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EXAMINING STATE SOCIAL EMOTIONAL STANDARDS AND PROFESSIONAL
DEVELOPMENT RELATED TO THOSE STANDARDS

BY

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DISSERTATION

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Abstract

Embedding social emotional standards into professional development can enhance teachers' ability to address the social emotional needs of young children. However, research on early childhood standards has mainly focused on the development of specific content areas (e.g., mathematics, science, social studies, literacy) within these standards while professional development studies have focused mainly on inclusion, evidence-based practices, and social skills interventions. There is little research on professional development that focuses on state social emotional standards. The purpose of this mixed method study was to gain insights into professional development related to early learning standards for early childhood practitioners who work with preschool-age children (3 to 5 years old). Using mixed methods, the social emotional content within state early childhood learning standards was examined for similarities and differences across states. Furthermore, the resources that six states utilized to support the professional development that teachers received in addressing the social emotional needs of children with and without disabilities was investigated. Results indicate variations in state social emotional standards, approaches to professional development in relation to state social emotional standards, and the resources and supports available by states providing social emotional professional development.

To Victoria, Jarron, and Eric, dreams do come true

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Table of Contents

| | |
|---|-----|
| Chapter I Introduction | 1 |
| Chapter II Literature Review | 13 |
| Chapter III Methodology | 34 |
| Chapter IV Results | 63 |
| Chapter V Discussion | 86 |
| References | 99 |
| Appendix A Introductory Letter From CSEFEL Principal Investigator | 112 |
| Appendix B Research Study Information Letter | 113 |
| Appendix C Reminder Email to Participate | 114 |
| Appendix D Interview Schedule | 115 |
| Appendix E Email to Participate | 116 |
| Appendix F Email to Participate and to Arrange Phone Interview | 117 |
| Appendix G Introductory Phone Script | 118 |
| Appendix H Consent Letter for Interview Participants | 120 |
| Appendix I Interview Questions | 122 |
| Appendix J State Standards Title and URL | 124 |
| Appendix K State Social Emotional Standards Matrix: Blank | 129 |
| Appendix L Table of Analyses | 130 |
| Appendix M Reminder Email to Return Transcript | 131 |
| Appendix N Thank You Email After Participation | 132 |
| Appendix O Dissertation Themes | 133 |
| Appendix P Added State Social Emotional Standards Matrix Categories: Blank | 134 |

| | |
|---|------------|
| Appendix Q Social Emotional Standard Domains..... | 135 |
| Appendix R Number of Social Emotional Standards Across States | 138 |
| Appendix S Number of Learning Expectations Across States With Added Domain Areas | 141 |
| Appendix T Learning Expectations Across Social Emotional Domains..... | 144 |
| Appendix U Performance Indicators | 147 |

Chapter I

Introduction

Educational reforms have always influenced the practices of educators from kindergarten through Grade 12. Preschool services for children with and without disabilities have not escaped these reforms. For example, the Good Start, Grow Smart (GSGS) initiative of 2002 was an educational reform that later turned into a national policy, known as the No Child Left Behind Act (NCLB, 2002). This policy emphasized the importance of student achievement and accountability. Along with GSGS came the requirement for states to develop early learning standards. By 2004, in order for states to apply for federal funding from the U.S. Department of Health and Human Services' Administration for Children and Families, each state had to demonstrate that they were in the preliminary phase of developing early learning standards. The recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 2011 (U.S. Department of Education, 2010), formerly known as NCLB, continues to impact inclusive early childhood programs in terms of funding, accountability, and teacher effectiveness. For example, ESEA requires inclusive early childhood programs to focus on school readiness, accountability, and meeting high standards (U.S. Department of Education, 2010).

States have addressed school readiness for young children by incorporating both early learning standards and assessments within comprehensive, high-quality systems of services during the early childhood years (Council of Chief State Officers, 2011; Daily, Burkhauser, & Halle, 2010; Stedron & Berger, 2010). Early childhood practitioners in turn are expected to demonstrate increases in child outcomes in relation to school readiness through the use of early learning standards and assessments.

Obtaining optimal outcomes for young children is a comprehensive endeavor that cannot be constructed singularly. In order to move forward in preparing young children to meet the challenges of elementary education, an integrated learning system must be established. This system is comprised of early childhood standards, early childhood practitioners, and young children (Bodrova, Leong, & Shore, 2004; Council of Chief State Officers, 2011; Daily, Burkhauser, & Halle, 2010). The three mitigating factors that impact child outcomes include: (a) early learning standards developed by states, (b) training and implementation of early learning standards in high quality environments, and (c) monitoring of the implementation of early learning standards (see Figure 1). When each of these factors are supported and maintained, with appropriate resources, the goals for school readiness for young children can be met.

However, changes in expectations, as well as the opportunities and challenges that inclusive early childhood programs face in meeting the requirements of these initiatives are daunting and must be addressed (National Association for the Education of Young Children [NAEYC] & National Association of Early Childhood Specialists in State Departments of Education [NAECS/SDE], 2002). If states are utilizing early learning standards to measure child outcomes, identifying how teachers are trained and monitored in using those standards is needed.

Prior to the above legislation, synergistic activities were already in place to ensure that high quality educational practices were being developed. These efforts resulted in the development of common practices for professionals to meet the needs of young children and their families such as developmentally appropriate practices (DAP), the Head Start Program Performance Standards (NHSA, 2009), Division of Early Childhood (DEC) recommended practices (Sandall, Hemmeter, Smith, & McLean, 2005), and CEC professional standards (CEC, 2009).

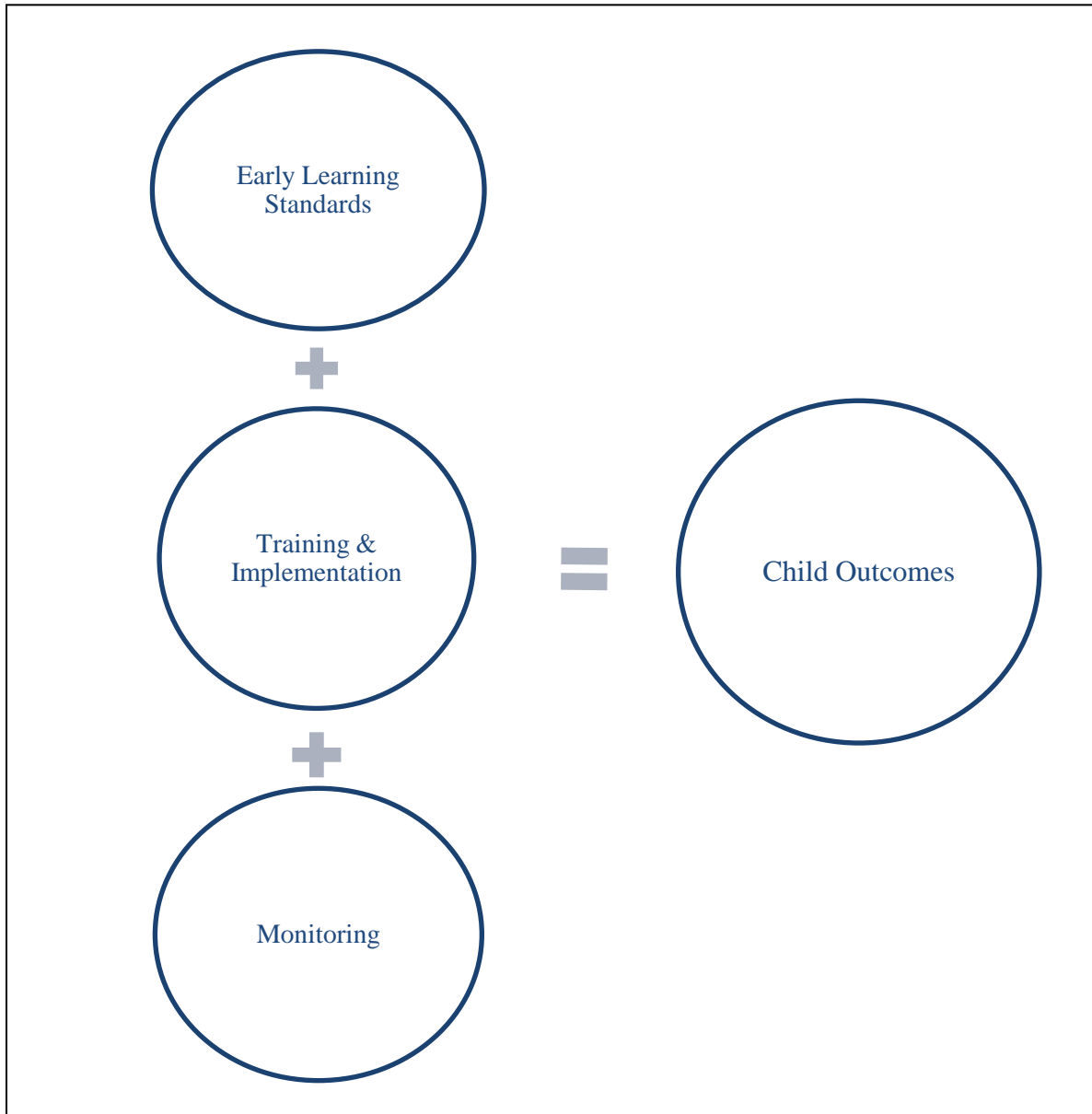


Figure 1. Logic model showing how the early learning standards are linked to child outcomes.

Definition of Terms

As background for this study, several terms related to the understanding of early learning standards, social emotional development, social emotional learning, and developmentally appropriate practice to support young children’s development had to be defined. Definitions of

terms that will be referenced in this study are found in Table 1. For the purpose of this study, the term social emotional will be used interchangeably with social emotional skills to mean the competencies and skills that result in positive interactions and relationships with peers and adults.

Table 1

Social Emotional Definitions

| Descriptors | Definitions | Additional references |
|--------------------------------------|---|---|
| Developmentally appropriate practice | “The process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: [1] what is known about child development and learning...; [2] what is known about the strengths, interests, and needs of each individual child in the group...; and [3] knowledge of the social and cultural contexts in which children live...” (Bredekamp & Copple, 1997, p. 8-9) | |
| Early learning standards | “the practices and outcomes expected in early childhood settings” (Riley, San Juan, Klinkner, & Ramminger, 2008, p. 130) | |
| Emotional competence | Possessing three elements (i.e., emotional expressiveness, emotional knowledge, and emotional regulation) to build positive social relationships and self-esteem, which impact school readiness and academic success | Denham, Blair, DeMulder, Levitas, Sawyer, Auerbach-Major, & Queenan, (2003) |
| Relationships with others | “Child’s ability to develop and sustain a positive, “intimate, caring connection with peers and adults” (Katz & McClellan, 1997, p. 2) | Elias & Weissberg, (2000); Hestenes & Carroll, (2000); Landy, (2002) |
| Self-awareness | “Child views himself as separate from others” (Marion, 2011, p. 169) | Asendorpf, Warkentin, & Baudonniere, (1996); Nadel, Prepin & Okanda, (2005); Rochat (2003) |
| Self-concept | “The set of attributes, abilities, attitudes and values that an individual believes defines who she is” (Berk, 2009, p. 451) | Bong & Skaalvik,(2003); Brown, (1998); Harter, (1999,1990); Marion, (2011); Marsh, Ellis & Craven, (2002); Stipek, Galinski & Kopp, (1990); Tessor, Felson & Suls, (2000) |

(table continues)

Table 1 (continued)

| Descriptors | Definitions | Additional references |
|--------------------|---|---|
| Self-control | “Inhibiting an impulse to engage in behavior that violates a moral standard” (Berk, 2009, p. 510) | Gliebe, (2011); Landy, (2002); Marion, (2011); Sparks, (2011) |
| Self-determination | The ability to identify one’s own interests and goals and use one’s skills and abilities to achieve those goals | Hughes & Agran, (1998); Price, Wolensky & Mulligan, (2002); Wehmeyer, (2005) |
| Self-efficacy | Confidence in one’s own ability to control events in their surroundings (Harter (2006) as cited in Berk, 2009) | Bong & Skaalvik, (2003) |
| Self-esteem | “The aspect of self-concept that involves judgments about one’s own worth and the feelings associated with those judgments” (Berk, 2009, p. 455) | Bracken & Lamprecht, (2003); Davis-Kean & Sandler, (2001); Landy, (2002); Stipek, Recchia & McClintic, (1992) |
| Self-recognition | “Perception of the self as a separate being, distinct from other people and objects” (Berk, 2009, p. 445) | Marion, (2011) |
| Self-regulation | “The child’s ability to contain and manage his own behavior without relying on caregivers to guide him” (Landy, 2002, p. 369) | Eisenberg, Fabes, Guthrie & Reiser, (2000); Eisenberg & Spinrad, (2004); Eisenberg & Zhou, (2000); Philippot & Feldman, (2004); Thompson & Goodwin, (2007) |
| Social skills | “The ability to interact with others in a given social context in specific ways that are societally acceptable or valued and at the same time personally beneficial, mutually beneficial, or beneficial to others” (Combs & Slaby (1977) as cited in Cartledge & Milburn, 1980) | Gonzalez-Lopez & Kamps, (1997); Hops, Finch, & McConnell, (1985); Kohler, Anthony, Seifhner, & Hoyson, (2001); Marion (2011); Miller, Lane, & Wehby, (2005) |
| Social competence | “The child’s abilities to have positive relationships with peers, family members, and teachers” (Raver & Zigler, 1997, p. 366) | Denham, Blair, DeMulder, Levitas, Sawyer, Auerbach-Major & Queenan, (2003); Feldman, (2010); Feldman, Tomasian & Coats, (1999); Katz & McClellan, (1997); Landy, (2002) |

The Development of Early Learning Standards

Over the past 16 years many states have developed and adopted early learning standards as a way to support positive child outcomes across all areas of development (Bodrova, Leong, &

Shore, 2004; Brown, 2007a; NAEYC & NAECS/SDE, 2002; Scott-Little et al., 2007). Since the initial adoption of early learning standards in 1996 by the state of Georgia, an additional 49 states have developed and published early learning standards for preschoolers served in inclusive center-based programs (Scott-Little et al., 2007). The movement towards a standards-based environment in inclusive early childhood programs was inevitable given the emphasis on standards in K-12 education (Bodrova et al., 2004). Across states, various partners have collaborated to develop early learning standards, including local school districts, departments of health and human services, departments of education, early childhood education programs, institutions of higher education, parents, consultants, and other stakeholders.

States have developed early learning standards to address social emotional, language and communication, literacy, numeracy, science, art, social studies, and other areas. Most of the studies on early learning standards have focused on the process used to develop these standards (i.e., Scott-Little, Kagan, & Frelow, 2003a). In 2002, Scott-Little and colleagues reported that 27 states had developed and published early learning standards. Furthermore, they found that these states used K-12 standards as the basis for developing their early learning standards.

In their follow-up study published two years later, Scott-Little, Kagan, and Frelow (2005) reviewed early learning standards across the United States. They found that only 36 states had developed and published standards since their previous study (Scott-Little et al., 2003a), revealing that little had been done by other states during this timeframe. In this follow-up study, the researchers also examined the content included in the early learning standards. Specifically, they investigated how the standards addressed skills that were required of preschoolers with and without disabilities. For example, in the area of social emotional development, the researchers

found that of the states that addressed this content area, 33% of the items primarily addressed how children engage in positive social interactions with their peers.

Although there is continued emphasis on the development of early learning standards by states, little is known about how the early learning standards are used to train early childhood practitioners and ultimately how these practitioners use the standards in their day-to-day practice. As stated in the NAEYC and NAECS/SDE (2002) report, “Efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher-educators” (Essential Features section 4, para 2). Unfortunately, there is a gap in our understanding of the extent to which early learning standards are addressed in training and technical assistance activities, implemented by early childhood teachers and providers, and monitored by state and local agencies charged with overseeing inclusive early childhood programs.

The Need for Support in the Area of Social Emotional Development

Teachers are expected to provide every child with the best learning environment to support his or her development in all domains, including cognitive, language and communication, social emotional, and physical. Thus, it is not surprising that early learning standards address children’s development across these areas. Since the initial years of development of early learning standards, social emotional development has been incorporated into state standards. However, Scott-Little et al. (2003b) found that although social emotional standards were included in most states’ early learning standards, guidance for implementing these standards was lacking. Notably, promoting children’s social emotional development and addressing challenging behaviors are key areas teachers struggle with most when working with

young children in inclusive settings (Hemmeter, Santos, & Ostrosky, 2008; Kaufmann & Wischmann, 1999; Pierce-Jordan & Lifter, 2005).

While there has been an increased focus on academics at the national level, particularly literacy skills, creating opportunities for young children with and without disabilities to develop positive social emotional skills continues to be an essential element in high quality, inclusive early childhood programs. Researchers suggest that developing social emotional competence in the early years is linked to positive, long lasting outcomes such as: greater self-confidence, positive relationships, higher graduation rates, and better overall health (Hemmeter et al., 2008; Smith, *n.d.*). Moreover, social emotional development is key for children with disabilities to become integral members of inclusive programs. According to Gonzales-Lopez and Kamps (1997), a lack of social skills prevents children from developing positive relationships with peers and adults, achieving successful integration into the community.

Unfortunately, teachers have reported that one of their key concerns when working with young children, especially those with disabilities is addressing social emotional development at the same time they address Individual Education Plan (IEP) goals and all of the developmental domains necessary for children's growth and learning (Hemmeter et al., 2008; Kaufmann & Wischmann, 1999; Pierce-Jordan & Lifter, 2005). When teachers do not have the appropriate training to address the needs of children who display delays in social emotional development, these needs go unmet, which can result in children being expelled from preschool (Gilliam & Shahar, 2006). When teachers are unprepared to address children's social emotional development needs, other developmental areas also are impacted. Providing teachers with focused training in the area of social emotional development can begin to address these concerns.

States and the Center on the Social Emotional Foundations for Early Learning

One way that leaders in a handful of states have supported the social emotional development of young children with and without disabilities is by collaborating with staff from the Center on the Social Emotional Foundations for Early Learning (www.vanderbilt.edu/csefel). The Center on the Social Emotional Foundations for Early Learning (CSEFEL) was a national resource center jointly funded from 2001-2012 by the Office of Head Start and the Office of Child Care of the US Department of Health and Human Services. The purpose of the center was to develop, disseminate, and provide training and technical assistance on research and evidence-based practices in the area of young children's social emotional development. The work of CSEFEL was based on the following principles:

(1) Supporting young children's social and emotional development to prevent challenging behaviors; (2) Individualizing interventions to meet children's and families' unique interests, strengths, and needs; (3) Promoting skill building with enough intensity to affect change; (4) Implementing strategies in the context of naturally occurring routines and environments; (5) Ensuring fidelity of use through a systematic change process; and (6) Modifying strategies to meet the cultural and linguistic diversity of families and children. (CSEFEL Overview PowerPoint, Slide 7, *n.d.*)

One of the goals of CSEFEL was to provide in-depth training and technical support to early childhood practitioners from select states who sought out a partnership with collaborators from the center. Over the last 10 years, leaders from 11 states worked closely with CSEFEL collaborators to provide training and technical assistance to early childhood practitioners within their states. In order to become a "CSEFEL State" a rigorous application process was required. State leaders submitted an application describing the leadership team that would collaborate with CSEFEL staff. State leaders identified personnel from a variety of agencies that served children with and without disabilities, birth to five years old, and included personnel from Head Start and a representative from their state Office of Child Care.

CSEFEL is the only known federally funded entity that has offered a systematic program of training in the area of social emotional practices for young children. While numerous trainings and technical assistance have been provided by CSEFEL to programs across the country, data on the impact of the training on early childhood practitioners' practices are limited. No empirical studies have been found that directly assessed the impact that CSEFEL has had on teachers and children. Also, while the focus of the trainings was to have early childhood practitioners gain skills around evidence-based practices to support the social emotional development of children, the extent to which these practices were linked to social emotional early learning standards was never studied. An understanding of how social emotional early learning standards are linked to training is needed. Findings from this study begin to address some of these questions.

Moving Forward

Prior to 2005, most studies related to early learning standards focused on the process of developing these standards. Since then, only two studies focused on training and monitoring early childhood practitioners as they implemented state early learning standards within their settings (Brown, 2009; Scott-Little et al., 2007). With the increased focus on school readiness, accountability, and the link between early learning standards and child outcomes, a closer examination of the implementation of early learning standards in inclusive early childhood programs is needed. As policies and initiatives continue to push teachers to prepare children with and without disabilities for their academic careers, it is necessary to study how early childhood practitioners incorporate standards into their daily teaching.

In order to prepare highly qualified teachers, appropriate training and technical assistance to implement state standards is imperative (Daily, Burkhauser, & Halle, 2010; Hyun, 2003;

Morris, Raver, Lloyd, & Millenky, 2009; Pianta, Bryant, Hamre, Downer, & Soliday-Hong, 2008; Seefeldt, 2005). One way to examine the implementation of state standards is to provide focused training for teachers targeting strategies that facilitate children's social emotional development in school and the community. Identifying resources and supports needed by early childhood practitioners to effectively implement state standards in inclusive classrooms can influence future research and funding in this area.

This study was an investigation of how social emotional skills were addressed within state early learning standards and the resources and types of training and technical assistance that were provided to help practitioners address children's social emotional development within inclusive preschool settings. Taking an in depth look at the social emotional content within early learning standards provides insight into the skills that *all* children are expected to develop during their preschool years. In addition, examining the social emotional early learning standards provides the field with a clearer understanding of the learning expectations and performance indicators for children. Understanding the learning expectations and performance indicators can help guide professional development for inclusive early childhood programs, planning for teachers, and the development of assessment tools.

The purpose of this study was to examine social emotional content of state early learning standards and the resources and supports necessary and available to deliver professional development related to social emotional early learning standards. Specifically, the following research questions were addressed: (a) What are the social emotional domain areas that are addressed within early learning standards across states? (b) What are the learning expectations related to each social emotional domain area that are addressed within early learning standards across states? (c) What are the performance indicators related to each social emotional domain

area that are addressed within early learning standards across states? and (4) What resources and supports are needed and available to train teachers on social emotional development that align with state early learning standards?

Chapter II

Literature Review

The purpose of this chapter is to review the extant literature in the areas of educational reform and early learning standards. In particular, the history of early learning standards, the implementation of these standards, and professional development (PD) that has been provided to early childhood practitioners related to early learning standards are examined. Additionally, research on early learning standards within the context of early childhood education is described. Finally, gaps in the literature and areas for future research are discussed.

Search Parameters

A search of the literature focusing on documents that contributed to the understanding of early learning standards development, professional development, and the implementation of early learning standards was conducted. This search was extended to literature on the significant historical reforms in education and in particular, early childhood education.

The search for literature included books, book chapters, empirical research, policy papers, conceptual papers, federal reports, and newspaper articles. Search terms included a variety of words and word combinations such as: early learning standards, early learning guidelines, standards based outcomes, child based outcomes, social emotional early learning standards, preschool, social skills, training, professional development, early childhood education, policy, social interactions, standards, No Child Left Behind, Good Start Grow Smart, and *A Nation at Risk*. These word combinations were entered using the following databases: Wilson Web, EBSCO, *ERIC*, Google, Google Scholar, and the National Early Childhood Technical Assistance Center (NECTAC).

Only documents published between 1966-2011 were included in this review. The search for historical documents led to an extensive search of various websites. These included the Bush Library, National Academy of Education, National Archives, the National Center for Children in Poverty (NCCP), National Child Care Information Center (NCCIC), National Education Goals Panel (NEGP), National Library of Education, North Central Regional Educational Laboratory (NCREL), Pre[k] Now, and the U.S. Department of Education.

