



**Illinois Gateways
to Opportunity®
ECE Credential
Competency
Content Pilot**

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Introduction

This report is for the early childhood education field, as well as for the entities who provided funds for this project, specifically the Illinois Governor's Office of Early Childhood Development (GOECD), which received federal funding through the Preschool Development Birth to Five (PDG B-5) Renewal Grant which were allocated to INCCRRA, to oversee a statewide system project designed to support and increase access to early childhood (EC) teacher preparation for Illinois' highly diverse workforce. This project was a content pilot following the offering of grant opportunities via Request for Proposal (RFP) to Illinois higher education institutions to participate in the Gateways to Opportunity® ECE Credential teacher preparation competency-based project. The Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Competency Leadership team were also collaborators in the design and organization of this project.

This pilot was the next step in a content development project in which module content for all early childhood competencies and assessments were developed during the 2019-2020 Gateways to Opportunity project. In this pilot, five institutions embedded the content developed in 2019-2020 to test the content and its perceived efficacy for both traditional (degree-seeking) and non-traditional learners interested in pursuing early childhood education pathways. The five institutions and faculty lead(s) who were part of both the 2019-2020 Gateways to Opportunity project and this competency content pilot were:

Table 1.1. Institutions & Faculty Leadership

| Institution | Faculty Lead(s) |
|---|--|
| Heartland Community College, Normal, IL | Dr. Johnna Darragh Ernst, Distinguished Professor |
| Illinois State University, Normal, IL | Dr. Miranda Lin, Professor and Dr. Sherry Sanden, Associate Professor |
| Moraine Valley Community College, Palos Hills, IL | Gail Ditchman, Coordinator for the Education Program; Aileen Donnersburger, Department Chair Social Sciences; and Tanginia Southall, Assistant Professor |
| National Louis University, Chicago, IL | Dr. Lisa Downey, Associate Dean and Kamilah Wilson, ECE Assistant Professor |
| Northern Illinois University, DeKalb, IL | Dr. Melissa Clucas Walter, Assistant Professor |

You can read more about the 2019-2020 Gateways to Opportunity content development work file (ilgateways.com)

The goal of the 2020-2021 Competency content pilot was to test student and faculty perspectives on the efficacy of individual module content across 64 competencies and identify areas in need of improvement prior to releasing the content across the State in 2022.

Background

This project is situated within the work already completed at the State level focused on early childhood competencies. In Illinois, 67 undergraduate and 7 master's degree programs offer opportunities to attain licensure in Early Childhood Education, Birth to Grade 2, and since 2016, a large majority of institutions of higher education at both the 2- and 4-year levels in Illinois offer the industry-recognized Gateways ECE Credential (96%) (Illinois Network of Child Care Resource and Referral Agencies, 2019).

For the early childhood workforce the process to attain Gateways to Opportunity® Credentials can be a combination of stacking high-quality approved training and college credit with supervised practicum(s) and/or accumulated work experience. The credential attainment can be an end point within itself, and is combined with a degree at various levels. The Gateways Credentials are awarded by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development, administered through INCCRRA, and are in legislative rule. While there are core credentials spanning from early childhood to Technical Assistance, the work completed in this project focused solely on early childhood teacher preparation or ECE Credential.

Beginning with the ECE Credential, between 2016-2017, all Illinois Gateways Credentials moved from standards and benchmarks to competencies. In 2016, the Illinois State Board of Education put in place a requirement that all entitled ECE licensure programs align to the Gateways® ECE competencies within their redesign/ re-application for entitlement by 2019. Additionally, in 2016, the Illinois Gateways® ECE competencies were presented to early childhood faculty from across the State at the Gateways® Higher Education Forum. Following the Forum regional meetings were held across Illinois to help Gateways-entitled institutions move to competencies. To further support faculty, an online toolbox embedded on the Illinois Gateways website was created to store competency resources and assessment examples for the new competencies for faculty to use in competency implementation. A pilot of the competencies-based entitlement application was implemented, and technical assistance for programs at both two- and four- year institutions was established. That same year and continuing through 2017, technical assistance was provided to two- and four-year programs for aligning curriculum with the ECE competencies and completing the application for the new competency-based ECE credential. Experienced two-year faculty members served as consultants, Dr. Johnna Darragh Ernst, Wendy Mertes and Diane Christianson, working with 40 2-year early childhood programs to redesign curriculum to be leveled and in alignment with the ECE competencies. Dr. Toni Potenza, a four-year faculty member, provided technical assistance to 32 4-year early childhood teacher licensure and non-licensure programs on aligning curriculum with the competencies and completing the application to become entitled to award the new ECE credential. The result is that today, 100% of 2 and 4-year early childhood programs are entitled.

