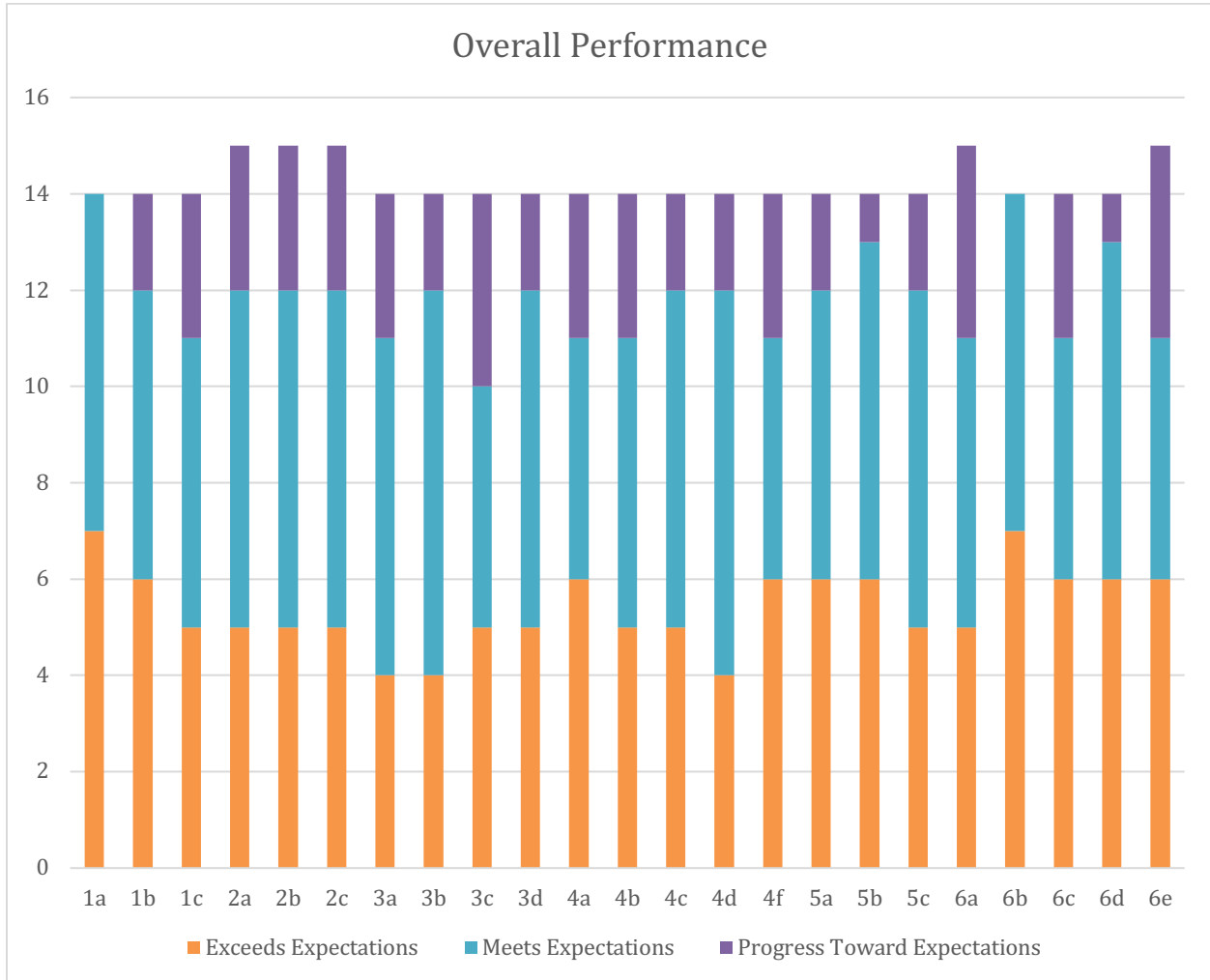




## Spring 2024 NAEYC Outcomes Reporting

- This report is based on a Practicum enrollment of 16 candidates
  - One candidate withdrew without submitting any Key Assessments
  - One candidate withdrew after submitting Key Assessment 2





<b>Key Assessment 1</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
2c: Involving families and communities in children's development and learning	N=7 %=50	N=6 %=43	N=1 %=7	
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	N=2 %=14	N=11 %=79	N=1 %=7	
6a: Identifying and involving oneself in the profession	N=4 %=29	N=10 %=71		
6b: Knowing and upholding ethical standards	N=5 %=36	N=9 %=64		
6c: Engaging in ongoing and collaborative learning/Using technology appropriately	N=4 %=29	N=7 %=50	N=3 %=21	
6d: Integrating knowledgeable, reflective and critical perspectives of early education	N=5 %=36	N=8 %=57	N=1 %=7	
6e: Engaging in informed advocacy for young children and the profession	N=6 %=43	N=8 %=57		



<b>Key Assessment 2</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
2a: Knowing about and understanding diverse family and community relationships	N=3 %=20	N=8 %=53	N=4 %=27	
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	N=2 %=13	N=11 %=74	N=2 %=13	
2c: Involving families and communities in children's development and learning	N=3 %=20	N=8 %=53	N=4 %=27	
6a: Identifying and involving oneself with the early childhood field	N=3 %=20	N=8 %=53	N=4 %=27	
6e: Engaging in informed advocacy for children and their profession	N=3 %=20	N=8 %=53	N=4 %=27	

