

**Trident Technical College**  
**Associate Degree in Applied Science – Early Care and Education**  
**Candidate Learning Objectives and Outcomes**

**Data Results Utilizing the 2010 Professional Standards and Key Elements Annual Reporting 2023 – Spring, Summer, Fall**

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

<b>NAEYC 1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8</b>					
<b>Key Assessments 4, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		82% (N=32)	13% (N=5)	5% (N=2)	39
<b>Key Assessment (courses)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 4 (ECD 200)	SF22023, U’23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF12023,	80% (N=12)	13% (N=2)	7% (N=1)	15
KA 5 (ECD 243)	Sp’23, U’23	100% (N=7), 60% (N=3)	0%, 40% (N=2)	0%, 0%	7,5
(SAC 208)	Sp’23, U’23	100% (N=3), 100% (N=2)	0%, 0%	0%, 0%	3, 2

<b>NAEYC 1b. Knowing and understanding the multiple influences on early development and learning</b>					
<b>Key Assessments 1, 3, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		43% (N=30)	51% (N=35)	6% (N=4)	69
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	Spring ‘23	33% (N=1)	67% (N=2)	0%	3
(ECD 107)	SP’23, FA’23	45% (N=5), 82% (N=9)	55% (N=6), 9% (N=1)	0%, 9% (N=1)	11, 11
KA 3 (SAC 202)	U’23	67% (N=4)	33% (N=2)	0%	6
(ECD 201)	FF2’23	10% (N=2)	81% (N=17)	10% (N=2)	21
KA 5 (ECD 243)	Sp’23, U’23	71% (N=5), 20% (N=1)	29% (N=2), 60% (N=3)	0%, 20% (N=1)	7, 5
(SAC 208)	Sp’23, U’23	100% (N=3), 0%	0%, 100% (N=2)	0%, 0%	3, 2

<b>NAEYC 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</b>					
<b>Key Assessments 1, 4, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		60% (N=38)	31% (N=20)	9% (N=6)	64
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	100% N=3	0%	0%	3
(ECD 107)	SP'23, FA'23	45% N=5, 91% (N=10)	55% N=6, 0%	0%, 9% (N=1)	11, 11
KA 4 (ECD 200)	SF22023, U'23	34% (N=1), 100% (N=1)		33% (N=1), 0%	3, 1
(ECD 237)	SF1'23	20% (N=3)	53% (N=8)	27% (N=4)	15
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
KA 6 (ECD 243)	Sp'23, U'23	57% (N=4), 80% (N=4)	43% (N=3), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

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

<b>NAEYC 2a. Knowing about and understanding diverse family and community characteristics</b>					
<b>Key Assessments 2, 4, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		90% (N=43)	6% (N=3)	4% (N=2)	48
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 2 (SAC 206)	SF22023,	89% (N=8)	11% (N=1)	0%	9
(ECD 237)	SF12023,	100% (N=3)	0%	0%	3
(ECD 108)	U'23	95% (N=21)	0%	5% (N=1)	22
KA 4 (ECD 200)	SF22023,	34% (N=1)	33% (N=1)	33% (N=1)	3
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF12023,	20% (N=3)	53% (N=8)	27% (N=4)	15
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 80% (N=4)	14% (N=1), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 0%	0%, 50% (N=1)	3, 2