To further support the move to competency-based learning and education, in 2018, the McCormick Foundation funded a one-year planning grant to develop 3-5-year Strategic and Operational plans focused on expanding the use of the Gateways ECE competencies, creating assessments and rubrics, and fostering innovative competency-based learning practices. A State-Level Competency Leadership team was created to develop a strategic plan and next steps for higher education institutions implementing the competencies across all Gateways to Opportunity® Credentials. This group was drawn from state agencies, funders, and members of higher education. Three areas of work emerged from the plans including: support for higher education implementation of competencies, implementation of competencies in professional development, and technology support. Next in the process was the Faculty Fellow Assessment Project where exemplar assessments were created and put in the toolbox for programs to utilize in their own planning and implementation process of the competencies. Once the assessments for each toolbox were created, the next focus for implementation of moving from a standards based model to a competency based model was to modularize all 56 competencies to embrace and display the stackability of individualized learning trajectories. Therefore, the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project was created and launched. Through this process, an additional 8 sub-competencies were identified resulting in 64 total competency content modules.

With funding from the Governor's Office of Early Childhood Education, early childhood faculty and leads across the five institutions worked collaboratively to create competency assessments, formative activities, and learning resources to be used in a competency-based approach to teaching and learning. The same five institutions piloted the modules late Spring 2021 - Winter 2021 and provided faculty and learner feedback. This report details that feedback.

The leadership team for this project included GOECD input and direction, Joni Scritchlow and Julie Lindstrom from INCCRRA (project oversight and management) with input from State Competency Leadership Team members. Additional members of the Project Leadership Team included two consultants with extensive experience in developing the Gateways® competencies and assessments, Dr. Anni Reinking, Vice President of Development and Education Research at CSEd Research, and Dr. Toni Potenza, Professor Emeritus retired faculty from Roosevelt University as well as Dr. Martha Cheney and Dr. Lisa McIntyre Hite of the Competency Based Education Network (CBEN) providing national expertise in competency-based curricular design and implementation.

Process

The overall pilot meeting timeline is located in Appendix A, and will also be outlined in this section. The pilot project leadership team convened on February 11th, 2021. Institutions were aware they were part of the pilot project at the conclusion of the content development project in December 2020. All pilot project leads were provided final content to upload into their Learning Management System (LMS) in December 2020. Each institution was responsible for uploading content in their LMS, determining grading and weights according to institutional policy, and embedding the content into the courses where the competencies were best aligned.

The project launch meeting with leadership and faculty leads took place on February 17th, 2021. The end date for the project was December 17th, 2021 with the deliverables of all learner and faculty surveys for each of the 64 competencies piloted. At the launch meeting, faculty from each of the five institutions (Northern Illinois University-4 year, Heartland Community College-2 year, Moraine Valley Community College- 2year, Illinois State University- 4 year, National Louis University-4 year) were provided guidance, an overview, and survey details for the competency pilot. On April 26,2021, all faculty and learner survey links were shared with institutions so they could begin to collect data for Spring, Summer, and Fall semesters or quarters.

Aside from monthly full pilot group meetings, monthly pilot leadership calls also took place. The monthly competency pilot full-group meetings were a time to update each other on the progress, check in, and share questions or effective methods for collecting survey data. Faculty also shared strategies for learner engagement and challenges they experienced as well.

Organization of the Pilot

In December 2020, faculty from the selected institutions were asked to report on estimated enrollments per competency, per term (Spring, Summer, and Fall) in order to help ensure each competency met a minimum sample size of 20 learners. Each institution shared their pilot plans, including estimated range of total learner participants in each competency module. This information is located in Appendix B. Throughout the pilot, institutions provided updates on enrollment numbers and changes in pilot plans directly with INCCRRA. Ultimately, the total number of participants was lower than estimated.

Leaders from the Competency Based Education Network created each individual competency survey using Survey Monkey. There was one survey created for learners and another for faculty, resulting in a total of 128 surveys designed for the pilot evaluation. A copy of the raw learner and faculty survey data was provided to INCCRRA (and is available upon request), and a roll-up of key insights from that data is provided within this report.