<b>Key Assessment 3</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
3a: Understanding the goals, benefits, and uses of assessment	N=2 %=14	N=12 %=86		
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches		N=14 %=100		
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	N=9 %=64	N=5 %=36		
3d: Knowing about assessment partnerships with families & other professional colleagues	N=2 %=14	N=12 %=86		



<b>Key Assessment 4</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
1a: Knowing and understanding young children’s characteristics and needs	N=6 %=43	N=8 %=57		
1b: Knowing and understanding the multiple influences on development and learning	N=5 %=36	N=7 %=50	N=2 %=14	
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	N=4 %=29	N=7 %=50	N=3 %=21	
2a: Knowing about and understanding diverse family and community characteristics	N=4 %=29	N=7 %=50	N=3 %=21	
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	N=5 %=36	N=4 %=29	N=5 %=36	
2c: Involving families and communities in their children’s development and learning	N=1 %=7	N=9 %=64	N=4 %=29	
3a: Understanding the goals, benefits, and uses of assessment	N=1 %=7	N=10 %=71	N=3 %=21	
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	N=2 %=14	N=10 %=71	N=2 %=14	
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	N=5 %=36	N=5 %=36	N=4 %=28	
3d: Knowing about assessment partnerships with families & other professional colleagues	N=4 %=29	N=8 %=57	N=2 %=14	
5a: Understanding content knowledge and resources in academic disciplines	N=3 %=21	N=8 %=57	N=3 %=21	
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	N=3 %=21	N=8 %=57	N=3 %=21	
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate	N=3 %=21	N=9 %=64	N=2 %=14	



<b>Key Assessment 4</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
meaningful, challenging curricula for each child.				
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	N=4 %=29	N=7 %=50	N=3 %=21	
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	N=5 %=36	N=5 %=36	N=4 %=28	
4d: Reflecting on their own practice to promote positive outcomes for each child.	N=5 %=36	N=6 %=43	N=3 %=21	



<b>Key Assessment 5</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
1a: Knowing and understanding young children’s characteristics and needs	N=6 %=43	N=8 %=57		
1b: Knowing and understanding the multiple influences on development and learning	N=3 %=21	N=10 %=72	N=1 %=7	
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	N=3 %=21	N=9 %=65	N=2 %=14	
2c: Involving families and communities in their children’s development and learning	N=4 %=29	N=7 %=50	N=3 %=21	
5a: Understanding content knowledge and resources in academic disciplines	N=10 %=71	N=4 %=29		
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	N=5 %=36	N=8 %=57	N=1 %=7	
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	N=4 %=29	N=8 %=57	N=2 %=14	
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	N=5 %=36	N=6 %=43	N=3 %=21	
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	N=2 %=14	N=11 %=29	N=1 %=7	
4d: Reflecting on their own practice to promote positive outcomes for each child	N=5 %=36	N=8 %=57	N=1 %=7	



<b>Key Assessment 6</b>	<b>Exceeds 3.00</b>	<b>Meets 2.00</b>	<b>Progress Toward 1.00</b>	<b>Does Not Meet 0.00</b>
1a: Knowing and understanding young children’s characteristics and needs	N=9 %=64	N=5 %=36		
1b: Knowing and understanding the multiple influences on development and learning	N=9 %=64	N=5 %=36		
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	N=9 %=64	N=5 %=36		
2a: Knowing about and understanding diverse family and community characteristics	N=8 %=57	N=4 %=29	N=2 %=14	
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	N=7 %=50	N=5 %=36	N=2 %=14	
2c: Involving families and communities in their children’s development and learning	N=7 %=50	N=7 %=50		
3a: Understanding the goals, benefits, and uses of assessment	N=8 %=57	N=6 %=43		
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	N=7 %=50	N=7 %=50		
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	N=7 %=50	N=7 %=50		
3d: Knowing about assessment partnerships with families & other professional colleagues	N=9 %=64	N=4 %=29	N=1 %=7	
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	N=10 %=71	N=4 %=29		
4b: Knowing and understanding effective strategies and tools for early education	N=10 %=71	N=4 %=29		
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	N=9 %=64	N=4 %=29	N=1 %=7	



4d: Reflecting on their own practice to promote positive outcomes for each child.	N=8 %=57	N=6 %=43		
5a: Understanding content knowledge and resources in academic disciplines	N=6 %=43	N=7 %=50	N=1 %=7	
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	N=7 %=50	N=6 %=43	N=1 %=7	
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	N=7 %=50	N=6 %=43	N=1 %=7	
6a: Identifying and involving oneself with the early childhood field	N=10 %=71	N=4 %=29		
6b: Knowing about and upholding ethical standards and other professional guidelines	N=10 %=71	N=4 %=29		
6c: Engaging in continuous, collaborative learning to inform practice	N=10 %=71	N=4 %=29		
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	N=8 %=57	N=6 %=43		
6e: Engaging in informed advocacy for children and the profession	N=10 %=71	N=4 %=29		