

HACC Education Program

Learning Objectives and Outcomes

5070 Early Childhood-Elementary Education AA Updated Summer, 2023

Standard 1: Child Development and Learning in Context	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						Total %
	1	2	3	4	5	6	
1a: Understanding the developmental period of early childhood from birth through age 8		89%		67%			84%
1b: Understanding and valuing each child as an individual				79%		89%	82%
1c: Understanding the ways that child development and the learning process occur in multiple contexts		50%	90%				85%
1d: Using this multidimensional knowledge to make evidence-based decisions that support each child.	93%	50%					89%
Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
2a: Knowing about, understanding and valuing the diversity of families			86%				86%
2b: Collaborating as partners with families	85%		95%				88%
2c: Using community resources to support young children’s learning and development	84%	67%	88%			79%	80%
Standard 3: Child Observation, Documentation and Assessment	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
3a: Understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings	72%			95%			77%
3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools	89%			100%			80%
3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate				100%	100%		100 %
3d: Building assessment partnerships with families and professional colleagues				100%			100 %

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Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
4a: Understanding and demonstrating positive, caring and supportive relationships and interactions					100%		100%
4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child					92%		92%
4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies	90%				100%		92%
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
5a: Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum	83%				100%		86%
5b: Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area	92%				100%		94%
5c: Modifying 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	80%	33%			80%		65%
Standard 6: Professionalism as an Early Childhood Educator	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
6a: Identifying and involving themselves with the early childhood field						76%	76%
6b: Knowing about and upholding ethical and other professional guidelines			98%	100%			99%
6c: Using professional communication skills			90%	95%		73%	83%
6d: Engaging in continuous, collaborative learning to inform practice					92%	57%	63%
6e: Developing and sustaining the habit of reflective and intentional practice		67%		100%		83%	86%

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5506 Early Care and Education AAS Updated Summer, 2023

Standard 1: Child Development and Learning in Context	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						Total %
	1	2	3	4	5	6	
1a: Understanding the developmental period of early childhood from birth through age 8		86%		91%			88%
1b: Understanding and valuing each child as an individual				86%		79%	82%
1c: Understanding the ways that child development and the learning process occur in multiple contexts		64%	83%				76%
1d: Using this multidimensional knowledge to make evidence-based decisions that support each child.	45%	89%					81%
Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
2a: Knowing about, understanding and valuing the diversity of families			78%				78%
2b: Collaborating as partners with families	77%		94%				82%
2c: Using community resources to support young children’s learning and development	81%	69%	78%			79%	78%
Standard 3: Child Observation, Documentation and Assessment	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
3a: Understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings	61%			91%			86%
3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools	77%			86%			80%
3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate				86%	87%		87%
3d: Building assessment partnerships with families and professional colleagues				86%			86%

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Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
4a: Understanding and demonstrating positive, caring and supportive relationships and interactions					89%		89%
4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child					93%		93%
4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies	81%				87%		84%
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
5a: Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum	70%				89%		80%
5b: Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area	90%				100%		94%
5c: Modifying 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	79%	46%			80%		73%
Standard 6: Professionalism as an Early Childhood Educator	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
6a: Identifying and involving themselves with the early childhood field						56%	56%
6b: Knowing about and upholding ethical and other professional guidelines			100%	100%			100%
6c: Using professional communication skills			89%	100%		82%	89%
6d: Engaging in continuous, collaborative learning to inform practice					78%	74%	77%
6e: Developing and sustaining the habit of reflective and intentional practice		55%		100%		79%	82%

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