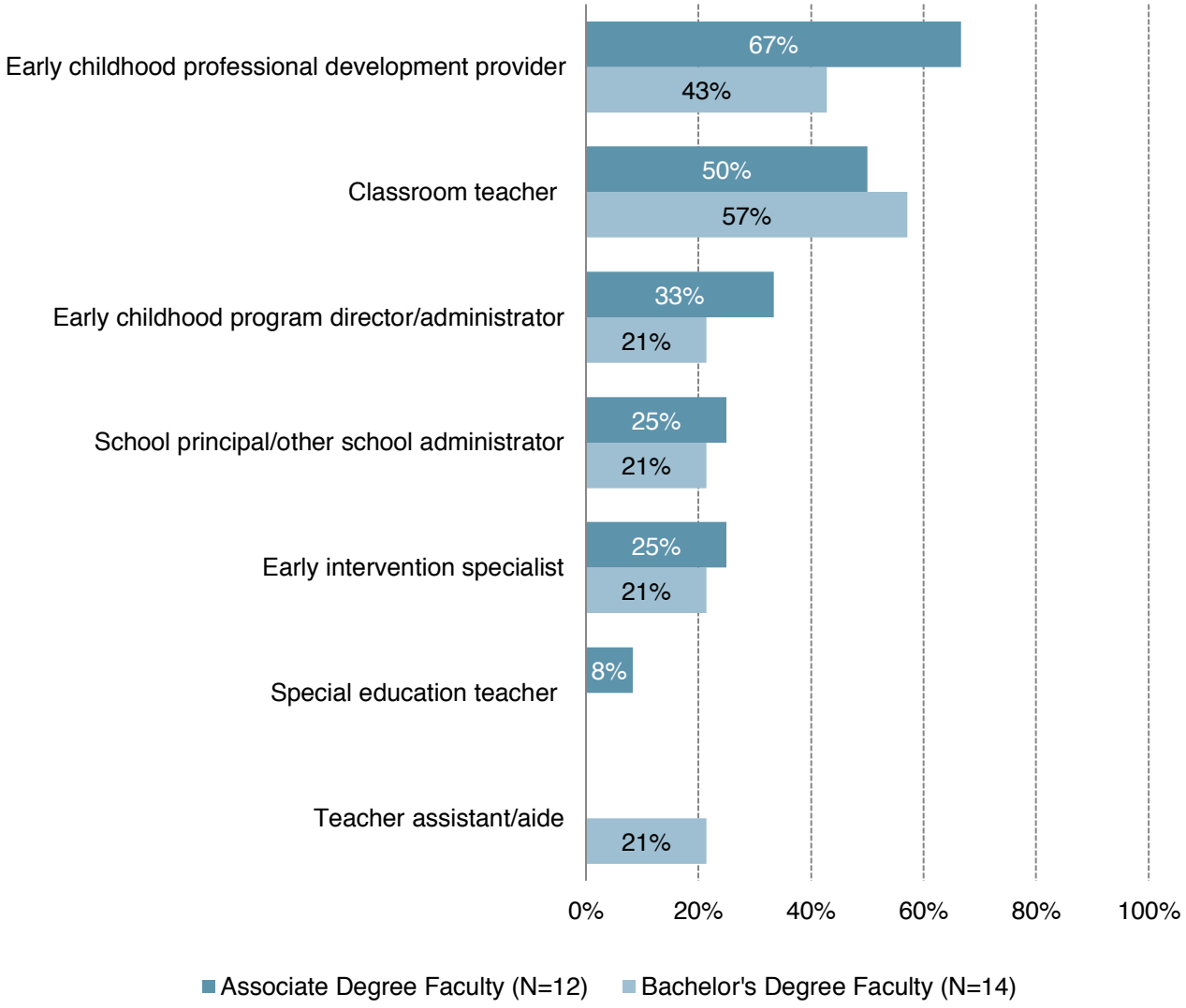
Figure 3.10. Number of Years Teaching at Current College or University for Faculty Members Participating in the Tennessee Inventory, by Degree Level



Other Employment

Seventy-five percent of faculty members teaching in associate degree programs, 47 percent of faculty members teaching in bachelor's programs, and 20 percent of faculty members teaching in graduate degree programs reported that they had worked in roles other than college-level teaching or administration in the past 10 years.

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



Current Employment

Figure 3.12. Employment Status of Faculty Members Participating in the Tennessee Inventory, by Degree Level

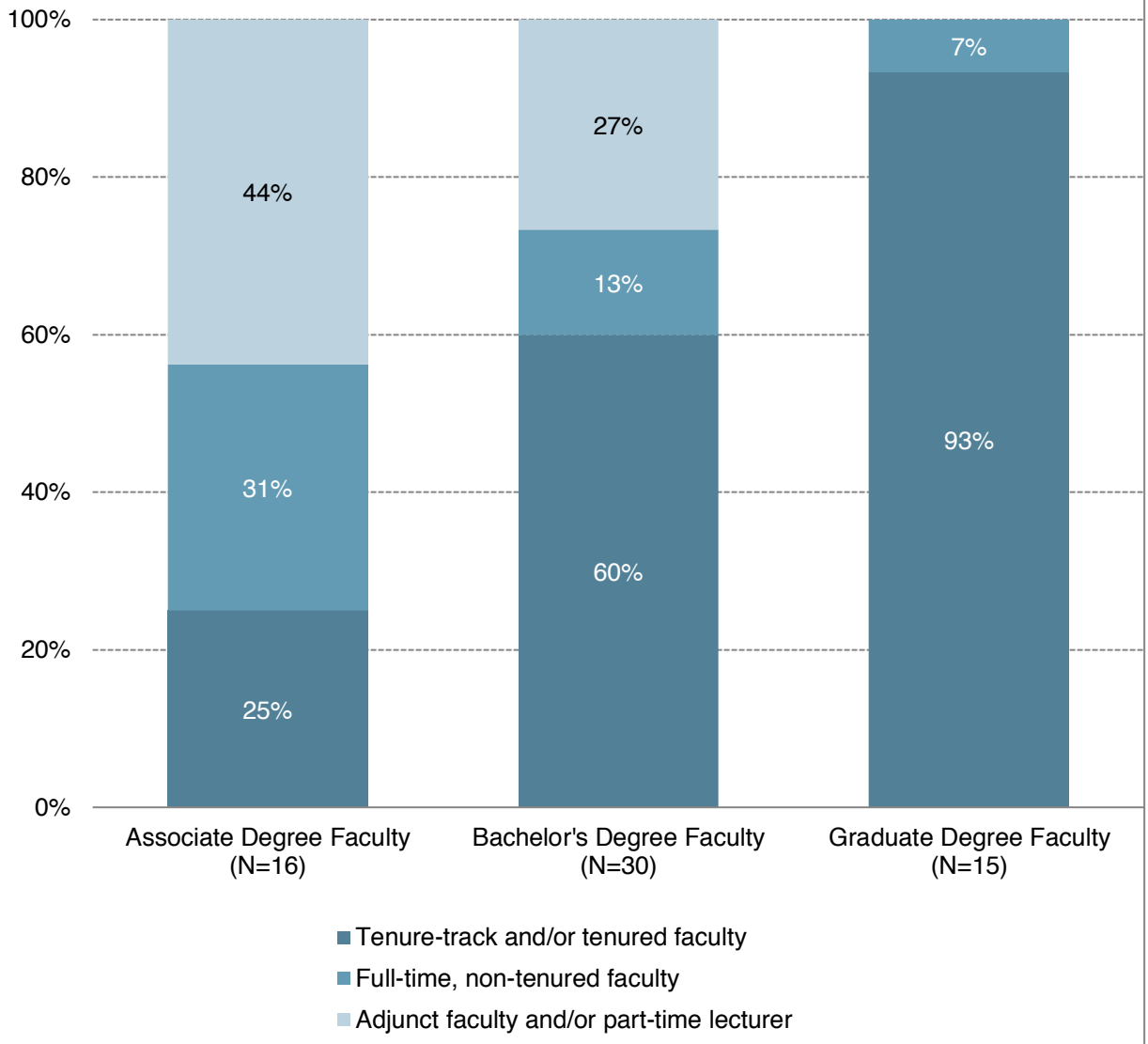


Figure 3.13. Primary Responsibility of Faculty Members Participating in the Tennessee Inventory, by Degree Level

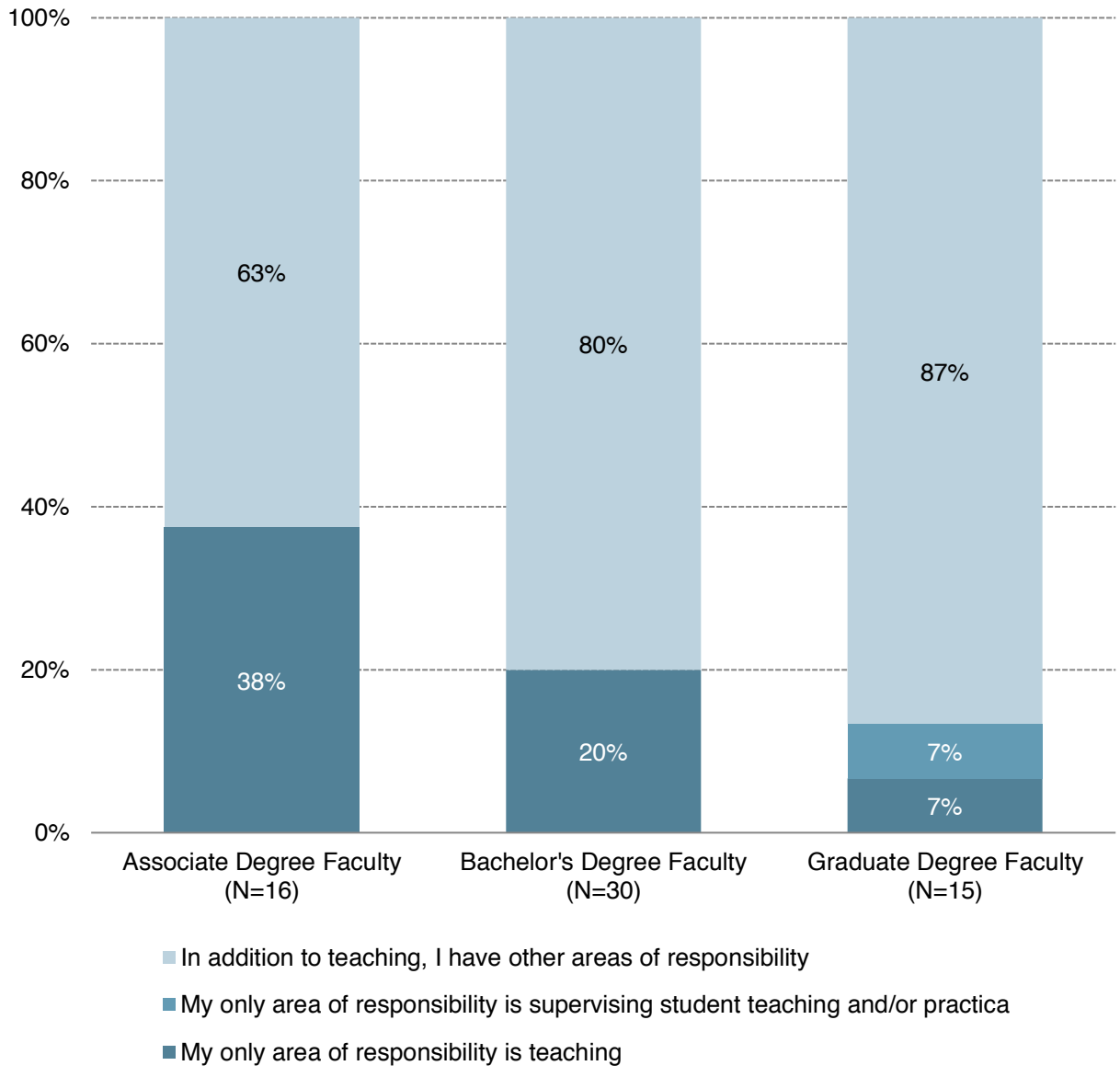


Figure 3.14. Additional Responsibilities of Teaching Faculty Members Participating in the Tennessee Inventory, by Degree Level