<b>NAEYC 2b. Supporting and engaging families and communities through respectful, reciprocal relationships</b>					
<b>Key Assessments 2, 5, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		66% (N=38)	24% (N=14)	10% (N=6)	58
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 2 (SAC 206)	SF22023,	78% (N=7)	22% (N=2)	0%	9
(ECD 108)	U'23	55% (N=12)	23% (N=5)	23% (N=5)	22
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 60% (N=3)	14% (N=1), 20% (N=1)	0%, 20% (N=1)	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 100% (N=2)	33% (N=1), 0%	0%, 0%	3, 2
KA 6 (ECD 243)	Sp'23, U'23	86% (N=6), 80% (N=4)	14% (N=1), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	33% (N=1), 50% (N=1)	67% (N=2), 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 2c. Involving families and communities in young children's development and learning</b>					
<b>Key Assessments 4, 2, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		89% (N=62)	9% (N=6)	2% (N=2)	70
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 4 (ECD 200)	SF22023, U'23	100% (N=3), 100% (N=1)	0%, 0%	0%, 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF12023,	67% (N=10)	27% (N=4)	7% (N=1)	15
KA 2 (SAC 206)	SF22023,	100% (N=9)	0%	0%	9
(ECD 108)	U'23	95% (N=21)	5% (N=1)	0%	22
KA 5 (ECD 243)	Sp'23, U'23	100% (N=7), 80% (N=4)	0%, 0%	0%, 20% (N=1)	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 100% (N=2)	33% (N=1), 0%	0%, 0%	3, 2

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

<b>NAEYC 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</b>					
<b>Key Assessments 4, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		77% (N=30)	10% (N=4)	13% (N=5)	39
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 4 (ECD 200)	SF2'23, U'23	100% (N=3), 100% (N=1)	0%, 0%	0%, 0%	3, 1
(SAC 207)	SF2'23,	100% (N=3)	0%	0%	3
(ECD 237)	SF1'23,	53% (N=8)	20% (N=3)	27% (N=4)	15
KA 5 (ECD 243)	SP'23, U'23	100% (N=7), 80% (N=4)	0%, 0%	0%, 20% (N=1)	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 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</b>					
<b>Key Assessments 1, 4, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		57% (N=40)	37% (N=26)	6% (N=4)	70
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	100% (N=3)	0%	0%	3
(ECD 107)	SP'23, FA'23	45% (N=5), 82% (N=9)	55% (N=6), 9% (N=1)	0%, 9% (N=1)	11, 11
KA 4 (ECD 200)	SF2'23, U'23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(ECD 237)	SF1'23,	7% (N=1)	87% (N=13)	7% (N=1)	15
(SAC 207)	SF2'23,	100% (N=3)	0%	0%	3
KA 6 (ECD 243)	Sp'23, U'23	100% (N=7), 60% (N=3)	0%, 40% (N=2)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 50% (N=1)	33% (N=1), 0%	0%, 50% (N=1)	3, 2

<b>NAEYC 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities</b>					
<b>Key Assessments 1, 3, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		52% (N=35)	41% (N=28)	7% (N=5)	68
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Meets or Exceeds % (N)</b>	<b>Does Not Meet % (N)</b>	<b>Total Students Assessed</b>	
KA 1 (SAC 209)	Spring 2023	100% (N=3)	0%	0%	3
(ECD 107)	SP'23, FA'23	18% (N=2), 64% (N=7)	82% (N=9), 18% (N=2)	0%, 18% (N=2)	11, 11
KA 3 (SAC 202)	U'23	67% (N=4)	33% (N=2)	0%	6
(ECD 201)	FF2'23	57% (N=12)	29% (N=6)	14% (N=3)	21
KA 6 (ECD 243)	Sp'23, U'23	86% (N=6), 20% (N=1)	14% (N=1), 80% (N=4)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 50% (N=1)	33% (N=1), 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 3d. Knowing about assessment partnerships with families and professional colleagues to build effective learning environments</b>					
<b>Key Assessments 1, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		55% (N=23)	31% (N=13)	14% (N=6)	42
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	0%	67% (N=2)	33% (N=1)	3
(ECD 107)	SP'23, FA'23	27% (N=3), 73% (N=8)	64% (N=7), 9% (N=1)	9% (N=1), 18% (N=2)	11, 11
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 40% (N=2)	14% (N=1), 40% (N=2)	0%, 20% (N=1)	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 0%	0%, 50% (N=1)	3, 2

**Standard 4: Using Developmentally Effective Approaches**

<b>NAEYC 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children</b>					
<b>Key Assessments 3, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		68% (N=32)	30% (N=14)	2% (N=1)	47
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 3 (SAC 202)	U'23	50% (N=3)	50% (N=3)	0%	6
(ECD 201)	FA'23	57% (N=12)	38% (N=8)	5% (N=1)	21
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 60% (N=3)	14% (N=1), 40% (N=2)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 100% (N=2)	0%, 0%	0%, 0%	3, 2