Project Launch and Overarching Supports

The Leadership Team met for a planning meeting on February 11, 2021. This meeting included INCCRRA along with state & national consultants. At this meeting, updated estimated learner numbers were shared, along with the survey questions and engagement strategies for faculty in order to ensure all work would be completed by the December 17, 2021 deadline. The leadership team established key guidance for faculty leads and processes for managing errors in content, broken links, and/or questions that required technical assistance related to implementing a competency-based approach.

After the initial leadership meeting, a faculty meeting took place on February 17th. During that meeting, survey questions were shared for final feedback in addition to a tool for faculty to track assessment attempts by learners in the event the learning management system they utilized did not allow for tracking multiple attempts and required overriding previous attempts to enter new attempts. The leadership team also reiterated that the goal of the pilot was to obtain a minimum sample size of 20 learners per competency module and to test the efficacy of the content created in 2019-2020. During the meeting, faculty provided feedback on the survey. In addition, faculty asked for a centralized place to share questions and insights. After this meeting, processes were shared via email and a full-pilot team Slack channel was created for real-time collaboration. In addition, the leadership team provided sample announcement language faculty could use to encourage learners to complete the surveys after completion of a module.

After launching the work, monthly meetings took place to check in on pilot progress, share challenges and advice, and address any issues that arose from the pilot. While faculty noted they craved even more opportunity to connect, the Slack channel remained inactive after May 20th. The majority of interactions and connections took place during the monthly faculty meetings or via individual outreach among schools or outreach to the project leadership team. Finally, individual interviews with faculty leads were conducted to identify any qualitative feedback or themes from the pilot project.

The faculty leads were interviewed in November 2021 to gauge overall impact of the pilot and to share qualitative feedback. As faculty leads reflected on the project, they shared more about their perspective and the impact of the pilot on their learners, faculty, and institution. There was variation of perspectives as it related to the pilot; however the quotes below are illustrative of common feedback.

Impact on Faculty

- “I think the CBE program was awesome. I wish I had the opportunity. It would have been so convenient to have this kind of model.”
- “I just love these opportunities to meet like minded people, collaborate. I feel like I’m getting insider knowledge and it’s been a great experience. For my personal professional growth and development this has been huge for me. I wish it could count for tenure. I love to see the impact to help students to achieve their goals.”
- “We originally interpreted it as being so prescriptive, and now that we added discussions it’s been so positive.”
- “Overall it’s been a great learning experience. Some faculty said they want to do CBE over course based.”
- “One thing I do like is the Open Education Resources. No books or students saying I don’t have my book yet.”
- “Faculty do not want to be told what to teach. They want full academic freedom.”
- “I taught a scripted curriculum. I felt constrained even though I worked on the competencies.”

Impact on Institutions/Program

- “The CBE assessments, the modularization project has been super beneficial. For the work to be elevated and supported in a more macro way makes it more about the institution (vs one faculty) now which is positive. Where you can show a substantive partnership, it is very positive.”
- “We are in. We are all in. Big yes.” (on whether the institution will continue to use CBE approaches)

Impact on Learners

- “It forces us to use performance based assessments so we are making sure students can demonstrate the competency, not just answer a question about the competency.”
- “[CBE approach] is a good match for students since so many of them are working in the field.”
- “There has been some of “this is too much” and we’ve done a lot of looking to compare dropouts, complaints, but it is nothing more than a course based program.”
- “One student had a family member with cancer, and I was able to tell them, just reach out and we can be flexible with timelines.”
- “Generally students are enjoying the modules, appreciating the content...but some are too long and too repetitive.”

Lastly, faculty leads were informally surveyed via Jamboard at the end of the project in December 2021. One comment spoke to the overall organization of the project:

I learned a lot from all of you. I stole a lot of ideas:)

Adaptations & Lessons Learned

Throughout the course of the project, there were several adaptations and lessons learned that will impact future implementation of the competency content modules within the State. The adaptations spanned from incorporating an additional prior learning assessment survey for Heartland Community College and National Louis University (see Prior Learning Assessment Final Report) to adapting pilot guidelines during the summer semester implementations. Regardless of adaptations noted below, the competencies and assessments were held standard and constant with no adaptation to either the competencies or assessments.