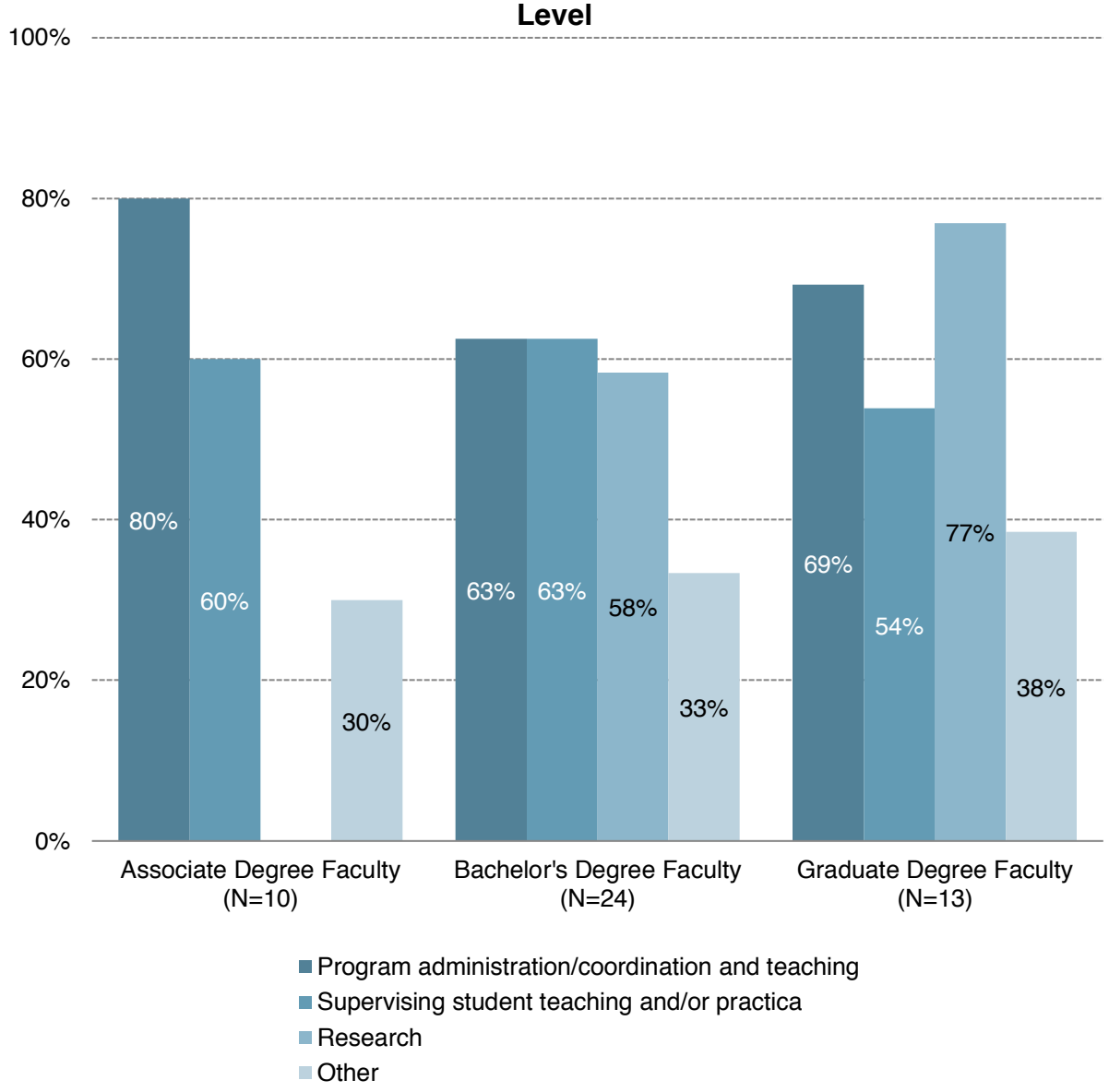


Figure 3.15. Number of Colleges or Universities at Which Faculty Members Teach, by Degree Level

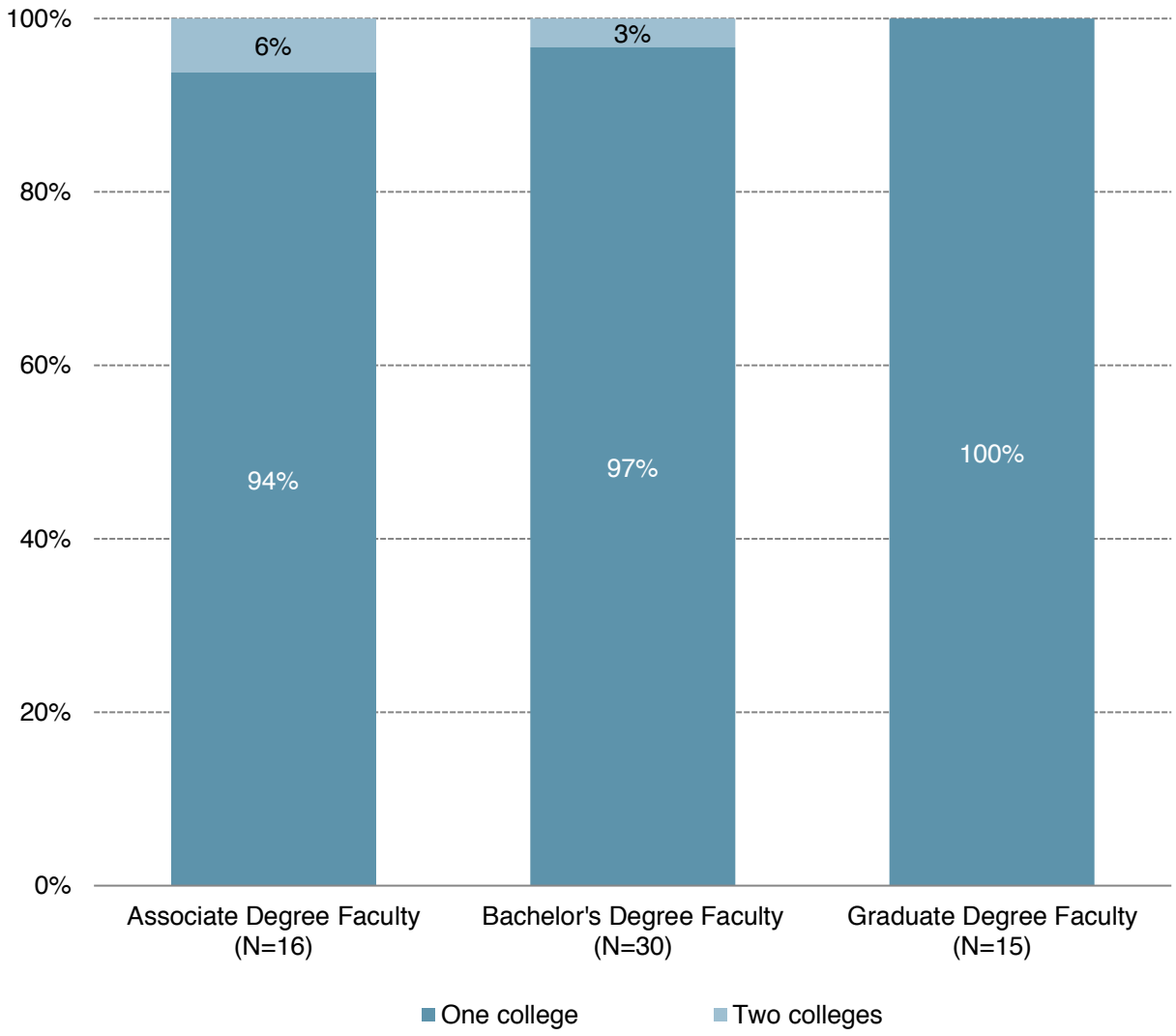


Figure 3.16. Number of Courses Taught in a Typical Academic Year by Faculty Members Participating in the Tennessee Inventory, by Degree Level

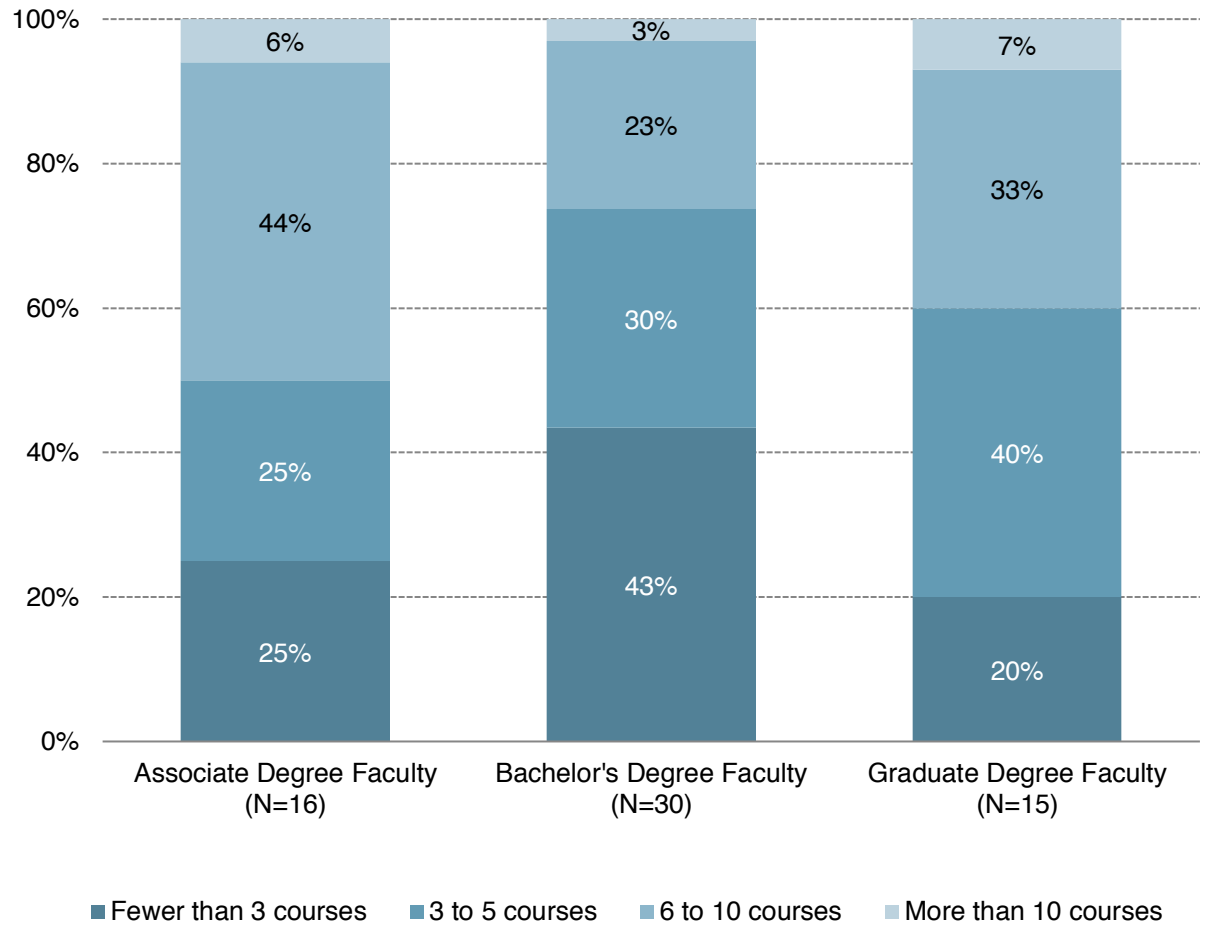


Table 3.1. Number of Students Advised in a Typical Academic Year by Faculty Members Participating in the Tennessee Inventory, by Degree Level