Finally, a hand search of the following peer-reviewed journals was conducted: *Early Childhood Education Journal*, *Early Childhood Research & Practice*, *Early Childhood Research Quarterly*, *Infants and Young Children*, *Journal of Early Intervention*, *Teachers College Record*, *Teacher Education and Special Education*, and *Topics in Early Childhood Special Education*.

Head Start History

A review of the history of early childhood education is not complete without a look at Head Start. One of the largest federally funded early childhood and early intervention programs in the United States, the Head Start program was established during the Lyndon B. Johnson era (1965) when a political movement to support socioeconomically disadvantaged children was at the forefront of the nation. Policymakers, social activists, and child development experts, including Julius Richmond and Edward Zigler, were all supportive of the initiatives that led to the creation of Project Head Start (Ramey, Dorval, & Baker-Ward, 1983).

The positive impact of Head Start was first reported by Wolff and Stein (1966); however, follow-up evaluations were not as conclusive. The Westinghouse Report (as cited in Ramey, Dorval, & Baker-Ward, 1983), reported that there was no conclusive evidence that attending Head Start resulted in long-term performance gains for children. Nonetheless, funding and the

expansion of Head Start continued. In 1973 the National Head Start Association (NHSA) was established and in 1974, the first Head Start Performance Standards were published (Haxton, 2007). Head Start programs were to be reviewed every 3 years based on these standards; however, this was rarely the case, and it was not until 1995 that reviews were enforced.

In recent years Head Start developed the Head Start Child Development and Learning Framework (<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>). The most recent version was published in 2011 and is used to support school readiness for young children in Head Start programs. This framework is comparable to early learning standards in that it centers around developmental areas and supports the learning and development of children attending Head Start. In order to determine if teachers are meeting the goals within the Head Start Framework, the Head Start Performance Standards are used as an assessment measure.

The Head Start Performance Standards have gone through multiple revisions and were eventually completed in 1996 and enforced a year later. The 2012 revisions to the standards highlighted high quality programming, qualified staff, on-site assessment tools, and the assessment process (http://www.nhsa.org/files/static_page_files/AD45DC3C-1D09-3519-AD88ABEBDF54F908/EDC_SafetyResourceGuideregsandguidance.docx.pdf).

The 1998 Reauthorization of Head Start featured a major shift from a focus on social competence to a focus on school readiness (Haxton, 2007). In 2000, funding for Head Start reached \$933 million. Along with this funding came the requirement from the Bush Administration (2001) that all four-year olds attending Head Start were to be tested (RESULTS, Inc., 2003). In 2003, The Head Start National Reporting System (NRS) was charged with this task. The purpose of the test was to:

- (1) enhance local aggregation of child outcome data and local program self-assessment efforts,
- (2) enable the Head Start Bureau and Administration for Children and Families

(ACF) Regional Offices to plan training and technical assistance efforts, and (3) incorporate child outcome information into future Head Start program monitoring reviews. (Meisels & Atkins-Burnett, 2004, p. 1)

Testing took place twice a year and focused on literacy, math, and language skills. The testing of young children by the NRS was met with strong opposition. The National Education Goals Panel, The National Research Council, and researchers in the field of early childhood did not support the testing of young children. Many researchers and practitioners debated whether testing young children was a valid predictor of later school achievement. The NHSA also opposed the testing of young children stating that the test “lacked external validity, was culturally and linguistically inappropriate, did not match the scope of Head Start programming and services, the purpose of assessment was unclear, and testing of every child was unnecessary” (NHSA Issue Brief, 2003, p. 1). In 2004, the U.S. Government Accountability Office (GAO) began an investigation of the NRS, and found that the testing put forth “lacks data to show that the test actually measures the progress of children in Head Start programs and failed to control for the validity and reliability of the assessment” (Press Release, 2005, p. 1). In 2007, the Head Start NRS was suspended based on the findings from the GAO.

Standards History

When economic and social issues become an imminent concern for American society, the educational system is always the first place considered for modifications and adjustments (Gursky, 1999; Kagan, 1990; Seefeldt, 2005). Several times in American history, education was pinpointed as needing reform based on national and global events. Examples include; the Revolutionary War (1775), Great Depression (1930s), the 1957 launching of Sputnik, World

War II (1940s), and the Civil Rights Movement of the 1960s (Seefeldt, 2005). However, during these times in history a focus was never placed on early childhood education.

The first wave of standards based education began in the 1960s and continued through the mid-1990s. While the focus on the education of children, kindergarten through 12th grade (K-12), remained under the critical eye of the American public, the education of young children (pre-K) continued to receive inadequate national attention and investment (Day & Yarbrough, 1998).

In 1983, a publication entitled *A Nation at Risk* (U.S. Department of Education, 1983) from the national Commission on Excellence in Education was released. This publication described the state of the American education system and the country's lack of progress in providing a high quality education to U.S. children. The Commission noted 13 areas of risk, including: academic achievement compared to other industrialized nations, literacy, and achievement tests for college entry and exit. According to the report, the learning that takes place within the educational system will determine whether the United States can remain a competitor in a global economy that is focused on technology. The risks presented impacted the ranking of the United States globally in the areas of "knowledge, learning, information, and skilled intelligence" (The Risk Section, para. 2). In order to move in the direction of academic excellence, educational institutions across the country were asked to institute high standards "from early childhood through adulthood" (Learning Society Section, para. 1). Moving towards a society of learners and taking advantage of educational institutions, provide lifelong opportunities for learning. However, according to *A Nation at Risk*, without effective leadership and commitment from parents, students, teachers, and administrators, institutions of higher education, government, and the military, America will remain a nation at risk.

As a result of *A Nation at Risk* (U.S. Department of Education, 1983), President George H. W. Bush and the nation's governors met in Charlottesville, Virginia for an Education Summit in 1989. This meeting was organized to address the crisis in the American educational system. Members from both political parties participated in the meeting to move the nation forward in making significant educational reforms. As stated in The Joint Communiqué of President Bush and the nation's governors, "a better educated citizenry is the key to the continued growth and prosperity of the United States" (Vinovskis, 1999, p. 38). The group of elected politicians noted that improvements in education were going to be met in the form of national education goals. Not surprisingly, there was opposition to the Summit from educators and other political members of Congress who were not part of the Summit. Nonetheless, six goals emerged as a result of the Summit and were outlined in Goals 2000: Educate America Act (H.R. 1804, 1994).

While the nation focused on reestablishing the educational system, early childhood organizations were collaborating to address policies in the context of early childhood education. These organizations included the Association for Childhood Education International (ACEI), Association for Supervision and Curriculum Development (ASCD), International Reading Association (IRA), National Association for the Education of Young Children (NAEYC), National Association of Elementary School Principals (NAESP), and the National Council of Teachers of English (NCTE). These organizations issued a joint position statement in 1986 regarding the appropriateness of the curriculum and instructional practices that were taking place prior to first grade, which were focused on standardized testing, and educational programming for young children who had not yet entered first grade (Shepard, Taylor, & Kagan, 1996). To address these concerns, NAEYC coined the phrase "developmentally appropriate practice" or DAP (Bredenkamp, 1987). DAP refers to practices that support the individual and cultural needs

of young children. Along with this phrase came guidelines developed by NAEYC to help early childhood programs meet the needs of young children “based on what is known about young children” (Bredekamp & Copple, 1997, p. 9). In 2009, Bredekamp and Copple released a new edition of the DAP to provide updated examples of best practice in early childhood programs. Another organization, the National Association of Early Childhood Specialists in State Departments (NAECS/SDE), also released a policy statement in reference to the testing of young children. These organizations came forward to address policy trends in early childhood assessment (Shepard, Taylor, & Kagan, 1996).

The *A Nation at Risk* (U. S. Department of Education, 1983) report also generated a series of papers by the Office of Educational Research and Improvement (OERI). These papers focused on topics that were critical to policymakers. One of these reports addressed the concerns for early care and education. In this report Kagan (1990) presented a brief historical overview of early childhood education and the perspective that society placed on parents who used child care and early education. In order to guide the field in providing high quality services, “*Developmentally Appropriate Practices* (DAP) by Bredekamp (1987) served as a pedagogical and policy guide, written into legislation at the State and Federal levels” (Kagan, 1990, p. 5). DAP emphasized that early care and education programs must meet the developmental needs of *all* young children within the context of high-quality programs with integrity and by making sure that “equality of educational opportunity” is provided (p. 11). All of these reports emphasized that the excellence that is expected to begin the change in education starts with early childhood.

In conjunction with DAP, the Division for Early Childhood (DEC) of the Council for Exceptional Children, developed recommended practices highlighting how to best meet the individual needs of children with disabilities. DEC’s Recommended Practices were “research-

based, family centered, multicultural, cross-disciplinary, normalized, and developmentally and chronologically age appropriate” (McLean & Odom, 1993, p. 276). The original DEC Recommended Practices addressed 14 strands, including assessment, service delivery models, and interventions for social skills and emotional development. The most recent version of the DEC Recommended Practices (Sandall, Hemmeter, Smith, & McLean, 2005) continues to provide guidance for early childhood practitioners in inclusive settings. Updates to the DEC Recommended Practices are currently underway and are expected to be released in 2013 (<http://www.decrecpractices.org/>).

Under the leadership of President William J. Clinton, Public Law 103-227: Goals 2000: Educate America Act was signed on March 31, 1994. Along with this law came funding to support the initiatives set forth from the 1989 Charlottesville Summit. The Act was established to:

improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; to provide a framework for reauthorization of all Federal education programs; to promote the development and adoption of a voluntary national system of skill standards and certifications; and for other purposes. (H.R. 1804, 1994)

The first goal of the Act stated that “all children will start school ready to learn” (Elmore, 1998; NCREL Report 3, 1993). A report published by the National School Readiness Task Force (1991) defined school readiness as including several skill sets such as academic, physical development, and social competence. School readiness also considered the child within the context of his or her family and community. Along with addressing the developmental and cultural needs of the child, the expectation was that school readiness would be the responsibility of teachers, schools, families, and communities.

Also in 1994, the state of Georgia was on the cutting edge of providing *all* young children with an opportunity to attend public pre-k programs. The first initiative set forth by the state of Georgia to provide public pre-k programs to children began with the “Lottery for Education” initiative that was presented by then gubernatorial candidate Zell Miller (www.preknow.org/resources/profiles/georgia.cfm). In 1992, Georgia approved the initiative and the first pre-k program was piloted. A year later, the Georgia Early Learning Initiative (GELI) was established. The focus of this initiative was to support the school readiness of children ages birth to 5 years old. Georgia’s first early learning standards resulted from this initiative.

Continued attention focusing on the education of the nation’s children generated discussions regarding how the new reforms could be effectively implemented and monitored. Kagan, Rosenkoetter, and Cohen (1997) published a report that addressed the need for the field to develop child-based standards and results. This report emerged from two meetings of representatives from the W. K. Kellogg Foundation, Carnegie Corporation of New York, and Quality 2000: Advancing Early Care and Education groups. These meetings were referred to as *The Forums*. The field of early childhood education has typically focused on the process of development as opposed to taking a results oriented lens. However, in order to align with education reforms, this perspective had to be taken into consideration and became the focus of the Forum meetings. The product of these forums was the development of what was known as “child-based results” (p. 4). These child-based results included: (a) what children know and can do; (b) child and family conditions; (c) service provision and access; and (d) systems capacity. The first set of child-based results included motor development, social and emotional development, language usage, cognition and general knowledge, and approaches toward learning. These child-based results were designed to impact teacher practices, child experiences,

funding, and how programs were viewed by the public. However, questions loomed regarding how child-based results would be implemented and the “feasibility of taking the child-based results orientation” (p. 3) when supporting the education and development of young children.

The second wave for standards based education that continues today, was based on research and recommendations from *Eager to Learn* (Bowman, Donovan, & Burns, 2001) and *From Neurons to Neighborhoods* (National Research Council, 2000b). The findings from these research reports addressed children’s learning and development. A primary conclusion from these reports was the understanding and recognition that children have the capacity to learn when provided with educational services and experiences that positively impact their learning (Bowman et al., 2000; New, 1999). At the same time these research findings were released, the No Child Left Behind (NCLB) Act (2001) was signed into law. Although this law focused on K-12 education, it inevitably impacted inclusive preschool services. This impact came in the areas of adequate yearly progress, highly qualified teachers, and reading and literacy (Hyun, 2003; Kauerz & McMaken, 2004). Under NCLB, “states are encouraged to develop voluntary early learning guidelines on literacy, language, and prereading” (Kauerz & McMaken, 2004, p. 2). This reform continued to influence early childhood education with the reauthorization of the Elementary and Secondary Education Act (ESEA) of 2011 (U.S. Department of Education, 2010; formerly known as NCLB). Funding from ESEA (2011) supports the field of early childhood education under Title 1, which emphasizes high quality preschool programs. On September 20, 2012 a bill for the reauthorization of the ESEA (2011) was put forth to Congress, with a focus that began at birth and continued through college. However, Congress was unable to vote on the bill due to disagreements on several aspects of the bill. Nonetheless, efforts continue to focus on reauthorizing the ESEA (2011).

A year after the No Child Left Behind (2001) Act was released came the Good Start, Grow Smart (Office of the White House, 2002) plan that spearheaded the drive for standards development across states. Under this initiative, states had three tasks: (a) to develop voluntary early learning standards (guidelines) aligned with K-12 standards, (b) to meet the professional development needs of practitioners, and (c) to coordinate early childhood programs (Good Start, Grow Smart Summary Report, 2004). In order to address this focus, federal, state, and local agencies expanded the emphasis on standards to the early childhood level.

Consequently, as K-12 education has moved towards standards-based education, so has early childhood education (NAEYC/NAECS/SDE, 2002; Shepard et al., 1996). This direction in the early childhood field led NAEYC and NAECS/SDE to “address the significant educational, ethical, developmental, programmatic, assessment, and policy issues related to early learning standards” (Introduction section, para. 1). This position statement addressed the benefits and risks of developing effective early learning standards. One of the risks was a concern that pressure would be placed on children to meet standards as opposed to the pressure being placed on the professionals implementing the standards. One of the benefits noted was that standards would provide direction for curriculum and instruction, and children would be challenged to achieve higher goals. However, if early learning standards are merely a simplified version of K-12 standards, a concern is that “non-academic strengths such as emotional competence” (Developing Effective Early Learning Standards: Essential Features Section, para. 7) would be nonexistent, which contradicts what is known about the importance of developing social emotional competence. Children need to have strong social emotional competencies to be successful in school and society.

Research Related to Standards Development as a Result of GSGS

Initial studies that examined the development of early learning standards were conducted by Scott-Little et al. (2003a; 2003b; 2005) and Scott-Little, Lesko, Martella, and Milburn (2007). In these studies the researchers identified the number of states that had developed early learning standards, the content that was included in the standards, and how states monitored the use of the standards by practitioners.

In the first study, Scott-Little et al. (2003a) reviewed the development of standards within each state. The purpose of this study was to identify standards that were developed, the process used to develop the standards, and how standards were used and implemented in states. Participants ($n = 177$) consisted of state early childhood specialists, the standing president of the state's Association for the Education of Young Children (AEYC), and the administrator for the lead child agency in the state. The researchers found that by 2002, 27 states had developed early learning standards with the K-12 standards used as the basis for developing these standards. They also found that standards were developed for the purpose of improving instruction and curriculum. Furthermore, they found that states focused on including multiple domains and some states were in the process of revising their standards. However, Scott-Little and her colleagues noted that aligning the standards to curriculum and assessment was not the main purpose when leaders first developed their states' early childhood learning standards. Consequently, no efforts were made to provide supports to implement the standards.

In their second study, Scott-Little et al. (2003b) focused on understanding the conditions that needed to be in place for early learning standards to be successful. This study, the second phase of the study mentioned above (Scott-Little et al., 2003a), consisted of an analysis of the early learning standards in relation to the position statement released by NAEYC-NAECS/SDE

(2002). A total of 177 individuals was identified and invited to participate in the study. Of those, 77 provided data that pertained to early learning standards in their state; 50 individuals ultimately participated in the study by responding to a survey. The 50 participants represented 20 states. The researchers noted that their findings supported their hypothesis that funding for the development of standards did not necessarily extend to the implementation of standards. Information from four states (i.e., Arkansas, Connecticut, Michigan, and New Jersey) showed that some states were integrating early learning standards in coursework offered in their Institutions of Higher Education (IHE). Scott-Little and colleagues also found that “approaches to learning and social emotional development are more likely not to be addressed” (Summary and Recommendations section, para. 2), whereas academic standards, such as literacy and mathematics, are common. Providing states with the funding needed to appropriately train early childhood practitioners, provide ongoing support in implementing early learning standards, and address all developmental domains were areas of need across all the states. During the time this study was conducted, many states were still in the process of developing standards. Of those, only 19 states included social emotional standards. Today standards have been developed by 50 states which creates a need to further review the social emotional standards included in these state standards. This information can provide insights into the efforts that states have made in developing their standards, specifically identifying the content and expectations for children in the area of social emotional development.

Scott-Little et al. (2005) conducted a third study 2 years later to further analyze existing early learning standards. The purpose of this study was to provide an in-depth look at the context of early learning standards, the states that had developed standards, the process they used to develop their state standards, content items that were included (i.e., subject areas, ages targeted),

and how the standards were used in programs. Scott-Little and her colleagues found that 36 states had developed and published early learning standards since their 2002 study. They also determined that 10 domains or developmental areas were included, but only five were found to have at least one standard item across states. This study highlighted the need for states to focus on specific domains including social emotional development. If standards are to be used by early childhood practitioners to guide children's development and learning, each domain must to be supported for children to reach their potential.

By 2005, 42 states had published standards, an increase of fifteen states since 2002. In 2007, Scott-Little and colleagues conducted a study to examine the development and implementation of early learning standards using a 72-item survey. Seventy-seven participants completed the survey. Stakeholders included the Head Start collaboration director, the IDEA Section 619 coordinator, and a representative from the office that coordinated the federal childcare subsidy and quality enhancement programs in each state. Respondents from 41 states participated in the survey, representing an 82% return rate. Respondents indicated that the three main purposes for early learning standards were: (a) to improve teaching practices; (b) to improve professional development; and (c) to educate parents about children's development and learning. The researchers also found that states aligned their early learning standards with K-12 standards and noted the need to support dual language learners and children with disabilities. In addition, the researchers found that states provided training and technical assistance to inservice and preservice teachers around the standards. They also reported that Institutions of Higher Education (IHEs) from 24 states were "incorporating the early learning standards into coursework" (Implementation of Early Learning Standards Section, para. 8). Finally, the researchers found that states monitored the use of early learning standards by collecting lesson

plans and conducting classroom quality assessments either semi-annually, annually, or every 5 years. This study provides insight into the progress states have made in the development of early learning standards, their implementation, and monitoring. However, the study only provided a general overview of the development of standards. A focus on social emotional development, a domain in which teachers have the most difficulty supporting young children, is needed.

Around the same time, Brown (2007a) conducted a study examining the development and implementation of early learning standards in Wisconsin. Twelve participants were included in this study; a representative from five of the Early Learning Standards Steering Committees (ELSSC), six project advisees, and a project consultant. Participants were interviewed about the changes to early childhood education based on the GSGS initiative. Brown found that politics influenced the development of early childhood reform in Wisconsin. Participants highlighted the need to adhere to the reforms taking place in early childhood education in one respect, and at the same time address the expectations of families. Respondents noted that the standards were developed under strict time constraints in order to adhere to funding deadlines. While a train-the-trainer model was chosen to deliver professional development to early childhood practitioners, the task was too daunting for state leaders to fully implement. Given the immediacy of the development of standards in Wisconsin and many other states, responses to the standards were not always positive. As time has lapsed, opportunities for states to reexamine their standards, as well as information regarding the use of and professional development around the standards may have changed.

Neuman and Roskos (2005) examined how states organized the standards and benchmarks for early learning skills in the areas of early literacy and mathematics. The researchers obtained early learning standards from 43 states. Skill areas for early literacy

included: language, phonological awareness, letter knowledge, and print conventions. Skill areas for mathematics included: numbers and operations, geometry and spatial relations, and algebra and data analysis. Documents were analyzed using content analysis, focusing on the layout, structure, guide to the selection of topics, and the identified target audience. In their analysis, the researchers showed that early learning standards reflected the needs and characteristics of the children being served in that particular state. The expectations for learning were reflected in the structure, organization, and terminology used across states in regards to the early literacy and mathematics standards that were analyzed. The early learning standards presented were written in a way that challenged children, while still being developmentally appropriate. The focus of this study was literacy and mathematics; the same focus needs to be placed on the social emotional domain. Research has shown the social emotional domain is an area that is under studied and an area of importance for academic success (Gilliam & Shahar, 2006; Hemmeter et al., 2008; Isakson, Davidson, Higgins, & Cooper, 2011).

In sum, all of these studies focused on the development of early learning standards since the GSGS (2002) plan was put into place. Across these studies, the researchers described the process that states used to develop the standards. They also reviewed the content included in the early learning standards. Four of the studies provided a vast amount of information regarding the way states have envisioned the implementation of standards by teachers (Brown, 2007a; Neuman & Roskos, 2005; Scott-Little et al., 2003a; 2003b; 2005; Scott-Little et al., 2007). However, in each of these studies there was a limited focus on how states facilitated training and technical assistance, implementation, and monitoring of the use of early learning standards. This continues to be an area in need of research.

Standards in Inclusive Early Childhood Classrooms

The rapid development of early learning standards resulted in limited opportunities for states to pilot the standards before they were disseminated. Furthermore, teachers did not have an opportunity to contribute to the development of the standards and therefore may not have not bought into them (Scott-Little, 2006). Nevertheless, the need to integrate early learning standards into early childhood classrooms is imminent. According to Stipek (2006), “children in publicly funded, inclusive early childhood programs are being prepared to succeed academically” (p. 741), which is perhaps why many early childhood programs have focused on early literacy, language, and mathematics skills. Yet, NAEYC-NAECS/SDE have stated, “research has emphasized how powerfully early social and emotional competence predicts school readiness and later success” (Developing Effective Early Learning Standards: Essential Features Section, para. 5).

Grisham-Brown, Pretti-Frontczak, Hawkins, and Winchell (2009) conducted three studies that focused on how teachers aligned prewriting early learning standards to the individualized needs of children. The studies were conducted across two states, Kentucky and Ohio, which have common prewriting standards. Participants in the first study included three preschool children (two males and one female) from three suburban inclusive public preschool classrooms. Participants in the second study included three male preschoolers from rural inclusive preschool programs. Participants in the third study were one male and one female student enrolled in a rural inclusive public preschool. Embedded learning opportunities in which prewriting skills were incorporated into the daily activities (i.e., morning sign in, dramatic play, etc.) of the classroom and instructional level were designed based on the developmental needs of the child. Across all three studies, six (out of eight) participants reached criterion on the targeted

skills. The two other participants made progress toward criterion with modifications to the intensive embedded learning delivered by the teachers. This series of studies suggested that within the context of inclusive early childhood classrooms, early learning standards can be addressed during daily classroom activities and child progress is possible.