Once faculty started to teach the competency content in their classes, it was evident that due to the modularized, stand-alone nature of the content, it was not automatically or by default a cohesive experience for learners. For example, one institution embedded three competencies in a course, but noted that a full-class online discussion did not occur until week four of the course. Initially, the goal was to pilot the content as developed and authored in 2019-2020, but this experience resulted in giving explicit permission for faculty to add their own engagement methods as needed for their learners. While it was assumed institutions would embed content with a lens toward effective online instructional design, guidelines for effective online learning engagement were not shared with the pilot group. While faculty engagement was shared as a key factor impacting learner retention, some faculty were under the impression they could not deviate in any way from the competency content. The leadership team immediately addressed the concern and explicitly stated that faculty could add formative activities like discussions or remove formative activities if workload was an issue or additional supports were needed for learners.

A common theme throughout the pilot across all institutions was the concern that many modules contained excessive workloads making it difficult for learners to complete the content. Some institutions embedded the pilot content as part of existing coursework, which resulted in excessive overall workloads for learners. Adaptations were permitted to allow faculty to make adjustments and remove formative activities and content as they saw fit for their learner population due to workload concerns. This change was communicated in the summer of the pilot, prior to the majority of learners completing content in the fall/winter semester. Because assessments are the validating mechanism of competency, the content provided and formative activities in the modules were used at the discretion of piloting institutions by the fall/winter term. Each piloting institution did pilot the competency, assessment, and rubric, with individual faculty discretion as to the inclusion of the formative activities and assessments.

Overall, the data collected found early promising perceptions regarding the competency content modules. Of the 53 modules for which faculty submitted surveys, faculty reported 100% satisfaction across 43 of the modules. In addition, of the 64 modules for which learners submitted surveys, student overall satisfaction across the modules was over 80% for 47 modules. While continuous improvement is integral to any curriculum, the data collected shows a mostly positive perception across the modules. The few modules with lower than 80% satisfaction rates across learners are noted at the end of this report and revisions will be incorporated in 2022 based on additional feedback and as warranted by sample size.

Technology Support

The pilot project was conducted virtually, using Zoom for meetings and Slack for asynchronous and impromptu chat and collaboration. Pilot faculty reached out via email throughout the pilot to ask questions, share informal feedback, and resolve any issues between meetings via email. In addition, faculty emailed broken links directly to a representative at INCCRRA and any content-related issues were shared directly with one of the state consultants. The state consultant and INCCRRA representative then notified faculty if any real-time, immediate changes needed to occur in an LMS while updating the source documents for each set of competencies.

Learner & Faculty Survey Results

Curriculum or Program Design (CPD)

There are 10 competencies and 8 sub-competencies in this section (18 total). Between five and 44 learners submitted surveys for 11 of the modules. For the 11 modules with 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across 7 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each CPD module with 5 or more learner surveys submitted. Following the composite is an individual summary of faculty and learner results by competency module for all CPD competencies.

Learner Survey Composite

(Only competencies with 5 or more learners are included in this overview)

| Curriculum & Program Design Competencies (CPD) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|--|-----------------------------------|--|---|---|
| CPD 1 | 58.34% | 95.84% | 75.38% | 91.67 |
| CPD 2 | 66.67% | 83.34% | 83% | 77.78% |
| CPD 3 | 56.25% | 87.5% | 78.05% | 100% |
| CPD 4A | 55.27% | 65.79% | 100% | 55.27% |
| CPD 4B | 55.87% | 70.59% | 93.33% | 61.76% |
| CPD 4E | 100% | 100% | NA (no data reported) | 100% |
| CPD 5B | 52.27% | 81.82% | 42.86% | 65.91% |
| CPD 6 | 52.63% | 89.47% | 80% | 94.74% |
| CPD 8 | 49.99% | 100% | 88.89% | 100% |
| CPD 9 | 58.14% | 53.49% | 79.66% | 51.16% |
| CPD 10 | 69.23% | 69.23% | 26.32% | 61.54% |

CPD 1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data

Learner Results

- Learner Information & Sample Size
 - 27 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 11% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (24 respondents)
 - 33% have a Bachelor's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 29.17% |
| Some college credit | 12.50% |
| Associate's degree | 20.83% |
| Bachelor's degree | 33.33% |
| Master's degree | 4.17% |
| Total responses | 24 |

