



# 2023-2024

## Technical Skills Assessment

### Early Childhood Education

### Results by Standard

| Legend (%) |        |         |
|------------|--------|---------|
| 0-50%      | 51-75% | 76-100% |

| Assessment: Early Childhood Education<br>Number tested: 75  | % Correct<br>20-21 | % Correct<br>21-22 | % Correct<br>22-23 | % Correct 23-<br>24 |
|---|--------------------|--------------------|--------------------|---------------------|
| <b>CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES</b>  | 80.65%             | 81.94%             | 83.33%             | 79.59%              |
| <b>Performance Standard 1.3: Ethical Standards and Professional Guidelines</b>  | 88.89%             | 90.33%             | 91.00%             | 87.76%              |
| 1.3.1 Maintain confidentiality and impartiality.  | 90.48%             | 91.98%             | 93.10%             | 87.97%              |
| 1.3.2 Integrate the NAEYC Code of Ethical Conduct into practice.  | 85.71%             | 87.04%             | 86.78%             | 87.34%              |
| <b>Performance Standard 1.4: Continuous, Collaborative Learning</b>   | 97.62%             | 96.30%             | 94.25%             | 92.41%              |
| 1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and   | 97.62%             | 96.30%             | 94.25%             | 92.41%              |
| <b>Performance Standard 1.6: Informed Advocacy for Children and the Profession</b>  | 14.29%             | 17.28%             | 26.44%             | 17.72%              |
| 1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for the community.    | 14.29%             | 17.28%             | 26.44%             | 17.72%              |
| <b>CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING</b>   | 74.05%             | 75.18%             | 75.98%             | 73.74%              |
| <b>Performance Standard 2.1: Characteristics and Needs of Young Children</b>  | 72.22%             | 71.91%             | 73.37%             | 69.94%              |
| 2.1.1 Explain developmental domains: cognitive, physical, language, social- emotional, and creative development.                    | 77.21%             | 75.13%             | 77.67%             | 75.77%              |
| 2.1.2 Explain factors that impact children  | 65.24%             | 67.41%             | 67.36%             | 61.77%              |
| <b>Performance Standard 2.2: Multiple Influences on Development and Learning</b>  | 85.98%             | 86.42%             | 84.29%             | 83.12%              |
| 2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and  | 88.69%             | 92.59%             | 91.38%             | 91.14%              |
| 2.2.3 Distinguish outside factors, including family dynamics, which may affect  | 83.81%             | 81.48%             | 78.62%             | 76.71%              |
| <b>Performance Standard 2.3: Healthy, Respectful, Supportive and Challenging</b>  | 69.31%             | 71.74%             | 73.56%             | 71.59%              |
| 2.3.1 Differentiate developmental differences and unique characteristics of   | 49.05%             | 50.86%             | 47.82%             | 51.65%              |
| 2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.     | 80.95%             | 85.01%             | 87.36%             | 85.17%              |
| 2.3.3 Plan experiences that address the needs of young children to promote growth and development within the developmental domains. | 72.62%             | 73.66%             | 78.93%             | 72.36%              |
| <b>CONTENT STANDARD 3.0: BUILDING FAMILY AND COMMUNITY RELATIONS</b>  | 75.89%             | 77.78%             | 76.01%             | 76.27%              |

| Assessment: Early Childhood Education<br>Number tested: 75   | % Correct<br>20-21 | % Correct<br>21-22 | % Correct<br>22-23 | % Correct 23-<br>24 |
|--|--------------------|--------------------|--------------------|---------------------|
| <b>Performance Standard 3.1: Family and Community Characteristics</b>  | 62.70%             | 67.90%             | 62.84%             | 63.71%              |
| 3.1.2 Implement practices which facilitate respect and acceptance of diverse   | 62.70%             | 67.90%             | 62.84%             | 63.71%              |
| <b>Performance Standard 3.2: Support and Empower Families and Communities</b>  | 83.81%             | 83.70%             | 83.91%             | 83.80%              |
| 3.2.1 Demonstrate how to build partnerships with families through frequent, effective communication about their child's experiences and development.                           | 86.51%             | 86.42%             | 86.59%             | 86.08%              |
| 3.2.2 Identify opportunities for family support and participation.   | 95.24%             | 87.65%             | 85.06%             | 88.61%              |
| 3.2.4 Encourage family members to play an active role in their child   | 64.29%             | 71.60%             | 74.71%             | 72.15%              |
| <b>CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT</b>  | 78.91%             | 79.19%             | 82.76%             | 77.22%              |
| <b>Performance Standard 4.1: Evaluate the Goals, Benefits, and Uses of Assessment</b>  | 78.91%             | 79.19%             | 82.76%             | 77.22%              |
| 4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom     | 85.71%             | 86.83%             | 92.72%             | 81.01%              |
| 4.1.3 Interpret child observation, documentation, and assessment data  | 73.81%             | 73.46%             | 75.29%             | 74.37%              |
| <b>CONTENT STANDARD 5.0: TEACHING AND LEARNING</b>   | 78.32%             | 79.17%             | 78.61%             | 78.65%              |
| <b>Performance Standard 5.1: Utilize Positive Relationships and Supportive</b>   | 78.23%             | 79.72%             | 75.62%             | 79.75%              |
| 5.1.1 Develop supportive, responsive relationships among adults and children.  | 82.54%             | 88.48%             | 83.52%             | 86.50%              |
| 5.1.2 Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues.                    | 78.91%             | 76.90%             | 73.23%             | 76.13%              |
| 5.1.3 Interact positively with children in ways that are responsive, consistent,   | 73.81%             | 78.09%             | 73.85%             | 81.01%              |
| <b>Performance Standard 5.2: Formulate Effective Approaches, Strategies, and Tools for Early Education</b>   | 78.37%             | 78.86%             | 80.36%             | 78.01%              |
| 5.2.1 Engage in everyday conversations with children to promote their positive self-   | 86.51%             | 80.66%             | 90.42%             | 87.34%              |
| 5.2.2 Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.  | 76.19%             | 79.42%             | 79.89%             | 77.22%              |
| 5.2.3 Assist children in separating from family and integrating into the classroom.  | 95.24%             | 91.36%             | 95.40%             | 89.87%              |
| 5.2.4 Monitor and support children's engagement in routines, activities, and social  | 76.59%             | 79.42%             | 80.46%             | 75.32%              |
| 5.2.5 Select various teaching approaches along a continuum from child-initiated exploration to adult- directed activities, including modeling, to meet the individual needs of | 73.47%             | 73.54%             | 72.09%             | 73.60%              |