Shaffer, Santos, and Ostrosky (2011) also conducted a study to examine the implementation of social emotional early learning standards in inclusive preschool classrooms. They investigated 10 teachers' use of social emotional early learning standards in their daily lesson planning. Data were collected through interviews and document analysis (i.e., lesson plans). Results showed that teachers needed more clarification regarding the use of the standards. Also, lesson plans rarely documented how social emotional early childhood learning standards were used as part of daily instruction. Results also revealed a need for professional development in the utilization of social emotional standards for early childhood practitioners.

Supporting the Use of Standards through Professional Development

As early learning standards have become more prevalent, the use of the standards by early childhood teachers is expected. However, “simply having the guidelines does not mean that they will be used effectively” (Discussion section, para. 7; Scott-Little et al., 2007). Professional development is essential for early childhood practitioners to effectively embed early learning standards into lesson plans and ultimately address them in their daily practice (Kagan, Britto, & Engle, 2005; Scott-Little, 2006; Scott-Little et al., 2003b; Shepard et al., 1996). The position statement by NAEYC/NAECS/SDE stated that “efforts to create early learning standards must be accompanied by in-depth professional development, coaching, and mentoring for teachers, administrators, and teacher educators” (Developing Effective Early Learning Standards:

Essential Features Section, para. 22). Yet, little is known about the existence of such professional development.

Brown (2009) conducted a case study to investigate the training of preservice teachers within the context of the high stakes early education reform. He examined preservice teachers' perceptions of teaching in a high-stakes accountability driven environment in early childhood education. The study was conducted in a teacher education program located in the southwest. Participants included nine female students, between 21-26 years of age. Participants took part in three different field placements in classrooms from pre-k to 4th grade. Within their teacher preparation courses, students were exposed to a training program that was knowledge, assessment, and community-centered. Brown found that student teachers understood the complexity of implementing an educational program in a high stakes classroom environment. Yet some of the participants appeared to continue to value using traditional teaching methods to attain student achievement (i.e., teach to the test). It was clear from this study that student teachers were divided about what best practices to use in the classroom to meet reforms in early childhood. This research highlights the need to deliver appropriate training for preservice teachers.

Howes et al. (2008) published a white paper that described the link between early learning standards, professional development, and the monitoring of program quality. These authors noted, "for any improvements in effective teaching, teachers and providers have to be motivated and provided with opportunities to participate in professional development" (p. 5). They also discussed the importance of measuring the effectiveness of teachers along with child outcomes using quality-rating systems. The authors noted that as states continue to review and revise early learning standards and expect early childhood practitioners to utilize these standards,

professional development needs to be provided at both the preservice and inservice levels. In addition, states need to incorporate a monitoring system to determine the effectiveness of using early learning standards and the impact of the standards on child outcomes.

Conclusion

Education continues to be transformed as new reforms are put into place. Early childhood education has progressively become part of that transformation. From *A Nation at Risk* (U.S. Department of Education, 1983) to the current Reauthorization of ESEA (U.S. Department of Education, 2010), inclusive early childhood programs have been impacted by educational reforms taking place in the United States. Expectations for early childhood have been heavily influenced by K-12, especially in the area of standards. The development of early learning standards has flourished as a result of *Eager to Learn* (Bowman et al., 2000) and *Good Start, Grow Smart* (Office of the White House, 2002). State administrators have responded to the standards-based accountability reform by developing early learning standards (Brown, 2007b), which have changed the face of early childhood education.

While the development of early learning standards has been a long and tedious process, states continue to make progress in terms of revising them and making them available to the public. Several studies have examined the development of early learning standards and the processes states used in that development. Moreover, a series of studies that examined the embedding of intensive instruction using early learning standards around prewriting skills has provided the field with insights into how early learning standards can be successfully implemented into classroom routines (Grisham-Brown et al., 2009).

Nonetheless, there is limited research on the link between social emotional early learning standards, training provided to practitioners in implementing social emotional early childhood learning standards, aligning training to social emotional standards, measuring teacher and child outcomes, and monitoring the implementation of social emotional early learning standards. Examining the extent to which states are providing training to early childhood professionals in the area of social emotional development is necessary to determine what is currently taking place and what additional supports are needed to improve training efforts. In these times of increased emphasis on accountability, such data cannot be overlooked.

Chapter III

Methodology

Data Sources

In order to address the research questions posed in this study, two data sources were used. The first data source included the social emotional early learning standards from all 50 states. The second data source included interviews with early childhood leaders from eight purposefully selected states who were familiar with their state early learning standards as well as early childhood experts responsible for professional development within their state. These two data sources are described in detail in the following sections.

Data source 1: Social emotional early childhood learning standards. Early learning standards have been adopted, published, and available since 1993. They continue to be updated and modified. The standards used in this study were accessed by the researcher between February and December 1, 2011. All 50 states have developed comprehensive early childhood learning standards. Currently, 11 states have either revised their standards or are in the process of making revisions. Areas of development addressed within these standards include: physical and motor development, health, social emotional, language and communication, literacy, math, science, art, social studies, approaches toward learning, and foreign language. Additional categories that were found within some state early childhood learning standards included safety, humanities, world language, and technology.

For this study operational definitions for early learning standards, learning expectations, and performance indicators were defined by the researcher. These definitions are as follows: a) early learning standards are defined as a set of documented growth and developmental outcomes

for young children, b) learning expectations are the observable skills and behaviors that children have developed across developmental and academic areas, and c) performance indicators are examples, developed by states, which help teachers identify the learning expectations that children have developed. These definitions were used to delineate the difference between the variations of terms used across states in reference to early learning standards.

To address the research questions posed in this study, each state's social emotional early learning standards developed for young children ages 36-60 months were downloaded from their respective websites, see Appendix J (e.g., Maryland Model for School Readiness: MMSR/VSC Framework and Standards; http://www.mdk12.org/share/vsc/vsc_social_personal_grpk.pdf). Additional information was gathered from Rous, Coogle, and Stewart (2004), who developed a document that listed the website address for each state's early childhood learning standards. However, since some states had changed their uniform resource locator, or URL, the early learning standards for only five states were able to be accessed using this list. Thus, a manual search of the 46 early childhood learning standards was conducted using Google.

Standards matrix. A matrix was developed to organize the different components included in each state's social emotional early learning standards (see Appendix K). First, states were listed in alphabetical order. Second, each social emotional standard was organized according to the domains that fit under 11 a priori categories (i.e., relationship with others, self-concept, self-control) with spaces for additional categories that emerged from the analysis. These categories were based on research by the National Education Goals Panel (1997) and the National Research Council (2000a; 2000b) that identified 11 key social emotional skills for young children. Third, "Learning Expectations" were noted if states provided specific learning expectations for the identified social emotional standard domain (i.e., develops friendships, asks

questions, participate in group activities). Fourth “Performance Indicators” were noted if states provided specific performance indicators for the identified social emotional standard learning expectation (i.e., the child puts away his personal belongings in his personal space, the child works on a puzzle for ten minutes, until he/she can do it all by themselves, the child notices the sad expression on a peer and asks, “What’s wrong?”).

Data source 2: Early childhood leaders. Two steps were followed to identify and recruit early childhood leaders to participate in this study. To begin the process, a selection of states was conducted.

Selection of states. The first step in recruiting study participants was to identify states based on their selection by the Center on Social Emotional Foundations for Early Learning (CSEFEL) as targeted states for training. These will be referred to as pyramid model states. These states participated in training and technical assistance conducted by CSEFEL that focused on a systematic framework for providing evidence-based strategies to support the social emotional development of young children. From a pool of 11 pyramid model states, a purposive sampling (Krathwohl, 1998) was used and four states were selected as the focus of this study. An additional four states that were not pyramid model states were identified and selected as comparison states using systematic sampling (Gay, Mills, & Airasian, 2009; Krathwohl, 1998).

Selection of pyramid model states. Eleven pyramid model states received training and technical support from CSEFEL between 2008-2011. From these 11 states, four were chosen to take part in this study (i.e., Colorado, Iowa, North Carolina, and Tennessee). These four states were selected based on the availability and willingness of the CSEFEL staff, who served as state liaisons, to assist the researcher in making connections with key stakeholders. Drs. Rob Corso (IA), Barbara Smith (CO), Matt Timm (TN), and Tweety Yates (NC) were the CSEFEL staff

liaisons who provided this assistance. Each state liaison was assigned to a select number of states to provide support in planning, developing policies, and sustaining the overall goals and practices that CSEFEL was commissioned to accomplish. The state liaisons provided support to state leadership teams as they planned and developed a state model for training and technical assistance. The CSEFEL state liaisons attended meetings, provided professional development to trainers and coaches, and assisted with the development of implementation, observation, and evaluation protocols to evaluate progress and achievements in their respective states. Working through the CSEFEL state liaisons was critical because they knew the roles each leadership team member played in focusing state efforts on social emotional competence and thus were helpful in identifying participants who had access to information related to this study. Each CSEFEL state liaison served as a bridge between the researcher and potential participants. Another criteria that led to the selection of these four states was based on conversations with Dr. Corso, who was the CSEFEL Co-Project Coordinator. He noted that these four states received the most intensive support of all 11 states during their partnership with CSEFEL. This extensive partnership and support resulted in a clear and systematic plan to implement training and technical support.

In order to become a Pyramid Model state, a rigorous application process took place, which included a review of the application by CSEFEL staff, primary partners, a technical advisory group, and Office of Child Care and Office of Head Start staff to ensure all components of the application were included. State applications consisted of the name of a state team leader, names of team members, their titles, and agencies they were representing. In addition, applications were reviewed based on the responses to three questions: (a) What is your state's vision? (b) What is the current status of social emotional professional development in your state?

and (c) What is your state's ability to collaborate with CSEFEL? Upon selection to become a CSEFEL state, the leadership team began the process of planning a course of training and technical assistance support across their state with a CSEFEL state planning technical assistance (TA) team.

Selection of non-pyramid model states. Along with pyramid model states, four additional states were selected to take part in this study. Selection of these four states was conducted using systematic sampling (Gay et al., 2009; Krathwohl, 1998). This method was chosen to select the remaining states at random. The pyramid model states (i.e., Colorado, Iowa, North Carolina, and Tennessee) were removed from the list of states. Starting in alphabetical order, every ninth state was selected from the remaining list. The states identified as non-pyramid model states were: Georgia (GA), Minnesota (MN), North Dakota (ND), and Utah (UT). Two states (one pyramid model and one non-pyramid model) were unable to participate in the study (North Carolina and Utah). After contacting several personnel from North Carolina, it was reported that they were unable to participate in the study due to no CSEFEL personnel able to take on this task. It was also reported that the early learning standards in North Carolina were undergoing revisions and data would inaccurately reflect state activities. Utah indicated that state professional development activities focused on literacy and math. It was reported that social emotional training was specifically for children with IEPs, therefore, it was indicated that the information that could be provided would be very limited.

Data regarding the overall population of children from each of the six participating states are presented in Figure 2, followed by state pre-k spending across states (Figure 3). Data from the U.S. Census Bureau shows the variation in the number of children across states eligible for early childhood programs. For example, Georgia has almost 700,000 children under the age of

five, whereas North Dakota serves just over 45,000 children. This variation across geographic locations provides a representation of the diversity in the population of children across the country.

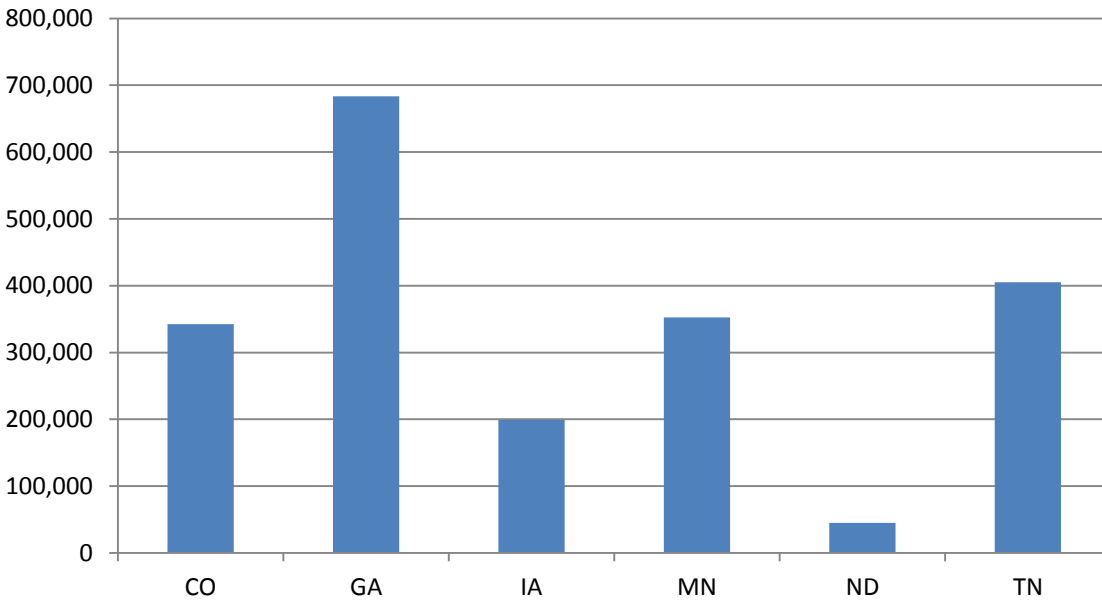


Figure 2. U.S. census population of children under 5 of targeted states. Source: U.S. Census Bureau, Census 2012, downloaded from <http://www.census.gov/propest/data/state/asrh/2011/index.html>

The amount of state funding for participating states' pre-k programs across a 10 year period is shown in Figure 3. Georgia allocated over 200 million dollars in pre-k funding in 2003 and had its highest peak in spending at over 350 million in 2011. The four other states have provided less robust funding resources yet also increased their spending since 2003. North Dakota did not allocate state funding for pre-k programs, thus data are not represented on the figure.

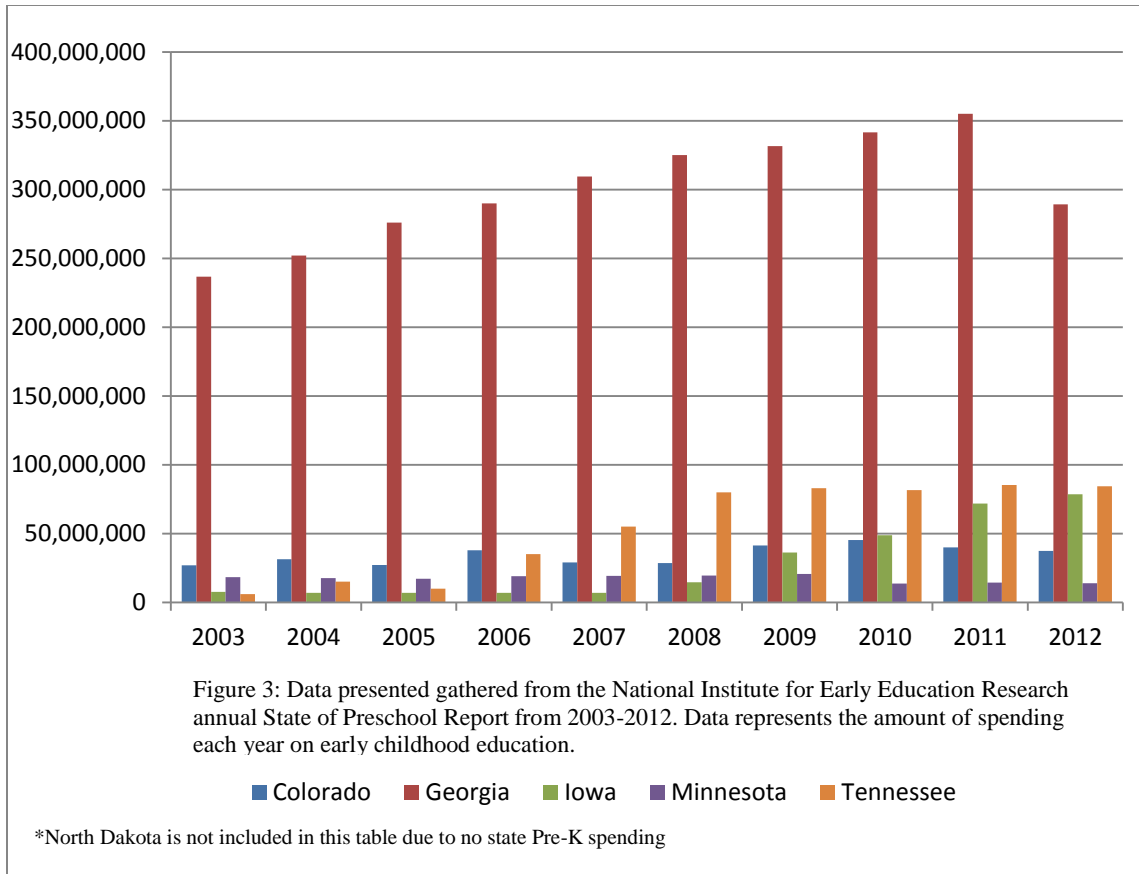


Figure 3. State Pre-K spending across 5 of the 6 participating states.

A summary of the demographic information is provided in Table 2, followed by descriptive information regarding participating states. Included within the demographic information are states' scores according to the National Institute for Early Education Research (NIEER) in the area of quality standards. Since 2002, NIEER has provided an annual report regarding state-funded preschool programs, including a 10-item checklist in which quality standards are scored. The checklist items are related to state policies and states are credited if they meet the expectations according to the checklist area. The highest score a state can receive is 10.

Table 2:

2011 Demographic Information for Target States

| State | Pre-K standards | State funded Pre-K | Federally funded Pre-K (Head Start) | # of children served ^a | RTT-ELC ^b | NIEER benchmark score ^c |
|-------|-----------------|--------------------|-------------------------------------|-----------------------------------|----------------------|------------------------------------|
| CO | Yes | Yes | Yes | 19,486 | Yes | 6 |
| GA | Yes | Yes | Yes | 82,608 | Yes | 10 |
| IA | Yes | Yes | Yes | 19,799 | No | 7 |
| MN | Yes | Yes | Yes | 1,914 | Yes | 9 |
| ND | Yes | No | Yes | 3,875 ^d | No | NS ^e |
| TN | Yes | Yes | Yes | 18,453 | No | 9 |

Note. Source: National Institute of Early Education Research: The State of Preschool 2011.

^aNumbers represent total state program enrollment.

^bRace to the Top-Early Learning Challenge Grant.

^cPossible score ranges from 1-10 (10 = highest score possible).

^dTotal includes special education and Head Start enrollment.

^eNo score due to no state pre-k program.

Description of Pyramid Model and non-Pyramid Model States

Colorado. The state of Colorado has been providing inclusive preschool programs to 3- and 4-year olds since 1988. The Colorado Department of Human Services established child care licensing, regulation rules for child care centers, and qualifications for professionals working in Colorado Preschool Programs (CPP). Currently, CPP serves over 19,000 children (The Colorado Department of Education, 2012). The state Legislature has been integral in the funding, eligibility criteria, and evaluation of state early childhood programs. In 2011-2012 the average funding per CPP slot was approximately \$3,329 per child (The Colorado Department of Education, 2012). Colorado adopted its first set of learning standards in 2007 and completed revisions in 2011.

Availability and use of standards. Colorado’s standards are available online. The state’s early learning standards were adopted in 2009 and are designed for preschool through 12th grade; there is not a separate set of early learning standards. In addition to the P-12 standards, there are specific guidelines for early childhood called The Colorado Building Blocks for Early Development and Learning. These early learning guidelines were accessed online and analyzed for this study.

According to the Colorado Department of Education (CDE) website, (<http://www.cde.state.co.us/sitoolkit/index.htm>) “school and district leaders should consider and identify their current position in standards implementation.” There were no data that mandate the use of the Colorado Building Blocks for Early Development and Learning.

Funding resources to support early childhood initiatives. Colorado has accessed many funding sources to support state work related to social emotional development. Over the years the total amount of state preschool funding has fluctuated in Colorado. According to the most recent NIEER (2013) press release, “state spending per child declined by almost 10 percent between 2011 and 2012” (p. 1). These funding revenues have come from sources such as: The Division of Childcare, the Division of Behavioral Health, the Division of Developmental Disability, the Division of Child Welfare, The Colorado Health Foundation, the Temple Hoyne Buell Foundation, and from Mile High United Way. These resources have made it possible for Colorado to provide both training and coaching to early childhood professionals in the area of social emotional development.

Training model used by state. The training for early childhood professionals is conducted through the Pyramid Plus Center. The Pyramid Plus Center came about as a result of collaboration with the Center on the Social and Emotional Foundations for Early Learning

(CSEFEL), the Technical Assistance Center on Social Emotional Interventions (TACSEI), and the SpecialQuest Approach. The Pyramid Plus Center aims to enhance the utilization of evidence-based, early childhood social emotional and inclusive practices by early childhood professionals (<http://www.pyramidplus.org/>). Professional development is mostly provided through the Pyramid Plus Center and also encompasses the certification of individuals as onsite trainers and coaches. This certification was developed in collaboration with CSEFEL staff. In order to meet the needs of those interested in social emotional development, the Department of Early Childhood Professional Development, was established in 2006. The Department of Early Childhood Professional Development is a “statewide entity responsible for improving the quality of services, supports and education for young children and their families by enhancing the knowledge, skills and professional advancement of early childhood professionals” (<http://coloradoofficeofprofessionaldevelopment.org/index.cfm?PID = 1332&ID = 5454,20141,0>). In addition, community college courses throughout Colorado have been developed that focus on social emotional development.

Data on state training. The *Teaching Pyramid Observation Tool* (TPOT; Hemmeter, Fox & Snyder, 2008) is used to collect data on the implementation of social emotional strategies by teachers in Colorado. TPOT data are collected twice during the school year (beginning and end) by coaches and supervisors in classrooms implementing pyramid model strategies. In addition, training evaluation data provide insight into pre/post knowledge of material covered during trainings and determine the modifications that need to be made to training materials.

Georgia. The state of Georgia’s preschool programs for 4-year olds began in 1993 and became the first universal preschool program in the United States in 1995. “Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) is responsible for

meeting the child care and early education needs of Georgia's children and their families” (Georgia Department of Early Care and Learning, 2013). Currently, Georgia’s Pre-K Program serves over 94,000 children (Peisner-Feinberg, Schaaf, & LaForett, 2013). The state has been integral in funding, developing operating guidelines, creating preschool content standards, and monitoring early childhood programs. Annual spending for children enrolled in state preschool programs is approximately \$3,496 per child (Georgia Department of Early Care and Learning, 2012). Georgia was one of the first states to adopt early learning standards in 1996. The state completed revisions in 2011.

Availability and use of standards. Currently, the Georgia Early Learning Standards (GELS) are under revision and expected to be released during 2013. The revised standards, which will cover birth to 5, are titled: Georgia Early Learning and Development Standards (GELDS). The 2011 version of Georgia’s early learning standards are available on the state’s website. In regards to the use of Georgia’s Pre-K Content Standards by teachers in preschool classrooms, teachers are required to use the standards by noting them on their lesson plans and implementing them during instruction.

Funding resources to support early childhood initiatives. The Georgia Pre-K program obtains resources to support its program from one main source, the Georgia Lottery (<http://dec.al.ga.gov/Prek/ProgramsOffered.aspx>; NIEER, 2011). This primary funding source provides over three million dollars from state funds to support early childhood initiatives (<http://dec.al.ga.gov/Prek/20YearAnniversary.aspx>). This funding is able to support 3,877 preschool classes (<http://www.dec.al.ga.gov/documents/attachments/PreKFactSheet2011.pdf>). Although, state funding has supported high quality programs, spending fell by \$945 per child during 2012 (NIEER Press Release, 2013). Other funding sources include part of the federally

funded Race to the Top grant that was awarded to the state's K-12 programs. This funding supports a portion of the training on the *Classroom Assessment Scoring System* (CLASS; Pianta, LaParo, & Hamre, 2007), which is provided to teachers throughout the state.