<b>NAEYC 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</b>					
<b>Key Assessments 1, 4</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		64% (N=30)	21% (N=10)	15% (N=7)	47
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	Spring 2023	67% (N=2)	33% (N=1)	0%	3
(ECD 107)	SP'23, FA'23	36% (N=4), 73% (N=8)	64% (N=7), 9% (N=1)	0%, 18% (N=2)	11, 11
KA 4 (ECD 200)	SF22023, U'23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF1'23,	73% (N=11)	0%	27% (N=4)	15

<b>NAEYC 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches</b>					
<b>Key Assessments 1, 4, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		53% (N=34)	41% (N=27)	5% (N=3)	64
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	67% (N=2)	33% (N=1)	0%	3
(ECD 107)	SP'23, FA'23	27% (N=3), 73% (N=8)	73% (N=8), 18% (N=2)	0%, 9% (N=1)	11, 11
KA 4 (ECD 200)	SF22023, U'23	0%, 100% (N=1)	67% (N=2), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF1'23,	53% (N=8)	40% (N=6)	7% (N=1)	15
KA 6 (ECD 243)	Sp'23, U'23	57% (N=4), 60% (N=3)	43% (N=3), 40% (N=2)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 0%	33% (N=1), 100% (N=2)	0%, 0%	3, 2

<b>NAEYC 4d. Reflecting on own practice to promote positive outcomes for each child</b>					
<b>Key Assessments 1, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		69% (N=29)	26% (N=11)	5% (N=2)	42
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	Spring 2023	100% (N=3)	0%	0%	3
(ECD 107)	SP'23, FA'23	36% (N=4), 64% (N=7)	64% (N=7), 18% (N=2)	0%, 18% (N=2)	11,11
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 100% (N=5)	14% (N=1), 0%	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

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

<b>NAEYC 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.</b>					
<b>Key Assessments 4, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		64% (N=25)	31% (N=12)	5% (N=2)	39
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 4 (ECD 200)	SF22023, U'23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF1'23,	73% (N=11)	27% (N=4)	0%	15
KA 5 (ECD 243)	Sp'23, U'23	71% (N=5), 40% (N=2)	29% (N=2), 40% (N=2)	0%, 20% (N=1)	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 0%	33% (N=1), 100% (N=2)	0%, 0%	3, 2

<b>NAEYC 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</b>					
<b>Key Assessments 1, 4, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		56% (N=36)	41% (N=26)	3% (N=2)	64
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	67% (N=2)	33% (N=1)	0%	3
(ECD 107)	SP'23, FA'23	18% (N=2), 73% (N=8)	82% (N=9), 18% (N=2)	0%, 9% (N=1)	11,11
KA 4 (ECD 200)	SF22023, U'23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	67% (N=2)	33% (N=1)	0%	3
(ECD 237)	SF1'23,	73% (N=11)	27% (N=4)	0%	15
KA 6 (ECD 243)	Sp'23, U'23	57% (N=4), 40% (N=2)	43% (N=3), 60% (N=3)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 0%	0%, 100% (N=2)	0%, 0%	3, 2



<b>NAEYC 5c.</b> Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.					
<b>Key Assessments 1, 4, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		42% (N=27)	39% (N=25)	19% (N=12)	64
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	100% (N=3)	0%	0%	3
(ECD 107)	SP'23, FA'23	18% (N=2), 9% (N=1)	82% (N=9), 9% (N=1)	0%, 82% (N=9)	11, 11
KA 4 (ECD 200)	SF22023, U'23	34% (N=1), 100% (N=1)	33% (N=1), 0%	33% (N=1), 0%	3, 1
(SAC 207)	SF22023,	100% (N=3)	0%	0%	3
(ECD 237)	SF1'23,	27% (N=4)	60% (N=9)	13% (N=2)	15
KA 6 (ECD 243)	Sp'23, U'23	86% (N=6), 80% (N=4)	14% (N=1), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 0%	33% (N=1), 100% (N=2)	0%, 0%	3, 2

