

Kennedy-King College Child Development Program
Professional Standards and Competencies for Early Childhood Educators
Candidate Performance Data

NAEYC Standard #1: Child Development and Learning in Context

- **Key Assessment #3: Child Study Report-CHLD DV 201**
- **Insert Data Table(s) for Standard 1:**

Data Table One: Fall 2023 (Data)- The key competency measured for each key assessment is highlighted in yellow.

Program Name: Kennedy-King College: Key Assessment #3: Child Study Report (CHLD DV 201)			
Date(s) of Application #1: Fall 2023			
application #1: <u>9</u> students enrolled and <u>8</u> students completed the key assessment			
Section # P			
Standard 1: Child Development and Learning in Context			
Key Competencies of Standard 1	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, emotional, and linguistic domains, including	Term Application 1 Section N= 50%=4	Term Application 1 Section N=0%=0	Term Application 1 Section N=50%=4

bilingual/multilingual development.			
NAEYC Standard 1b. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	Term Application 1 Section N=50%=4	Term Application 1 Section N=0%=0	Term Application 1 Section N=50%=4
NAEYC Standard 1c. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	Term Application 1 Section N=50%=4	Term Application 1 Section N=50%= 4	Term Application 1 Section N=0%=0
NAEYC Standard 1d. Use this multidimensional knowledge- that is, knowledge about the developmental period of early childhood, and about individual children, and about development and learning in cultural contexts-to make evidence-	Term Application 1 Section N=75%=6	Term Application 1 Section N=25%=2	Term Application 1 Section N=0%=0

based decisions that support each child.			
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➤ **Key Assessment #1: Learning Center Plan**

➤ **Insert Data Table(s) for Standard 1:**

Data Table One: Fall 2023 (Data)- **The key competency measured for each key assessment is highlighted in yellow.**

Program Name: Kennedy-King College: Key Assessment #1: Learning Center Plan- CHLD DV 201: Observation, Assessment, Documentation and Assessment for Young Children and Families			
Date(s) of Application #1: Fall 2023			
application #1: <u> 9 </u> students enrolled and <u> 7 </u> students completed the key assessment			
Section # P			
Standard 1: Child Development and Learning in Context			
Key Competencies of Standard 1	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, emotional, and linguistic domains, including bilingual/multilingual	Term FA 23 Application 1 Section P N= <u>29</u> %= <u>2</u>	Term FA 23 Application 1 Section P N= <u>29</u> %= <u>2</u>	Term FA 23 Application 1 Section P N= <u>43</u> %= <u>3</u>

development.			
<p>NAEYC Standard 1b. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.</p>	<p>Term FA 23 Application 1 Section P N= 57 %= 4</p>	<p>Term FA 23 Application 1 Section P N= 43 %= 3</p>	<p>Term FA 23 Application 1 Section P N= 0 %= 0</p>
<p>NAEYC Standard 1c. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.</p>	<p>Term FA 23 Application 1 Section P N= 71 %= 5</p>	<p>Term FA 23 Application 1 Section P N= 0 %= 0</p>	<p>Term FA 23 Application 1 Section P N= 29 %= 2</p>

<p>NAEYC Standard 1d. Use this multidimensional knowledge- that is, knowledge about the developmental period of early childhood, and about individual children, and about development and learning in cultural contexts-to make evidence-based decisions that support each child.</p>	<p>Term FA 23 Application 1 Section P N= <u>43</u> %= <u>3</u></p>	<p>Term FA 23 Application 1 Section P N= <u>57</u> %= <u>4</u></p>	<p>Term FA 23 Application 1 Section P N= <u>0</u> %= <u>0</u></p>
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Standard 2: Family–Teacher Partnerships and Community Connections

➤ **Insert Data Table(s) for Standard 2:**

Data Table One: Fall 2023 Data- The key competency measured for each key assessment is highlighted in yellow.