Student Advising Load	Associate Degree Faculty (N=16)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Mean	31	19	21
Range	0–100	0–100	0–46

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

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

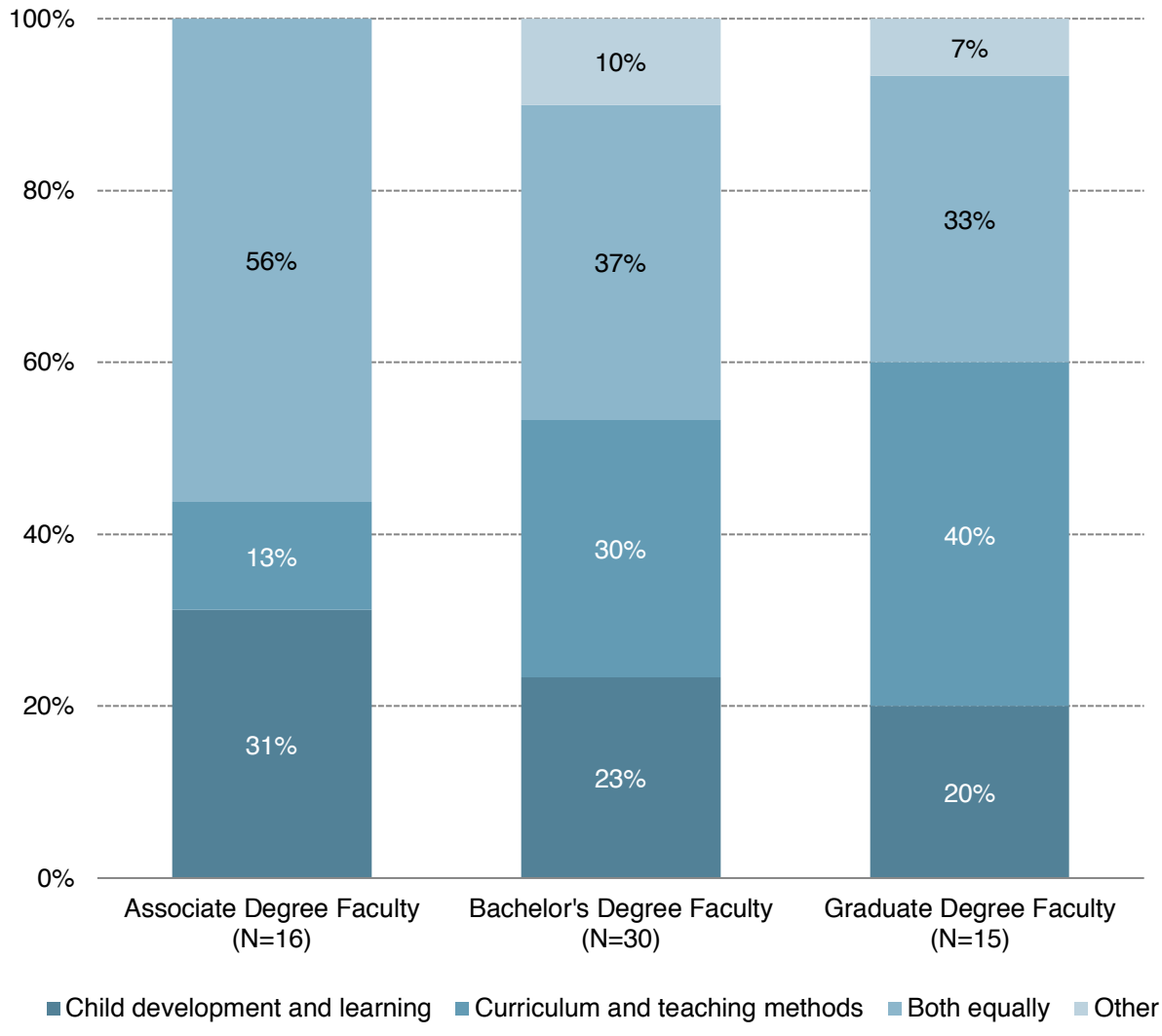
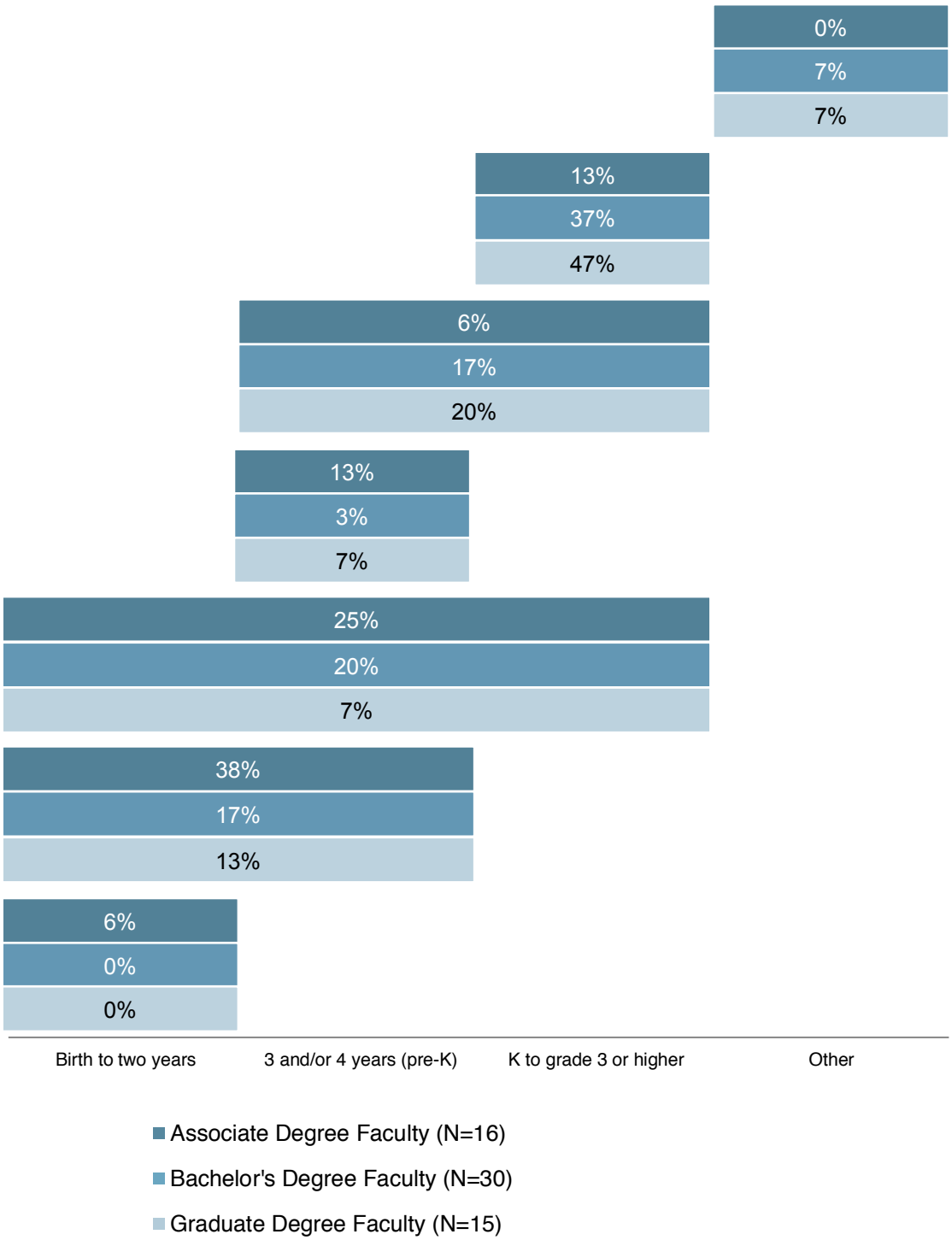


Figure 3.18. Primary Age-Group Expertise of Faculty Members Participating in the Tennessee Inventory, by Degree Level



Faculty Perspectives on the Importance of Learning Domains

What we asked about the importance of learning domains:

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

- **Early Mathematics**: Understanding the domains and sequence of mathematical knowledge in young children and how to promote their mathematical understanding and ability to solve problems;
- **Literacy**: Understanding the components and sequence of literacy development in young children and how to promote their skills related to oral and written language;
- **Socioemotional Development**: Understanding socioemotional development, its relationship to learning, and how to support children's socioemotional skills;
- **Motor Development**: Understanding 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 and Degree Level

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (N=16)				
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	13%	25%	38%	25%
3 and/or 4 years (pre-K)	0%	0%	19%	81%
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%	0%	31%	69%
3 and/or 4 years (pre-K)	0%	0%	6%	94%
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%	13%	88%
3 and/or 4 years (pre-K)	0%	0%	13%	87%
K-grade 3 or higher	0%	6%	25%	69%
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%	6%	13%	81%
3 and/or 4 years (pre-K)	0%	0%	25%	75%
K-grade 3 or higher	0%	0%	25%	75%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	13%	6%	13%	69%
3 and/or 4 years (pre-K)	0%	6%	25%	69%
K-grade 3 or higher	0%	0%	13%	88%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Associate Degree Faculty (Continued) (N=16)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	0%	44%	56%
3 and/or 4 years (pre-K)	0%	6%	31%	63%
K-grade 3 or higher	0%	6%	25%	69%
Supporting the cognitive and social development of young dual language learners				
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%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	6%	13%	81%
3 and/or 4 years (pre-K)	0%	0%	19%	81%
K-grade 3 or higher	0%	0%	19%	81%
Bachelor's Degree Faculty (N=29-30)				
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	10%	20%	53%	17%
3 and/or 4 years (pre-K)	0%	3%	30%	67%
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%	13%	20%	67%
3 and/or 4 years (pre-K)	0%	0%	10%	90%
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%	3%	10%	86%
3 and/or 4 years (pre-K)	0%	0%	3%	97%
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 and Degree Level (Continued)

