

New Scripts for 21st Century Services

Surveying the Preservice Personnel Preparation Landscape

Introduction

The purpose of this measure is to determine your perceptions of how colleges and universities in your state prepare personnel to work with infants, toddlers, young children and families (also known as preservice education or preservice personnel preparation). The measure consists of questions addressing various preservice education components. This is not meant to be an exhaustive list of all the important dimensions of preservice education. Rather, the intent is to stimulate your reflection on current policies, linkages, and practices and to identify changes that might improve preservice education practices in your state.

Part I

For the first five questions, please check the appropriate box or fill in blank, as requested. For all subsequent questions, rate your state based on your knowledge and experience. Read each question carefully. Circle one number on the corresponding 5-point scale (ranging from Never - 1 to Always - 5) that best reflects the extent to which you think this is a feature of preservice education in your state.

1. a. Does your state have a **written plan**, such as a Comprehensive System for Personnel Development (CSPD), for personnel preparation related to early childhood intervention?

- yes no I do not know

1. b. Does this plan reflect **coordination** across your state's infant/toddler program (Part C) and preschool program (619/Part B)?

- yes no I do not know

2. a. Does your state have an **existing structure** (group, committee, task force) that provides a forum for ongoing discussion related to teaching and training of personnel to work with young children and families?

- yes no I do not know

2b. If yes, what is the **name of this structure** ? _____

2c. To what extent **is this group effective** in coordinating efforts related to teaching and training of personnel to work with young children and families in your state?

- Do not know Not effective Somewhat effective Very effective



Where is your state now?

	Do not know	Never	Seldom	Sometimes	Usually	Always
3. To what extent is a written plan being used to plan, implement and evaluate the training of personnel to work with young children and families in your state?	0	1	2	3	4	5
4. To what extent are preservice education efforts across your state coordinated ? (i.e., Are 2-year colleges and 4-year colleges/universities aware of each other's educational programs?)	0	1	2	3	4	5
5. To what extent are preservice education efforts across your state planned and implemented in a collaborative fashion ? (i.e., Are efforts planned and implemented across institutions?)	0	1	2	3	4	5
6. To what extent are preservice education activities across your state planned by representatives from across disciplines and implemented with interdisciplinary audiences ? (i.e., Are efforts planned and implemented across divisions or departments within institutions?)	0	1	2	3	4	5
7. To what extent do higher education institutions (2-year colleges and 4-year colleges/ universities) have articulation agreements with each other that support a career progression for students?	0	1	2	3	4	5
8. To what extent are preservice programs at 4-year colleges and universities accessible to working professionals ? (accept part-time students, offer evening & week-end classes, use distance learning options)?	0	1	2	3	4	5
9. To what extent are preservice programs at 2-year colleges accessible to working professionals ? (accept part-time students, offer evening and weekend classes, use distance learning options)?	0	1	2	3	4	5
10. To what extent are faculty at 2-year colleges and 4-year colleges/universities involved in planning and preparing inservice training for those who already work with young children and families?	0	1	2	3	4	5



Where is your state now?

	Do not know	Never	Seldom	Sometimes	Usually	Always
11. To what extent are 4-year colleges/ universities doing an adequate job of preparing students to work with young children and families?	0	1	2	3	4	5
12. To what extent are 2-year colleges doing an adequate job of preparing students to work with young children and families?	0	1	2	3	4	5
13. To what extent are inservice training and preservice education efforts across your state linked?	0	1	2	3	4	5
14. To what extent is a family-centered philosophy infused into preservice education efforts across your state?	0	1	2	3	4	5
15. To what extent are family members given the opportunity to participate in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
16. To what extent are cultural and linguistic diversity infused into course work and practica experiences for students in your state (i.e., readings, assignments, opportunities to work with diverse families)?	0	1	2	3	4	5
17. To what extent do preservice personnel (faculty members, administrators, practicum supervisors) reflect the cultural and linguistic diversity your state?	0	1	2	3	4	5
18. To what extent have professional organizations been involved in planning, implementing, and evaluating preservice education efforts?	0	1	2	3	4	5
19. To what extent are college course work and practica experiences tied to certification and credentialing (i.e., infant/toddler/, preschool, child care)?	0	1	2	3	4	5



Part II

Below is a summarized list of the preservice education topics addressed in the questions above. Rank order the **three** most important preservice education issues to address in your state: 1—most important, 2—second most important, 3—third most important.

- 3. Utilizing a written plan
- 4. Coordinated preservice education
- 5. Collaborative preservice education
- 6. Cross-disciplinary preservice education
- 7. Articulation agreements
- 8. Accessibility of 4-year programs
- 9. Accessibility of 2-year programs
- 10. Faculty involved in inservice training
- 11. Adequacy of preservice education at 4-year colleges and universities
- 12. Adequacy of preservice education at 2-year colleges
- 13. Inservice-preservice linkages
- 14. Family-centered philosophy
- 15. Involvement of family members in preservice education
- 16. Cultural and linguistic diversity infused in course work and practica
- 17. Cultural and linguistic diversity of preservice personnel
- 18. Involvement of professional organizations
- 19. Certification and credentialing

Place item number from above in the appropriate space below.

Most Important _____ 2nd Most Important _____ 3rd Most Important _____

Thank you for your time and thoughtful input.