<p>Program Name: Kennedy-King College: Key Assessment #6: Professional Inquiry Group</p> <p>CHLD DV 258: Principles and Practices of Preschool Education</p>
<p>Date(s) of Application #1 12/11/23</p> <p>Semester: Fall 2023</p> <p>Course Section: SGK</p> <p><u>4</u> students enrolled and <u>4</u> students completed the key assessment)</p>
<p>Standard 2: Family Teacher Partnerships and Community Connections</p>

Key Competencies of Standard 2	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
<p>NAEYC Standard 2a. Know about, understand, and value the diversity of families.</p>	<p>Term FA 23 Application 1 Section SGK N=100%= 4__</p>	<p>Term FA 23 Application 1 Section SGK N= _0_%= _0_</p>	<p>Term FA 23 Application 1 Section SGK N= _0_%= _0_</p>
<p>NAEYC Standard 2b. Collaborate as partners with families and young children's development and learning through respectful, reciprocal relationships and engagement.</p>	<p>Term FA 23 Application 1 Section SGK N= _100_%= _4_</p>	<p>Term FA 23 Application 1 Section SGK N= _0_%= _0_</p>	<p>Term FA 23 Application 1 Section SGK N= _0_%= _0_</p>

NAEYC Standard 2c. Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organization and agencies.	Term FA 23	Term FA 23	Term FA 23
	Application 1	Application 1	Application 1
	Section SGK	Section SGK	Section SGK
	N= 50 %= 2	N=50 %= 2	N= 0 %= 0

Standard 2: Family–Teacher Partnerships and Community Connections

- **Insert Data Table(s) for Standard 2:**

Data Table One: Fall 2023 Data- The key competency measured for each key assessment is highlighted in yellow.

Program Name: Kennedy-King College: Key Assessment: The Learning Story			
Date(s) of Application #1			
Semester: Fall 23			
Course Section: CHLD DV 259			
__ students enrolled 2 ; 2_ students completed the key assessment)			
Standard 2: Family Teacher Partnerships and Community Connections			
Key Competencies of Standard 2	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard

NAEYC Standard 2a. Know about, understand, and value the diversity of families.	Term: FA23 Section:259 N=_50_%= _1_	Term: FA 23 Section259 N=_50_%= 1__	Term Section N=0__%= _0_
NAEYC Standard 2b. Collaborate as partners with families and young children's development and learning through respectful, reciprocal relationships and engagement.	Term: FA 23 Section:259 N=50__%= _1_	Term: FA 23 Section:259 N=_50_%= 1__	Term FA23 Section:259 N=0__%= _0_
NAEYC Standard 2c. Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organization and agencies.	Term: FA 23 Section:259 N=50__%= _1	Term: FA 23 Section: 259 N=_50_%= _1_	Term DA 23 Section:259 N=__%= __

Standard 3: Child Observation, Documentation, and Assessment

➤ **Insert Data Table(s) for Standard 3:**

Data Table One: Fall 2023 Data: **The key competency measured for each key assessment is highlighted in yellow.**

Program Name: Kennedy-King College: Key Assessment #3: Child Study Report (CHLD DV 201)
Date(s) of Application #1
Semester: Fall 2023
Section: P

(9 students enrolled and 8 students completed the key assessment)

Standard 3: Child Observation, Documentation and Assessment

Key Competencies of Standard 3	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
<p>NAEYC Standard 3a. Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	<p>Term Application 1 Section N=0%=0</p>	<p>Term Application 1 Section N=40%= 3</p>	<p>Term Application 1 Section N=60%=5</p>
<p>NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>	<p>Term Application 1 Section N=20%=2</p>	<p>Term Application 1 Section N=40%= 3</p>	<p>Term Application 1 Section N=40%=3</p>

NAEYC Standard 3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	Term Application 1 Section N=40%=3	Term Application 1 Section N=0%= 0	Term Application 1 Section N=60%=5
NAEYC Standard 3d. Build assessment partnerships with families and professional colleagues.	Term Application 1 Section N=50%=4	Term Application 1 Section N=50%=4	Term Application 1 Section N=0%=0

Standard 3: Child Observation, Documentation, and Assessment

➤ **Insert Data Table(s) for Standard 3:**

Data Table One: Fall 2023 Data: **The key competency measured for each key assessment is highlighted in yellow.**

Program Name: Kennedy-King College: Key Assessment#1 (CHLD DV 201): Learning Center Plan
Date(s) of Application #1: Fall
Semester: 2023
Section: P; (<u>9</u> students enrolled and <u>7</u> students completed the key assessment)
Standard 3: Child Observation, Documentation and Assessment