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Bachelor's Degree Faculty (Continued) (N=29-30)				
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%	23%	77%
3 and/or 4 years (pre-K)	0%	0%	30%	70%
K-grade 3 or higher	0%	7%	43%	50%
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%	13%	83%
3 and/or 4 years (pre-K)	0%	0%	13%	87%
K-grade 3 or higher	0%	0%	13%	87%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	7%	14%	28%	52%
3 and/or 4 years (pre-K)	0%	3%	27%	70%
K-grade 3 or higher	0%	0%	10%	90%
Collaborating with community organizations to support children and families				
Birth to 2 years	3%	0%	40%	57%
3 and/or 4 years (pre-K)	0%	10%	30%	60%
K-grade 3 or higher	0%	3%	37%	60%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	3%	3%	17%	77%
3 and/or 4 years (pre-K)	3%	0%	13%	83%
K-grade 3 or higher	3%	0%	10%	87%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	7%	10%	83%
3 and/or 4 years (pre-K)	0%	0%	17%	83%
K-grade 3 or higher	0%	0%	13%	87%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (N=15)				
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%	27%	47%	27%
3 and/or 4 years (pre-K)	0%	7%	20%	73%
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%	7%	20%	73%
3 and/or 4 years (pre-K)	0%	0%	13%	87%
K-grade 3 or higher	0%	0%	0%	100%
Understanding socioemotional development, the relationship to learning, and how to support children's socioemotional skills				
Birth to 2 years	0%	0%	7%	93%
3 and/or 4 years (pre-K)	0%	0%	7%	93%
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%	7%	20%	73%
3 and/or 4 years (pre-K)	0%	0%	40%	60%
K-grade 3 or higher	0%	7%	40%	53%
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%	7%	0%	93%
3 and/or 4 years (pre-K)	0%	0%	7%	93%
K-grade 3 or higher	0%	0%	7%	93%
Utilizing assessment effectively to inform and individualize instruction				
Birth to 2 years	0%	20%	20%	60%
3 and/or 4 years (pre-K)	0%	0%	13%	87%
K-grade 3 or higher	0%	0%	7%	93%

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

Topic and Age-Group Focus	1- Not Important	2	3	4 - Very Important
Graduate Degree Faculty (Continued) (N=15)				
Collaborating with community organizations to support children and families				
Birth to 2 years	0%	7%	40%	53%
3 and/or 4 years (pre-K)	0%	7%	33%	60%
K-grade 3 or higher	0%	7%	33%	60%
Supporting the cognitive and social development of young dual language learners				
Birth to 2 years	0%	7%	20%	73%
3 and/or 4 years (pre-K)	0%	0%	27%	73%
K-grade 3 or higher	0%	0%	20%	80%
Working with families of various ethnic, racial, and cultural backgrounds				
Birth to 2 years	0%	0%	7%	93%
3 and/or 4 years (pre-K)	0%	0%	7%	93%
K-grade 3 or higher	0%	0%	0%	100%

Teaching Capacity of Faculty Members Participating in the Tennessee Inventory

What we asked about teaching capacity of faculty members:

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

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

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

Age-Group Focus	Associate Degree Faculty (N=16)	Bachelor's Degree Faculty (N=29-30)	Graduate Degree Faculty (N=14-15)
Scaffolding children's mathematical development and promoting their ability to solve problems			
Birth to 2 years	63%	27%	20%
3 and/or 4 years (pre-K)	81%	60%	73%
K-grade 3 or higher	44%	63%	67%
Scaffolding children's literacy development and promoting their oral and written skills			
Birth to 2 years	75%	60%	47%
3 and/or 4 years (pre-K)	88%	70%	67%
K-grade 3 or higher	50%	70%	53%
Supporting children's socioemotional development and skills			
Birth to 2 years	75%	59%	57%
3 and/or 4 years (pre-K)	81%	76%	79%
K-grade 3 or higher	81%	93%	79%
Facilitating the developmental course of motor development in young children			
Birth to 2 years	75%	52%	36%
3 and/or 4 years (pre-K)	81%	62%	43%
K-grade 3 or higher	56%	66%	50%
Integrating families in partnerships to support children's learning			
Birth to 2 years	75%	60%	53%
3 and/or 4 years (pre-K)	81%	73%	80%
K-grade 3 or higher	94%	80%	73%
Utilizing assessment effectively to inform and individualize instruction			
Birth to 2 years	63%	37%	47%
3 and/or 4 years (pre-K)	81%	67%	73%
K-grade 3 or higher	63%	83%	73%
Collaborating with community organizations to support children and families			
Birth to 2 years	81%	57%	60%
3 and/or 4 years (pre-K)	88%	73%	73%
K-grade 3 or higher	88%	77%	73%
Supporting the cognitive and social development of young dual language learners			
Birth to 2 years	69%	33%	20%
3 and/or 4 years (pre-K)	75%	50%	47%
K-grade 3 or higher	44%	57%	47%

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

Age-Group Focus	Associate Degree Faculty (N=34)	Bachelor's Degree Faculty (N=26)	Graduate Degree Faculty (N=26)
Working with families of various ethnic, racial, and cultural backgrounds			
Birth to 2 years	75%	53%	53%
3 and/or 4 years (pre-K)	75%	67%	80%
K-grade 3 or higher	94%	77%	67%

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

Age-Group Focus	Associate Degree Faculty (N=16)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
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	69%	50%	53%
3 and/or 4 years (pre-K)	81%	73%	80%
K-grade 3 or higher	63%	80%	73%
Encouraging children's inquiry and exploration to foster problem solving and mathematical reasoning			
Birth to 2 years	69%	40%	47%
3 and/or 4 years (pre-K)	81%	70%	87%
K-grade 3 or higher	69%	73%	67%
Introducing explicit mathematical concepts through planned experiences			
Birth to 2 years	69%	33%	27%
3 and/or 4 years (pre-K)	81%	63%	73%
K-grade 3 or higher	50%	70%	67%
Creating a mathematically rich environment			
Birth to 2 years	75%	47%	47%
3 and/or 4 years (pre-K)	81%	70%	87%
K-grade 3 or higher	63%	73%	73%
Developing children's mathematical vocabulary			
Birth to 2 years	75%	40%	53%
3 and/or 4 years (pre-K)	81%	67%	80%
K-grade 3 or higher	63%	70%	73%
Assessing children's mathematical development to inform and individualize instruction			
Birth to 2 years	69%	33%	33%
3 and/or 4 years (pre-K)	81%	63%	80%
K-grade 3 or higher	50%	63%	67%

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

Age-Group Focus	Associate Degree Faculty (N=16)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Teaching children number sense (counting and cardinality)			
Birth to 2 years	75%	43%	47%
3 and/or 4 years (pre-K)	81%	70%	73%
K-grade 3 or higher	63%	73%	73%
Teaching children operations and algebraic thinking			
Birth to 2 years	75%	33%	27%
3 and/or 4 years (pre-K)	81%	60%	73%
K-grade 3 or higher	50%	63%	67%
Teaching children measurement skills			
Birth to 2 years	69%	33%	40%
3 and/or 4 years (pre-K)	81%	67%	73%
K-grade 3 or higher	56%	77%	73%
Teaching children geometry skills			
Birth to 2 years	75%	33%	33%
3 and/or 4 years (pre-K)	81%	60%	80%
K-grade 3 or higher	56%	70%	73%
Teaching children mathematical reasoning/practices			
Birth to 2 years	69%	30%	33%
3 and/or 4 years (pre-K)	81%	60%	67%
K-grade 3 or higher	50%	63%	67%

Recent Teaching Experience of Faculty Members Participating in the Tennessee Inventory

What we asked about recent teaching experience of faculty members:

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

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

Figure 3.19. Recent Teaching Experience: Percentage of Faculty Members Reporting Having Taught Content Area in Past Two Years, by Degree Level

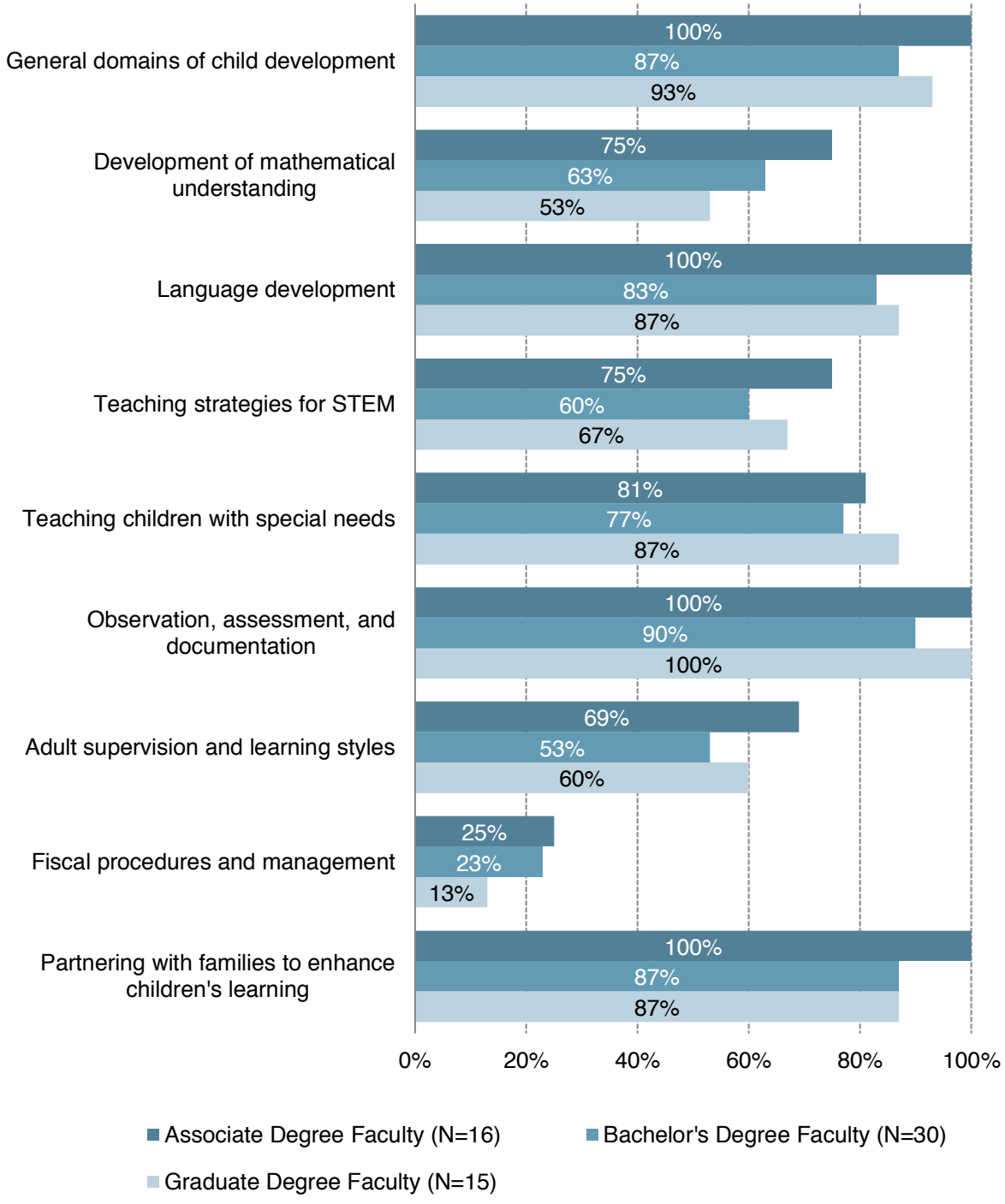


Table 3.6. Structure of Recent Teaching Experience, Percentage of Faculty Members Reporting Having Taught Content Area in the Past Two Years, by Degree Level

Course Content Structure	Associate Degree Faculty (N=16)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
General domains of child development (e.g., cognitive development, socioemotional development, physical development)			
Taught as a separate course	19%	7%	13%
Taught within a broader course	69%	70%	73%
Taught both as a separate course and embedded within a broader course	13%	10%	7%
Not taught	0%	13%	7%
Development of mathematical understanding			
Taught as a separate course	31%	17%	20%
Taught within a broader course	31%	40%	20%
Taught both as a separate course and embedded within a broader course	13%	7%	13%
Not taught	25%	37%	47%
Language development (e.g., first and second language acquisition)			
Taught as a separate course	19%	17%	27%
Taught within a broader course	63%	50%	53%
Taught both as a separate course and embedded within a broader course	19%	17%	7%
Not taught	0%	17%	13%
Teaching strategies for STEM (science, technology, engineering, math)			
Taught as a separate course	25%	23%	27%
Taught within a broader course	50%	37%	40%
Taught both as a separate course and embedded within a broader course	0%	0%	0%
Not taught	25%	40%	33%
Teaching children with special needs			
Taught as a separate course	19%	10%	20%
Taught within a broader course	44%	60%	60%
Taught both as a separate course and embedded within a broader course	19%	7%	7%
Not taught	19%	23%	13%

