



2024-2025

Technical Skills Assessment

Early Childhood Education

Results by Standard

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

Assessment: Early Childhood Education	% Correct
Number tested: 66	24-25
CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES	85.71%
Performance Standard 1.3: Ethical standards and professional guidelines	95.95%
1.3.2 Maintain confidentiality and respect of children, families, and colleagues.	94.64%
1.3.3 Analyze ethical dilemmas and determine professional and appropriate courses of action.	98.57%
Performance Standard 1.5: Knowledge, reflection, and critical analysis	90.00%
1.5.3 Develop awareness of an understanding and accepting approach to working with diverse children and families.	90.00%
Performance Standard 1.6: Advocacy for young children and the profession	48.57%
1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community.	48.57%
CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING	79.43%
Performance Standard 2.1: Characteristics and needs of young children	69.05%
2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.	69.71%
2.1.2 Explain factors that impact young children's ability to meet developmental milestones (e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences [ACEs], and mother's level of education).	68.21%
Performance Standard 2.2: Multiple influences on development and learning	91.07%
2.2.1 Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.	91.43%
2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.	97.14%
2.2.3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children's behavior, health, and welfare.	84.29%
Performance Standard 2.3: Healthy, respectful, supportive, and challenging learning environments	79.45%

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2.3.1 Differentiate developmental differences and unique characteristics of children.	59.29%
2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.	95.71%
2.3.3 Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.	79.29%
CONTENT STANDARD 3.0: FAMILY AND COMMUNITY RELATIONS	81.71%
Performance Standard 3.1: Family and community characteristics	77.14%
3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.	90.00%
3.1.2 Implement practices which facilitate respect and acceptance of diverse families.	79.29%
3.1.3 Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children).	72.86%
Performance Standard 3.2: Family and community empowerment through respectful, reciprocal relationships	92.38%
3.2.1 Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.	92.38%
CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT	91.43%
Performance Standard 4.1: Goals, benefits, and uses of assessment	91.43%
4.1.2 Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.	91.43%
CONTENT STANDARD 5.0: TEACHING AND LEARNING	85.54%
young children	85.51%
5.1.1 Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	88.10%
5.1.3 Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning.	83.57%
Performance Standard 5.2: Effective approaches, strategies, and tools for early education	85.56%
5.2.1 Engage in everyday conversations with children to promote their positive self-concept.	87.14%
5.2.2 Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions.	82.86%

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5.2.5 Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children.	88.57%
CONTENT STANDARD 6.0: HEALTH, SAFETY, AND NUTRITION	85.85%
Performance Standard 6.1: Health and safety procedures, regulations, and personal health practices	90.95%
6.1.1 Explain hygiene, health, and safety needs of young children.	90.95%
Performance Standard 6.3: Child abuse and neglect	91.11%
6.3.1 Define child abuse and neglect.	90.00%
6.3.3 Identify factors that contribute to situations of child abuse and neglect.	91.90%
6.3.6 Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect.	91.43%
Performance Standard 6.4: Safe learning environments for young children	85.56%
6.4.1 Identify factors that maintain a safe and healthy learning environment.	94.76%
6.4.4 Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills).	77.14%
6.4.5 Follow safe sleep practices including SIDS prevention strategies.	88.57%
Performance Standard 6.5: Healthy environments for young children	82.22%
6.5.2 Demonstrate and model correct hand hygiene and diaper changing procedures.	75.71%
6.5.4 Identify signs of illness, allergies, body temperature, and/or discomfort in young children.	81.43%
6.5.5 Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions.	85.71%
6.5.6 Acquire a pediatric CPR/first aid certificate.	83.57%
Performance Standard 6.6: Food experiences and healthy eating for young children	72.14%
6.6.5 Incorporate developmentally appropriate strategies for introducing new foods.	72.86%
6.6.6 Assist young children in developing table manners and positive eating habits, including family style dining.	71.43%