Key Competencies of Standard 3	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
<p>NAEYC Standard 3a. Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	<p>Term Application 1 Section N=0%=0</p>	<p>Term Application 1 Section N=40%=3</p>	<p>Term Application 1 Section N=60%=4</p>
<p>NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>	<p>Term Application 1 Section N=20%=1</p>	<p>Term Application 1 Section N=40%=3</p>	<p>Term Application 1 Section N=40%=3</p>
<p>NAEYC Standard 3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</p>	<p>Term Application 1 Section N=40%=3</p>	<p>Term Application 1 Section N=0%=0</p>	<p>Term Application 1 Section N=60%=4</p>

NAEYC Standard 3d. Build assessment partnerships with families and professional colleagues.	Term	Term	Term
	Application 1	Application 1	Application 1
	Section	Section	Section
	N=60%=4	N=_40%=3	N=0%=0

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

➤ **Insert Data Table(s) for Standard 4:**

The key competency measured for each key assessment is highlighted in yellow.

Data Table One-Fall 2023 Data

Program Name: Kennedy-King College: Key Assessment #4: Inquiry Unit Plan (CHLD DV 258: Principles and Practices of Preschool Education)			
Date(s) of Application #1- Fall Semester: 2023 Section: SGK ___4_ students enrolled and ___4_ students completed the key assessment			
Standard 4: Developmentally, Culturally and Linguistically Appropriate Teaching Practices.			
Key Competencies of Standard 4	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard

<p>NAEYC Standard 4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</p>	<p>Term FA 23 Application 1 Section SGK N=75__%= _3_</p>	<p>Term FA 23 Application 1 Section SGK N=_0_%=0 __</p>	<p>Term FA 23 Application 1 Section SGK N=_25_%= _1_</p>
<p>NAEYC Standard 4b. Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children</p>	<p>Term FA 23 Application 1 Section SGK N=_75_%= _3_</p>	<p>Term FA 23 Application 1 Section SGK N=_0_%= 0__</p>	<p>Term FA 23 Application 1 Section SGK N=25__%= 1__</p>
<p>NAEYC Standard 4c. Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Term FA 23 Application 1 Section SGK N=__75%= 1__</p>	<p>Term FA 23 Application 1 Section SGK N=_0_%= 0__</p>	<p>Term FA 23 Application 1 Section SGK N=_25_%= _1_</p>

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- Insert Data Table(s) for Standard 4:

The key competency measured for each key assessment is highlighted in yellow.

Program Name: Kennedy-King College: Key Assessment: 259 The Read-Aloud			
Date(s) of Application #1 Semester: FA 23 Section: 2592 2 students enrolled, and 2 students completed the key assessment			
Standard 4: Developmentally, Culturally and Linguistically Appropriate Teaching Practices.			
Key Competencies of Standard 4	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educator's work with young children.	Term: FA 23 Application 1 Section 259 N=_50_%= 1_ Example: Fall 2022 N=100%=2	Term: FA 23 Application 1 Section N=_0_%= 0__	Term: FA 23 Application 1 Section N=__50%= _1_
NAEYC Standard 4b. Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children	Term: FA 23 Application 1 Section:259 N=_50_%= 1__	Term: FA 23 Application 1 Section: 259 N=_0_%= _0__	Term: FA 23 Application 1 Section :259 N=_50_%= 1__

NAEYC Standard 4c. Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal learning design.	Term: FA 23 Application 1 Section: 259 N=50__%= _1	Term: FA 23 Application 1 Section:259 N=_0_%= _0_	Term: FA 23 Application 1 Section:259 N=_50_%= _1

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- **Insert Data Table(s) for Standard 5:**
- **The key competency measured for each key assessment is highlighted in yellow.**

<ul style="list-style-type: none"> • Program Name: Kennedy-King College: Key Assessment# Read Aloud 			
Date(s) of Application #1 Semester: FA 23 Section: 259 _____2_ students enrolled and _____2_____ students completed the key assessment			
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum			
Key Competencies of Standard 5	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 5a Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	Term: FA23 Application 1 Section 259 N=__0%= 0__ Ex: Fall 2022	Term: FA 23 Application 1 Section N=_100_%= __2	Ter: FA 23 Application 1 Section N=__%= __

	N=100%=2		
NAEYC Standard 5b. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.	Term: FA23 Application 1 Section N=_50_%= 1__	Term: FA 23 Application 1 Section N=__%= __	Term: FA 23 Application 1 Section N=50__%= _1_
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Term: FA 23 Application 1 Section N=__%= __	Term: FA 23 Application 1 Section N=_1_%= _50_	Term: FA 23 Application 1 Section N=_1_%= _50_