Training model used by state. Direct training is provided to early childhood professionals throughout the year in Georgia. New teachers must attend professional development on the use of early learning standards. Preservice teachers are provided training through coursework in both two-year and four-year colleges.

Data on state training. Georgia has put in place several measures to assess various aspects of early childhood practice related to social emotional development. These measures include the CLASS (Pianta et al., 2007), Work Sampling System (Meisels, Marsden, Jablon, Dorfman, & Dichtelmiller, 2001), focus groups, and Survey Monkey.

Iowa. The state of Iowa has been providing preschool programs to 3- and 4-year olds since 1989. The Iowa Department of Education has two-state funded pre-K programs (NIEER, 2011), that provide comprehensive early childhood education. These two programs are Shared Visions, that was established in 1989 and the Statewide Voluntary Preschool Program (SVPP), which was established in 2007. Funding for these programs is provided through Iowa state grants and Preschool Foundation Aid resources. More than 21,000 children are being served by the two Iowa pre-K programs (NIEER, 2011). In 2011-2012, approximately \$3,282 per child was spent by the state for children enrolled in these programs. The Iowa Early Learning Standards have been available since 2007 and are currently under revision.

Availability and use of standards. The Statewide Voluntary Preschool Program (SVPP) standards in Iowa were first adopted in 2007. These standards are available on the state's website. Iowa is in the process of revising their early learning standards with a goal of release in

2013. The required use of early childhood standards in Iowa is not mandated, but teachers are expected to use them.

Funding resources to support early childhood initiatives. The state of Iowa uses a variety of state funding to support professional development. According to the most recent NIEER (2013) press release, “the state improved its ranking in resources dedicated to pre-K . . . increasing total spending by nearly \$7 million” (p. 1). The state uses both state and federal dollars to support training and coaching, ensure sustainability and increase capacity in Iowa state preschool programs.

Training model used by state. Training opportunities for Iowa practitioners occur throughout the year. Trainings include a variety of models such as train-the-trainers, train-coach-train, webinars, and hybrid trainings.

Data on state training. The state of Iowa is in the process of developing a system to collect data on statewide training and teacher implementation related to social emotional training. Data also will be collected to track program quality, coaching, and state benchmarks of quality.

Minnesota. The Minnesota Department of Education supports two early childhood initiatives, The School Readiness Program and Head Start. These programs are both state and federally funded and have provided inclusive preschool programs to 3- and 4-year olds since 2002. Children are served in Head Start programs, including Early Head Start (EHS), community-based organizations, school districts, and subcontracted charter schools. The School Readiness Program is offered throughout all school districts, except one, in the state of Minnesota (Patton & Wang, 2012) with a total enrollment of over 1,900 children (NIEER, 2011). In 2011-2012, annual state spending for children enrolled in preschool programs was

approximately \$7,475 per child. Minnesota adopted its first set of learning standards in 2003 and completed revisions in 2005.

Availability and use of standards. The early learning standards in Minnesota are titled the Early Childhood Indicators of Progress (NIEER, 2011). They are available on the state’s website for early childhood practitioners to access however, they are not required to use these Indicators.

Funding resources to support early childhood initiatives. A variety of funding sources have been acquired to support the professional development that takes place throughout Minnesota. According to the most recent NIEER (2013) press release, “Minnesota state pre-K suffered a funding reduction of \$122 per child in 2012” (p. 1). In 2011, Minnesota was awarded the Race to the Top Grant (<http://education.state.mn.us/MDE/StuSuc/EarlyLearn/index.html>) which requires professional development activities to be aligned with the Early Childhood Indicators. Also, there is funding from the Center of Excellence and the State Department of Education to support regional professional development for practitioners working with young children with disabilities. Funding is also provided to support TACSEI initiatives within professional development activities.

Training model used by state. Minnesota also was identified as a TACSEI state in 2009. The Technical Assistance Center on Social Emotional Intervention (TACSEI) is funded by the U.S. Department of Education, Office of Special Education Programs (<http://www.challengingbehavior.org/>). Through the partnership with TACSEI, states are provided support to

implement and sustain a professional development system to enhance the knowledge and skills of the early childhood workforce in meeting the social emotional needs of young children, particularly those with or at risk for delays or disabilities in inclusive and

natural environments
(<http://www.challengingbehavior.org/communities/TACSEIstates.htm>).

Training approaches used in Minnesota include train-the-trainer, mentoring, and coaching.

Data on state training. Early childhood programs partnered with TACSEI to collect data using the TPOT, The Pyramid Infant Toddler Observation Scale (TPITOS; Hemmeter, Carta, Hunter, & Strain, 2009), and the Ages & Stages Questionnaire (ASQ; Squires, 2009). Behavioral incident reporting (BIR; Hemmeter, Fox, Jack, Broyles, & Doubet, 2005) and benchmarks of quality data also are collected. All data are collected pre and post training.

North Dakota. The state of North Dakota primarily serves children through the federally funded Head Start preschool programs. Children with disabilities, who do not attend Head Start, typically are enrolled in special education programs in their respective school districts. There are approximately 1,000 children being served in special education programs across the state and 2,800 children enrolled in Head Start (NIEER, 2011). North Dakota does not have a state funded early childhood program, thus no funding is allocated in this area. North Dakota adopted its first set of early learning standards in 2006 and completed revisions in 2010.

Availability and use of standards. Early learning standards were adopted in 2010 in response to the 2002 Good Start, Grow Smart initiative. The North Dakota early learning guidelines are available on the state website. The North Dakota guidelines for this study were accessed via the North Dakota Department of Human Services (www.nd.gov/dhs/services/childcare/).

At this time practitioners in North Dakota are not required to use the state's early learning standards. These guidelines are voluntary and provide insight into the expectations for children entering first grade.

Funding resources to support early childhood initiatives. Information obtained from state personnel and as indicated in the 2011 NIEER report, indicated that North Dakota does not have state funded preschool.

Training model used by state. Professional development is provided at the elementary and secondary levels. When professional development is provided to practitioners it is done within the realm of district or regional needs.

Data on state training. The state of North Dakota requires each school district to submit an annual report regarding their professional development plan and yearly activities. Professional development is required twice a year in the state. More than 10 assessment tools are used to collect data on the various professional development activities that take place in North Dakota (Myran, 2011).

Tennessee. Tennessee began providing early childhood education programs in 1998 (NIEER, 2011). Voluntary Pre-K (VPK) for Tennessee began in 2005 under the Tennessee Department of Education. The program began with 300 inclusive classrooms and has reached 935 state-funded classrooms serving children throughout the state (Tennessee Fact Sheet, 2012). Currently, the Tennessee VPK program serves over 18,000 children (NIEER, 2011; Tennessee Fact Sheet, 2011). VPK programs are mainly located in public schools; however, schools may subcontract with Head Start agencies, private child care agencies, public housing authorities, and Institutions of Higher Education (IHE) to provide pre-k services to young children (NIEER, 2011). In 2011-2012, annual state spending for children enrolled in preschool programs was approximately \$4,620 per child (NIEER, 2011). Tennessee adopted its first set of early learning standards in 2004 and completed revisions in 2012.

Availability and use of standards. The Tennessee Early Learning Standards are available to practitioners through a variety of formats. The state ensures that practitioners in each VPK classroom have a copy of the early learning standards. These standards are both hand delivered and available on the state's website. The revised standards are titled, Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS). Additionally, in order to provide the TN-ELDS to a large number of practitioners in 2012 they were presented at the state conference, sponsored by the Tennessee Association for the Education of Young Children (TAEYC).

Tennessee has mandated that VPK teachers use the early learning standards. There are 24 curricula identified on the TN Department of Education website that have been approved and aligned with the TN-ELDS and can be used by VPK teachers. Nineteen curricula are considered comprehensive and include: *Core Knowledge Foundation*, *Core Knowledge Preschool*[®] (2005), *Frog Street Pre-K*[®] (2013), and *Teaching Strategies Creative Curriculum*[®] (2002). In addition, 13 supplemental curricula are included in the list such as *Read it Once Again*[®] (2000), *Handwriting Without Tears Get Set for School*[®] (2008) and *Zoo Phonics*[®] (1986). Finally, two personal safety curricula are identified on the TN Department of Education website (<http://www.tn.gov/education/ci/earlychildhood/index.shtml>): *Talking about Touching*[®] (Committee for Children, 2012), and *Keeping Kids Safe* (TN Department of Human Services).

Funding resources to support early childhood initiatives. A variety of state and federal funding entities are accessed to provide training and technical support for professional development activities (including social emotional) for the VPK programs. Funding sources have included lottery revenue, general education revenue, and TANF funds (NIEER, 2011). Tennessee spent \$240 less per child in 2011-2012 than the previous year when adjusted for

inflation (NIEER, 2013). Other funding supports include an Early Connections Network Grant, which focuses on providing families with training around social emotional development.

Training model used by state. Tennessee uses a variety of training models to support early childhood initiatives. Training models include direct training to professionals, a train-the-trainer model, coaching, and instructional training at the post-secondary level. The newly released standards were disseminated at their state conference (TAEYC) in October 2012, as well as at regional trainings that focused on the standards. Tennessee plans to extend the training that teachers receive with support from technical assistance consultants. The required training that teachers currently receive is conducted annually. Training on the standards also have been incorporated into preservice education with CSEFEL content integrated within early childhood coursework.

Data on state training. In order to document the impact that training and technical assistance on teacher practice and child outcomes, Tennessee staff collect data using a variety of measures. When training is provided regarding social emotional development, data are collected on individuals who attend the trainings and evaluative feedback on the trainings is solicited. Across Tennessee there are six demonstration sites which have infused coaching for teachers. These sites collect data using the *Teaching Pyramid Observation Tool* (Hemmeter Fox, & Snyder, 2008) or *The Pyramid Infant Toddler Observation Tool*, (Hemmeter, Carta, Hunter, & Strain, 2009). These tools are used twice a year to collect data on teachers' implementation of the pyramid model strategies.

Recruitment and selection of participants from selected states. The second step to select participants for this study was to recruit individuals from selected pyramid model and non-pyramid model states. Snowball sampling (Gay et al., 2009; Krathwohl, 1998) was used to

identify key informants from each state, using the following criteria: (a) individuals who were early childhood specialists in state departments of education, and (b) individuals who were responsible for, and/or familiar with state trainings and professional development for early childhood professionals in their perspective states. These individuals were recruited because of their role within their states to provide training to early childhood professionals. These participants provided insight into their state's early learning standards and how these standards are shared with early childhood professionals.

Pyramid model states. Each pyramid model state had a leadership team of at least 11 members, and up to 20 members. From this team, participants for this study were recruited. The names of potential participants were obtained from each state's CSEFEL website (http://csefel.vanderbilt.edu/resources/state_planning.html). Information received from state liaisons who coordinated the activities between CSEFEL and the state leadership teams was used to guide participation selection. CSEFEL state liaisons were asked to nominate individuals from the leadership team members who were most knowledgeable of their state's social emotional early learning standards. Also, liaisons were asked to nominate leadership team members who were responsible for coordinating early childhood professional development. A purposeful sampling (Gay et al., 2009; Krathwohl, 1998) of team members was used to then identify participants since pyramid model leadership team members had a variety of roles some of which were not related to the purpose of this study. For example, some team members had expertise in training for practitioners in early intervention (birth to 3 years), whereas this study focused on preschool-age children (3-5 years old).

To recruit participants from each of the four pyramid model states, the researcher contacted the nominated leadership team member(s) via electronic mail (see Appendix A),

sending them an introductory letter inviting them to participate in the study. This letter was signed by the state liaison (either Corso, Smith, Timm, or Yates) and Dr. Mary Louise Hemmeter (CSEFEL Principal Investigator). If a team member indicated that he/she was interested in participating, the researcher sent a letter providing additional information regarding the study via electronic mail (see Appendix B) along with a copy of the approved IRB letter. If the team member was unable to participate, the researcher inquired if an alternate representative from the state leadership team could be named. If no one was suggested, the researcher returned to the state liaison and began the nomination process again. This process was used until at least one appropriate participant was identified. If participants were not interested in participating, a letter was sent thanking them for their time and consideration via electronic mail. For those individuals who did not reply within a week to the initial request to participate an email reminder was sent (see Appendix C) followed by a phone call. As the researcher made contact with potential participants she completed a chart with contact information and other pertinent information (see Appendix D).

Non-pyramid model states. The names of potential participants were initially gathered from each non-pyramid states' early childhood website (e.g., <http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/>). Next, searches of the early childhood education website were conducted to assess early learning standards for preschool-age children (3-5 years old) and a potential contact person. Then, a search was conducted to identify the name(s) of contact personnel associated with the ongoing professional development system for early childhood teachers. Professionals who appeared to have expertise related to early learning standards and professional development for practitioners working with preschool-age children (3-5 years old) were recruited for participation

The potential participants were contacted by the researcher via electronic email (see Appendix E) asking them to participate in the study. A letter describing the research study was also sent to the potential participants via electronic email (see Appendix B); this was the same letter email that was sent to potential pyramid model state participants. Participants were asked to respond to the researcher, via electronic email, if they were willing to participate. The researcher waited one week for a response, and if no response was received then a reminder letter was sent via electronic mail (see Appendix C).

Once participants from pyramid model and non-pyramid model states were identified the researcher sent an electronic email to schedule a phone conversation (see Appendix F). The purpose of this initial phone call was to discuss the study, including the purpose, outline of the interview, and the mode in which the interview would take place (e.g., telephone). During a second phone call to each participant, a script was used to ensure that each person was provided with the same information and asked the same questions (see Appendix G). However, if the participant was not able to answer all interview questions, snowball sampling (Gay et al., 2009; Krathwohl, 1998) was used to identify other possible participants. In these cases, the interviewer asked if another individual with knowledge of early learning standards and state training was better able to provide the needed information.

Nine participants across the three pyramid and three non-pyramid states agreed to be interviewed for this study. There were four interviewees from pyramid model states and five from non-pyramid model states. One identified pyramid model state had two participants. One identified non-pyramid model state had three participants. Seven participants were female and two were male. Eight of the participants were of Caucasian background one was Middle Eastern. Participants held their current positions from 1 year to over 10 years within their perspective

states. The positions held by each participant varied and included: Standard Coordinator, Early Childhood Special Education Specialist, Consultant, Training and Technical Assistant Coordinator, Assistant Director of Teacher and School Effectiveness, Early Childhood Special Education Professional Development System Coordinator, Volunteer Pre-K Program Director, and TACSEI Project Leader.

Interview setting. According to Weiss (1994), the ideal interview arrangement is face-to-face with the participant. However, due to geographical constraints, phone interviews were conducted. On the day of the interview, the researcher reviewed the consent form with each participant and asked the participant if he/she had any questions. Each interview was conducted over the phone by the researcher and audiotaped with participant permission. Participants were verbally reminded that the interview would be audiotaped and informed when the taping began and ended. Participants were able to stop taping at any time during the interview. Also, all participants were told that if they preferred they could participate in the study with responses handwritten by the researcher. None of the participants declined to be audiotaped.

Informed consent. Each participant was sent a copy of the consent form (see Appendix H) via electronic mail once eligibility for participation in the study was established. The consent form addressed the risks and benefits of participation, confidentiality, and procedures for consent. Agreeing to participate in the study by electronic mail or on the telephone was accepted as consent. Participants were asked to print the consent form for their records. Prior to audiotaping the interview, participants were asked for consent to be audiotaped.

Remuneration. Following completion of the study, each participant was sent a \$25 gift card in appreciation of their participation in the study.

Instruments

Interview protocol. Interviews were used to capture the perspective of the interviewee (Weiss, 1994). All participants were asked to participate in a semi-structured interview, which was audiotaped (with permission) and transcribed. The interview protocol was open-ended and the order of questioning depended on the interviewee's responses (see Appendix I).

Two states, Florida and Wisconsin, served as pilot states to help the researcher develop the interview protocol. Interviews with participants from the pilot states provided the researcher with information about the length of the interview and the appropriateness of the questions. Information that was gathered using the interview protocol included: (a) resources available for training and technical assistance, (b) supports to sustain training and technical assistance obtained, (c) integration of CSEFEL training and technical assistance with state social emotional early childhood learning standards (for pyramid states), and (d) training and technical assistance related to social emotional early childhood learning standards.

Each interviewee was asked 12 interview questions (see Appendix I) pertaining to the early learning social emotional standards and professional development. Questions were asked in sequential order unless participants answered questions within their responses. Participants from pyramid model states were asked five additional questions regarding the impact of their partnership with CSEFEL. The average length of each interview was 28 minutes (ranging from 12-46 minutes).

Data Analysis

Data collected from the interviews and the social emotional standards were analyzed using qualitative and quantitative procedures. The qualitative analysis was guided by the content

analysis procedures for verifying meaning from data described by Miles and Huberman (1994), this process consists of gathering data from trusted informants or documents, identifying important variables that emerge, connecting variables to logical explanations, and looking for extreme cases that differ from the general and determining what the differences mean.

Quantitative analysis utilized three primary strategies: (a) frequency counts of the number of social emotional standards, learning expectations and performance indicators were calculated across states, (b) percentages of learning expectations across states were calculated, and (c) frequencies of similar learning expectation statements were compiled. Research questions, data sources, and process of analysis that were used in this study are presented in Appendix L.

Analysis of interviews. Numeric codes were assigned to each participant prior to audio files being sent to professional transcribers; this ensured confidentiality. The researcher utilized TranscribeMe Inc., a professional online transcription service that uses a “hybrid approach to transcription that combines voice recognition software and a platform of crowd-sourced human transcribers” (<http://transcribeme.com/>). Interviews were transcribed verbatim. An initial review of all transcriptions was conducted by the researcher to determine if follow-up interviews were needed to clarify content within the transcriptions. Each participant was sent the entire transcript of their interview via electronic email and asked to review the transcript for accuracy of intent (first level of member checking). Respondents were asked to return their transcriptions with edits and clarifications within a week. If no response was received after a week, a reminder email was sent (see Appendix M). After two weeks with no response, transcriptions were assumed to be accurate. Feedback was received from 44% of participants and changes were made according to each participant’s input. Feedback from participants primarily focused on grammatical corrections. An email was sent to thank each participant for their participation (Appendix N).

Becoming familiar with the data. Ongoing analysis took place as each interview transcription was read (Charmaz, 2005; Ezzy, 2002; Morse & Richards, 2002). First, each transcript was read and reread while the researcher listened to the appropriate audiotape. This process ensured accuracy and agreement of the information collected. Thematic analysis of the data was conducted by the researcher in order to develop themes based on the participants' own words. Data were analyzed and coded line-by-line looking for relationships between codes and the association of new codes that emerged from the data. This process led to more selective coding which helped to identify responses that were represented across multiple participants.

Identifying units of analysis. During the process of reviewing transcriptions, the researcher organized units of analysis that were repetitive from respondents, inconclusive responses, and those associated with specific topics. In order to distinguish between the units of analysis, the researcher highlighted phrases that when put together conveyed the same meaning. As significant words and phrases appeared repeatedly, categories helped delineate common themes and patterns. The common perspectives of participants were thus captured and the contexts for analysis were revealed (Bogdan & Biklen, 1992). Inconclusive responses from participants were coded within greater than and less than symbols (e.g. <, >). This indicated a response that was inconsistent with identified themes. Through the process of sorting and sifting, similarities and dissimilarities of categories were examined.

In order to establish category integrity, two reliability coders were trained to read and code 25% of the units of analyses. Coders were graduate students in early childhood special education with extensive educational training in the field of early childhood special education. Kazdin (1982) recommends reviewing 20% of the data. This step also was described by Miles and Huberman (1994) as the gradual elaboration on a small set of generalizations that deal with

the consistencies reflected in the data (the interviews). Reliability coders were trained by the researcher to independently code interview data. Reliability coders were provided with a list of themes and definitions (see Appendix O). During training, each reliability coder and the researcher independently coded one of the pilot transcriptions and one of the participant transcriptions. Training concluded when the reliability coders and the researcher reached 80% agreement. The researcher and reliability coders reached 92% agreement on 33% of the transcriptions randomly selected for reliability scoring. This process further contributed to establishing the trustworthiness of the data.

Analysis of social emotional standards. To analyze each state's social emotional standards, 11 a priori categories that emerged from the literature were used as an organizing structure for the standards. The 11 a priori categories included: (a) relationships with others, (b) self-awareness, (c) self-concept, (d) self-control, (e) self-determination, (f) self-efficacy, (g) self-esteem, (h) self-recognition, (i) self-regulation, (j) social competence, and (k) social skills.

The standards were then analyzed and sorted using the 11 categories. If additional categories were identified in state social emotional standards, those were added to the matrix. During the analysis of state standards, the researcher added the following four categories to the standards matrix: *self-expression*, *self-help*, *social communication*, and *other* (see Appendix P). This resulted in 15 categories. Definitions are provided in Table 1. A five-step process was utilized to identify how states presented social emotional standards. This process was used by Neuman and Roskos (2005) in their study of early literacy and mathematics (based on the taxonomic organization of Anderson & Krathwohl et al., 2001, as cited in Neuman & Roskos, 2005).

First, each state's early learning standards were analyzed to determine the presence of a social emotional standard. Next, learning expectations were sorted and coded based on the 11 a priori categories. For example, if self-concept was a category that was under a state's social emotional standards it was coded as such. Third, the learning expectation statements were sorted and coded based on the category definitions. For example, a learning statement, "the child is able to describe his or her own physical characteristics" was coded in the category of self-concept. Or, if a learning statement was listed under a category that did not match that category, it was sorted into the appropriate category. For example, under the category of self-regulation a learning statement that indicated, "participates cooperatively in group activities" would be coded under the category of "relationships with others." Fourth, learning expectation statements were highlighted based on their commonality across states. Finally, performance indicators were identified, if examples were given by the state. For example, for self-concept, a performance indicator might state: "the child will be able to draw a self-portrait using a variety of materials (i.e., crayons, paint, yarn, etc.) to depict personal characteristics."

The researcher analyzed 100% of the social emotional early learning standards. The same reliability coders assisted in coding the social emotional early learning standards. The reliability coders were trained to conduct credibility analysis for social emotional early childhood learning standards, learning expectations, and performance indicators by the researcher. The reliability coders were supplied with definitions of each identified category. Training of the reliability coders consisted of reviewing the definitions and the five-step process for analysis of the social emotional early learning standards. Twenty-five percent of state social emotional early learning standards were analyzed by the reliability coders. The researcher and reliability coders reached 87% agreement when comparing results across the social emotional early learning standards. The

researcher and reliability coders reached an 84% agreement when comparing the results of the learning expectations. When analyzing the performance indicators there was a 92% agreement reached when comparing the results of the performance indicators.

Reflexivity

Brantlinger et al. (2005) encourages the use of credibility measures to establish trustworthiness of research, including the use of reflexivity. Finlay and Gough (2003) describe reflexivity as the researchers incorporation of information relating to the research context and to relevant personal thoughts and feelings” (p. 22). My experience as an early childhood special education teacher in Illinois contributes to my knowledge about early childhood practitioners and young children. As an early childhood teacher I have developed program goals and utilized a variety of curricula to meet the needs of young children in inclusive early childhood classrooms. I also have utilized the Illinois Early Learning Standards to support the development of young children with and without disabilities. I know that addressing challenging behavior can be difficult. However, I also know that supporting the social emotional development of young children will always be an essential component of early childhood practice and accountability for all developmental domains need to be addressed. Within inclusive early childhood settings, it is the teacher who must be ready to support the social emotional development of young children.

