

2023-24 Early Childhood Program Learning Outcomes Report
NAEYC Professional Preparation Standards

Competency	Fall Student Performance	Spring Student Performance
1a. Knowing and understanding young children’s characteristics and needs from birth through age 8.	97%	97%
1b. Knowing and understanding the multiple influences on early development and learning.	82%	93%
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	79%	83%
2a. Knowing about and understanding diverse family and community characteristics.	100%	100%
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	100%	97%
2c. Involving families and communities in young children’s development and learning.	91%	92%
3a. Understanding the goals, benefits and uses of assessment.	73%	79%
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.	100%	67%
3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.	60%	67%
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	60%	67%
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	79%	(Only taught in the fall)
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	94%	95%
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	97%	97%
4d. Reflecting on own practice to promote positive outcomes for each child.	100%	95%

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.	97%	97%
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	67%	95%
5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	87%	93%
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.	96%	91%
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	96%	94%
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	60%	100%
6e. Engaging in informed advocacy for young children and the early childhood profession.	88%	74%