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- **Insert Data Table(s) for Standard 5:**
- **The key competency measured for each key assessment is highlighted in yellow.**
- **Data Table One-Fall 2023 Data**

➤ Program Name: Kennedy-King College: Key Assessment #5: Inquiry Unit Plan (CHLD DV 258: Principles and Practices of Preschool Education)			
Date(s) of Application #1: 12/8/23 Semester: Fall Section: SGK _____4__ students enrolled and __4_____ students completed the key assessment			
Standard 5: Knowledge, Application and Integration of Academic Content in the Early Childhood Curriculum			
Key Competencies of Standard 5	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 5a Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	Term Application 1 Section N=75__%= 3__ Ex: Fall 2022	Term Application 1 Section N= __%= __	Term Application 1 Section N= _25_%= _1_

	N=100%=2		
NAEYC Standard 5b. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.	Term Application 1 Section N= _50_%= 2__	Term Application 1 Section N= _25_%= _1_	Term Application 1 Section N= _25_%= 1__
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Term Application 1 Section N= _50_%= _2_	Term Application 1 Section N= __%= _1_	Term Application 1 Section N= __%= _1_

Standard 6: Professionalism as an Early Childhood Educator

➤ **Insert Data Table(s) for Standard 6:**

➤ **The key competency measured for each key assessment is highlighted in yellow.**

Data Table One: Fall 2023

Program Name: Kennedy-King College: Key Assessment #6: Professional Inquiry Group (CHLD DV 258)			
Date(s) of Application #1 Fall 2023 (4 students enrolled and 4 students completed the key assessment)			
Standard 6: Professionalism as an Early Childhood Educator			
Key Competencies of Standard 6	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 6a. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	Fall 2023 N=75%=3	Fall 2023 N=25%=1	Fall 2023 N=0%=0
NAEYC Standard 6b – Know about and uphold ethical and other early childhood professional guidelines.	Fall 2023 N=75%=3	Fall 2023 N=25%=2	Fall 2023 N=0%=0

<p>NAEYC Standard 6c- Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.</p>	<p>Fall 2023 N=100%=4</p>	<p>Fall 2023 N=0%=0</p>	<p>Fall 2023 N=0%=0</p>
<p>NAEYC Standard 6d. Engage in continuous, collaborative learning to inform practice.</p>	<p>Fall 2023 N=100%=4</p>	<p>Fall 2023 N=0%=0</p>	<p>Fall 2023 N=0%=0</p>
<p>NAEYC Standard 6e.- Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>	<p>Fall 2023 N=100%=4</p>	<p>Fall 2023 N=0%=0</p>	<p>Fall 2023 N=0%=0</p>

Standard 6: Professionalism as an Early Childhood Educator

- Insert Data Table(s) for Standard 6:
- **The key competency measured for each key assessment is highlighted in yellow.**

Data Table One: Fall 2023

Program Name: Kennedy-King College: Key Assessment # The Learning Story (CHLD DV 259)			
Date(s) of Application #1 Fall 2023 (2 students enrolled and two students completed the key assessment)			
Standard 6: Professionalism as an Early Childhood Educator			
Key Competencies of Standard 6	Meets the Standard	Emerging (Partially Meets the Standard)	Does Not Meet the Standard
NAEYC Standard 6a. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	Fall 2023 Sec:259 N=50%=1	Fall 2023 Sec:259 N=50%=1	Fall 2023 Sec:259 N=0%=0
NAEYC Standard 6b – Know about and uphold ethical and other early childhood professional guidelines.	Fall 2023 Sec:259 N=50% =1	Fall 2023 N=50%=1	Fall 2023 N=0%=0
NAEYC Standard 6c- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues. (Final Learning Story: Narrative)	Fall 2023 Sec:259 N=100%=2	Fall 2023 Sec:259 N=0=0	Fall 2023 N=0%=0

<p>NAEYC Standard 6d. Engage in continuous, collaborative learning to inform practice.</p>	<p>Fall 2023 Sec:259 N=50%=1</p>	<p>Fall 2023 Sec: 259 N=50%=1</p>	<p>Fall 2023 Sec:259 N=0%=0</p>
<p>NAEYC Standard 6e.- Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>	<p>Fall 2023 Sec:259 N=50%=2</p>	<p>Fall 2023 Sec:259 N=50%=2</p>	<p>Fall 2023 Sec:259 N=0%=0</p>