As a current disseminator of the materials available through CSEFEL, I have an “insider” perspective on the professional development that is provided to early childhood practitioners. I am highly knowledgeable about the content included in the CSEFEL training materials and I have expertise in how to effectively train others using the materials.

I had to recognize that my personal experiences and beliefs may impact my interactions with state leaders associated with CSEFEL. Thus, I had to be continually aware of my beliefs that social emotional early learning standards can support children's social competence. Helping participants feel comfortable during the interview process was of utmost importance. I tried to remain neutral in my responses and reactions as participants shared information with me. I also needed to be cognizant that the questions I asked were not guided by my views. Thus, I needed to be aware of the way in which I asked questions during the interviews so that I did not impose my views upon participants. Finally, during the data analysis phase I needed to view data with a "clean slate" and allow for information to be revealed. The opportunity to discuss social emotional early childhood learning standards with personnel affiliated with state trainings was exciting. However, it was important that I maintained neutrality throughout the interviews and analyses.

Chapter IV

Results

The purpose of this study was to examine the social emotional content within state early learning standards and the resources and supports necessary and available to deliver professional development related to social emotional early learning standards. Specifically, the following research questions were addressed:

1. What social emotional domain areas are addressed within early learning standards across states?
2. What learning expectations related to each social emotional domain area are addressed within early learning standards across states?
3. What performance indicators related to each social emotional domain area are addressed within early learning standards across states?
4. What resources and supports are needed and available to train teachers on social emotional development that align with state early learning standards?

The first three research questions were addressed by examining the 2011-2012 early learning standards from 50 states and the District of Columbia. Since the time these data were gathered, 12 states have made revisions or are in the process of revising their early learning standards. Appendix J provides a list of each state and the URL that was used to access the states standards for this study. The fourth research question was addressed through a thematic analysis of interviews conducted with representatives from six states: Colorado, Georgia, Iowa, Minnesota, North Dakota, and Tennessee. The results section is organized by the research questions addressed in this study.

Social Emotional Domains Addressed Within Early Learning Standards Across States

Early learning standards for all 50 states and the District of Columbia were examined to determine the extent to which they included content related to social emotional development. A total of 311 pages of text that specifically focused on social emotional content within the standards was included in this analysis. The majority of states (88%) had a clearly delineated and labeled set of social emotional standards. Six states (Kentucky, Massachusetts, New Hampshire, New Mexico, New York, Ohio) did not have a separate set of social emotional standards, but rather, the content related to social emotional development was integrated in other standards. For example, Kentucky and Massachusetts' social emotional content was included under the Health/Mental Wellness or Health Education standards. New Mexico's social emotional standards were included under Self, Family, and Community. Finally, New Hampshire, New York and Ohio's social emotional standards content were included under the Social Studies standards. Although these states categorized their social emotional content under different standard headings, they were still included within this study.

The content within the standards for the 50 states and the District of Columbia were then organized using the 11 a priori categories (heretofore labeled as "social emotional domain") that were identified from the literature (see Table 1; NEGP, 1997; NRC 2000a, 2000b). All states had social emotional standards that fit under at least one of the 11 social emotional domains (see Appendix Q). There were a total of 1,423 social emotional standards (Mean = 25/state; Range: 3-134) across the states that were included in the analysis (see Appendix R). There was variation across state social emotional standards and the social emotional content within domains. Table 3 provides an example of Arkansas' and Maine's social emotional early learning standards. The state of Arkansas has only one social emotional standard, which fell under the social emotional

domain of self-concept. Meanwhile, Maine has 20 separate social emotional standards categorized under three domains: (a) self-control, (b) self-concept, and (c) social competence.

Table 3

Arkansas' and Maine's Early Learning Standards

| State | Social emotional standard | Social emotional domain | Source |
|----------|--|-------------------------|--|
| Arkansas | Enhances self-concept and promotes acceptance. Staff and administrators support the child's efforts and provide opportunities for children to (a) act independently; (b) experience success; (c) interact socially | Self-concept | Arkansas Early Childhood Education Handbook (2004) |
| Maine | Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights. | Self-concept | State of Maine Early Learning Guidelines (2005) |
| | Separates from family to participate in early education setting | | |
| | Increases ability to adjust to new situations | | |
| | Explores and experiments with new interests | | |
| | Develops a growing understanding of how own actions affect others | | |
| | Begins to accept the consequences of own actions | | |
| | Seeks adult help when needed for emotional support | | |
| | Demonstrates increasing competency in recognizing own and others' emotions | | |
| Maine | Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property | Self-control | State of Maine Early Learning Guidelines (2005) |
| | Demonstrates increasing capacity to follow rules and routines | | |
| | Uses materials and equipment purposefully, safely, and respectfully | | |

(table continues)

Table 3 (continued)

| State | Social emotional standard | Social emotional domain | Source |
|--|--|-------------------------|---|
| Maine | Demonstrates an understanding of and follows through with basic responsibilities (e.g. dressing, clean-up) | Self-control | State of Maine Early Learning Guidelines (2005) |
| | Interacts appropriately with familiar adults | | |
| | Interacts with one or more children | | |
| | Interacts respectfully and cooperatively with adults and peers | Social competence | |
| | Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (helping, sharing, and discussing) | | |
| | Listens with interest and understanding during conversations | | |
| | Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers | | |
| Demonstrates some understanding of others' rights, uniqueness, and individuality | | | |

None of the states addressed all 11 of the social emotional domains. Additionally, some of the social emotional standards for 20 of the states did not fit under any of the 11 social emotional domains. For example, one of Ohio's social emotional standards includes "Cultures." Also, the state of Washington has the following social emotional standard, "Appreciating Diversity," that did not fit under any of the categories. No additional headings or identifiers were provided to assist in categorizing these standards. Therefore, an "Other" category was added to the 11 a priori categories. A summary of the social emotional domains identified across states is provided in Table 4.

Table 4

Frequency of State Social Emotional Standards and States That Included Social Emotional Content Under Each Social Emotional Domain

| Social emotional domain | Number of social emotional standards | Number of states (percentage) |
|---------------------------|--------------------------------------|-------------------------------|
| Relationships with others | 363 | 36 (71%) |
| Self-control | 175 | 25 (49%) |
| Social competence | 164 | 25 (49%) |
| Self-concept | 163 | 23 (45%) |
| Other | 130 | 20 (39%) |
| Social skills | 125 | 16 (31%) |
| Self-awareness | 109 | 17 (33%) |
| Self-determination | 79 | 12 (24%) |
| Self-regulation | 72 | 14 (27%) |
| Self-efficacy | 29 | 4 (8%) |
| Self-esteem | 11 | 3 (6%) |
| Self-recognition | 3 | 1 (2%) |

Over half of the states (71%) addressed social emotional standards under the domain “relationships with others.” Examples of standards include, “develop interpersonal skills that foster positive relationships” (Louisiana), and “children develop successful relationships with other members of their learning community” (Vermont). Three domains also were identified by a large number of states: self-control (49%), social competence (49%), and self-concept (45%). An example from the District of Columbia categorized under self-control is, “children develop increasing capacity for self-control.” One example of social competence is, “tests adults’ reactions to his or her behavior and understands what ‘no’ means” (Wisconsin). An example of self-concept is, “child develops independence, confidence, and competence” (Nebraska). Self-efficacy (8%), self-esteem (6%), and self-recognition (2%) were the least identified domains by

states. Self-efficacy included standards such as “children demonstrate belief in their abilities” (Idaho). An example of self-esteem was “children demonstrate self-confidence” (New Jersey), while self-recognition included “identifies roles and relationships within different family structures and cultures” (Wyoming). Given that each state developed their respective social emotional standards, it was not surprising to see that there was variation across states in regard to how the standards were organized and the content that was included under each standard.

Learning Expectations Addressed Within Early Learning Standards Across States

The second research question was addressed by examining the learning expectations related to social emotional development within each state’s early learning standards. Learning expectations included phrases or statements that described the knowledge and/or skills young children were expected to learn. Examples of Maine’s learning expectations under (Personal and Social Development) domain are provided in Table 5.

Table 5

Maine’s Social Emotional Early Learning Standard: Personal and Social Development

| Learning expectation | Performance indicators |
|---|---|
| Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights | Child on swing says, “Look I’m pumping all by myself!” or shows pride in achievement by clapping for himself or smiling |
| Separates from family to participate in early education setting | Child waves goodbye to parent, greets her teacher and peers and joins the daily routine |
| Increases ability to adjust to new situations | Child can continue with daily routine when there is a substitute |
| Explores and experiments with new interests | Child participates in areas of the room where materials and activities have been changed |
| Develops a growing understanding of how own actions affect others | Child offers a hug to another child who is upset |

(table continues)

Table 5 (continued)

| Learning expectation | Performance indicators |
|--|--|
| Begins to accept the consequences of own actions | Child helps rebuild the block tower he knocked down |
| Expresses pride in accomplishments | Child brings a finished picture to her teacher and smiling, describes the drawing to the teacher |

Note. Taken from State of Maine Early Learning Guidelines (2005).

There were 1,478 learning expectations (Mean = 99/state; Range: 3-156) across all states (see Appendix S). Three types of analysis were conducted to address the second research question related to learning expectations. First, the learning expectations were sorted using the 11 social emotional domain categories described earlier (see Table 4). The initial sorting was based on how the learning expectations were categorized within the state standard. For example, the state of Alabama had 54 learning expectations. Twenty-five of the learning expectations were categorized under the Self-Concept domain, while the remaining 29 learning expectations were categorized under the Social Competence domain (see Appendix R).

Learning expectations that were most prevalent across the states fell under the social emotional domain of social competence ($n = 278$), social skills ($n = 277$), and relationships with other ($n = 238$). The least common learning expectation fell under the social emotional domain of self-concept ($n = 15$). A summary of the learning expectations across social emotional domains can be found in Table 6.

Table 6

Summary of Learning Expectations across Social Emotional Domains

| Social emotional domain | Number of learning expectations across states | Number of states (%) |
|-------------------------|---|----------------------|
| Social competence | 278 | 46 (90%) |
| Social skills | 277 | 46 (90%) |

(table continues)

Table 6 (continued)

| Social emotional domain | Number of learning expectations across states | Number of states (%) |
|---------------------------|--|----------------------|
| Relationships with others | 238 | 48 (94%) |
| Self-regulation | 125 | 42 (82%) |
| Self-determination | 117 | 43 (84%) |
| Self-control | 58 | 27 (53%) |
| Self-recognition | 48 | 31 (61%) |
| Self-awareness | 43 | 22 (43%) |
| Self-efficacy | 43 | 29 (57%) |
| Self-esteem | 30 | 24 (47%) |
| Self-concept | 15 | 5 (10%) |

During this step in the analysis process some of the learning expectations did not fit under the 11 categories. For example, there were several learning expectations that were easily identified as “self-help” (e.g., “demonstrates self-help skills; “takes responsibility for own well-being”). Another category that was identified was “self-expression” (e.g., “expresses concern for others;” “expresses feelings”). In order to include all the learning expectation statements presented by states four additional categories were created: (a) self-expression, (b) other, (c) social communication, and (d) self-help. These four categories are presented in Table 7.

Table 7

Summary of Additional Learning Expectations Across Social Emotional Domains

| Social emotional domain | Number of learning expectations across states | Number of states (%) |
|-------------------------|--|----------------------|
| Self-expression | 91 | 29 (57%) |
| Other | 62 | 21 (41%) |
| Social communication | 46 | 13 (25%) |
| Self-help | 16 | 14 (27%) |

A second analysis was conducted to further examine the learning expectation statements. In this analysis each learning expectation statement was further sorted using the same 11 social emotional domains categories, including the additional categories (other, self-expression, self-help, and social communication) that were added. This was an important step because a closer look at the states' learning expectation statements revealed that some of the statements fit better in the other domains. For example, the state of Alabama's 25 learning expectation statements initially categorized under the self-concept domain were a better fit under other social domains (e.g., "have a better self-control of emotions"; "want to do for herself/himself"; and "show pride in accomplishments" were sorted into self-control, self-determination, and self-efficacy, respectively). Thus, the learning expectation statements were re-sorted by the researcher to match each statement to the corresponding social emotional domain. A final summary of the learning expectations across each social domain can be found in Table 8.

Table 8

Summary of Learning Expectations across Social Emotional Domains

| Social emotional domain | Number of learning expectations across states | Number of states (%) |
|---------------------------|--|----------------------|
| Social competence | 278 | 46 (90%) |
| Social skills | 277 | 46 (90%) |
| Relationships with others | 238 | 48 (94%) |
| Self-regulation | 125 | 42 (82%) |
| Self-determination | 117 | 43 (84%) |
| Self-expression | 91 | 29 (57%) |
| Other | 62 | 21 (41%) |
| Self-control | 58 | 27 (53%) |
| Self-recognition | 48 | 31 (61%) |

(table continues)

Table 8 (continued)

| Social emotional domain | Number of learning expectations across states | Number of states (%) |
|-------------------------|--|----------------------|
| Social communication | 46 | 13 (25%) |
| Self-awareness | 43 | 22 (43%) |
| Self-efficacy | 43 | 29 (57%) |
| Self-esteem | 30 | 24 (47%) |
| Self-help | 16 | 14 (27%) |
| Self-concept | 15 | 5 (10%) |

This second analysis revealed that there were a greater number of social emotional domains that were covered by each of the states (see Appendix T) compared to the first analysis (see Appendix Q). Ninety-four percent of the states had learning expectations that fell under the domain “relationships with others” when each learning expectation statement was re-sorted (this is in contrast to the 71% found in the first analysis). Similar findings were found for each of the other social emotional domain areas. For example, self-awareness was increased by 10% to 43%, social skills increased to 90% from 27%, self-determination increased to 84% from 24%, and self-regulation increased to 82% from 25%. The social emotional domain of self-concept, however, resulted in a decrease, in that, the first analysis revealed there were 45% of states that had content in this area and the second analysis results showed only 10% of the states addressed it. It appeared that a broader range of social emotional domains were covered when each learning expectation statement was analyzed for specificity of meaning.

In the third analysis, the learning expectations were analyzed for common phrases across statements. Under each social emotional domain, learning expectation statements were organized by those that were most commonly identified by states. Only 10 of the 15 social emotional

domains had five or more commonly stated learning expectation statements. Learning expectation statements that were common in five or more states are presented in Table 9.

The social emotional domain of “relationship with others” had the most number of learning expectation statements that were common across several states ($n = 8$ different learning expectation statements across five or more states). Seventeen of the states (35%) included “plays cooperatively” as a key expectation of young children. Social skills was another social emotional domain that had several common learning expectation statements across several states ($n = 6$ different learning expectation statements across five or more states). Half of the states ($n = 25$) included self-direction and independence as a key expectation of young children under self-determination social emotional domain. Another learning expectation that was prominently covered was social competence. Key learning expectation statements included following classroom rules and routines ($n = 23$).

Performance Indicators Addressed Within Early Learning Standards Across States

The third research question was addressed by examining the performance indicators listed under each state’s learning expectations. Twenty-three (45%) states included performance indicators to help guide early childhood practitioners in determining what the learning expectations look like when children demonstrate them. There were 1,319 performance indicators across states. Table 10 shows which states included performance indicators within their early learning standards. Also, see Table 5 for a sampling of Maine’s performance indicators for each learning expectation statement related to the social emotional domain of self-concept.

Table 9

Most Common Learning Expectations

| Relationship with others | Social skills | Social competence | Self-Determination | Self-Control | Self-awareness | Self-efficacy | Self-regulation | Self-expression | Social communication |
|---|--|---|---|---|---|--|---|---|---|
| Plays cooperatively (<i>n</i> = 17) | Demonstrates empathy (<i>n</i> = 13) | Follows classroom rules and routines (<i>n</i> = 23) | Shows increasing self-direction and independence (<i>n</i> = 25) | Children increase their capacity for self-control (<i>n</i> = 7) | Describe physical characteristics, behavior, and abilities positively (<i>n</i> = 8) | Demonstrates confidence in range of abilities and pride in accomplishments (<i>n</i> = 7) | Uses simple strategies to appropriately solve problems by self and within a group (<i>n</i> = 7) | Communicates emotions to peers in an appropriate manner (<i>n</i> = 5) | Asks question of adults to obtain information (<i>n</i> = 5) |
| Initiates an activity with another child (<i>n</i> = 11) | Seeks assistance in resolving conflicts (<i>n</i> = 10) | Uses classroom materials purposefully, carefully (<i>n</i> = 13) | Sustains attention to task (<i>n</i> = 12) | Accepts consequences for own actions (<i>n</i> = 6) | | | | | |
| Develops friendships (<i>n</i> = 10) | Negotiates to solve conflicts (<i>n</i> = 9) | Manages transitions (<i>n</i> = 11) | Explores and experiments with new interests (<i>n</i> = 7) | | | | | | |
| Develops relationships with other children and adults (<i>n</i> = 9) | Recognizes feeling of others and responds appropriately (<i>n</i> = 8) | Takes turns (<i>n</i> = 11) | Develops personal preference (<i>n</i> = 5) | | | | | | |
| Interacts easily with familiar adults (<i>n</i> = 9) | Participates a member of group by sharing, helping, and discussing (<i>n</i> = 7) | Recognizes, respects, and accepts similarities and differences among people (<i>n</i> = 7) | | | | | | | |
| Participates successfully as member of a group (<i>n</i> = 8) | | | | | | | | | |

(table continues)

Table 9 (continued)

| Relationship with others | Social skills | Social competence | Self-Determination | Self-Control | Self-awareness | Self-efficacy | Self-regulation | Self-expression | Social communication |
|--|---|-------------------|--------------------|--------------|----------------|---------------|-----------------|-----------------|----------------------|
| Seeks emotional support from caregivers (<i>n</i> = 7) | Recognizes the needs and rights of others (<i>n</i> = 5) | | | | | | | | |
| Separates from caregiver with assistance (<i>n</i> = 5) | | | | | | | | | |

Note. *N* = number of states with statement.

Table 10

Number of Performance Indicators Per State

| State | Performance Indicators |
|----------------------|------------------------|
| Alabama | 0 |
| Alaska | 0 |
| Arizona | 80 |
| Arkansas | 3 |
| California | 215 |
| Colorado | 0 |
| Connecticut | 8 |
| Delaware | 0 |
| District of Columbia | 24 |
| Florida | 0 |
| Georgia | 43 |
| Hawaii | 0 |
| Idaho | 0 |
| Illinois | 0 |
| Indiana | 0 |
| Iowa | 12 |
| Kansas | 0 |
| Kentucky | 77 |
| Louisiana | 67 |
| Maine | 22 |
| Maryland | 31 |
| Massachusetts | 24 |
| Michigan | 0 |
| Minnesota | 0 |
| Mississippi | 0 |
| Missouri | 117 |
| Montana | 0 |
| Nebraska | 26 |
| Nevada | 0 |
| New Hampshire | 0 |
| New Jersey | 0 |
| New Mexico | 0 |
| New York | 0 |
| North Carolina | 0 |
| North Dakota | 0 |
| Ohio | 0 |
| Oklahoma | 45 |
| Oregon | 26 |
| Pennsylvania | 60 |
| Rhode Island | 0 |
| South Carolina | 114 |
| South Dakota | 0 |
| Tennessee | 43 |
| Texas | 84 |
| Utah | 0 |
| Vermont | 23 |
| Virginia | 0 |

(table continues)

Table 10 (continued)

| State | Performance Indicators |
|---------------|------------------------|
| Washington | 0 |
| West Virginia | 0 |
| Wisconsin | 153 |
| Wyoming | 22 |
| <i>N</i> = 51 | 1,319 |

The number of performance indicators that were represented across learning expectations is provided in Appendix U. Four states (California, Missouri, South Carolina, Wisconsin) had over 100 performance indicators for their learning expectation statements. There were 336 performance indicators across 21 states in the category of relationships with others. California had 128 performance indicators in this category alone. In contrast, Massachusetts did not have any indicators in this domain area. Social competence also was prominently represented across the states having 231 indicators. Additionally, self-regulation ($n = 160$), self-determination ($n = 126$), and social skills ($n = 124$) were highly represented. States that provided performance indicators had them available alongside the learning expectations. For example, a performance indicator for self-awareness (SA) was stated as “Communicates, ‘My skin is brown,’” in a positive manner (California Department of Education, 2008). Another performance indicator from Louisiana is “Tells someone, ‘Mary is my friend’” (Louisiana Department of Education, 2010).

Resources and Supports Needed and Available to Train Teachers on Social Emotional Development That Aligns With State Early Learning Standards

The fourth research question was addressed through interviews conducted with state representatives who were selected from pyramid states (CO, IA, TN) and non-pyramid states (GA, MN, ND). These individuals were chosen because of their knowledge of the early learning standards and professional development offered to early childhood practitioners in their

respective states. Information provided by state representatives included insights into how resources and supports are distributed specifically for training related to social emotional early learning standards. Data from interviews revealed themes within three broad categories that impact professional development: (a) financial resources, (b) in-state and out-of-state support, and (c) barriers to professional development.

Financial resources. The state representatives described two sources of financial support, used to fund their early childhood programs and professional development activities. These sources are federal and state funding. All six states receive some form of federal funding to provide early education programs for young children (e.g., Head Start). Only one state, North Dakota, did not provide state-funded pre-k programs. The other states utilized both federal and state funding to provide early childhood programs for young children. For example, two states (Georgia and Tennessee) noted that state lottery funds were used to support their pre-k programs. In addition, to providing early education to young children, funding also was allocated for professional development for early childhood practitioners. When participants were asked about funding to support professional development activities in their states representatives from two states (Georgia and Minnesota) indicated that they had recently been awarded Race to the Top: Early Learning Challenge grants. Portions of these grants were required to go toward professional development activities that were aligned with their state early learning standards. In some cases, states were able to combine funding from both federal and state funding to support early childhood initiatives. For example, a representative from Colorado reported that in addition to utilizing CSEFEL funding, they also received funding from seven additional entities (e.g., the Division of Childcare, Temple Hoyne Buell Foundation, Mile High United Way, etc.) to sustain ongoing professional development in the area of social emotional development.

Finally, Minnesota and Iowa reported using Part C and Part B 619 funding to support professional development activities that were specific to the needs of professionals working with children with disabilities. In conjunction with focusing on children with special needs, professional development was aligned with social emotional development.

The acquisition of both federal and state funding has allowed the states represented in this study to target professional development in the area of social emotional development for early childhood practitioners. When federal and state funding is available to support the early childhood professional development activities, these states have taken steps to acquire this funding supports to aide in professional development activities. In addition to supporting early childhood programs, state funding has supported professional development activities that align with state early learning standards, including social emotional development. Furthermore, federal funding has provided support for professional development for early childhood practitioners who educate children with disabilities.

