

## STANDARD 1 Child Development and Learning in Context

**1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

**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.

**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.

**1d:** Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

2024-2025						
		n	Not met	Met	Exceeds	
1a	KA2.1	18	0	2	16	
	KA2.2	18	0	2	16	
	KA4.1	17	0	1	16	
	KA4.2	17	0	0	17	
	KA4.3	17	0	0	17	
	KA4.4	17	0	0	17	
	KA4.5	17	0	1	16	
	KA4.6	17	0	1	16	
1a summary		138	0	7	131	138/138 met standard
1b	KA3	12	2	2	8	
	KA4	17	0	0	17	
1b summary		29	2	2	25	27/29 met standard
1c	KA4	17	2	8	7	
	KA6	12	0	2	10	
1c summary		29	2	10	17	27/29 met standard
1d	KA2	17	0	1	16	
	KA3.1	17	0	1	16	
	KA3.2	12	1	3	8	
1d summary		46	1	5	40	45/46 met standard

## STANDARD 2 Family–Teacher Partnerships and Community Connections

**2a:** Know about, understand, and value the diversity of families.

**2b:** Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

**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 organizations and agencies.

2024-2025						
		n	Not Met	Met	Exceeds	
2a	KA4	17	1	1	15	
	KA6	12	3	2	7	
2a summary		29	4	3	22	25/29 met standard
2b	KA4	17	1	0	16	
	KA6.1	12	3	1	8	
	KA6.2	12	0	1	11	
2b summary		41	4	2	35	37/41 met standard
2c	KA4	17	0	2	15	
	KA5	31	0	8	23	
2c summary		48	0	10	38	48/48 met standard

## STANDARD 3 Child Observation, Documentation, and Assessment

**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.

**3b:** Know a wide range of types of assessments, their purposes, and their associated methods and tools.

**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.

**3d:** Build assessment partnerships with families and professional colleagues

2024-2025						
		n	Not met	Met	Exceeds	
3a	KA3	12	1	2	9	
	KA4	17	0	0	17	
3a summary		29	1	2	26	28/29 met standard
3b	KA3.1	12	2	3	7	
	KA3.2	12	1	3	8	
	KA4	17	2	1	14	
3b summary		41	5	7	29	36/41 met standard
3c	KA3	12	0	2	10	
	KA4.1	17	0	0	17	
	KA4.2	17	0	1	16	
3c summary		46	0	3	43	46/46 met standard
3d	KA3	12	1	1	10	
	KA4	17	0	0	17	
3d summary		29	1	1	27	28/29 met standard

## STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

**4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

**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.

**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.

2024-2025						
		n	Not met	Met	Exceeds	
4a	KA1	2	0	0	2	
	KA6	9	0	1	8	
4a summary		11	0	1	10	11/11 met standard
4b	KA1	2	0	0	2	
	KA2.1	18	0	2	16	
	KA2.2	18	0	4	14	
	KA2.3	18	0	4	14	
4b summary		56	0	10	46	56/56 met standard
4c	KA2.1	18	1	2	15	
	KA2.2	18	1	3	14	
	KA3.1	8	1	2	5	
	KA3.2	8	2	0	6	
4c summary		52	5	7	40	47/52 met standard

## STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood

**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.

**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.

**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.

2024-2025						
		n	Not met	Met	Exceeds	
5a	KA2	18	0	2	16	
	KA3	12	0	2	10	
5a summary		30	0	4	26	30/30 met standard
5b	KA2	18	0	4	14	
	KA6	12	1	0	11	
5b summary		30	1	4	25	29/30 met standard
5c	KA2	18	0	5	13	
	KA3	12	1	2	9	
5c summary		30	1	7	22	29/30 met standard

## STANDARD 6 Professionalism as an Early Childhood Educator

**6a:** Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

**6b:** Know about and uphold ethical and other early childhood professional guidelines.

**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.

**6d:** Engage in continuous, collaborative learning to inform practice.

**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.

		n	not met	met	exceeds	
6a	KA5.1	31	0	0	31	
	KA5.2	31	0	0	31	
	KA5.3	31	2	7	22	
	KA6	12	0	4	8	
6a summary		105	2	11	92	103/105 met standard
6b	KA1	17	1	6	10	
	KA5	31	4	13	14	
6b summary		48	5	19	24	43/48 met standard
6c	KA4	17	0	0	17	
	KA5.1	31	0	2	29	
	KA5.2	31	0	1	30	
	KA5.3	31	0	0	31	
6c summary		110	0	3	107	110/110 met standard
6d	KA5.1	31	1	10	20	
	KA5.2	31	0	2	29	
	KA5.3	31	0	4	27	
	KA6	12	1	2	9	
6d summary		105	2	18	85	103/105 met standard
6e	KA1.1	17	0	1	16	
	KA1.2	17	0	1	16	
	KA3	12	1	3	8	
6e summary						met standard