### **Standard 6: Becoming a Professional**

<b>NAEYC 6a.</b> Identifying and involving oneself with the early childhood field					
<b>Key Assessments 3, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		41% (N=18)	43% (N=19)	16% (N=7)	44
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 3 (SAC 202)	U'23	33% (N=2)	67% (N=4)	0%	6
(ECD 201)	FF2'23	24% (N=5)	52% (N=11)	24% (N=5)	21
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 40% (N=2)	14% (N=1), 20% (N=1)	0%, 40% (N=2)	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 50% (N=1)	33% (N=1), 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 6b.</b> Knowing about and upholding ethical standards and other early childhood professional guidelines					
<b>Key Assessments 3, 5,</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		66% (N=29)	32% (N=14)	2% (N=1)	44
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 3 (SAC 202)	U'23	50% (N=3)	50% (N=3)	0%	6
(ECD 201)	FF2'23	62% (N=13)	33% (N=7)	5% (N=1)	21
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 60% (N=3)	14% (N=1), 40% (N=2)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 6c. Engaging in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource</b>					
<b>Key Assessments 1, 2, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		74% (N=54)	16% (N=22)	4% (N=3)	73
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 1 (SAC 209)	SP'23	0%	100% (N=3)	0%	3
(ECD 107)	SP'23, FA'23	55% (N=6), 55% (N=6)	45% (N=5), 36% (N=4)	0%, 9% (N=1)	11, 11
KA 2 (SAC 206)	SF22023,	78% (N=7)	22% (N=2)	0%	9
(ECD 108)	U'23	91% (N=20)	0%	9% (N=2)	22
KA 6 (ECD 243)	Sp'23, U'23	100% (N=7), 80% (N=4)	0%, 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 6d. Integrating knowledgeable, reflective, and critical perspectives on early education</b>					
<b>Key Assessments 3, 5, 6</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		61% (N=37)	33% (N=20)	6% (N=4)	61
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 3 (SAC 202)	U'23	50% (N=3)	33% (N=2)	17% (N=1)	6
(ECD 201)	FF2'23	43% (N=9)	43% (N=9)	14% (N=3)	21
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 80% (N=4)	14% (N=1), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 50% (N=1)	33% (N=1), 50% (N=1)	0%, 0%	3, 3
KA 6 (ECD 243)	Sp'23, U'23	71% (N=5), 60% (N=3)	29% (N=2), 40% (N=2)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	100% (N=3), 50% (N=1)	0%, 50% (N=1)	0%, 0%	3, 2

<b>NAEYC 6e. Engaging in informed advocacy for young children and the early childhood profession</b>					
<b>Key Assessments 3, 5</b>		<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
		64% (N=28)	23% (N=10)	13% (N=6)	44
<b>Key Assessment (course)</b>	<b>Semester</b>	<b>Consistently Meets Expectations % (N)</b>	<b>Inconsistently Meets Expectations % (N)</b>	<b>Does Not Meet Expectations % (N)</b>	<b>Total Students Assessed</b>
KA 3 (SAC 202)	U'23	67% (N=4)	17% (N=1)	17% (N=1)	6
(ECD 201)	FF2'23	52% (N=11)	24% (N=5)	24% (N=5)	21
KA 5 (ECD 243)	Sp'23, U'23	86% (N=6), 80% (N=4)	14% (N=1), 20% (N=1)	0%, 0%	7, 5
(SAC 208)	Sp'23, U'23	67% (N=2), 50% (N=1)	33% (N=1), 0%	0%, 50% (N=1)	3, 2