In-state/out-of-state support. State representatives described four in-state and out-of-state supports to assist with professional development activities. These supports have helped to sustain efforts in state initiatives related to social emotional development training. One type of support mentioned were state leadership teams. These teams help to advocate for early childhood initiatives, align different initiatives, coordinate professional development activities, manage professional development systems, disseminate information, and assist with data collection. For example, one representative stated:

a team of administrators and state personnel who have a vision and all on the same page . . . we've got community college faculty, kindergarten teachers, program administrators, principals . . . people from two and four year colleges, maternal child health, public health, Head Start, preschool, child care, CCR&R people, representatives from the Department of Education, Department of Human Services, Department of Public Health, early childhood advisory council . . . and other groups . . . we understand our professional

development work and the role early learning standards have played into that. (Interviewee 02)

These leadership teams help support early childhood initiatives including professional development activities. Another representative noted, “We’re in the middle of developing competencies, of the actual qualities and abilities that we want to see early childhood professional be able to do. And in our competencies we’re writing a lot of information about socio-emotional development” (Interviewee 04). Supporting early childhood professionals, in turn, supports young children as they develop the necessary skills to be successful in school.

The second type of in-state supports mentioned were Institutions of Higher Education (IHE) that assist professional development endeavors throughout the state. Five of the six states indicated that they have relationships with IHEs. These relationships support the revisions of early learning standards and the teaching of those standards to preservice early childhood professionals. For example, one interviewee stated, “our technical college professors and college professors . . . teach the standards in their certification programs” (Interviewee 05).

These relationships with IHEs help to educate early childhood professionals before they enter the field. One interviewee stated, “We have embedded the Pyramid concept into our community college socioemotional class” (Interviewee 04) and another interviewee stated:

We have a socio-emotional credential. Another thing that we’ve done is with JFK partners at the University of Colorado-Denver, we’ve created a socio-emotional navigation tool, so that if folks in various arenas, whether they are administrators or early professional teachers, or early childhood teachers, even mental health consultants, even families who look for some socio-emotional support, this navigation tool gives a lot of information about exactly what the support is. (Interviewee 04)

The third type of supports focused on state professional development centers. Two states (Colorado and Minnesota) have created specific centers that provide professional development around social emotional content. One representative stated, “the Center does most of the

professional development . . . we've got funding to do this" (Interviewee 04). The Pyramid Plus Center in Colorado and the Minnesota Center for Professional Development were both described in Chapter 3 under their respective state descriptions, as entities within their states that provide targeted, comprehensive professional development for early childhood practitioners. Both centers have adopted the pyramid model approach which encompasses evidence-based, tiered interventions to support the development of social emotional skills in young children.

Four of the six states (CO, IA, MN, TN) accessed out-of-state support when they partnered with a pyramid model funded project (e.g., Center on the Social Emotional Foundations for Early Learning [CSEFEL] or Technical Assistance Center on Social Emotional Intervention [TACSEI]) that specifically focused on professional development in the area of social emotional development. These states have utilized this partnership as a springboard for numerous ongoing professional development initiatives. In addition, these states have built an infrastructure to provide professional development to early childhood practitioners. By utilizing the leadership team model, train-the trainer approach, and coaching that was coordinated as part of the partnerships, states sustained and generated new professional development initiatives. One representative stated, "we've been really building the infrastructure and providing information . . . a selected group of individuals get trained and we are hoping to build regional capacity in that area that way" (Interviewee 09). These partnerships reveal a distinct impact that was made on states, as one representative stated:

it's [collaboration with CSEFEL] made a tremendous change. And what we're doing here in this state. I think it's really opened the eyes of our administrators, as well as our teachers, you know, as to what our role is and, and how we can best support young children and their social emotional skills. We've really made inroads in helping communities identify resources or really to think about what we can offer families to support them when children do experience these [challenging] behaviors. (Interviewee 03)

States that have partnered with pyramid model projects, such as CSEFEL and TACSEI, have tried to disseminate information and sustain the infrastructure that was put in place. As stated by one participant, “we learned from them and we made it our own . . . we created sort of a second arm of it” (Interviewee 08).

Barriers to professional development. No system of professional development is perfect. Representatives from each of the states that participated in this study described barriers to providing optimal professional development to early childhood practitioners. State representatives identified five key barriers to providing professional development related to social emotional.

The first barrier described by representatives was geographical location. Five participants mentioned difficulty reaching practitioners due to their geographical distance to centers where most training occurs. Some early childhood practitioners were in areas that were difficult to reach or did not have trainers in those specific locations to provide professional development. One participant asked: “how can we reach more and more of the providers in the state?” (Interviewee 09). In addition to geographical location, the second barrier that impacts professional development comes in the form of weather, within certain geographical locations. One participant stated: “some challenges . . . is such a large geographic area and because of the remoteness of some of the areas in this state . . . the professionals do a lot of travelling to get from area to area, weather impacts it” (Interviewee 04). It was indicated that rural and remote geographical locations impact professional development, but inclement weather can also impede the provision of professional development to early childhood practitioners.

The third barrier that was noted by participants was the need for more resources. Financial funding supports professional development activities that take place across states. In

order to provide ongoing professional development financial resources are needed to sustain, and in some cases, jump start professional development. As stated by one participant, “that leads to [question] do you have funding to continue to provide the training and the time that is needed” (Interviewee 09). Financial funding is needed to compensate qualified trainers and substitute teachers, pay for training locations, and buy materials. As stated by one participant: “just like anything else, you have to have the money” (Interviewee 08).

The fourth barrier indicated by representatives was the time needed in order to provide ongoing, comprehensive professional development. This includes the time needed to conduct the trainings, time that teachers are away from the classroom, the time for follow-up support, and time to collect data.

I think when I talk about professional development and really making sure that it’s not the one shot workshop kind of thing, so could [you] train all the teachers in the state in one year on a specific content area. But is that truly PD? I mean in order for it to be PD, we want to make sure that they’re implementing things with high fidelity, right? So that means there’s more time needed. That means for any initiative or PD priority to actually really be embedded, it’s going to take you more than one year, at least. (Interviewee 09)

Allocating time to provide professional development activities throughout the year has to be taken into consideration. The amount of time (hours) that early childhood professionals are required to maintain certification also has to be considered. The number of hours required of a trainer and the amount of time needed for continuous on-site support (e.g. coaching) must be considered. As one representative stated: “getting the people involved and having enough time and resources to bring it to the mass quantity” (Interviewee 08).

The fifth barrier to providing professional development throughout state focuses on having enough highly qualified training personnel to cover each geographical area across the state. However, one of the barriers to meeting professional development needs is a shortage of trainers. As stated by an interviewee:

if we said tomorrow we're going to get this to our 200 school districts . . . we would not have enough people trained to do that. So it is sort of, how would we scale that up, we would need to have more coaches, more trainers, more professional development facilitators. And all of that sort of costs money. (Interviewee 08)

Whether states are providing professional development by district, county, or region, trained personnel are needed to offer professional development. Regardless of the shortage of trainers, early childhood practitioners are required to meet state, district, or agency requirements when it comes to professional development. As states continue to try and meet the professional development needs of their early childhood professionals, the need for human resources will continue to grow.

In sum, all 50 states and the District of Columbia provide early childhood practitioners with early standards to support the development of young children. Early learning standards across states vary in how they were developed and the range of content covered. Specifically, social emotional early learning standards cover a wide range of social emotional domains to help young children develop social emotional skills. Four domains (relationships with others, self-control, social competence, and self-concept) were prominently represented across the 50 states and the District of Columbia. Upon further examination, learning expectations across states had a high representation of statements in the area of relationship with others, social skills, and social competence.

Professional development for early childhood practitioners was provided across five states. However, the resources and supports available to provide professional development vary. Representatives from six states shared their insights into the resources and supports provided within their respective states in relation to professional development focusing on social emotional early learning standards. These state representatives reported that in order to provide professional development financial and human resources need to be accessed. State

representatives reported receiving and utilizing financial resources from state lottery systems, departments of education, state grants, federal grants, and special education funding for professional development activities. In addition to financial resources, state representatives reported both in-state and out-of-state supports that assist in professional development. These supports come in the form of state leadership teams, IHEs, and professional development centers. Even with supports in place, state representatives reported barriers to professional development activities including, geographical location, weather, financial resources, time, and a shortage of training personnel.

Social emotional early learning standards are comprehensive and complex. Supporting early childhood practitioners in implementing these standards takes place on a variety of levels, whether during in-service professional development or as part of preservice education. The resources and supports available for professional development related to social emotional early learning standards can come from many sources when early childhood key stakeholders make this area of professional development a priority.

Chapter V

Discussion

States across the country have developed early learning standards to guide and improve the teaching practices of educators and support the development and learning of young children. These early learning standards include social emotional standards. The purpose of this study was to examine the content within social emotional early learning standards and the resources and supports utilized from six states to provide professional development for early childhood practitioners who work with preschoolers with and without disabilities. Specifically, the social emotional content within the early learning standards were examined to identify similarities and differences across the 50 states.

The present study revealed that the content within the social emotional standards varies across states. For example, the state of Washington has 161 learning expectations, whereas Arkansas has only three. These findings are consistent with other studies that have analyzed early learning standards and found variation across states (Scott-Little et al., 2003a, 2005). This variability across the country is similar to variability in educational experiences and expectations in early childhood practice. Content analysis of the social emotional standards revealed that all 50 states and the District of Columbia addressed social emotional development within their standards, whereas previous studies indicated that social emotional development was covered by 34 states (Scott-Little et al., 2003a, 2005).

Second, examining the social emotional early learning standards from all 50 states and the District of Columbia revealed several areas of emphasis. In fact, three domain areas stood out: *relationships with others*, *self-concept*, and *self-control*. These domain areas have been identified as skills within social emotional development that are essential for growth and

development (Bowman et al., 2001; National Research Council, 2000; Thompson, 2002). When children with and without disabilities are provided with support and opportunities to develop relationships with peers and adults, they gain the necessary skills to interact and work with others (Shonkoff & Phillips, 2000). Also, children who have a strong self-concept have been shown to have initiative for learning, which in turn can impact overall achievement. In addition to *relationships with others* and *self-concept*, the development of *self-control* has positive outcomes for children. Children who develop self-control are able to control their impulsivity, focus their attention and are self-motivated. With these skills and others, children are prepared emotionally, socially, and academically for success (Bowman et al., 2001; Stipek, 2006; Thompson, 2002). These findings add to previous research on the development of standards.

Third, prior research on early learning standards mainly focused on academic standards, such as literacy and mathematics (Brown, 2007; Neuman & Roskos, 2005). Although these areas are important, social emotional development is equally important and examining the content within the social emotional standards is a way to highlight their significance. Many social emotional standards included learning expectations that provide specific outcomes for young children. This level of analysis adds to the research on early learning standards highlighting what states have determined as important skills for young children to have as they prepare to enter kindergarten. Commonalities in learning expectations were found across all 50 states yet, the variations also existed from state to state. Most interestingly, 49% of states had learning expectations for children to be self-directive and independent and 45% of the states had expectations for young children to follow classroom rules and routines. Both of these learning expectations address areas of concern that teachers have described when working with children with challenging behavior (Gilliam, 2005; Hemmeter et al., 2008; Kaufmann & Wischmann,

1999). If young children have not developed secure, positive relationships with adults and peers, they may have difficulty developing the skills necessary to understand their own needs, develop emotional competency, self-control, and the skills needed to be successful in the classroom and community (Bowman et al., 2001; Thompson, 2002).

Many states included performance indicators within their early learning standards. These indicators are linked to learning expectations to provide another level of understanding for early childhood practitioners. The performance indicators were developed by some states to help practitioners determine if children are meeting the learning expectations set within early learning standards. However, these examples were not exhaustive and less than half the states have them. These findings indicate initial steps that states have taken to help support teachers in implementing the social emotional standards during classroom activities. These findings coincide with suggestions from previous research (Espinosa, 2002; Scott-Little et al., 2003b, 2005) that early childhood teachers need support in understanding and implementing early learning standards, especially social emotional standards.

In previous research studies (Scott-Little et al., 2003a, 2003b, 2005; Scott-Little, Lesko, Martella, & Milburn, 2007) state representatives who contributed to the development of early learning standards were recruited as study participants. For the current study, state representatives who were associated with professional development activities within targeted states with early learning standards were recruited as participants. These key informants offered insight into the state funding provided for preschool programs and investments made to provide professional development to early childhood practitioners. An analysis of the resources and supports needed and available to train teachers on social emotional development that aligns with state early learning standards focused on the following: funding resources for professional

development, in-state and out-of state supports for professional development, and barriers that impact professional development. Results from this study add to the literature on professional development as it relates to early childhood and social emotional standards.

Although funding for early childhood has been ongoing for the majority of states (NIEER, 2013), insight regarding targeted professional development funding on social emotional development and early learning standards extend current knowledge on funding usage. Prior research has focused on specific funding for early childhood programs (NIEER, 2011; Patton & Wang, 2012) whereas, results from this study indicate that both state and federal resources were utilized to support professional development activities around social emotional content. Three of the six participating states provided professional development specifically focused on social emotional standards and required early childhood practitioners to use standards in their daily classroom practice. During the development of early learning standards, research studies (Scott-Little et al., 2003a, 2003b, 2005) highly recommended that professional development focus on social emotional standards. Results indicate that states are moving forward in focusing professional development on these areas.

All states participating in this study made the early learning standards available electronically on their Department of Education websites. Five of the six states utilized state funding to support professional development for early childhood practitioners. In addition, these five states took advantage of federally funded projects to enhance training related to social emotional development. Partnerships with federal projects support states financially in providing professional development and provided an infrastructure for ongoing professional development activities once project funding ends. Two states have professional development centers to support professional development activities within their states as a result of their

partnership with federal projects. This insight has direct relevance on the impact that federal funding has on early childhood and the ability to sustain large scale state efforts to provide professional development on topics such as social emotional development.

Representatives from four states described partnering with 2- and 4-year institutions to train preservice teachers on early learning standards and social emotional content. These data coincide with research conducted by Hemmeter et al. (2008) in which higher education programs responded to a survey regarding social emotional development and challenging behavior. This finding has implications for the training of early childhood professionals. As states continue to partner with 2- and 4-year institutions in the training of preservice teachers, content emphasizing early learning standards and social emotional development can be embedded into coursework. When early childhood professionals are provided with the knowledge and skills to support social emotional development they feel more competent when working with young children with delays or disabilities in this area (Gilliam, 2005; Hemmeter et al., 2008; Kaufmann & Wischmann, 1999).

In addition to resources and supports, state representatives also reported a variety of barriers that impact professional development efforts. These included reaching all geographical locations within their respective states, inclement weather that makes it difficult to travel to remote locations, time to conduct ongoing professional development, financial resources, and a shortage of personnel. These barriers can make professional development extremely difficult, and potentially impossible for many states. Knowledge of the barriers that impact professional development can help inform policies and direct funding support to help states decrease, and hopefully eliminate, these barriers to ensure that all early childhood professionals receive the needed support to educate children across early childhood programs.

These findings contribute to the ongoing debate regarding the importance of early learning standards, specifically social emotional standards (Bodrova et al., 2004; Kagan & Scott-Little, 2004; Kendall, 2003; NAEYC & NAECS/SDE, 2002; Stipek, 2006). Social emotional standards are an important component of early childhood standards; however, there is vast variation in these standards across states. Nonetheless, early childhood professionals must be prepared to address the diverse needs of young children in the area of social emotional development and an understanding of the social emotional standards within their respective states can provide support to this area of development. In addition, professional development for early childhood practitioners within the context of social emotional development remains a new frontier for many states. As with any educational endeavor, acquiring the necessary resources and supports to provide high quality professional development opportunities is necessary. States must continue to seek both state and federal funding to provide comprehensive professional development that meets the needs of early childhood professionals and the children with whom they work.

Limitations

While the present study contributes to the literature on social emotional standards and the resources and supports accessed by states to provide professional development to early childhood professionals, caution should be utilized when interpreting the findings given the following limitations. Six states are represented in this study, representing only 12% of the U.S. Potential problems with this sample should be noted. For instance, more than one respondent from two of the states participated in the study. These additional participants provided more insight into the professional development activities taking place across their states. A larger sample from across

the country would provide greater insight into the professional development activities taking place across the U.S. In future research, these individuals should be contacted along with the trainers themselves to gain better insights into professional development activities taking place within a state. In addition, a representative from one state indicated that professional development does not take place at the state level, but is handled by individual school districts. This would require an additional layer of investigation to reach school districts within states. Another limitation was a lack of resources to conduct onsite observations of the professional development activities taking place in each state, in conjunction with systematic and focused interviews with trainers. Additional interviews and observations could enhance our understanding of the professional development activities taking place across states.

Another limitation that should be noted is the classification of Minnesota as a Pyramid Model state. Minnesota received training and support from the Technical Assistance Center on Social Emotional Interventions (TACSEI). Although, MN did not go through the same application process and work directly with CSEFEL, the training and technical assistance received were similar to that of the Pyramid Model states. The classification of Minnesota as a Pyramid Model state would make the data look different for non-pyramid model states if Minnesota was excluded from the group. It should be noted that the instrument developed to code the social emotional early learning standards was developed by the researcher and not used in any previous studies. The instrument was developed to provide a way to sort data from the social emotional standards based on research (NEGP, 1997; NRC, 2000, 2001). In addition, definitions gathered from multiple resources for each domain area were utilized. There was no indication that states used these same definitions to develop their social emotional standards. Previous research (Scott-Little et al., 2003a), indicated that states utilized their K-12 standards as

a springboard for developing early learning standards. The instrument developed by the researcher and the difference in the development of standards by states may have impacted the results. Finally, the early learning standards were the only documents that were accessed for this study and may not be the most recent version of a state's early learning standards, thus the content within updated social emotional standards may have changed. In addition, there may be supplemental documents related to the standards and learning expectations that contain additional information about the early learning standards.

Implications for Practice

One of the first considerations for all states is to take the availability of standards to the next level. This means that if early childhood practitioners only see standards as “an extra but not necessary resource,” there may be uncertainty to the required use of standards. If there is not a requirement by the state, district, or program, then expectation for use is left as an option. Also, the lack of comprehensive training, understanding of the expectations of early learning standards, and limited knowledge on how to implement them can negatively impact the outcomes for children across developmental areas, including social emotional. Early learning standards have become part of the fabric of early childhood education, therefore, expectations for their utilization has to go beyond voluntary usage.

As institutions of higher education prepare the next generation of early childhood practitioners, it is important that these professionals are provided with training on how to utilize the social emotional early learning standards within their states. Preservice teachers need to have an understanding of the importance of supporting social emotional development in order to ensure academic success for the youngest learners (Brown, 2009). Simply directing future teachers towards the standards or giving them a copy of the early learning standards is not

enough. Embedding content into coursework that focuses on implementing social emotional early learning standards can change the trajectory for young children in this area of development (Hemmeter et al., 2008). In the current study, representatives from three of the six states indicated that early learning standards were integrated into coursework. As noted by one state representative, “I know our technical college professors and college professors . . . teach the standards in their certification programs.” Preservice teachers need to understand what the standards mean, how to include them in lesson plans, how to implement them on a daily basis, and how to assess children’s progress in the area of social emotional development.

Current early childhood practitioners also need access to professional development in the area of early learning standards and social emotional development (Howes et al., 2008). As states revise their standards, early childhood practitioners need to receive up-to-date information on those revisions and how to best implement them into their daily practice. Currently 12 states are in the process of revising their standards. Participants from IA, GA, and TN indicated they will use professional development as a means to present their new standards to the early childhood community. Research has shown that professional development is the best venue for presenting new curriculum, evidence-based strategies, and enhancing instructional practice (Diamond, Justice, Siegler, & Snyder, 2013; Landry, Anthony, Swank, & Monseque-Bailey, 2009; Powell, Diamond, Burchinal, & Koehler, 2010). In addition, early childhood practitioners need to stay abreast of the requirements to provide quality educational services to young children. According to the Quality Rating Improvement System Network (2013), 38 states have incorporated quality rating improvement systems (QRIS), which specifically look at the caliber of early childhood programs, including the social development of young children. According to one state representative,

in our competencies, we're writing a lot of information about socioemotional development, it's also been part of our QRIS. We've been sitting at those tables and really working very hard to have the socioemotional voice heard as we're creating our QRIS system (Interviewee 04).

In order to understand the expectations of the rating system within respective states, early childhood practitioners should be provided professional development regarding QRIS and how it informs and impacts their practice.

Decisions regarding ongoing professional development for early childhood professionals needs to be comprehensive. For example, both Colorado and Minnesota established professional development centers that provide supports and training on social emotional development. In order for that to take place there must be buy-in from state and federal leaders to allocate funding to meet the professional development needs of early childhood practitioners. In Colorado, data were used to inform key stakeholders of the ongoing activities around social emotional development and young children, and a state credential in social emotional competence emerged from work in this area. If there is not buy-in at the federal, state, and local administrative levels funding might not be available to support training in social emotional development. Targeted training that addresses all early learning standards is needed if teacher practice and child outcomes are to be enhanced. Additionally, training and technical assistance must reach early childhood practitioners at both the preservice and inservice level (Diamond et al., 2013; Donovan, Bransford, & Pellegrino, 1999; Landry et al., 2009; Powell et al., 2010; Sheridan, Edwards, Marvin, & Knoche, 2009). As new initiatives are developed across states, professional development must be designed to address the new initiatives.

Implications for Research

As states continue to revise their early childhood standards and provide professional development to practitioners, research should continue to focus on the development and

implementation of early learning standards. Examining how states change their standards, what those changes entail, and how states support early childhood practitioners in implementing updated standards should continue to be investigated. Also, examining the long-term impact that receiving targeted training in the area of social emotional early learning standards has on teacher practice and child outcomes is another area of research to be explored. Examining the impact of different models of training (i.e., train-the-trainer, hybrid trainings, coaching, face-to-face workshops, online training) is also an area for future research. Evaluating which training models have the greatest impact on retention of content learned and applied from professional development will provide insight to the field of early childhood education. Continuing to identify areas within the realm of social emotional development that practitioners struggle with is an important area of research. Also, the impact that targeted funding has on social emotional training is another area of research that should be investigated. Finally, future research should investigate the effect of changes in K-12 education and its impact on the field of early childhood education and early childhood standards.

Conclusion

Early learning standards will continue to be an integral part of early childhood education. Therefore it is important that the field continue to address the impact that revisions and the implementation of the early learning standards have on early childhood practitioners and young children. Young children's development must continue to be assessed through the learning expectations that are provided within state early learning standards. However, disparities across state early learning standards will continue to raise questions regarding the equity of educational experiences that young children may receive.

One of the upcoming changes across the United States comes in the form of Common Core State Standards. Common Core State Standards are a set of shared educational standards in mathematics and English language arts for kindergarten through 12th grade across states, in which the same skills and knowledge are targeted for student learning (Common Core State Standards Initiative, 2012). Currently, 45 states have developed Common Core State Standards in literacy and mathematics (NAEYC, 2012). This movement towards commonality within K-12 standards will eventually be expected of early childhood standards as well. What this means for the field of early childhood education and early childhood special education is unknown. Nonetheless, the field must be prepared to make sure that *all* developmental domains are covered in early childhood programs, including social emotional development. Research has shown that social emotional development is essential for children to be successful across academic areas (Bowman et al., 2001; Hemmeter et al., 2008) and cannot be overlooked in educational standards. All children attending early childhood programs deserve a high quality education and standards are one vehicle to this (Bodrova et al., 2004; Daily et al., 2010; Howard, 2011).

Professional development is another area that must be addressed in order to determine its impact on early childhood practitioners' practice. As standards are revised, early childhood professionals should receive training regarding these revisions and how they will impact their teaching. In addition, identifying the knowledge base of early childhood professionals prior to professional development will help target training to the specific needs of early childhood professionals. Providing ongoing technical assistance during implementation also is imperative, especially in the area of social emotional development, as it is an area that is difficult for some early childhood professionals to address (Gilliam & Shahar, 2006; Hemmeter et al., 2008; Isakson et al., 2011).

