

## **ECED Candidate Learning Objectives and Outcome Data**

**2020-2022**

The **2020-2022 ECED** Program Learning Outcome Data is based on the 2010 Initial Standards for Early Childhood Professional Preparation. The standards are used to plan, implement, and assess the program curriculum. The program is transitioning the curriculum to the 2020 Professional Standards and Competencies for Early Childhood Educators. The 2020 Professional Standards and Competencies for Early Childhood Educators can be found on the NAEYC website:

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021\\_naeyc\\_higher\\_education\\_accreditation\\_standards.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf), pages 39-55. Key Assessments are in the development or revision process and will be ready for use in Early Childhood Education courses in the 2023-2024 academic year.

The 2010 Initial Standards for Early Childhood Professional Preparation are listed as follows.

### **2010 Initial Standards for Early Childhood Professional Preparation**

#### **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

##### **Key elements of Standard 1**

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

#### **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

##### **Key elements of Standard 2**

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

2c: Involving families and communities in young children's development and learning

#### **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

### **Key elements of Standard 3**

3a: Understanding the goals, benefits, and uses of assessment – including its use in the development of appropriate goals, curriculum, and teaching strategies for young children

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.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

## **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

### **Key elements of Standard 4**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children  
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

## **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and

evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

### **Key elements of Standard 5**

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.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines  
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child

### **STANDARD 6. BECOMING A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### **Key elements of Standard 6**

6a: Identifying and involving oneself with the early childhood field.

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children,

with peers, and as a professional resource

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

### **STANDARD 7 (ECADA Criterion 5) EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers, and homes, Head Start programs).

### **Key elements of Standard 7**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers, and homes, Head Start programs)

Note: The Initial Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs preparing candidates for first-time early childhood licensure and for positions that do not currently require licensure. Advanced Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers.

### Candidate Learning Outcome Data

#### Key assessment Data Analysis 2020-2022

Key Assessment 1: Preschool Child Observation

Key Assessment 2: Family Diversity Project

Key Assessment 3: Inclusive Practices Fieldwork

Key Assessment 4: Dialogic Reading Project

Key Assessment 5: Provocation Learning Experience

Key Assessment 6: Small Group Learning Experience

#### Standard 1: Promoting Child Development and Learning

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
1a	KA#1	N=10	Application 1 Spring 21	70%
		N=10	Application 2 Spring 22	90%
1b	KA#1	N=10	Application 1 Spring 21	70%
		N=10	Application 2 Spring 22	90%
1c	KA#5	N=8	Application 1 Spring 21	75%
		N=7	Application 2 Spring 22	86%

**Standard 2: Building Family and Community Relationships**

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
2a	KA#2	N=9	Application 1 Spring 21	77%
		N=5	Application 2 Spring 22	100%
2b	KA#2	N=9	Application 1 Spring 21	77%
		N=5	Application 2 Spring 22	100%
2c	*KA#4	N=12	Application 1 Fall 20	67%
		N=6	Application 2 Fall 22	83%

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
3a	KA#1	N=10	Application 1 Spring 21	70%
		N=10	Application 2 Spring 22	90%
3b	KA#5	N=8	Application 1 Spring 21	75%
		N=7	Application 2 Spring 22	86%
3c	KA#3	N=10	Application 1 Spring 21	70%
3d	KA#3	N=10	Application 1 Spring 21	70%
		N=8	Application 2	75%

			Spring 22	
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**Standard 4: Using Developmentally Effective Approaches**

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
4a	KA#3	N=10	Application 1 Spring 21	70%
		N=8	Application 2 Spring 22	75%
4b	KA#5	N=8	Application 1 Spring 21	75%
		N=7	Application 2 Spring 22	86%
4c	KA#6	N=8	Application 1 Spring 21	88%
		N=7	Application 2 Spring 22	100%
4d	*KA#4	N=12	Application 1 Fall 20	67%
		N=6	Application 2 Fall 22	83%

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
5a	KA#6	N=8	Application 1 Spring 21	88%
		N=7	Application 2 Spring 22	100%
5b	*KA#4	N=12	Application 1 Fall 20	67%
		N=6	Application 2 Fall 22	83%
5c	KA#6	N=8	Application 1	88%

			Spring 21	
		N=7	Application 2 Spring 22	100%

**Standard 6: Becoming a Professional**

Key Element	Key Assessment	Number of Candidates	Application	% Meets or Exceeds
6a	KA#2	N=9	Application 1 Spring 21	77%
		N=5	Application 2 Spring 22	100%
6b	KA#2	N=9	Application 1 Spring 21	78%
		N=	Application 2 Spring 22	100%
6c	KA#2	N=9	Application 1 Spring 21	77%
		N=5	Application 2 Spring 22	100%
6d	KA#3	N=10	Application 1	70%
		N=8	Application 2	90%
6e	*KA#4	N=12	Application 1 Fall 20	75%
		N=6	Application 2 Fall 22	88%

\*Key Assessment 4 was canceled in the fall semester of 2021 due to low enrollment. Application 2 reflects the results from the fall semester of 2022.