**IDAHO**
Division of Career Technical Education

# Results by Standard

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

| Assessment: Early Childhood Education | % Correct 20-21 | % Correct 21-22 | % Correct 22-23 |
|---|---|---|---|
| Number tested: 86 | | | |
| CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES | 80.65% | 81.94% | 83.33% |
| Performance Standard 1.3: Ethical Standards and Professional Guidelines | 88.89% | 90.33% | 91.00% |
| 1.3.1 Maintain confidentiality and impartiality. | 90.48% | 91.98% | 93.10% |
| 1.3.2 Integrate the NAEYC Code of Ethical Conduct into practice. | 85.71% | 87.04% | 86.78% |
| Performance Standard 1.4: Continuous, Collaborative Learning | 97.62% | 96.30% | 94.25% |
| 1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. | 97.62% | 96.30% | 94.25% |
| Performance Standard 1.6: Informed Advocacy for Children and the Profession | 14.29% | 17.28% | 26.44% |
| 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% |
| CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING | 74.05% | 75.18% | 75.98% |
| Performance Standard 2.1: Characteristics and Needs of Young Children | 72.22% | 71.91% | 73.37% |
| 2.1.1 Explain developmental domains: cognitive, physical, language, social- emotional, and creative development. | 77.21% | 75.13% | 77.67% |
| 2.1.2 Explain factors that impact children | 65.24% | 67.41% | 67.36% |
| Performance Standard 2.2: Multiple Influences on Development and Learning | 85.98% | 86.42% | 84.29% |
| 2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity. | 88.69% | 92.59% | 91.38% |
| 2.2.3 Distinguish outside factors, including family dynamics, which may affect children | 83.81% | 81.48% | 78.62% |
| Performance Standard 2.3: Healthy, Respectful, Supportive and Challenging Learning Environments | 69.31% | 71.74% | 73.56% |
| 2.3.1 Differentiate developmental differences and unique characteristics of children. | 49.05% | 50.86% | 47.82% |
| 2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control. | 80.95% | 85.01% | 87.36% |
| 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% |
| CONTENT STANDARD 3.0: BUILDING FAMILY AND COMMUNITY RELATIONS | 75.89% | 77.78% | 76.01% |

| Assessment: Early Childhood Education<br>Number tested: 86 | % Correct<br>20-21 | % Correct<br>21-22 | % Correct<br>22-23 |
|---|---|---|---|
| Performance Standard 3.1:  Family and Community Characteristics | 62.70% | 67.90% | 62.84% |
| 3.1.2 Implement practices which facilitate respect and acceptance of diverse families. | 62.70% | 67.90% | 62.84% |
| Performance Standard 3.2: Support and Empower Families and Communities | 83.81% | 83.70% | 83.91% |
| 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% |
| 3.2.2 Identify opportunities for family support and participation. | 95.24% | 87.65% | 85.06% |
| 3.2.4 Encourage family members to play an active role in their child | 64.29% | 71.60% | 74.71% |
| CONTENT STANDARD 4.0:  OBSERVATION, DOCUMENTATION, AND ASSESSMENT | 78.91% | 79.19% | 82.76% |
| Performance Standard 4.1:  Evaluate the Goals, Benefits, and Uses of Assessment | 78.91% | 79.19% | 82.76% |
| 4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum. | 85.71% | 86.83% | 92.72% |
| 4.1.3 Interpret child observation, documentation, and assessment data | 73.81% | 73.46% | 75.29% |
| CONTENT STANDARD 5.0: TEACHING AND LEARNING | 78.32% | 79.17% | 78.61% |
| Performance Standard 5.1: Utilize Positive Relationships and Supportive Interactions as the Foundation for | 78.23% | 79.72% | 75.62% |
| 5.1.1 Develop supportive, responsive relationships among adults and children. | 82.54% | 88.48% | 83.52% |
| 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% |
| 5.1.3 Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing. | 73.81% | 78.09% | 73.85% |
| Performance Standard 5.2: Formulate Effective Approaches, Strategies, and Tools for Early Education | 78.37% | 78.86% | 80.36% |
| 5.2.1 Engage in everyday conversations with children to promote their positive self- concept. | 86.51% | 80.66% | 90.42% |
| 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% |
| 5.2.3 Assist children in separating from family and integrating into the classroom. | 95.24% | 91.36% | 95.40% |
| 5.2.4 Monitor and support children's engagement in routines, activities, and social interactions. | 76.59% | 79.42% | 80.46% |
| 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 children. | 73.47% | 73.54% | 72.09% |