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=16)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Observation, assessment, and documentation to inform teaching and learning			
Taught as a separate course	19%	13%	27%
Taught within a broader course	50%	57%	60%
Taught both as a separate course and embedded within a broader course	31%	20%	13%
Not taught	0%	10%	0%
Adult supervision and learning styles			
Taught as a separate course	0%	0%	0%
Taught within a broader course	69%	47%	53%
Taught both as a separate course and embedded within a broader course	0%	7%	7%
Not taught	31%	47%	40%
Fiscal procedures and program management			
Taught as a separate course	13%	7%	0%
Taught within a broader course	13%	10%	13%
Taught both as a separate course and embedded within a broader course	0%	7%	0%
Not taught	75%	77%	87%
Partnering with families to enhance children's learning in school and at home			
Taught as a separate course	13%	10%	20%
Taught within a broader course	69%	63%	60%
Taught both as a separate course and embedded within a broader course	19%	13%	7%
Not taught	0%	13%	13%

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 a 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=15)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Teaching practitioners to work with children from diverse backgrounds	47%	50%	60%
Teaching practitioners to work with children with special needs	33%	40%	60%
Teaching practitioners to work with children who have experienced trauma	40%	27%	33%
None of the above	33%	40%	20%

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=15)	Bachelor's Degree Faculty (N=29)	Graduate Degree Faculty (N=14)
Strategies and techniques for mentoring/coaching adult students	40%	41%	64%
Strategies to supervise adult students in clinical/field experiences	27%	21%	29%
Strategies to provide quality academic/career advising to adult students	40%	17%	29%
Using technology to promote adult learning	73%	45%	36%
Teaching adult students who are English-language learners	7%	0%	0%
Teaching culturally and ethnically diverse college students	40%	28%	36%
Teaching economically diverse college students	33%	17%	7%
None of the above	20%	31%	29%

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=15)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Teaching practitioners to use technology with children	27%	27%	33%
Child assessment (e.g., portfolios, using particular assessment tools)	27%	43%	53%
Early childhood program assessment (e.g., Environment Rating Scale)	20%	20%	27%
Early childhood teacher assessment (e.g., CLASS)	7%	17%	27%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	40%	30%	27%
None of the above	40%	33%	27%

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=14)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Early childhood systems and policy	29%	17%	33%
Organizational development	36%	10%	13%
Theories of leadership	14%	30%	20%
None of the above	50%	53%	60%

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=15)	Bachelor's Degree Faculty (N=29)	Graduate Degree Faculty (N=14)
Evidence-based research on the importance and value of building respectful and trusting relationships with families	27%	34%	36%
Considering family structure when engaging with children and families	27%	24%	29%
Working with families of children with special needs	33%	31%	50%
Working with families to help them enhance their children's learning at home	40%	38%	36%
Working with families exposed to trauma	47%	31%	29%
Techniques for engaging families in classroom, program, and/or school activities	20%	28%	29%
Strategies to effectively communicate with families	27%	34%	50%
Techniques for gathering and using knowledge about children's families in curriculum planning	20%	21%	29%
None of the above	33%	38%	36%

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=15)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Teaching practitioners to implement instructional strategies that support mathematical understanding in children from birth through age 2	27%	17%	20%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	33%	23%	20%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children in K-3 or higher	7%	33%	27%
Teaching practitioners how to effectively use assessment to inform and individualize their mathematical instruction	20%	27%	20%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	7%	13%	20%
None of the above	60%	53%	53%

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=15)	Bachelor's Degree Faculty (N=30)	Graduate Degree Faculty (N=15)
Importance and benefits of bilingualism for young children's development	40%	23%	20%
Role of home-language development in helping young children learn English	47%	27%	27%
Strategies to support the cognitive development of young DLLs	13%	17%	20%
Strategies to support the language development of young DLLs	20%	20%	27%
Strategies to support the literacy development of young DLLs	20%	17%	13%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	7%	3%	0%
Strategies to support the socioemotional development of young DLLs	27%	17%	13%
How to use appropriate teaching strategies for young DLLs within various classroom language models	7%	13%	27%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs	7%	30%	33%
Strategies for engaging families from linguistically diverse backgrounds	20%	13%	27%
None of the above	53%	63%	53%

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=16)					
Teaching practitioners to work with children from diverse backgrounds	0%	6%	25%	6%	63%
Teaching practitioners to work with children with special needs	0%	6%	31%	31%	31%
Teaching practitioners to work with children who have experienced trauma	0%	0%	25%	25%	50%
Bachelor's Degree Faculty (N=30)					
Teaching practitioners to work with children from diverse backgrounds	0%	7%	10%	23%	60%
Teaching practitioners to work with children with special needs	3%	10%	10%	37%	40%
Teaching practitioners to work with children who have experienced trauma	0%	7%	17%	37%	40%
Graduate Degree Faculty (N=15)					
Teaching practitioners to work with children from diverse backgrounds	0%	7%	0%	33%	60%
Teaching practitioners to work with children with special needs	0%	0%	20%	33%	47%
Teaching practitioners to work with children who have experienced trauma	0%	0%	13%	47%	40%

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=16)					
Strategies and techniques for mentoring/coaching adult students	0%	13%	38%	31%	19%
Strategies to supervise adult students in clinical/field experiences	0%	19%	25%	13%	44%
Strategies to provide quality academic/career advising to adult students	13%	31%	31%	6%	19%
Using technology to promote adult learning	0%	0%	31%	31%	38%
Teaching adult students who are English-language learners	13%	13%	19%	25%	31%
Teaching culturally and ethnically diverse college students	0%	13%	31%	25%	31%
Teaching economically diverse college students	0%	6%	44%	19%	31%
Bachelor's Degree Faculty (N=30)					
Strategies and techniques for mentoring/coaching adult students	7%	13%	13%	30%	37%
Strategies to supervise adult students in clinical/field experiences	10%	13%	27%	17%	33%
Strategies to provide quality academic/career advising to adult students	20%	13%	23%	30%	13%
Using technology to promote adult learning	7%	3%	40%	33%	17%
Teaching adult students who are English-language learners	10%	10%	20%	37%	23%
Teaching culturally and ethnically diverse college students	3%	3%	20%	33%	40%
Teaching economically diverse college students	3%	3%	23%	30%	40%

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=15)					
Strategies and techniques for mentoring/coaching adult students	7%	0%	13%	33%	47%
Strategies to supervise adult students in clinical/field experiences	7%	13%	33%	27%	20%
Strategies to provide quality academic/career advising to adult students	13%	7%	40%	27%	13%
Using technology to promote adult learning	7%	0%	33%	33%	27%
Teaching adult students who are English-language learners	7%	7%	13%	47%	27%
Teaching culturally and ethnically diverse college students	7%	0%	7%	40%	47%
Teaching economically diverse college students	7%	0%	7%	40%	47%

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=16)					
Teaching practitioners to use technology with children	6%	0%	13%	38%	44%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	0%	0%	31%	25%	44%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	0%	13%	38%	13%	38%
Using early childhood teacher assessment effectively (e.g., CLASS)	0%	13%	31%	0%	56%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	0%	6%	13%	25%	56%
Bachelor's Degree Faculty (N=30)					
Teaching practitioners to use technology with children	10%	0%	23%	30%	37%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	3%	7%	20%	27%	43%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	7%	7%	47%	17%	23%
Using early childhood teacher assessment effectively (e.g., CLASS)	3%	13%	43%	10%	30%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	7%	3%	37%	17%	37%
Graduate Degree Faculty (N=15)					
Teaching practitioners to use technology with children	0%	0%	33%	27%	40%
Using child assessment effectively (e.g., portfolios, using particular assessment tools)	0%	13%	20%	27%	40%
Using early childhood program assessment effectively (e.g., Environment Rating Scale)	0%	7%	53%	20%	20%
Using early childhood teacher assessment effectively (e.g., CLASS)	0%	7%	53%	13%	27%
Teaching practitioners developmentally appropriate practice in infant and toddler settings	0%	0%	40%	13%	47%

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=16)					
Early childhood systems and policy	6%	6%	31%	19%	38%
Organizational development	19%	13%	31%	6%	31%
Theories of leadership	19%	13%	44%	6%	19%
Bachelor's Degree Faculty (N=30)					
Early childhood systems and policy	3%	13%	40%	13%	30%
Organizational development	7%	10%	33%	27%	23%
Theories of leadership	7%	17%	23%	13%	40%
Graduate Degree Faculty (N=15)					
Early childhood systems and policy	0%	13%	53%	7%	27%
Organizational development	0%	7%	53%	7%	33%
Theories of leadership	0%	20%	40%	7%	33%

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=16)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	13%	19%	56%	6%	6%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	25%	0%	38%	31%	6%
Working with families of children with special needs	0%	19%	38%	13%	31%
Working with families exposed to trauma	6%	6%	25%	31%	31%
Working with families to help them enhance their children's learning at home	0%	6%	50%	25%	19%
Techniques for engaging families in classroom, program, and/or school activities	6%	19%	25%	31%	19%
Strategies to effectively communicate with families	0%	13%	56%	25%	6%
Techniques for gathering and using knowledge about children's families in curriculum planning	6%	13%	31%	13%	38%
Bachelor's Degree Faculty (N=30)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	3%	13%	40%	7%	37%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	13%	7%	23%	17%	40%
Working with families of children with special needs	7%	10%	33%	20%	30%
Working with families exposed to trauma	0%	7%	17%	43%	33%
Working with families to help them enhance their children's learning at home	3%	3%	40%	17%	37%
Techniques for engaging families in classroom, program, and/or school activities	3%	13%	33%	20%	30%

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=30)					
Strategies to effectively communicate with families	10%	13%	37%	10%	30%
Techniques for gathering and using knowledge about children's families in curriculum planning	10%	13%	27%	10%	40%
Graduate Degree Faculty (N=15)					
Evidence-based research on the importance and value of building respectful and trusting relationships with families	0%	0%	40%	7%	53%
Considering family structures when working with children and families and having strategies to partner effectively with a variety of family types	0%	7%	27%	20%	47%
Working with families of children with special needs	0%	0%	33%	27%	40%
Working with families exposed to trauma	0%	0%	20%	47%	33%
Working with families to help them enhance their children's learning at home	0%	0%	27%	33%	40%
Techniques for engaging families in classroom, program, and/or school activities	0%	0%	27%	20%	53%
Strategies to effectively communicate with families	7%	0%	40%	13%	40%
Techniques for gathering and using knowledge about children's families in curriculum planning	7%	0%	33%	7%	53%

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=15)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	0%	6%	38%	6%	50%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	0%	6%	38%	13%	44%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	0%	13%	50%	6%	31%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	0%	6%	25%	31%	38%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	0%	6%	19%	19%	56%
Bachelor's Degree Faculty (N=30)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	17%	23%	30%	3%	27%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	13%	7%	33%	17%	30%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	17%	7%	33%	13%	30%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	13%	0%	27%	23%	37%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	20%	3%	23%	17%	37%

