

ECED Candidate Learning Objectives and Outcome Data

2023

The 2023 ECED Program Learning Outcome Data is based on the 2020 Professional Standards and Competencies. The standards are used to plan, implement, and assess the program curriculum. The 2020 Professional Standards and Competencies for Early Childhood Educators can be found on the NAEYC website.

[standards_and_competencies_ps.pdf \(naeyc.org\)](https://www.naeyc.org/resources/positions/standards_and_competencies_ps.pdf)

2020 NAEYC Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They understand each child as an individual with unique developmental variations. Early childhood educators understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Key Competencies

1a. Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

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.

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.

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.

Standard 2: Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They know about, understand, and value the diversity in family characteristics. Early childhood educators use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Key Competencies

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

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

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.

Standard 3: Child Observation, Documentation, and Assessment

Early childhood educators understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

Key Competencies

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.

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

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.

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

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Key Competencies

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

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.

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.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum.

development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Key Competencies

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.

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.

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.

Standard 6: Professionalism as an Early Childhood Educator

Early childhood educators identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They know and use ethical guidelines and other early childhood professional guidelines. They have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators are continuous, collaborative learners who (e) 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 Competencies

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

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

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.

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

**Candidate Learning Outcome Data
Associate of Applied Science Degree**

Standard1: Child Development & Learning in Context	% Meets or Exceeds Expectations
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	100%
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.	100%
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.	90%
1d. Using this multidimensional knowledge -that is, knowledge about the developmental period of early childhood, about individual children, and development and learning in cultural contexts-to make evidence-based decisions that support each child.	-

*1d. Data on 1d. will be collected at the end of the spring 2024 semester.

Standard 2: Family-Teacher Partnerships and Community Connections	% Meets or Exceeds Expectations
2a. Know about, understand, and value the diversity of families	80%-
2b. Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement	80%
2c. Use community resources to support young children’s learning and development, and support families, and build partnerships between early learning settings, schools, and community organizations and agencies	80%

Standard 3: Child Observation, Documentation, and Assessment	% Meets or Exceeds Expectations
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	100%
3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools	93%
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	88%
3d. Build assessment partnerships with families and professional colleagues	71%

Standard 4: DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES	% Meets or Exceeds Expectations
4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of their work with young children	100%
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 functions skills are critical for young children.	91%
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.	100%

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	% Meets or Exceeds Expectations
5a. Understand content knowledge -the central concepts, methods, and tools of inquiry, and structure resources for the academic disciplines in an early childhood curriculum	100%
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	89%
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	100%

Standard 6: Professionalism as an Early Childhood Educator	% Meets or Exceeds Expectations
6a. Identify and involve oneself with the early childhood field and serve as informed advocates for young children, families, and the profession.	73%
6b. Know about and uphold ethical standards and other early childhood professional guidelines	100%
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.	89%
6d. Engage in continuous, collaborative learning to inform practice	100%
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.	88%

The data report represents the percentage of students who are meeting performance standards within each key competency of the six NAEYC Professional Preparation Standards & Competencies. The standards are evaluated using key assessments within the program of study. The first column identifies the standards and key competencies. The second column represents the student success rate based on the number of students who meet or exceed the performance standard expectation. Data reports are evaluated annually by faculty and plans for continued improvements are developed and implemented each academic year.