

Program Objectives Data

Data Collection Dates

- Term 1 = Spring 2023
- Term 2 = Fall 2023

Data Collected through Key Assessments

- Key Assessment 1 - NAEYC Key Competencies Post-Assessment in ECE 103: Observation and Assessment
- Key Assessment 2 - Planning for Learning in ECE 104: Introduction to Curriculum
- Key Assessment 3 - Implementing, Documenting, and Reflecting on Plans for Learning in ECE 104: Introduction to Curriculum
- Key Assessment 4 - Persona Child and Family in ECE 106: The Role of Equity and Diversity in Early Childhood Education
- Key Assessment 5 - Reflection Grid on Day in Charge Assignment in ECE 200: Practicum/Fieldwork
- Key Assessment 6 - Reflection Grid for Professional Portfolio Assignment in ECE 200: Practicum/Fieldwork

Standard 1

Key Competency 1a: Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 2	91%	74%	9%	26%
KA 4	71%	68%	29%	32%

Key Competency 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 1	90%	89%	10%	11%
KA 4	74%	72%	26%	28%

Key Competency 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 4	78%	55%	22%	45%

Key Competency 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
K3	100%	88%	0%	12%

Standard 2

Key Competency 2a: Know about, understand, and value the diversity of families.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 4	79%	95%	21%	5%

Key Competency 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 3	100%	90%	0%	10%
KA 4	64%	64%	36%	36%

Key Competency 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 4	75%	62%	25%	38%

Standard 3

Key Competency 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 1	90%	93%	10%	7%
KA 3	100%	76%	0%	24%

Key Competency 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 1	81%	56%	19%	44%

Key Competency 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 1	77%	93%	23%	7%

Key Competency 3d: Build assessment partnerships with families and professional colleagues.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 1	81%	67%	19%	33%

Standard 4

Key Competency 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 2	100%	74%	0%	26%
KA 5	88%	100%	12%	0%

Key Competency 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 3	100%	85%	0%	15%
KA 5	96%	100%	4%	0%

Key Competency 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 2	91%	79%	9%	21%
KA 6	95%	100%	5%	0%

Standard 5

Key Competency 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 5	96%	100%	4%	0%

Key Competency 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 3	78%	83%	22%	17%
KA 5	96%	100%	9%	0%

Key Competency 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 3	100%	92%	0%	8%
KA 5	92%	100%	8%	0%

Standard 6

Key Competency 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 4	89%	68%	11%	32%
KA 6	95%	95%	5%	5%

Key Competency 6b: Know about and uphold ethical and other early childhood professional guidelines.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 4	86%	62%	14%	38%
KA 6	100%	100%	0%	0%

Key Competency 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 6	95%	100%	5%	100%

Key Competency 6d: Engage in continuous, collaborative learning to inform practice.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 5	79%	100%	21%	100%

Key Competency 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Key Assessment	T1 Met Standard	T2 Met Standard	T1 Did not Meet Standard	T2 Did not Meet Standard
KA 5	88%	100%	12%	100%