Early childhood education is an important precursor to elementary and secondary education. Research has shown that a strong foundation in social emotional development positively impact academic outcomes and lifelong success. Social emotional development must remain part of the focus of school readiness. Early childhood professionals, policy makers, researchers, and practitioners must be vigilant as changes occur in the field of education for moving the field of early childhood education forward has the potential to greatly impact young children and their success later in life.

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Appendix A

Introductory Letter From CSEFEL Principal Investigator

(Month) 2012

Dear (person's name)

You are invited to participate in a research project on social emotional training. This project will be conducted by LaShorage Shaffer, Michaelene Ostrosky, and Amy Santos from the Department of Special Education at the University of Illinois at Urbana-Champaign.

As a partner with the Center on the Social Emotional Foundations for Early Learning (CSEFEL) you have been part of an ongoing effort to provide training that focuses on evidence-based practices in the area of social emotional development. The effort put forth by your state in providing training in the area of social emotional development has been integral to the needs of practitioners, children, and families.

Nonetheless, the need to continue providing support for practitioners, children, and families is crucial. One way to be part of that support system is to continue to take part in the research that is being done in the area of social emotional learning. For this reason, I am asking that you consider participating in this research study. This study will seek to examine the ways that states provide support to teachers in addressing the needs of children who have delays in the area of social emotional development. Understanding how the early childhood standards are currently being used can impact future practices of early childhood teachers and early childhood preservice preparation programs. Examining the extent to which states are infusing social emotional training for practitioners and the alignment of early childhood standards to child outcomes are initial steps in understanding the utilization of these guidelines by teachers.

With your assistance, this project will contribute to the improvement of training in the area of social emotional development for young children, teacher preparation programs and professional development services. If you have any questions, you may contact Dr. Ostrosky – ostrosky@uiuc.edu or Dr. Santos – rsantos@uiuc.edu at 217 333-0260.

Thank you for your consideration,

Mary Louise Hemmeter, Ph.D.
Principal Investigator, CSEFEL

(State Liaison Name), Ph.D.
(State) CSEFEL State Liaison

Appendix B

Research Study Information Letter

(Month) 2012

Dear (person's name)

You are invited to participate in a research project on social emotional training. This project will be conducted by LaShorage Shaffer, Michaelene Ostrosky, and Amy Santos from the Department of Special Education at the University of Illinois at Urbana-Champaign.

The purpose of this study is to examine social emotional skills addressed within state early learning standards and identify training efforts that focus on social emotional early learning standards and social emotional development. Specifically, I will investigate the extent to which social emotional standards have been developed by states and the similarities and differences that are present across states. Also, the ways that states provide support to teachers in addressing the needs of children who have delays in the area of social emotional development will be examined.

Understanding how the early childhood standards are currently being used can impact future practices of early childhood teachers and early childhood preservice preparation programs. Examining the extent to which states are infusing social emotional training for practitioners and the alignment of early childhood standards to child outcomes are initial steps in understanding the utilization of these guidelines by teachers. This mixed method study will examine the progress states have made in developing social emotional early learning standards. Specifically, the following questions will be addressed: (1) What resources and supports are needed and available to train teachers on social emotional development that align with state early learning standards?, (2) What are the social emotional content areas that are addressed within early learning standards across states?, (3) What are the learning expectations related to each social emotional content area that are addressed within early learning standards across states?, and (4) What are the performance indicators related to each social emotional content area that are addressed within early learning standards across states?

With your assistance, this project will contribute to the improvement of training in the area of social emotional development for young children, teacher preparation programs and professional development services. If you have any questions, you may contact Dr. Ostrosky – ostrosky@uiuc.edu or Dr. Santos – rsantos@uiuc.edu at 217 333-0260.

LaShorage Shaffer, Ph.D. Candidate
University of Illinois @ Urbana-Champaign
Lshaffe1@illinois.edu

Appendix C

Reminder Email to Participate

Hello [name],

This is a reminder as to your willingness to participate in the Social Emotional Early Learning Standards study. Your input will be very helpful as we work to better understand the usage and training of social emotional early learning standards in your state.

If you have any further questions about this study, please do not hesitate to contact me. I can be reached at lshaffe1@illinois.edu or 217-202-7400.

Many thanks,

LaShorage Shaffer

Appendix D

Interview Schedule

| State | Name | Email | Phone | Invitation Email Sent | Phoned | Interview Date/Time | Reminder Email Sent |
|-----------------|------|-------|-------|--------------------------|--------|------------------------|------------------------|
| Colorado | | | | | | | |
| Georgia | | | | | | | |
| Iowa | | | | | | | |
| Minnesota | | | | | | | |
| North Dakota | | | | | | | |
| Tennessee | | | | | | | |

Appendix E

Email to Participate

Hello [Contact Name],

My name is LaShorage Shaffer and I am a doctoral student at the University of Illinois at Urbana-Champaign in the Department of Special Education. My advisors, Drs. Michaelene Ostrosky and Amy Santos, and I would like to include you, along with some of your colleagues, in a research project about social emotional training in your state.

Your participation in this project is completely voluntary. Your choice to participate or not will not impact your job status within your state. Your participation will be confidential since your responses will be given to the researcher. All information that is obtained during this research project will be kept secure and will be accessible only to project personnel. It will also be coded to remove all identifying information.

Attached you will find information describing the study in more detail. Please take a moment to read over the information.

If you DO want to participate please just respond to this email regarding your willingness to participate.

If you do NOT want to participate in the project and know of another representative who would be able to contribute to this study, if possible, please forward contact information of that individual.

If you have any questions about this research project, please feel free to contact me either by e-mail or telephone.

Sincerely,

(signature)

(signature)

(signature)

LaShorage Shaffer
Doctoral Candidate
(217) 202-7400
lshaffe1@illinois.edu

Michaelene M. Ostrosky
Department Head
(217) 333-0260
ostrosky@illinois.edu

Amy Santos
Associate Professor
(217) 333-0260
rsantos@illinois.edu

If you have any questions about your rights as a research participant please contact Anne Robertson, Bureau of Educational Research, 217-333-3023, or ber-irb@ed.uiuc.edu or the Institutional Review Board at 217-333-2670 or irb@illinois.edu

Again thank you for your consideration in participating.

Appendix F

Email to Participate and to Arrange Phone Interview

Hello [Contact Name],

I would like to first thank you for your willingness to participate in this study. I would like to schedule a phone interview to ask you a few questions regarding social emotional training in your state.

I have your information listed as the following:

Name

Phone

Email

Are you available for a 30-minute call at any of these times?

April 30, 11:00-4:00PM EST.

May 1, 11:00-4:00PM EST.

May 2, 11:00-4:00PM EST.

May 3, 11:00-4:00PM EST.

Again thank you for your participation. If you have any further questions about this study, please do not hesitate to contact me. I can be reached at lshaffel@illinois.edu or 217-202-7400.

Many thanks,

LaShorage Shaffer

Appendix G

Introductory Phone Script

Hello [Contact Name],

My name is [Interviewer Name]. I am calling to follow up on the email that I sent [earlier this week], regarding the Social Emotional Early Learning Standards study being conducted.

Did you receive the email? ___ Yes ___ No

IF YES, DID RECEIVE EMAIL

Do you have any initial questions about the study that we are undertaking?

Would you be available to participate in this study? ___ Yes ___ No

IF NO, DID NOT RECEIVE EMAIL

I am sorry to hear that. If you have moment, allow me to tell you a bit about the study that I am undertaking.

The purpose of this study is to examine social emotional skills addressed within state early learning standards and identify training efforts that focus on social emotional early learning standards and social emotional development.

I am requesting about an hour of your time to share some of your knowledge of training in the area of social emotional development and social emotional early learning standards.

Would you be available to participate in this study? ___ Yes ___ No

IF NOT ABLE TO PARTICIPATE

Is there another appropriate individual that you would recommend or refer that I would be able to speak with on this topic?

Contact Person _____
Title _____
Department _____
Phone Number _____
Email _____

Thank you for your time. [End call]

IF ABLE TO PARTICIPATE

When would be a good day and time to conduct the interview?

Day: _____ Date: _____
Time: _____

Thank you. I will email a voluntary consent form to you that includes a full description of the confidentiality procedures and the intended uses of this data. The email address that I have for you is [contact email]

Is this the best email to use? Yes No
If no, please specify _____

Thank you again for your time. I look forward to speaking with you shortly.

Appendix H

Consent Letter for Interview Participants

(Month) 2012

Dear (person's name)

You are invited to participate in a research project on social emotional training. This project will be conducted by LaShorage Shaffer, Michaelene Ostrosky, and Amy Santos from the Department of Special Education at the University of Illinois at Urbana-Champaign.

For this research project, Mrs. Shaffer will conduct a one-hour interview with each participant. In this interview, which will be audio taped with your permission, you will be asked to discuss your knowledge of the training that takes place in your state (as part of the CSEFEL collaborative). The audiotape of interview, and all other information obtained during this research project will be kept secure. The audiotapes will be kept in a locked file cabinet and will be accessible only to the three project personnel. The audiotapes will be transcribed and coded to remove individuals' names and will be erased after the project is completed.

We do not anticipate any risk to this study greater than normal life and we anticipate that the results will increase our understanding of effective teaching techniques and planning to support children's learning and development in early childhood classrooms. The results of this study may be used for a dissertation, a scholarly report, journal articles and conference presentations. In any publication or public presentation pseudonyms will be substituted for any identifying information.

Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. Your choice to participate or not will not impact your job. You are also free to refuse to answer any questions you do not wish to answer. You will receive a copy of the research results after this project is completed.

With your assistance, this project will contribute to the improvement of training in the area of social emotional development for young children, teacher preparation programs and professional development services. If you have any questions, you may contact Dr. Ostrosky – ostrosky@uiuc.edu or Dr. Santos – rsantos@uiuc.edu at (217) 333-0260. For questions about your rights as a participant in research involving human subjects, please feel free to contact the University of Illinois Institutional Review Board (IRB) Office (217) 333-2670, irb@uiuc.edu, or the Office of School University Research Relations (OSURR), Anne Robertson – arobrtsn@illinois.edu (217) 244-0515. You are welcome to call collect if you identify yourself as a research participant.

If you agree to participate in this project, please print a copy of this consent form for your records.

I have read and understand the above consent form, I certify that I am 18 years old or older and I affirm consent to participant in this study and to be contacted by the researcher, indicating my

willingness voluntarily take part in the study. I understand that prior to the phone interview I will be asked for verbal consent.

Signature

Date

Appendix I

Interview Questions

State Training/Technical Assistance Interview Questions

Participant Code: _____
State: _____
Person Interviewed: _____
Position: _____
Phone Number: _____
Fax number: _____
E-mail address: _____

Thank you for agreeing to participate in this interview. The purpose of this study is to examine the extent to which states are infusing social emotional training for practitioners. Also, the alignment of early childhood social emotional standards to state training are initial steps in understanding the utilization of these guidelines by teachers. Is it okay if I turn on the audio recorder?

Part 1: Questions to Answer Research Questions

1. How are early learning standards shared with early childhood providers?
2. Are early childhood teachers in your state required to use early learning standards? If so, what is the requirement?
3. How have early learning standards influenced training (or professional development) in your state?
4. What kind of training is provided on the use of state pre-k standards? How often?
5. Who has access to trainings? Parents, educators, child care providers, home care providers, administrators? What percent of practitioners have access to the trainings?
6. Are trainings available specifically for social emotional standards? If so, by whom? How often?
7. Is there follow-up support for social emotional standards trainings? If so, what kind? By whom? How often?

8. What state initiatives do you currently have to address training in the area of social emotional standards?
9. Do you collect data on the impact of social emotional trainings on teacher competency? If so, is there access to this data? Is it possible for me to access it?
10. Are teachers monitored for use of state early learning standards? If so, how? How often? What specifically is monitored?
11. If trainings are not provided, what would need to be in place to focus trainings on social emotional standards?
12. Do you see a need to provide trainings on the use of early learning standards?

Specific questions for CSEFEL states:

13. Has training taken place that aligns state social emotional standards/guidelines with Pyramid training?
14. How are early learning standards integrated into social emotional trainings?
15. Has the CSEFEL social emotional pyramid been aligned with state social emotional standards?
16. Have you done trainings beyond CSEFEL to address the early learning standards on social emotional development in your state? If so, how often?
17. What follow-up supports are in place to increase sustainability of the utilization of social emotional strategies?

Appendix J

State Standards Title and URL

Table J1

State Standards Title and URL

| States/Year | State Standards Title and URL |
|------------------------------------|---|
| Alabama ^a (2009) | Alabama Early Learning Guidelines http://dhr.alabama.gov/large_docs/aelg.pdf |
| Alaska (2006) | Alaska Early Learning Guidelines http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf |
| Arizona (2005) | Arizona Early Learning Standards http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf |
| Arkansas (2004) | Arkansas Early Childhood Education Framework Handbook http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf |
| California (2008) | California Preschool Learning Foundations, Volume 1 http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf |
| Colorado (2007) | Colorado Building Blocks http://www.cde.state.co.us/early/downloads/building_blocks_sept_2011.pdf |
| Connecticut ^a (2006) | Connecticut's Preschool Curriculum Framework http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf |
| Delaware (2003) | Delaware Early Learning Foundations for School Success http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/Early%20Learning%20Foundations%20Revised.pdf |
| District of Columbia (2005) | District of Columbia Early Learning Standards for Prekindergarten http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSS_E_PreKindergarten_v4_0.pdf |
| Florida (2008) | Florida Department of Education 2008 Voluntary Prekindergarten Education Standards http://www.fldoe.org/earlylearning/pdf/vpkedstandard.pdf |
| Georgia ^a (2008) | Georgia's Pre-K Program Content Standards http://dec.al.ga.gov/documents/attachments/content_standards_full.pdf |

(table continues)

Table J1 (continued)

| States/Year | State standards title and URL |
|---------------------------------|---|
| Hawaii (2004) | Hawaii Preschool Content Standards http://www.goodbeginnings.org/pdf/SchoolReadiness/HPCS2004.pdf |
| Idaho (2008) | Idaho Early Learning eGuidelines http://healthandwelfare.idaho.gov/Portals/0/children/IELeGuidelines/Idaho_Early_Learning_eGuidelines.htm |
| Illinois ^a (2004) | Illinois Early Learning Standards http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf |
| Indiana (2006) | Indiana Foundations For Young Children http://www.doe.in.gov/sites/default/files/curriculum/indianafoundations1.pdf |
| Iowa ^a (2006) | Iowa Early Learning Standards http://www.dhs.state.ia.us/docs/IELS_2-20-006.pdf |
| Kansas (2009) | The Kansas Early Learning Standards http://www.ksde.org/Portals/0/Early%20Learning/ELSEC4.pdf |
| Kentucky (2009) | Kentucky's Early Childhood Standards http://www.education.ky.gov/nr/rdonlyres/1c04b68c-01f3-4af6-855d-56482f9fc0ea/0/buildingastrongfoundationforschoolsuccesskentuckysearlychildhoodstandardsrevised.pdf |
| Louisiana (2010) | Louisiana Standards for Programs Serving Four-Year-Old Children http://www.dcf.louisiana.gov/assets/docs/searchable/ChildDevEarlyLearning/Louisiana%20Continuum/20120203_ProgramsServing4.pdf |
| Maine ^a (2005) | Maine Early Childhood Learning Guidelines http://www.maine.gov/dhhs/ocfs/ec/occhs/learning.pdf |
| Maryland ^a (2009) | Maryland Model for School Readiness http://mdk12.org/instruction/ensure/MMSR/MMSRkFrameworkAndStandards.pdf |
| Massachusetts (2003) | Massachusetts Guidelines for Preschool Learning Experiences http://www.fcsn.org/pti/topics/earlychildhood/preschool_learning_eec.pdf |
| Michigan ^a (2005) | Michigan Early Childhood Standards of Quality http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF |

(table continues)

Table J1 (continued)

| States/Year | State standards title and URL |
|---------------------------------|--|
| Minnesota (2005) | Minnesota's Early Learning Standards http://www.augsburg.edu/education/MNindicators.pdf |
| Mississippi (2004) | Mississippi Pre-Kindergarten Curriculum Guidelines http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/3-year-old-guidelines.pdf?sfvrsn=2 |
| Missouri (2009) | Missouri Early Learning Standards http://dese.mo.gov/eel/el/PreK_Standards/index.htm |
| Montana (2004) | Montana's Early Learning Guidelines http://www.dphhs.mt.gov/hcsd/childcare/documents/mtelgs_001.pdf |
| Nebraska ^a (2005) | Nebraska Early Learning Guidelines http://www.education.ne.gov/oec/pubs/ELG/3_5_domains/soc_emo.pdf |
| Nevada (2010) | Nevada Pre-Kindergarten Content Standards http://www.doe.nv.gov/equity/prekstandards.htm |
| New Hampshire (2005) | New Hampshire Early Learning Guidelines http://www.dhhs.nh.gov/dcyf/cdb/documents/earlylearningguidelines.pdf |
| New Jersey (2009) | New Jersey Preschool Teaching & Learning Expectations: Standards of Quality http://www.state.nj.us/education/ece/archives/code/expectations/expectations.pdf |
| New Mexico (2009-2010) | New Mexico PreK Program Standards for 2009-2010 https://www.newmexicoprek.org/Docs/PreKMaterials2011_2012/FY12_NM_PreK_Early_Learning_Guidelines_webversion_20110830.pdf |
| New York (2011) | New York State Prekindergarten Learning Standards http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf |
| North Carolina (2008) | Early Learning Standards for North Carolina Preschoolers http://www.earlylearning.nc.gov/Foundations/pdf/BW_condensed.pdf |
| North Dakota (2010) | North Dakota Early Learning Guidelines http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf |

(table continues)

Table J1 (continued)

| States/Year | State standards title and URL |
|-------------------------------|---|
| Ohio (2006) | Ohio Early Learning Content Standards http://www.westerville.k12.oh.us/docs/Early%20Childhood%20Standards-9-05%20revised[1].pdf |
| Oklahoma (2007) | Oklahoma Early Learning Guidelines http://www.okdhs.org/NR/rdonlyres/19E5558F-3FC3-4812-AC11-6AC7ACA69DAE/0/OklahomaEarlyLearningGuidelines_dcc_10302007.pdf |
| Oregon ^a (2006) | Oregon Early Childhood Foundations http://www.ode.state.or.us/search/page/?id=1286 |
| Pennsylvania (2009) | Pennsylvania Standards for Pre-Kindergarten http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Pre-K.pdf |
| Rhode Island (2003) | Rhode Island Early Learning Standards http://www.ride.ri.gov/els/pdfs/ELS_Booklet.pdf |
| South Carolina (2005) | South Carolina Early Learning Standards http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf |
| South Dakota (2006) | South Dakota Early Learning Guidelines http://doe.sd.gov/contentstandards/documents/EarlyLearningGuidelinesBook.pdf |
| Tennessee ^a (2004) | Tennessee Early Learning Standards http://www.kaplanco.com/tnprek/sec6socialemot.pdf |
| Texas (2008) | Texas Prekindergarten Standards http://ritter.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf |
| Utah (2006) | Utah Pre-Kindergarten Guidelines http://www.schools.utah.gov/sars/DOCS/preschool/prekindergarten.aspx |
| Vermont ^a (2006) | Vermont Early Learning Standards http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/2006-03-29-VELS_booklet.pdf |

(table continues)

Table J1 (continued)

| States/Year | State standards title and URL |
|----------------------------|---|
| Virginia (2007) | Virginia's Foundation Blocks for Early Learning: Comprehensive Standards http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf |
| Washington (2005) | Washington Early Learning and Development Benchmarks http://www.k12.wa.us/EarlyLearning/pubdocs/EarlyLearningBenchmarks.pdf |
| West Virginia (2005) | West Virginia Early Learning Standards Framework http://www.wvdhhr.org/oss/pieces/ta/documents/wv%20elsf.pdf |
| Wisconsin (2008) | Wisconsin Model Early Learning Standards (Second Edition) http://dpi.wi.gov/fscp/pdf/ec-wmels-bk.pdf |
| Wyoming (2003) | Wyoming Department of Education Early Childhood Readiness Standards http://edu.wyoming.gov/sf-docs/standards/Standards_2003_Early_Childhood_Readiness |

^aStates with revised standards or standards under revision in 2011-2012.

Appendix K

State Social Emotional Standards Matrix: Blank

| States | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS |
|--------|----|----|-----|-----|----|-----|-----|-----|-----|-----|----|
| AL | | | | | | | | | | | |
| AK | | | | | | | | | | | |
| AZ | | | | | | | | | | | |
| AR | | | | | | | | | | | |
| CA | | | | | | | | | | | |
| CO | | | | | | | | | | | |
| CT | | | | | | | | | | | |
| DE | | | | | | | | | | | |
| D.C. | | | | | | | | | | | |
| FL | | | | | | | | | | | |
| GA | | | | | | | | | | | |
| HI | | | | | | | | | | | |
| ID | | | | | | | | | | | |
| IL | | | | | | | | | | | |
| IN | | | | | | | | | | | |
| IA | | | | | | | | | | | |
| KS | | | | | | | | | | | |
| KY | | | | | | | | | | | |
| LA | | | | | | | | | | | |
| ME | | | | | | | | | | | |
| MD | | | | | | | | | | | |
| MA | | | | | | | | | | | |
| MI | | | | | | | | | | | |
| MN | | | | | | | | | | | |
| MS | | | | | | | | | | | |
| MO | | | | | | | | | | | |
| MT | | | | | | | | | | | |
| NE | | | | | | | | | | | |
| NV | | | | | | | | | | | |
| NH | | | | | | | | | | | |
| NJ | | | | | | | | | | | |
| NM | | | | | | | | | | | |
| NY | | | | | | | | | | | |

Note: RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SRC = self-recognition; SRG = self-regulation; SS = social skills

Appendix L

Table of Analyses

| Research Question | Data Source | Analysis |
|---|----------------------------------|-------------------|
| 1. What resources and supports are needed and available to train teachers on social emotional development that align with state early learning standards? | Interviews | Content analysis |
| 2. What are the social emotional content areas that are addressed within early learning standards across states? | State Social Emotional Standards | Document analysis |
| 3. What are the learning expectations related to each social emotional content area that are addressed within early learning standards across states? | State Social Emotional Standards | Document analysis |
| 4. What are the performance indicators related to each social emotional content area that are addressed within early learning standards across states? | State Social Emotional Standards | Document analysis |

Appendix M

Reminder Email to Return Transcript

Hello [Contact Name],

Thank you taking time to review your interview transcript. This is a reminder to return your transcript with any edits to LaShorage Shaffer. If no changes need to be made please respond via email with a subject line of “No Edits Required.”

Again, thank you for your participation.

If you have any further questions about this study, please do not hesitate to contact me. I can be reached at lshaffel@illinois.edu or 217-202-7400.

Many thanks,

LaShorage Shaffer

Appendix N

Thank You Email After Participation

Hello [Contact Name],

Thank you for your participation in our interview regarding the Social Emotional Early Learning Standards and teacher training. Your input will be very helpful as we work to better understand the usage, training, and monitoring of social emotional early learning standards in your state.

If you have any further questions about this study, please do not hesitate to contact me. I can be reached at lshaffel@illinois.edu or 217-202-7400.