## Key Assessments:

- KA 1 – ECD 107/SAC 209  
Modified Material/Activity: In the observation setting, candidates will observe and assess a child with exceptionalities to determine how they can modify a material or activity to ensure a positive learning outcome. Based on your observations and assessment, modify a material or activity that would meet that child's needs. Create and implement an activity plan for the modified material or activity. Observe and evaluate the modifications to ensure the modified material or activity is appropriate for that child. Also, candidates will write a reflection on your experiences, describing the interaction with and assessment of the child, the assessment used, the reasons for the modification, how the modifications were made, the reaction of the child for whom the modification was made, and how the modification improved the learning experience and outcome of the child. Describe how you would explain the benefits of the modification to the child's family. Describe how you would explain the benefits of modifying materials and activities to meet children's individual needs with professional colleagues. Then the candidate will prepare a digital presentation that summarizes your work on this assignment. Include a photo of the modified material. Include the activity plan that you used in implementing the material or activity. Participate in the discussion and presentations of your colleagues' modified materials. Provide constructive feedback to your colleagues on their presentations. This assessment is used in ECD 107 and SAC 209.
- KA 2 – ECD 108/SAC 206  
The Family Resource Project: The candidate will create a functional, digital resource file that will support best practices for building relationships with families. The file should include resources for families and best practices for teachers and those who work with children and families, as well as local resources and information that would be helpful to families. The candidate will then present material based on sections B, C, D, and E of their Family Resources digital file to parents. The presentation should be done in a setting where the student can interact with families and have an opportunity for familial feedback and/or for families to ask questions. The candidate will submit feedback forms completed by the families to document the presentation. This assessment is used in ECD 108 and SAC 206.
- KA 3 – ECD 201/SAC 202  
Ethical Responsibilities to Children Paper: The candidate will write a personal professional philosophy paper that describes his/her understanding of child care and education professional's ethical responsibilities to children and the profession. Discuss the ethical responsibilities regarding assessment of children and developmentally appropriate practice. Discuss at least two current issues or trends that may affect your work with children in the future. Describe and reflect on how you would be able to affect these issues or trends through professionalism and collaboration. Describe an example of a realistic opportunity you may have had to advocate for a child, an early education program, or the field of early care and education. Be sure you use the Code of Ethical Conduct throughout your paper to support your points. This assessment is used in ECD 201 and SAC 202.

- KA 4 – ECD 237/ECD 200/ECD 260/SAC 207 Thematic Unit: The candidate will develop one week’s worth of developmentally and individually appropriate activities/experiences for a group of children. For each activity, objectives must be stated in behavioral terms, and assessment statements must be included. Procedures in the activity plan must be stated in a clear, concise way and easily followed with a complete materials list. The unit must contain a high-quality, informative parent letter that will introduce and explain the unit to families. You must include activities and books related to the unit that the families can do and read at home in the parent letter. All activities, including transitions, lesson plans, and center activities will be developmentally appropriate and suitable for all children – typical and atypical (special needs) development. All activities will meet the needs of the children that are discussed in this course. All developmental domains will be included in the activities and/or experiences. Once you have completed creating the unit, write a reflection that includes statements about the learning in the unit, including the goals and objectives and the documentation of the goals and objectives; how the unit’s activities help children construct knowledge; how the unit supports a learning environment that is healthy, respectful, supportive, and challenging for ALL children; and how you will use observation, documentation, informal assessments, formal assessments, and other assessment tools (including assistive technology) in your unit. This assessment is used in ECD 237, ECD 200, ECD 260, and SAC 207.
- KA 5 – ECD 243/SAC 208 Educational Philosophy Reflection Paper: The candidate will write a reflection paper that describes his/her personal philosophy of children and their care and education in a child-care setting, including a reflection on your experiences in this program. Discuss how your field experiences and personal philosophy developed while in this program will influence your practices with and around children and families in the future. This assessment is used in ECD 243 and SAC 208.
- KA 6 – ECD 243/SAC 208 Performative Assessment in Field Experience: In the lab setting, the candidate will be observed implementing and assessing your planned activities. In your reflection journal, write about your experience in your lab setting, including your observations of the children and the setting, the growth you have experienced as a teacher, and how your experiences reflect the early childhood profession. This assessment is used in ECD 243 and SAC 208.