- 29.17% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 25% |
| I have worked in the early childhood field for less than one year. | 16.67% |
| I have worked in the early childhood field for 1-3 years. | 29.17% |
| I have worked in the early childhood field for 4-7 years. | 12.50% |
| I have worked in the early childhood field for 8-10 years. | 4.17% |
| I have worked in the early childhood field for 10 or more years. | 12.50% |
| Total responses | 24 |

- Perceptions on Professional Growth and Development (24 respondents)
 - 95.84% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.83% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 95.84% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (24 respondents)
 - 87.50% agreed/strongly agreed the instructions for this competency were clear, while 12.50% disagreed/strongly disagreed
 - 62.5% learners reported spending less than 1 hour to 10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 4.17% |
| 1-4 hours | 33.33% |
| 5-10 hours | 25% |
| 10-15 hours | 29.17% |
| 15-20 hours | 4.17% |
| Over 20 hours | 4.17% |
| Total responses | 24 |

- Overall Satisfaction (24 respondents)
 - 91.67% learners were satisfied/very satisfied with the content and assessment. Two learners (8.34%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 8 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 87.50% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 87.50% followed the rubric strictly and did not make adjustments

- Learner Preparedness (6 respondents)

- 75.38% of learners achieved the competency in one attempt, while 16.92% achieved it in 2-3 attempts

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 49 | 75.38% |
| Number of learners who achieved the competency in two attempts: | 6 | 9.23% |
| Number of learners who achieved the competency in three attempts: | 5 | 7.69% |
| Number of learners who achieved the competency in four or more attempts: | 2 | 3.08% |
| Number of learners who did not achieve the competency: | 3 | 4.62% |
| Total responses | 65 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 83.33% provided ongoing feedback to learners throughout this module, while 16.67% provided feedback at the end of the module

- Overall Satisfaction (6 respondents)

- 100% were satisfied/very satisfied with the content and assessment in the module

CPD 2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning

Learner Results

- Learner Information & Sample Size

- 19 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
- All learners were degree-seeking learners

- Previous Education and Early Childhood Experience (18 respondents)

- 27.78% have some college credit, another 27.78% have an Associate's degree, and 27.78% have a Bachelor's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 11.11% |
| Some college credit | 27.78% |
| Associate's degree | 27.78% |
| Bachelor's degree | 27.78% |
| Doctoral degree | 5.56% |
| Total responses | 18 |

- 33.33% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 22.22% |
| I have worked in the early childhood field for less than one year. | 11.11% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 4-7 years. | 16.67% |
| I have worked in the early childhood field for 10 or more years. | 16.67% |
| Total responses | 18 |

- Perceptions on Professional Growth and Development (18 respondents)
 - 83.33% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (18 respondents)
 - 77.78% agreed/strongly agreed the instructions for this competency were clear, while 22.22% disagreed/strongly disagreed
 - 55.56% learners reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 27.78% |
| 5-10 hours | 27.78% |
| 10-15 hours | 27.78% |
| Over 20 hours | 16.67% |
| Total responses | 18 |

- Overall Satisfaction (18 respondents)
 - 77.78% of learners were satisfied/very satisfied with the content and assessment. 4 learners (22.23%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 75% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 75% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 75% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 83% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 43 | 83% |
| Number of learners who achieved the competency in two attempts: | 4 | 8% |
| Number of learners who achieved the competency in three attempts: | 3 | 6% |
| Number of learners who did not achieve the competency: | 2 | 4% |
| Total | 52 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 75% provided ongoing feedback to learners throughout this module, while 25% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 75% were satisfied/very satisfied with the content and assessment in the module

CPD 3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs

Learner Results

- Learner Information & Sample Size
 - 17 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 11.7% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (16 respondents)
 - 37.50% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 6.25% |
| Some college credit | 25% |
| Associate's degree | 37.50% |
| Bachelor’s degree | 31.25% |
| Total responses | 16 |

- 25% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 25% |
| I have worked in the early childhood field for less than one year. | 18.75% |
| I have worked in the early childhood field for 1-3 years. | 25% |
| I have worked in the early childhood field for 4-7 years. | 12.50% |
| I have worked in the early childhood field for 10 or more years. | 18.75% |
| Total responses | 16 |

- Perceptions on Professional Growth and Development (16 respondents)
 - 93.75% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.75% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 87.50% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional

