

CSU Channel Islands

NAEYC Assessment Results – BA in Early Childhood Studies

Fall 2024 – Spring 2025 Summary

Standard 1: Promoting Child Development and Learning

Candidates apply their knowledge of young children’s characteristics, individual needs, and contextual influences to create environments that are healthy, respectful, supportive, and challenging for every child.

Key elements of Standard 1

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.

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
1a	KA2 -325	65%	26%	9%
1b	KA2 - 325	64%	34%	2%
1c	KA2 - 325	39%	57%	4%
1d	KA2 - 325	20%	74%	7%

Standard 2: Building Family and Community Relationships

Candidates understand the importance of children's families and communities and build reciprocal partnerships that support children's development and learning.

Key elements of Standard 2

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

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
2a	KA3 - 456	68%	26%	6%
2b	KA3 - 456	62%	26%	13%
2c	KA3- 456	29%	30%	41%

Standard 3: Observing, Documenting, and Assessing

Candidates understand and use systematic observation, documentation, and other assessment methods responsibly, in partnership with families and professionals, to support children's learning and development.

Key elements of Standard 3

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

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
3a	KA4 - 460	68%	26%	6%
3b	KA4- 460	54%	40%	6%
3c	KA4-460	76%	18%	6%
3d	KA4- 460	78%	16%	6%

Standard 4: Using Developmentally Effective Approaches

Candidates understand and use positive relationships and a broad repertoire of developmentally appropriate strategies, instructional tools, and content knowledge to support children's development and learning.

Key elements of Standard 4

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

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
4a	KA1 –(320)	94%	3%	3%
4b	KA1 – (320)	85%	12%	3%
	KA2 - 325	20%	73%	7%
4c	KA1 – (320)	91%	6%	3%

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Candidates use academic content knowledge across disciplines to design, implement, and evaluate curriculum that supports each child's holistic development.

Key elements of Standard 5

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

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
5a	KA5 - 468	87%	14%	0%
5b	KA5 - 468	87%	13%	0%
	KA6 - 470	51%	44%	6%
5c	KA5 - 468	87%	13%	0%

Standard 6: Becoming a Professional

Candidates identify as members of the early childhood profession, follow ethical and professional standards, engage in reflective practice, and advocate for young children and the field.

Key elements of Standard 6

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

Substandard	Key Assessment	% Exceeding	% Meeting	% Developing or less
6a	KA3- 456	30%	48%	21%
6b	KA1 -320	94%	6%	0%
6c	KA2 - 325	62%	34%	5%
6d	KA5 - 468	88%	12%	0%
	KA6- 470	52%	44%	4%
6e	KA4.6 -460	65%	30%	6%