

2023-24 Early Childhood Program Data Report

Outcome	Competency	Fall Student Performance	Spring Student Performance
1a	Knowing and understanding young children’s characteristics and needs, from birth through age 8.	79%	77%
1b	Knowing and understanding the multiple influences on early development and learning.	85%	83%
1c	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	100%	92%
2a	Knowing about and understanding diverse family and community characteristics.	95%	93%
2b	Supporting and engaging families and communities through respectful, reciprocal relationships.	86%	64%
2c	Involving families and communities in young children’s development and learning.	74%	71%
3a	Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	43%	35%
3b	Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.	36%	73%
3c	Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.	57%	60%
3d	Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	29%	20%
4a	Understanding positive relationships and supportive interactions as the foundation of their work with young children.	93%	85%
4b	Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	76%	70%
4c	Using a broad repertoire of developmentally appropriate teaching/learning approaches.	97%	90%
4d	Reflecting on own practice to promote positive outcomes for each child.	97%	100%

Outcome	Competency	Fall Student Performance	Spring Student Performance
5a	Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	67%	96%
5b	Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	78%	70%
5c	Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	90%	92%
6a	Identifying and involving oneself with the early childhood field.	100%	100%
6b	Knowing about and upholding ethical standards and other early childhood professional guidelines.	76%	71%
6c	Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	71%	80%
6d	Integrating knowledgeable, reflective, and critical perspectives on early education.	75%	69%
6e	Engaging in informed advocacy for young children and the early childhood profession.	90%	88%