- The Learning Experience (16 respondents)
 - 81.25% agreed/strongly agreed the instructions for this competency were clear, while 18.75% disagreed
 - 43.75% learners reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 12.50% |
| 5-10 hours | 31.25% |
| 10-15 hours | 31.25% |
| 15-20 hours | 25% |
| Total responses | 16 |

- Overall Satisfaction (16 respondents)
 - 87.50% were satisfied/very satisfied with the content and assessment. 2 learners (12.50%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 78.05% of learners achieved the competency in one attempt, while 9.76% achieved it in 2-3 attempts

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 32 | 78.05% |
| Number of learners who achieved the competency in two attempts: | 1 | 2.44% |
| Number of learners who achieved the competency in three attempts: | 3 | 7.32% |
| Number of learners who did not achieve the competency: | 5 | 12.20% |
| Total | 41 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 75% provided ongoing feedback to learners throughout this module, while 25% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 38 learners across 3 institutions participated in this survey.
 - 2.6% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 36.84% have an Associate’s degree

| Answer choices | Response, % |
|--|-------------|
| High school graduate, diploma or the equivalent (GED) | 18.42% |
| Some college credit | 26.32% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.26% |
| Associate's degree | 36.84% |
| Bachelor’s degree | 13.16% |
| Total responses | 38 |
| Total responses | 16 |

- 28.95% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 28.95% |
| I have worked in the early childhood field for less than one year. | 15.79% |
| I have worked in the early childhood field for 1-3 years. | 26.32% |
| I have worked in the early childhood field for 4-7 years. | 13.16% |
| I have worked in the early childhood field for 8-10 years. | 5.26% |
| I have worked in the early childhood field for 10 or more years. | 10.53% |
| Total responses | 38 |

- Perceptions on Professional Growth and Development
 - 65.79% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 63.16% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 65.79% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.69% agreed/strongly agreed the instructions for this competency were clear, while 26.31% disagreed/strongly disagreed
 - 68.42% reported spending less than 1 hour to 10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 5.26% |
| 1-4 hours | 21.05% |
| 5-10 hours | 42.11% |
| 10-15 hours | 21.05% |
| 15-20 hours | 7.89% |
| Over 20 hours | 2.63% |
| Total responses | 38 |

- Overall Satisfaction
 - 55.27% were satisfied/very satisfied with the content and assessment. 17 learners (44.73%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - Of the 23 learners in total, 100% achieved the competency in one attempt
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module.

Learner Results

- Learner Information & Sample Size
 - 36 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 2.7% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience (34 respondents)
 - 35.29% have an Associate's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20.59% |
| Some college credit | 23.53% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 2.94% |
| Associate's degree | 35.29% |
| Bachelor's degree | 14.71% |
| Doctoral degree | 2.94% |
| Total responses | 34 |

- 29.41% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 20.59% |
| I have worked in the early childhood field for less than one year. | 23.53% |
| I have worked in the early childhood field for 1-3 years. | 29.41% |
| I have worked in the early childhood field for 4-7 years. | 5.88% |
| I have worked in the early childhood field for 8-10 years. | 8.82% |
| I have worked in the early childhood field for 10 or more years. | 11.76% |
| Total responses | 34 |
| Total responses | 16 |

- Perceptions on Professional Growth and Development (34 respondents)
 - 73.53% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 73.53% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 70.59% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (34 respondents)
 - 58.82% agreed/strongly agreed the instructions for this competency were clear, while 41.18% disagreed/strongly disagreed
 - 70.59% reported spending less than 1 hour to 10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 5.88% |
| 1-4 hours | 20.59% |
| 5-10 hours | 44.12% |
| 10-15 hours | 8.82% |
| 15-20 hours | 8.82% |
| Over 20 hours | 11.76% |
| Total responses | 34 |

- Overall Satisfaction (34 respondents)
 - 61.76% were satisfied/very satisfied with the content and assessment. 13 learners (or 38.24%) were dissatisfied/very dissatisfied..