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=15)					
Teaching practitioners to implement strategies that support mathematical understanding in children birth to age 2	7%	33%	20%	7%	33%
Teaching practitioners to implement strategies that support mathematical understanding in children ages 3 and 4 (pre-K)	7%	7%	33%	20%	33%
Teaching practitioners to implement strategies that support mathematical understanding in children in grades K-3 or higher	7%	7%	40%	20%	27%
Teaching practitioners how to effectively use assessment to inform and individualize instruction	7%	7%	20%	40%	27%
Strategies to help practitioners who struggle with math build confidence in their ability to facilitate children's mathematical understanding and skill	13%	7%	20%	13%	47%

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=16)					
Importance and benefits of bilingualism for young children's development	0%	19%	56%	6%	19%
Role of home-language development in helping young children learn English	0%	13%	44%	19%	25%
Strategies to support the cognitive development of young DLLs	0%	6%	31%	31%	31%
Strategies to support the language development of young DLLs	0%	13%	19%	25%	44%
Strategies to support the literacy development of young DLLs	0%	13%	25%	31%	31%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	0%	6%	31%	38%	25%
Strategies to support the socioemotional development of young DLLs	0%	6%	19%	44%	31%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	13%	31%	25%	31%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs	0%	6%	25%	31%	38%
Strategies for engaging families from linguistically diverse backgrounds	0%	6%	31%	25%	38%
Bachelor's Degree Faculty (N=30)					
Importance and benefits of bilingualism for young children's development	13%	10%	27%	13%	37%
Role of home-language development in helping young children learn English	7%	13%	27%	20%	33%
Strategies to support the cognitive development of young DLLs	7%	7%	20%	27%	40%
Strategies to support the language development of young DLLs	3%	10%	23%	23%	40%
Strategies to support the literacy development of young DLLs	3%	7%	23%	27%	40%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	3%	7%	33%	30%	27%

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=30)					
Strategies to support the socioemotional development of young DLLs	3%	3%	27%	17%	50%
How to use appropriate teaching strategies for young DLLs within various classroom language models	7%	7%	27%	30%	30%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs	3%	3%	27%	27%	40%
Strategies for engaging families from linguistically diverse backgrounds	7%	3%	23%	23%	43%
Graduate Degree Faculty (N=15)					
Importance and benefits of bilingualism for young children's development	7%	7%	27%	13%	47%
Role of home-language development in helping young children learn English	7%	0%	33%	20%	40%
Strategies to support the cognitive development of young DLLs	0%	7%	20%	27%	47%
Strategies to support the language development of young DLLs	0%	7%	27%	20%	47%
Strategies to support the literacy development of young DLLs	0%	7%	27%	20%	47%
Strategies to support the development of mathematical knowledge and understanding of young DLLs	0%	7%	40%	13%	40%
Strategies to support the socioemotional development of young DLLs	0%	7%	27%	13%	53%
How to use appropriate teaching strategies for young DLLs within various classroom language models	0%	7%	33%	20%	40%
How to use observation, assessment, and documentation to inform strategies for teaching young DLLs	0%	7%	27%	27%	40%
Strategies for engaging families from linguistically diverse backgrounds	0%	0%	33%	20%	47%

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.

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.

Challenges Facing Early Childhood Degree Programs

Figure 4.1. Challenges Facing Tennessee Early Childhood Associate Degree Programs Related to Lack of Resources and/or Support (N=12)

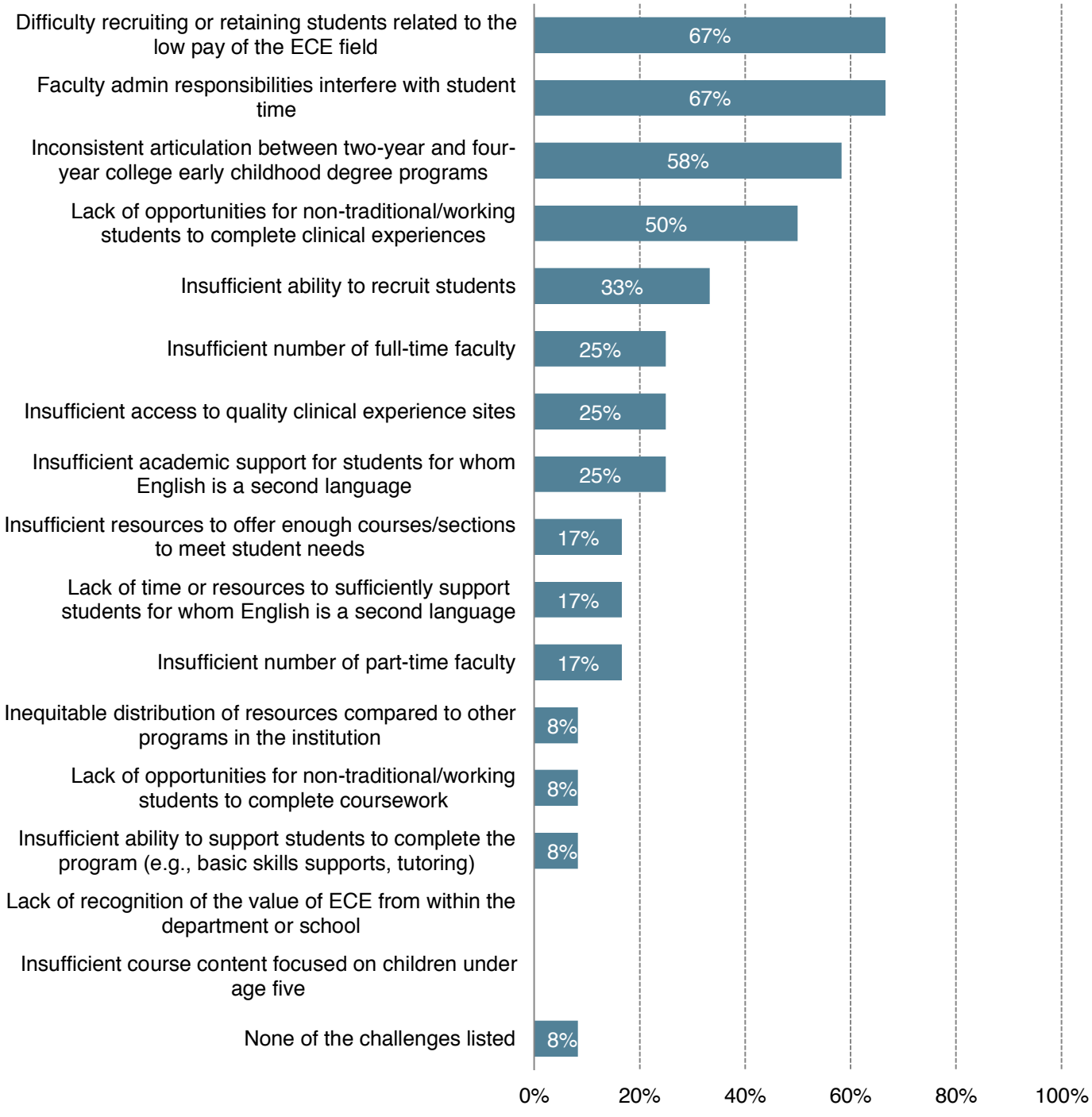


Figure 4.2. Challenges Facing Tennessee Early Childhood Bachelor's Degree Programs Related to Lack of Resources and/or Support (N=15)

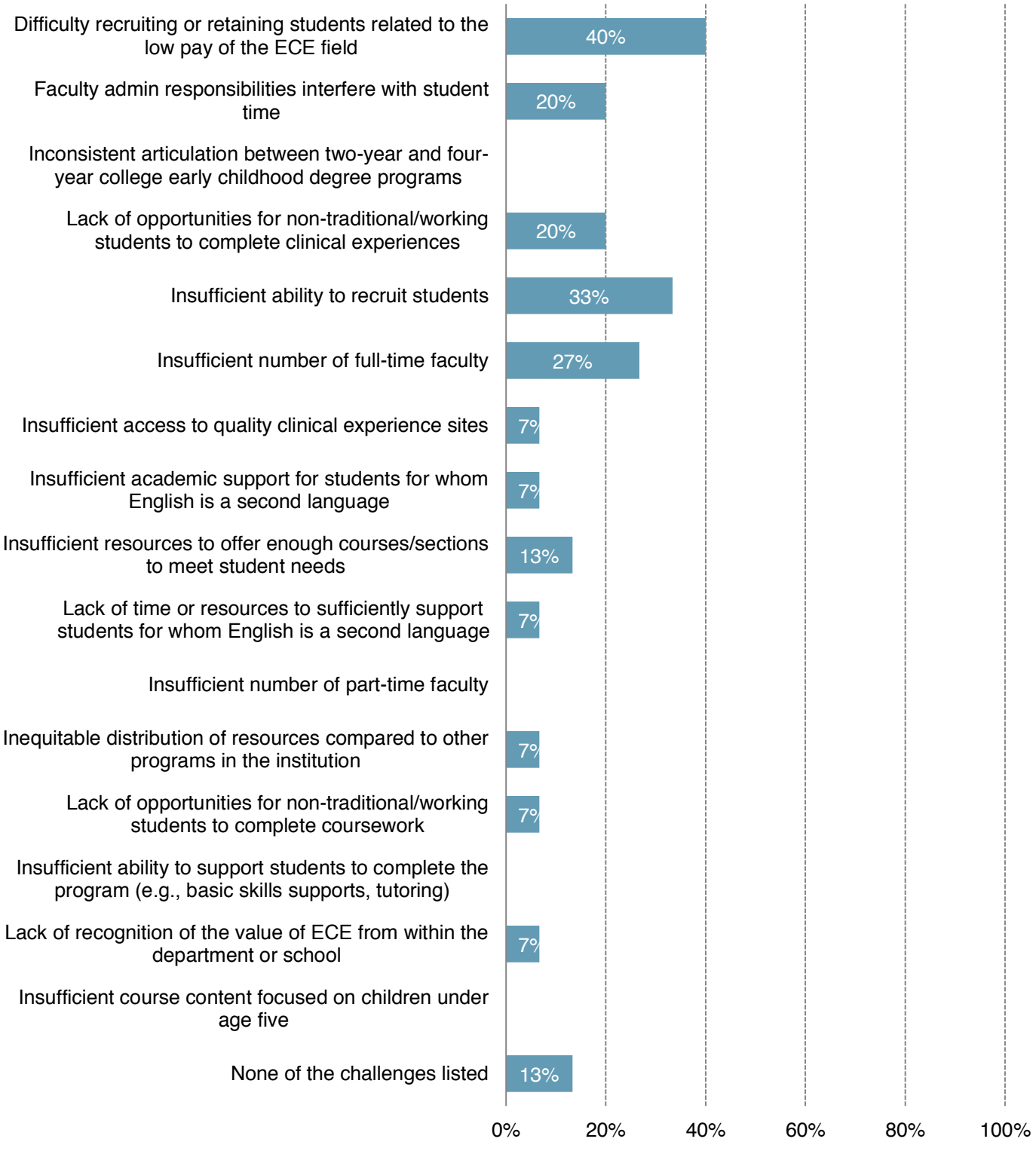


Figure 4.3. Challenges Facing Tennessee Early Childhood Graduate Degree Programs Related to Lack of Resources and/or Support (N=10)