Many thanks,

LaShorage Shaffer

Appendix O

Dissertation Themes

Availability of Standard: the way in which early learning standards are available to early childhood professional for use

- website
- print copies
- state training
- pre-service (IHE, 2-yr college/4-yr)

Funding Resources: the way in which states pay for professional development activities that embed social emotional standards

- State dept. of ed
- dept. of human svcs
- Race to the top
- Part C
- 619 funding

Training Model: the way that states provide professional development and continual support after trainings

- train-the-trainer
- coaching

Data Collection: measures used to collect data based on professional development training to report to state leadership

- TPOT
- TIPITOS
- CLASS
- surveys
- in progress of developing

Infrastructure: the system in place in order to meet the professional development needs of early childhood professionals across a state

- personnel
- time
- Administrator and state personnel buy-in
- quality rating system
- funding resources
- PD system

Appendix P

Added State Social Emotional Standards Matrix Categories: Blank

| States | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|--------|----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|---|
| | | | | | | | | | | | | | | | |
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Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SEP = self-expression; SH = self-help; SRC = self-recognition; SRG = self-regulation; SCOM = social communication; SCM = social competence; SS = social skills; O = other.

Appendix Q

Social Emotional Standard Domains

Table Q1

Social Emotional Standards Domains

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|-----|-----|----|---|
| AL | | | Y | | | | | | | Y | | |
| AK | Y | | | Y | Y | Y | | | | | Y | Y |
| AR | | | Y | | | | | | | | | |
| AZ | Y | Y | | Y | Y | | Y | | | | Y | Y |
| CA | Y | Y | | | Y | | | | Y | Y | Y | Y |
| CO | Y | | | Y | | | | Y | | Y | | Y |
| CT | Y | Y | | Y | Y | | | | Y | | | |
| DE | Y | | Y | Y | | | | | | Y | | Y |
| D.C. | Y | | Y | Y | | | | | | | | |
| FL | Y | | Y | Y | | | | | | | Y | |
| GA | Y | Y | | Y | Y | | | | | | | |
| HI | Y | Y | | | Y | | | | | Y | | |
| IA | Y | Y | | | | | | | Y | Y | | |
| ID | | | Y | Y | | Y | | | | | | |
| IL | | | Y | | | | | | | Y | Y | |
| IN | Y | Y | | | Y | | | | | | | |
| KS | Y | Y | | Y | | | | | | | Y | Y |
| KY | Y | | | | Y | | | | | | Y | |
| LA | Y | Y | | | | | | | Y | | | |
| MA | | | | | | | | | Y | Y | | Y |

(table continues)

Table Q1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|-----|-----|----|---|
| MD | | | | | | | | | Y | | | Y |
| ME | | | Y | Y | | | | | | Y | | |
| MI | Y | Y | | | | | | | Y | | | |
| MN | Y | | | Y | | | | | | Y | | |
| MO | Y | Y | | Y | Y | | Y | | | Y | | Y |
| MS | Y | | | Y | Y | Y | | | | Y | Y | Y |
| MT | | Y | | | | | | | Y | Y | | |
| NC | | Y | Y | | | | | | | | | |
| ND | Y | | Y | | | | | | Y | Y | | Y |
| NE | Y | | Y | Y | | | | | | | Y | Y |
| NH | | | | | | | | | | | | |
| NJ | Y | | | | Y | | Y | | | | Y | Y |
| NM | Y | Y | | Y | | | | | | | | |
| NV | Y | | | | Y | | | | Y | | Y | |
| NY | | | | | | | | | | Y | Y | Y |
| OH | | | | | | | | | | Y | Y | |
| OK | Y | | | | | | | | | | Y | |
| OR | Y | | Y | Y | | | | | | Y | | |
| PA | Y | | Y | | | | | | Y | | | Y |
| RI | Y | | Y | Y | | | | | | Y | | |
| SC | Y | Y | | Y | | | | | | | | |
| SD | Y | | Y | | | | | | Y | Y | | |
| TN | Y | | Y | Y | | | | | Y | | | |
| TX | | Y | Y | Y | | | | | | Y | | |
| UT | Y | Y | | | | | | | | | | Y |
| VA | Y | | Y | Y | | | | | | Y | | Y |

(table continues)

Table Q1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| VT | Y | | Y | Y | | | | | | Y | | Y |
| WA | Y | | Y | Y | | Y | | | | | Y | |
| WI | | | Y | | | | | | Y | Y | | Y |
| WV | Y | | Y | | | | | | | Y | | |
| WY | | | Y | Y | | | | | | Y | Y | |
| Total | 36 | 17 | 23 | 25 | 12 | 4 | 3 | 1 | 14 | 25 | 16 | 20 |
| % | 71% | 33% | 45% | 49% | 24% | 8% | 6% | 2% | 27% | 49% | 31% | 39% |

Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SRC = self-recognition; SRG = self-regulation; SCM = social competence; SS = social skills; O = other.

Appendix R

Number of Social Emotional Standards Across States

Table R1

Number of Social Emotional Standards Across States

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|-----|-----|----|----|
| AL | | | 25 | | | | | | | 29 | | |
| AK | 48 | | | 20 | 20 | 8 | | | | | 11 | 41 |
| AR | | | 3 | | | | | | | | | |
| AZ | 6 | 9 | | 4 | 10 | | 3 | | | | 4 | 7 |
| CA | 14 | 2 | | | 2 | | | | 4 | 4 | 6 | 2 |
| CO | 5 | | | 4 | | | | 3 | | 5 | | 2 |
| CT | 4 | 3 | | 4 | 4 | | | | 3 | | | |
| DE | 5 | | 4 | 5 | | | | | | 5 | | 4 |
| D.C. | 5 | | 3 | 4 | | | | | | | | |
| FL | 6 | | 2 | 3 | | | | | | | 1 | |
| GA | 5 | 4 | | 5 | 5 | | | | | | | |
| HI | 6 | 2 | | | 5 | | | | | 4 | | |
| IA | 8 | 3 | | | | | | | 5 | 4 | | |
| ID | | | 9 | 14 | | 13 | | | | | | |
| IL | | | 5 | | | | | | | 4 | 4 | |
| IN | 5 | 5 | | | 6 | | | | | | | |
| KS | 5 | 5 | | 7 | | | | | | | 4 | 5 |
| KY | 10 | | | | 9 | | | | | | 5 | |
| LA | 6 | 5 | | | | | | | 3 | | | |
| MA | | | | | | | | | 1 | 2 | | 1 |

(table continues)

Table R1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|-----|-----|----|----|
| MD | | | | | | | | | 8 | | | 4 |
| ME | | | 7 | 6 | | | | | | 9 | | |
| MI | 8 | 6 | | | | | | | 6 | | | |
| MN | 9 | | | 4 | | | | | | 6 | | |
| MO | 10 | 3 | | 4 | 3 | | 2 | | | 3 | | 9 |
| MS | 2 | | | 1 | 3 | 1 | | | | 1 | 2 | 3 |
| MT | | 11 | | | | | | | 6 | 8 | | 10 |
| NC | | 14 | 10 | | | | | | | | | |
| ND | 13 | | 7 | | | | | | 3 | 3 | | |
| NE | 4 | | 4 | 6 | | | | | | | 4 | 1 |
| NH | | | | | | | | | | | | 8 |
| NJ | 7 | | | | 7 | | 6 | | | | 9 | |
| NM | 5 | 4 | | 2 | | | | | | | | 2 |
| NV | 6 | | | | 5 | | | | 4 | | 7 | |
| NY | | | | | | | | | | 8 | 18 | |
| OH | | | | | | | | | | 2 | 2 | 2 |
| OK | 10 | | | | | | | | | | 2 | |
| OR | 6 | | 3 | 3 | | | | | | 3 | | |
| PA | 17 | | 8 | | | | | | 12 | | | |
| RI | 5 | | 3 | 5 | | | | | | 5 | | 2 |
| SC | 15 | 15 | | 15 | | | | | | | | |
| SD | 8 | | 6 | | | | | | 3 | 5 | | |
| TN | 5 | | 4 | 6 | | | | | 4 | | | |
| TX | | 4 | 8 | 16 | | | | | | 14 | | |
| UT | 27 | 14 | | | | | | | | | | |
| VA | 6 | | 6 | 5 | | | | | | 5 | | 4 |

(table continues)

Table R1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SRC | SRG | SCM | SS | O |
|-------|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|
| VT | 5 | | 3 | 6 | | | | | | 5 | | 4 |
| WA | 46 | | 20 | 20 | | 7 | | | | | 41 | 11 |
| WI | | | 10 | | | | | | 10 | 20 | | |
| WV | 11 | | 7 | | | | | | | 5 | | 8 |
| WY | | | 6 | 6 | | | | | | 5 | 5 | |
| Total | 363 | 109 | 163 | 175 | 79 | 29 | 11 | 3 | 72 | 164 | 125 | 130 |

Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SRC = self-recognition; SRG = self-regulation; SCM = social competence; SS = social skills; O = other.

Appendix S

Number of Learning Expectations Across States With Added Domain Areas

Table S1

Number of Learning Expectations Across States With Added Domain Areas

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|---|
| AL | 11 | | | 2 | 4 | 1 | 1 | 3 | 2 | | 3 | 3 | 2 | 14 | 8 |
| AK | 21 | 6 | 1 | 1 | 7 | 2 | 1 | 15 | 1 | 4 | 12 | 12 | 31 | 38 | 4 |
| AR | 1 | | | | 1 | 1 | | | | | | | | | |
| AZ | 8 | 1 | | 1 | 8 | 1 | 1 | 3 | | 1 | 2 | 6 | 5 | 2 | 4 |
| CA | 14 | 2 | | | 2 | | | | | | 4 | | 4 | 6 | 2 |
| CO | 3 | 1 | | | 1 | 1 | | 1 | | | 2 | | 9 | 1 | |
| CT | 4 | | | | 3 | 1 | | 1 | | 2 | 1 | | 5 | 3 | |
| DE | 3 | | | 2 | 1 | | 3 | | | 2 | | | 6 | 6 | |
| D.C. | 2 | | | 1 | | | | 1 | | 1 | 1 | | 4 | 2 | |
| FL | 4 | | 1 | 1 | 1 | | | | | | | | 3 | 2 | |
| GA | 3 | | | 1 | 4 | 1 | 1 | | | 1 | 1 | | 4 | 3 | |
| HI | 5 | | | 1 | 5 | | 1 | | | 1 | 2 | | 4 | 2 | |
| IA | 8 | | | 2 | 1 | 1 | | | | 2 | 1 | | 5 | | |
| ID | | 2 | | 1 | 3 | 1 | 2 | 9 | | 1 | 4 | 3 | 5 | 3 | 2 |
| IL | 2 | | | | 2 | | | | | 1 | | | 1 | 5 | 2 |
| IN | 2 | | 5 | | 1 | | 1 | | | | | | | 7 | |
| KS | 4 | 3 | | 2 | | | 1 | | | 1 | 1 | 3 | 5 | 4 | 2 |
| KY | 3 | | | 1 | 4 | 1 | | | 1 | 1 | 5 | 1 | 4 | | 3 |
| LA | 2 | 1 | | 1 | 3 | 1 | | 1 | 1 | 1 | 2 | | 3 | 2 | |
| MA | | | | | | | | | 1 | | 1 | | 2 | | 1 |

(table continues)

Table S1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|---|
| MD | 2 | | | | 3 | | 1 | | | | 1 | | 4 | 1 | |
| ME | 3 | | | 3 | 1 | 1 | 1 | | 1 | 1 | 2 | | 4 | 5 | |
| MI | 2 | 1 | | 2 | 2 | | 1 | | | 2 | 2 | | 7 | 1 | |
| MN | 4 | 1 | | | | 3 | | 3 | | | 2 | | | 6 | |
| MO | 3 | | | | 6 | 1 | 1 | 2 | | 1 | 1 | | 11 | 6 | 4 |
| MS | 2 | | | 1 | 3 | 1 | | 1 | | | | | 1 | 2 | 3 |
| MT | 11 | | | | 4 | 3 | 1 | 2 | | 1 | 3 | 1 | 5 | 4 | |
| NC | 4 | 1 | | 2 | 1 | 1 | 1 | 1 | | 1 | 4 | | 4 | 4 | |
| ND | 8 | 3 | | 2 | 1 | | 1 | 1 | | 2 | 4 | 1 | | 5 | 3 |
| NE | 1 | | | | 2 | 1 | | 1 | | | 2 | | 4 | 8 | |
| NH | 1 | | | | 1 | | | 1 | 1 | | 1 | | 2 | 1 | |
| NJ | 1 | | | | 2 | 3 | | 8 | 1 | | 1 | | 11 | 5 | |
| NM | 1 | | | | 1 | | | 3 | 1 | 2 | 1 | 1 | 3 | 2 | |
| NV | 3 | | | | 2 | 1 | | 5 | 1 | | 1 | | 4 | 7 | 1 |
| NY | 2 | | | 1 | | | | 1 | 2 | | 1 | 5 | 6 | 6 | 2 |
| OH | | | | | 1 | 1 | | | | | 1 | | 2 | 1 | |
| OK | 3 | 1 | | | 1 | | 1 | | | 1 | 1 | | 2 | 2 | |
| OR | 5 | 1 | | | | 1 | | 1 | | | | | 1 | 3 | 3 |
| PA | 7 | 1 | | | 1 | 1 | 1 | 4 | 1 | | 3 | | 3 | 11 | 4 |
| RI | 4 | 1 | | | | | 1 | 1 | | 1 | 2 | | 10 | | |
| SC | 15 | | | 9 | 3 | 3 | | | | | 9 | | 12 | 6 | |
| SD | 8 | 3 | | 2 | 1 | | 1 | 1 | | 2 | 4 | 1 | | 5 | 3 |
| TN | 2 | | | 2 | 4 | | 3 | 2 | | | 1 | | 2 | 3 | |
| TX | 8 | 2 | 2 | 6 | 4 | 2 | | | | 2 | 8 | | 2 | 6 | |
| UT | 5 | 1 | | 1 | 3 | | | | | 2 | 5 | | 10 | 14 | |
| VA | 3 | | | 3 | 5 | | | | | 2 | | | 5 | 6 | 2 |

(table continues)

Table S1 (continues)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|-----|----|-----|-----|-----|-----|-----|-----|----|-----|-----|------|-----|-----|----|
| VT | 3 | 1 | | | | | 1 | 1 | | 1 | 2 | | 5 | 9 | |
| WA | 15 | 7 | 6 | 3 | 6 | 3 | | 12 | 1 | 1 | 13 | 8 | 38 | 33 | 7 |
| WI | 5 | 2 | | 4 | 2 | 2 | 2 | 2 | | 3 | 6 | | 4 | 8 | |
| WV | 4 | | | | 5 | 1 | | 4 | | 1 | | 1 | 9 | 5 | 1 |
| WY | 3 | 1 | | | 1 | 2 | 1 | | 1 | 3 | 2 | | 5 | 2 | 1 |
| Total | 238 | 43 | 15 | 58 | 117 | 43 | 30 | 91 | 16 | 48 | 125 | 46 | 278 | 277 | 62 |

Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SEP = self-expression; SH = self-help; SRC = self-recognition; SRG = self-regulation; SCOM = social communication; SCM = social competence; SS = social skills; O = other.

Appendix T

Learning Expectations Across Social Emotional Domains

Table T1

Learning Expectations Across Social Emotional Domains

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|---|
| AL | Y | | | Y | Y | Y | Y | Y | Y | | Y | Y | Y | Y | Y |
| AK | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AR | Y | | | | Y | Y | | | | | | | | | |
| AZ | Y | Y | | Y | Y | Y | Y | Y | | Y | Y | Y | Y | Y | Y |
| CA | Y | Y | | | Y | | | | | | Y | | Y | Y | Y |
| CO | Y | Y | | | Y | Y | | Y | | | Y | | Y | Y | |
| CT | Y | | | | Y | Y | | Y | | Y | Y | | Y | Y | |
| DE | Y | | | Y | Y | | Y | | | Y | | | Y | Y | |
| D.C. | Y | | | Y | | | | Y | | Y | Y | | Y | Y | |
| FL | Y | | Y | Y | Y | | | | | | | | Y | Y | |
| GA | Y | | | Y | Y | Y | Y | | | Y | Y | | Y | Y | |
| HI | Y | | | Y | Y | | Y | | | Y | Y | | Y | Y | |
| IA | Y | | | Y | Y | Y | | | | Y | Y | | Y | | |
| ID | | Y | | Y | Y | Y | Y | Y | | Y | Y | Y | Y | Y | Y |
| IL | Y | | | | Y | | | | | Y | | | Y | Y | Y |
| IN | Y | | Y | | Y | | Y | | | | | | | Y | |
| KS | Y | Y | | Y | | | Y | | | Y | Y | Y | Y | Y | Y |
| KY | Y | | | Y | Y | Y | | | Y | Y | Y | Y | Y | | Y |
| LA | Y | Y | | Y | Y | Y | | Y | Y | Y | Y | | Y | Y | |
| MA | | | | | | | | | Y | | Y | | Y | | Y |

(table continues)

Table T1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|---|
| MD | Y | | | | Y | | Y | | | | Y | | Y | Y | |
| ME | Y | | | Y | Y | Y | Y | | Y | Y | Y | | Y | Y | |
| MI | Y | Y | | Y | Y | | Y | | | Y | Y | | Y | Y | |
| MN | Y | Y | | | | Y | | Y | | | Y | | | Y | |
| MO | Y | | | | Y | Y | Y | Y | | Y | Y | | Y | Y | Y |
| MS | Y | | | Y | Y | Y | | Y | | | | | Y | Y | Y |
| MT | Y | | | | Y | Y | Y | Y | | Y | Y | Y | Y | Y | |
| NC | Y | Y | | Y | Y | Y | Y | Y | | Y | Y | | Y | Y | |
| ND | Y | Y | | Y | Y | | Y | Y | | Y | Y | Y | | Y | Y |
| NE | Y | | | | Y | Y | | Y | | | Y | | Y | Y | |
| NH | Y | | | | Y | | | Y | Y | | Y | | Y | Y | |
| NJ | Y | | | | Y | Y | | Y | Y | | Y | | Y | Y | |
| NM | Y | | | | Y | | | Y | Y | Y | Y | Y | Y | Y | |
| NV | Y | | | | Y | Y | | Y | Y | | Y | | Y | Y | Y |
| NY | Y | | | Y | | | | Y | Y | | Y | Y | Y | Y | Y |
| OH | | | | | Y | Y | | | | | Y | | Y | Y | |
| OK | Y | Y | | | Y | | Y | | | Y | Y | | Y | Y | |
| OR | Y | Y | | | | Y | | Y | | | | | Y | Y | Y |
| PA | Y | Y | | | Y | Y | Y | Y | Y | | Y | | Y | Y | Y |
| RI | Y | Y | | | | | Y | Y | | Y | Y | | Y | | |
| SC | Y | | | Y | Y | Y | | | | | Y | | Y | Y | |
| SD | Y | Y | | Y | Y | | Y | Y | | Y | Y | Y | | Y | Y |
| TN | Y | | | Y | Y | | Y | Y | | | Y | | Y | Y | |
| TX | Y | Y | Y | Y | Y | Y | | | | Y | Y | | Y | Y | |
| UT | Y | Y | | Y | Y | | | | | Y | Y | | Y | Y | |
| VA | Y | | | Y | Y | | | | | Y | | | Y | Y | Y |

(table continues)

Table T1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| VT | Y | Y | | | | | Y | Y | | Y | Y | | Y | Y | |
| WA | Y | Y | Y | Y | Y | Y | | Y | Y | Y | Y | Y | Y | Y | Y |
| WI | Y | Y | | Y | Y | Y | Y | Y | | Y | Y | | Y | Y | |
| WV | Y | | | | Y | Y | | Y | | Y | | Y | Y | Y | Y |
| WY | Y | Y | | | Y | Y | Y | | Y | Y | Y | | Y | Y | Y |
| Total | 48 | 22 | 5 | 27 | 43 | 29 | 24 | 29 | 14 | 31 | 42 | 13 | 46 | 46 | 21 |
| % | 94% | 43% | 10% | 53% | 84% | 57% | 47% | 57% | 27% | 61% | 82% | 25% | 90% | 90% | 41% |

Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SEP = self-expression; SH = self-help; SRC = self-recognition; SRG = self-regulation; SCOM = social communication; SCM = social competence; SS = social skills; O = other

Appendix U

Performance Indicators

Table U1

Performance Indicators

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|-----|----|-----|-----|----|-----|-----|-----|----|-----|-----|------|-----|----|----|
| AZ | 16 | 2 | | 2 | 13 | 2 | 2 | 6 | | 2 | 4 | 12 | 10 | 4 | 5 |
| AR | 1 | | | | 1 | 1 | | | | | | | | | |
| CA | 128 | 18 | | | 14 | | | | | | 25 | | 30 | | |
| CT | 2 | | | | 2 | 1 | | 1 | | | | | 1 | 1 | |
| D.C. | 4 | | 6 | 4 | | | | | | | 2 | | 6 | 2 | |
| GA | 7 | | | 3 | 9 | 2 | 1 | | | 2 | 3 | | 8 | 8 | |
| IA | 4 | 4 | | | | | | | | | 3 | | 1 | | |
| KY | 10 | | | 3 | 12 | 3 | | | 4 | 3 | 16 | 3 | 15 | | 8 |
| LA | 13 | 3 | | 3 | 11 | 3 | | 3 | 3 | 4 | 4 | | 11 | 9 | |
| MA | | | | | | | | | 3 | | 7 | | 10 | | 4 |
| MD | 7 | | | | 8 | | 2 | | | | 2 | | 10 | 2 | |
| ME | 3 | | | 3 | 1 | 1 | 1 | | 1 | 1 | 2 | | 4 | 5 | |
| MO | 10 | | | | 19 | 3 | 4 | 8 | | 4 | 3 | | 34 | 18 | 14 |
| NE | 6 | | 4 | 5 | | | | | | | | | 5 | 6 | |
| OK | 13 | 4 | | | 3 | | 3 | | | 4 | 3 | | 10 | 5 | |
| OR | 9 | | 6 | 6 | | | | | | | | | 5 | | |
| PA | 25 | | 17 | | | | | | | | 18 | | | | |
| SC | 24 | 6 | | 18 | 6 | 6 | | | | | 18 | | 24 | 12 | |
| TN | 4 | | | 3 | 11 | | 6 | 3 | | | 2 | | 5 | 9 | |
| TX | 21 | 2 | 4 | 11 | 8 | 3 | | | | 1 | 15 | | 8 | 11 | |

(table continues)

Table U1 (continued)

| State | RO | SA | SCP | SCT | SD | SEF | SES | SEP | SH | SRC | SRG | SCOM | SCM | SS | O |
|-------|-----|----|-----|-----|-----|-----|-----|-----|----|-----|-----|------|-----|-----|----|
| VT | 9 | | | 6 | | | 3 | | | | | | 5 | | |
| WI | 17 | 3 | | 20 | 6 | 7 | 4 | | | 13 | 31 | | 22 | 30 | |
| WY | 3 | | | 1 | 2 | 1 | | | 1 | 3 | 2 | | 7 | 2 | |
| Total | 336 | 42 | 37 | 88 | 126 | 33 | 26 | 21 | 12 | 37 | 160 | 15 | 231 | 124 | 31 |

Note. RO = relationships with others; SA = self-awareness; SCP = self-concept; SCT = self-control; SD = self-determination; SEF = self-efficacy; SES = self-esteem; SEP = self-expression; SH = self-help; SRC = self-recognition; SRG = self-regulation; SCOM = social communication; SCM = social competence; SS = social skills; O = other