2024-25 Early Childhood Program Data Report

Key Competency		Fall 2024 Student Performance	Spring 2025 Student Performance
1A	Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains.	60% N=10	69.2% N=13
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% N=7	85.7% N=7
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.	67% N=6	100.0% N=7
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.	91% N=22	71.4% N=21
2A	Know about, understand, and value the diversity of families.	81% N=21	73.3% N=15
2B	Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	69% N=39	62.5% N=32
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.	100% N=7	12.5% N=8
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	14% N=7	100.0% N=7

N = total number of assessments
Data collected across 6 key assessment projects

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3B	Know a wide range of types of assessments, their purposes, and their associated methods and tools.	69% N=16	50.0% N=20
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.	61% N=28	85.7% N=28
3D	Build assessment partnerships with families and professional colleagues.	29% N=7	71.4% N=7
4A	Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educator's work with young children.	89% N=27	83.3% N=18
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.	63% N=56	60.7% N=61
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	67% N=61	69.5% N=59
5A	Understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline.	50% N=18	65.4% N=26
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 - 4 to support young children's learning in each content area.	85% N=34	70.6% N=34
5C	Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content	71% N=28	50.0% N=30

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	resources, and their pedagogical content knowledge.		
6A	Identifying and involving oneself with the early childhood field and serve as an informed advocate for young children, families, and the profession.	86% N=	75.0% N=8
6B	Know about and uphold ethical and other early childhood professional guidelines.	76% N=	87.0% N=23
6C	Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development with families and colleagues.	64% N=	47.1% N=17
6D	Engage in continuous, collaborative learning to inform practice.	96% N=	90.3% N=31
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.	66% N=	64.2% N=95

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