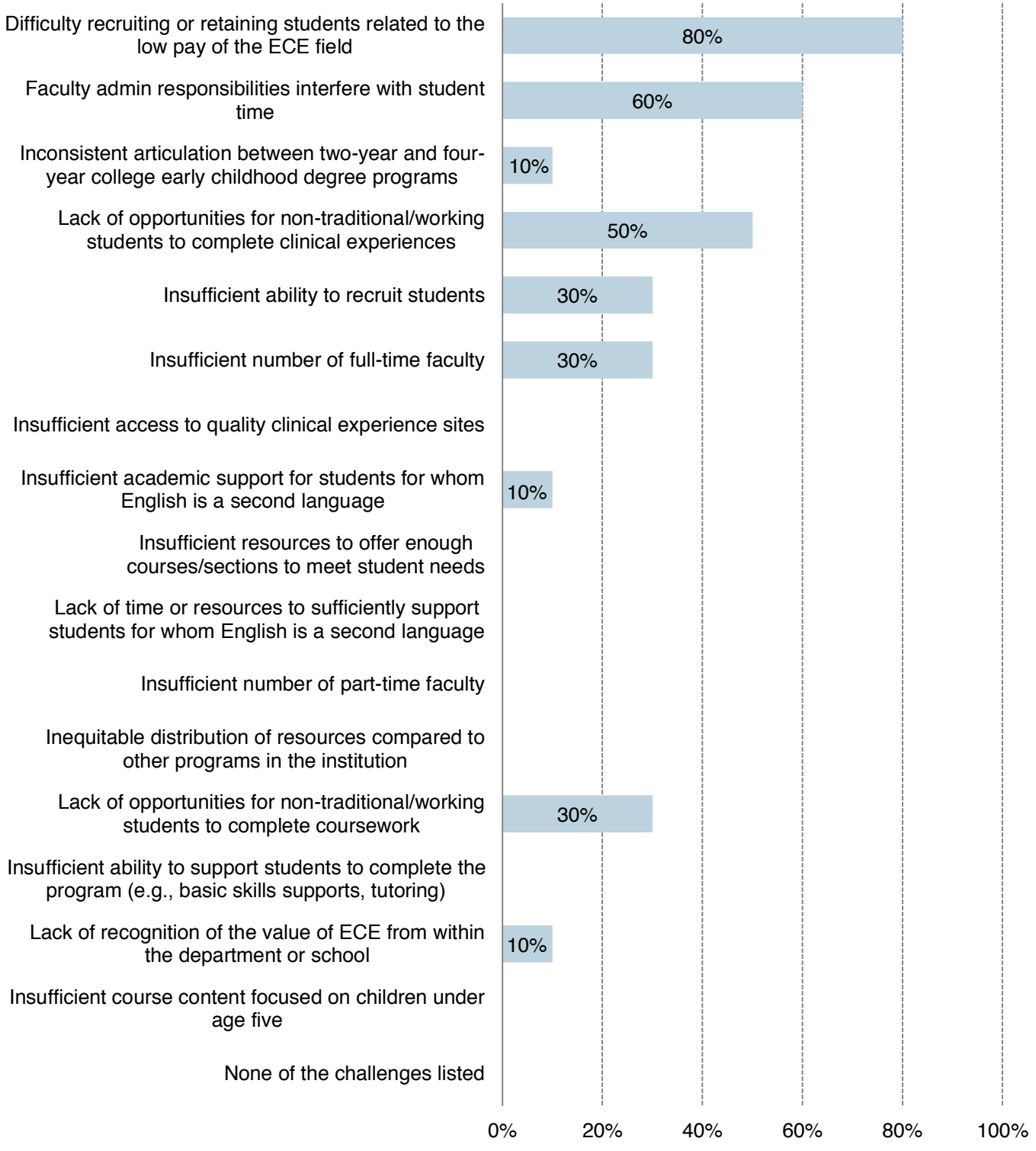


Figure 4.4. Challenges Facing Tennessee Early Childhood Associate Degree Programs Related to Need for Additional Faculty Expertise (N=11)

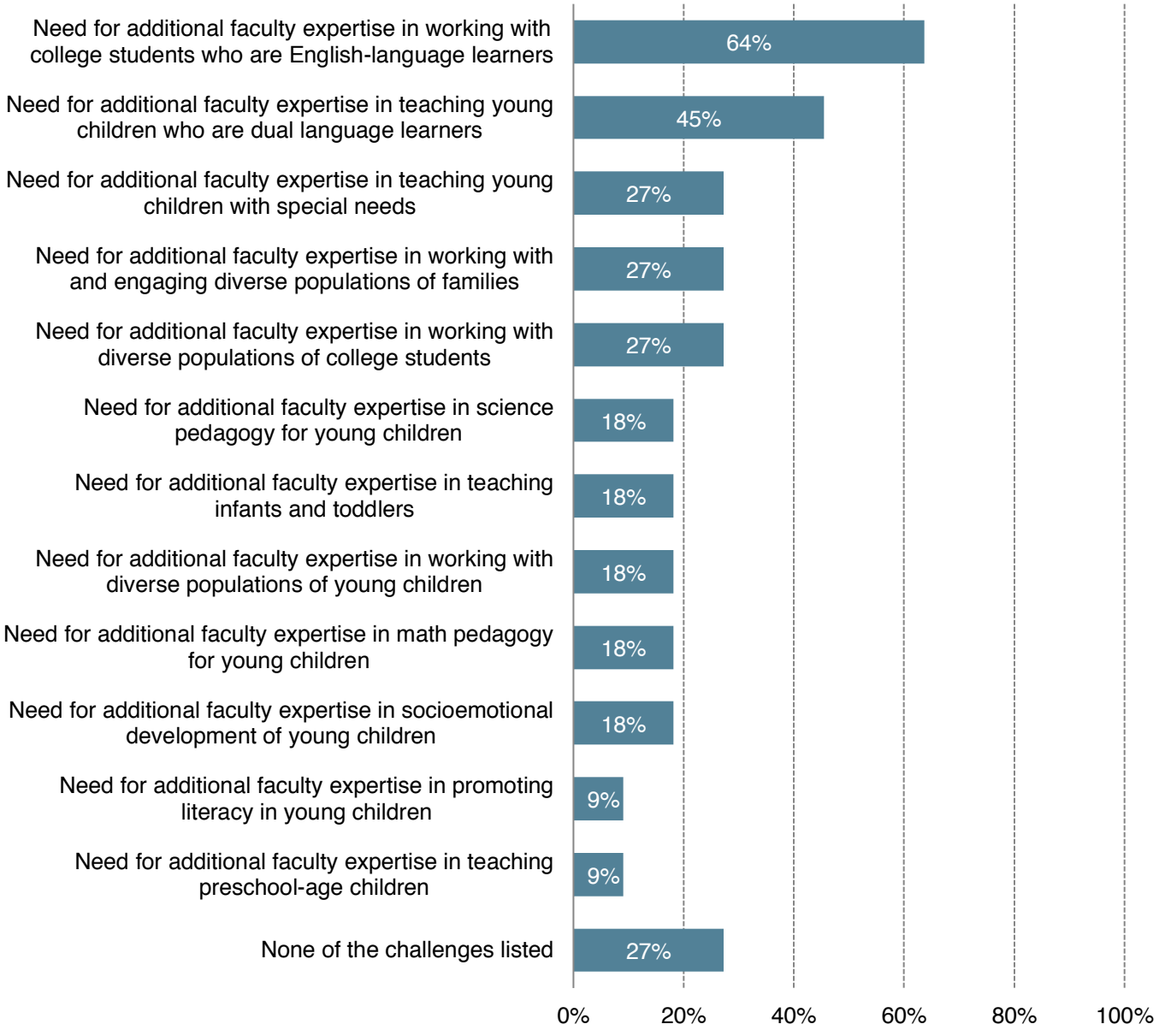


Figure 4.5. Challenges Facing Tennessee Early Childhood Bachelor's Degree Programs Related to Need for Additional Faculty Expertise (N=14)

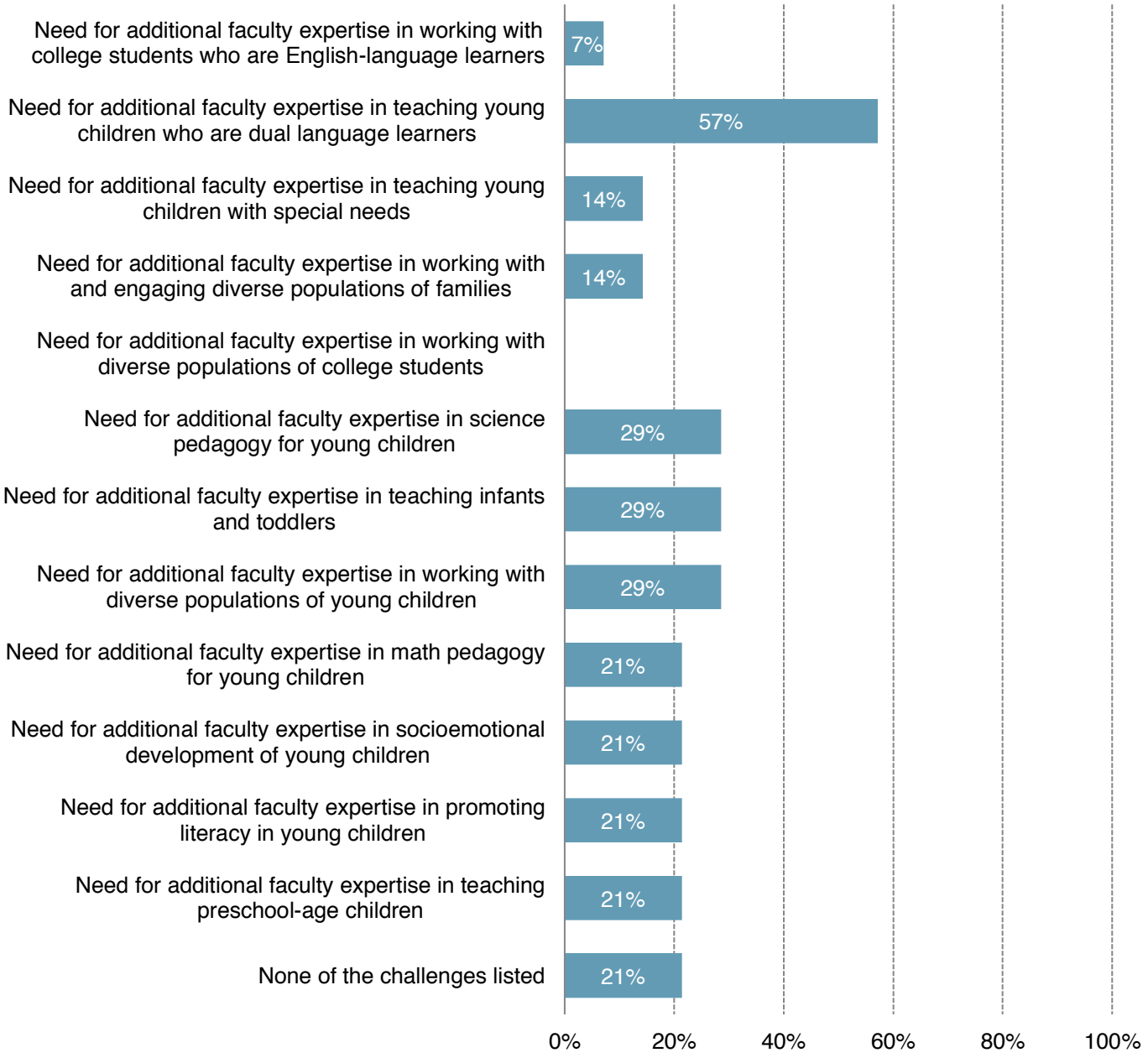
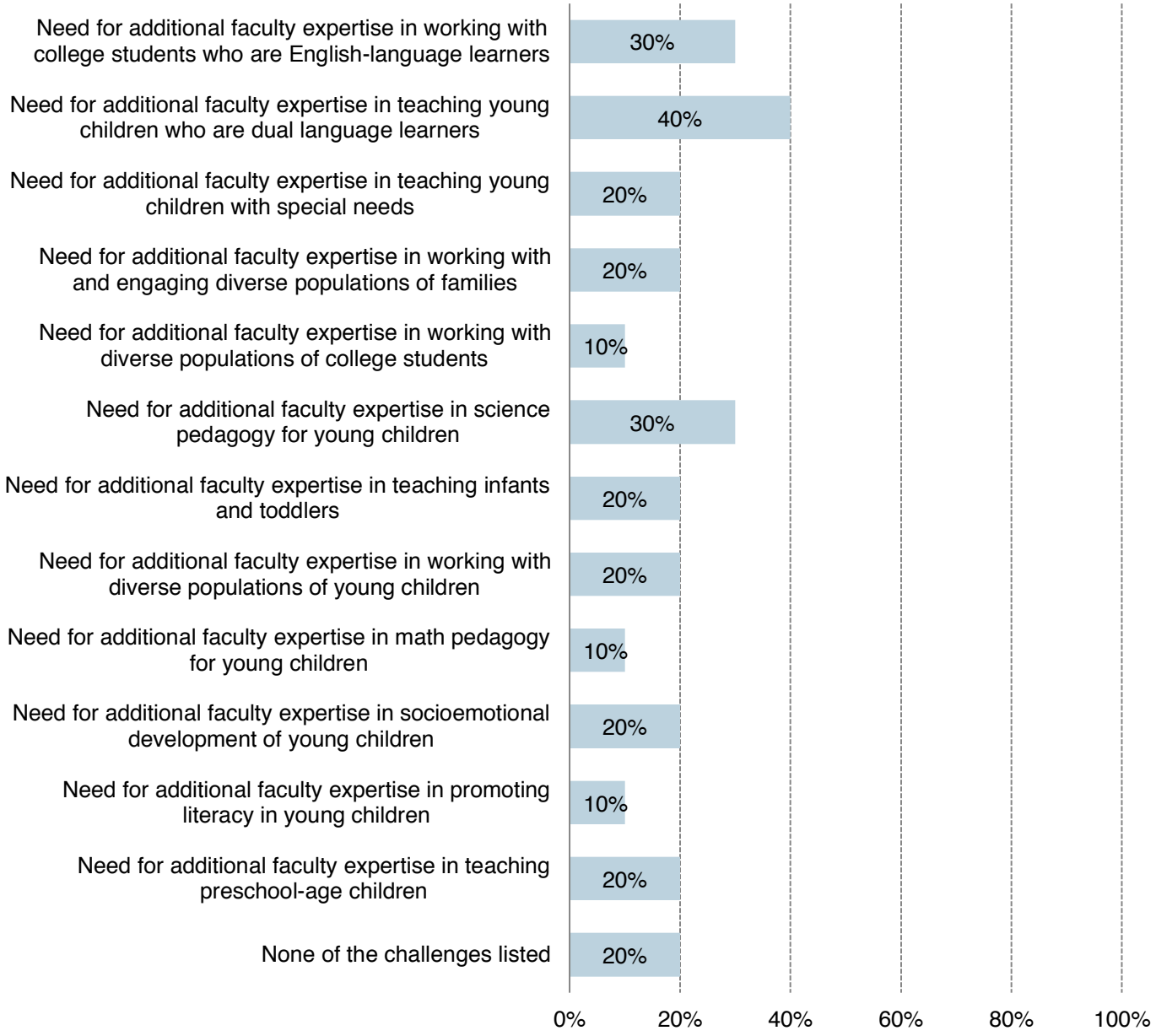


