Appendix A: Study Research Questions

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Research questions guiding the ITTCC data collection

Research questions	System-level	Program-level
1. How have competency frameworks been developed?	X	
1a. For whom was the framework developed and for what purpose?	X	
1b. Which stakeholders were engaged and how were they engaged?	X	
1c. How was the content (competency domains, proficiency levels, and individual competencies) of the framework developed?	X	
2. How have competency frameworks been implemented?	X	X
2a. Which stakeholders have been engaged and how have they been engaged?	X	X
2b. What incentives to implementation are present? How do those incentives differ for different stakeholders?	X	X
2c. How are competency frameworks aligned with or integrated into existing systems (e.g., licensing, QRIS, monitoring, training and technical assistance, credentialing, or higher education systems)? How do these systems leverage the framework?	X	
2d. How are implementation efforts funded and what are the associated costs?	X	X
2e. How are competency frameworks and associated implementation efforts evaluated?	X	X
2f. What challenges or facilitates implementation of competency frameworks? For example, characteristics of the site, program, or framework itself?	X	X
3. How have competencies been assessed?	X	X
3a. What measures are in development or have been used to assess competencies?	X	X
3b. How have measures used to assess competencies been validated?	X	
3c. Are assessment options sufficient to meet stakeholder needs?	X	X
3d. For what purposes have competencies been assessed? Has competency assessment been primarily formative or summative?	X	X
3e. How is assessment/assessment development funded and what are the associated costs?	X	X
3f. What challenges or facilitates assessment of competencies overall and for different stakeholders?	X	X
4. How do program/center directors and FCC owners use competency frameworks?	X	X
4a. How do program/center directors and FCC owners become familiar with competency frameworks, competency domains, and individual competencies?		X
4b. How do program/center directors and FCC owners use competency frameworks to inform hiring, promotion, compensation, or professional development of their staff?		X

Research questions	System-level	Program-level
4c. What challenges or facilitates their use of competency frameworks? For example, characteristics of the setting, director/owner, or framework itself?	X	X
4d. How do program/center directors assess their staff's competencies? And for what purpose do they assess their staff's competencies?		X
5. How do I/T teachers and caregivers use competency frameworks?	X	X
5a. How do I/T teachers and caregivers become familiar with competency frameworks, competency domains, and individual competencies?		X
5b. How do I/T teachers and caregivers use competency frameworks to inform professional development, practice, and career-related decision-making? What other resources do they use for these decisions?		X
5c. What challenges or facilitates their use of competency frameworks? For example, characteristics of the setting, teacher or caregiver, or framework itself?	X	X
5d. How do I/T teachers and caregivers assess their own competencies? And for what purpose do they assess their own competencies?		X
6. What are key lessons learned related to the implementation of competency frameworks and assessment of I/T teacher and caregiver competencies?	X	X
7. How can competencies help build the capacity of the I/T workforce and support quality improvement?	X	X

Note: QRIS= Quality Rating and Improvement System