Figure 4.6. Challenges Facing Tennessee Early Childhood Graduate Degree Programs Related to Need for Additional Faculty Expertise (N=10)



Additional Resources Needed to Improve Early Childhood Degree Programs

Figure 4.7. Program-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level

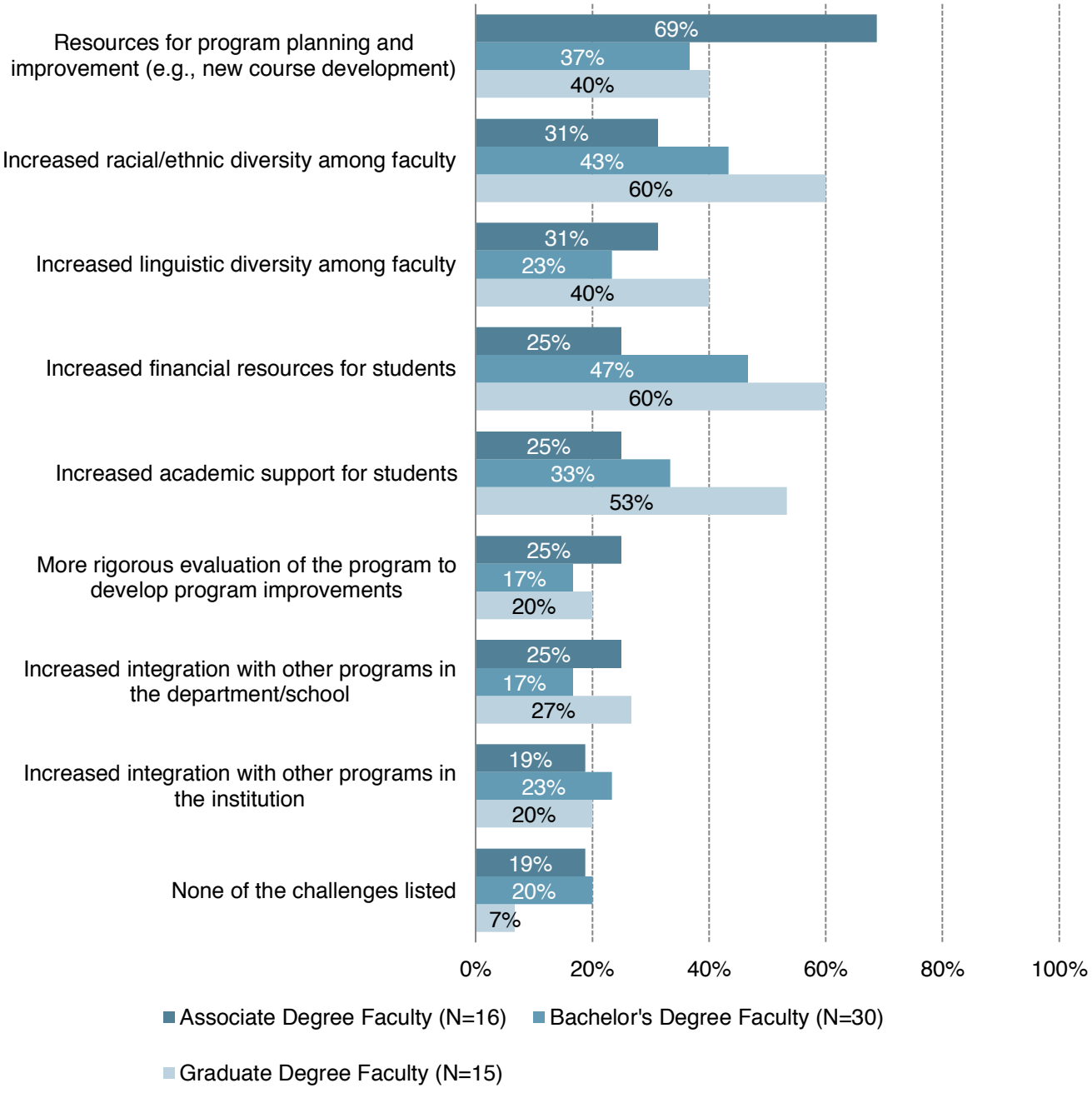
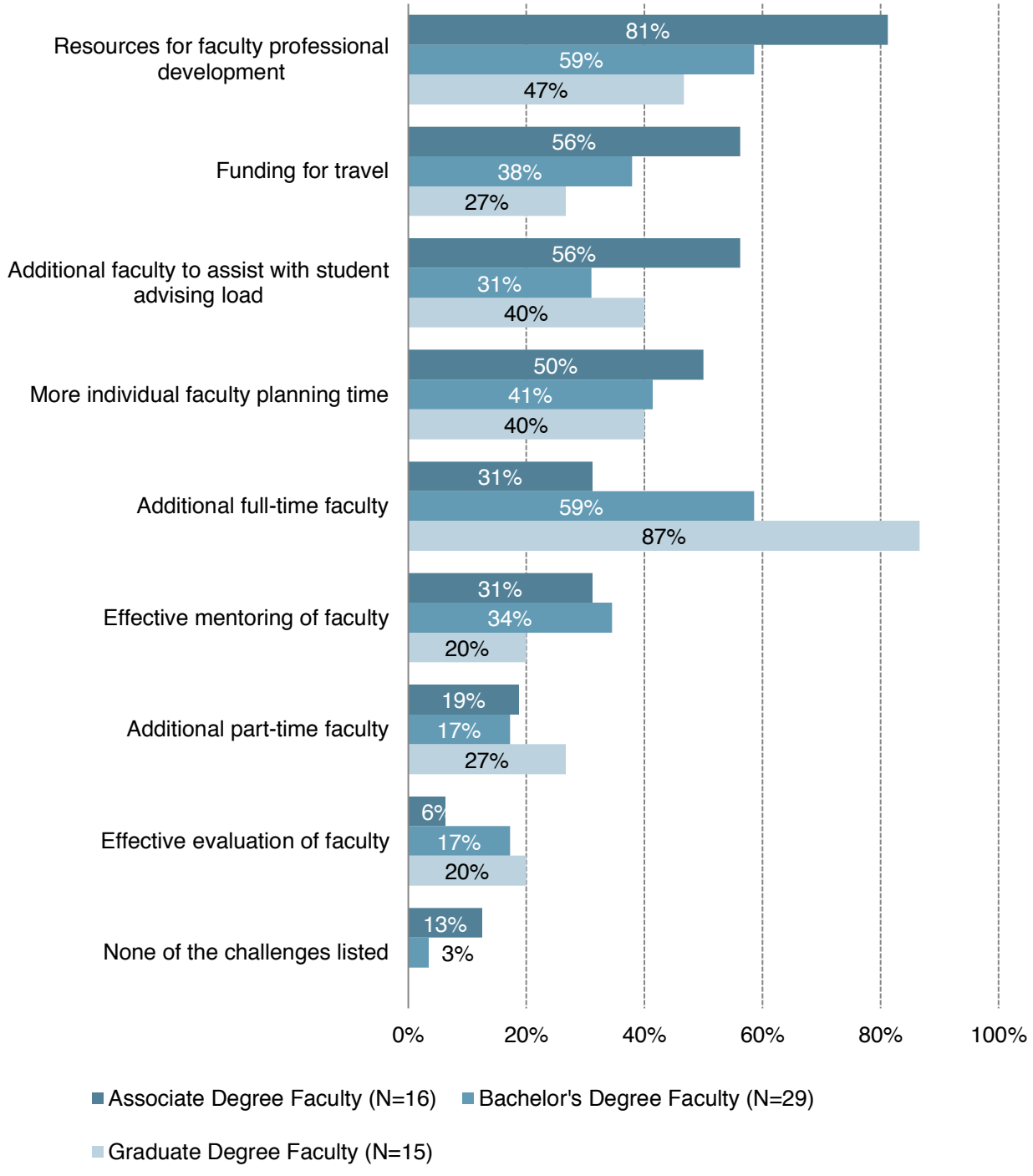


Figure 4.8. Faculty-Related Resources Needed to Improve Early Childhood Degree Programs, as Reported by Faculty Members, by Degree Level



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