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 93.33% of learners achieved the competency in one attempt, while 1 learner (6.67%) did not achieve the competency
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided feedback to learners at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 25% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 75% have an Associate's degree

| Answer choices | Response, % |
|------------------------|-------------|
| Associate's degree | 75% |
| Bachelor's degree | 25% |
| Total responses | 4 |

- 50% have worked in the early childhood field for 10 or more years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 4-7 years. | 25% |
| I have worked in the early childhood field for 8-10 years. | 25% |
| I have worked in the early childhood field for 10 or more years. | 50% |
| Total responses | 4 |

- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% learners agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 75% learners reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 75% |
| 10-15 hours | 25% |
| Total responses | 4 |

- Overall Satisfaction
 - 100% were satisfied with the content and assessment.

Faculty Results

No faculty members responded to this survey.

Learner Results

- Learner Information & Sample Size
 - 2 learners across 1 institution participated in this survey.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience
 - Both learners have an Associate’s degree
 - 1 learner worked in the early childhood field for 4-7 years; the second learner worked in the early childhood field for 8-10 years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 4-7 years. | 50% |
| I have worked in the early childhood field for 8-10 years. | 50% |
| Total responses | 2 |

- Perceptions on Professional Growth and Development
 - Both strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - Both agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - Both agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience
 - Both agreed/strongly agreed the instructions for this competency were clear
 - Both reported spending 1-4 hours to complete the module
- Overall Satisfaction
 - Both were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 41.11% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 8 | 42.11% |
| Number of learners who achieved the competency in two attempts: | 2 | 10.53% |
| Number of learners who achieved the competency in three attempts: | 3 | 15.79% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 21.05% |
| Number of learners who did not achieve the competency: | 2 | 10.53% |
| Total | 19 | 100% |

- 1 faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 1 faculty member was very satisfied with the content and assessment in the module

CPD 4E: Describes appropriate methods supportive of young children's creative activities development and learning

Learner Results

- Learner Information & Sample Size
 - 5 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 20% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (4 respondents)
 - 75% have an Associate's degree

| Answer choices | Response, % |
|------------------------|-------------|
| Associate's degree | 75% |
| Bachelor's degree | 25% |
| Total responses | 4 |

- 50% have worked in the early childhood field for 10 or more years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 1-3 years. | 25% |
| I have worked in the early childhood field for 8-10 years. | 25% |
| I have worked in the early childhood field for 10 or more years. | 50% |
| Total responses | 4 |

- Perceptions on Professional Growth and Development (4 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (4 respondents)
 - 100% agreed the instructions for this competency were clear
 - 100% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 75% |
| 5-10 hours | 25% |
| Total responses | 4 |

- Overall Satisfaction (4 respondents)
 - 100% were satisfied with the content and assessment .

Faculty Results

No faculty members responded to this survey.

CPD 5A: Describes appropriate content supportive of young children’s math development and learning

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey.
 - 25% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 75% have a Bachelor’s degree

| Answer choices | Response, % |
|------------------------|-------------|
| Associate's degree | 25% |
| Bachelor’s degree | 75% |
| Total responses | 4 |

- 50% have worked in the early childhood field for 10 or more years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 1-3 years. | 25% |
| I have worked in the early childhood field for 4-7 years. | 25% |
| I have worked in the early childhood field for 10 or more years. | 50% |
| Total responses | 4 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - 75% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 25% |
| 5-10 hours | 50% |
| 10-15 hours | 25% |
| Total responses | 4 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload

- 1 faculty member participated in this survey
- The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 23.81% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 5 | 23.81% |
| Number of learners who achieved the competency in two attempts: | 4 | 19.05% |
| Number of learners who achieved the competency in three attempts: | 4 | 19.05% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 19.05% |
| Number of learners who did not achieve the competency: | 4 | 19.05% |
| Total | 21 | 100% |

- The faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
- The faculty member provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 44 learners across 4 institutions participated in this survey
 - 2.27% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 47.73% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20.45% |
| Some college credit | 22.73% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 4.55% |
| Associate's degree | 47.73% |
| Bachelor’s degree | 2.27% |
| Doctoral degree | 2.27% |
| Total responses | 44 |

- 36.36% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 29.55% |
| I have worked in the early childhood field for less than one year. | 18.18% |
| I have worked in the early childhood field for 1-3 years. | 36.36% |
| I have worked in the early childhood field for 4-7 years. | 6.82% |
| I have worked in the early childhood field for 8-10 years. | 2.27% |
| I have worked in the early childhood field for 10 or more years. | 6.82% |
| Total responses | 44 |

- Perceptions on Professional Growth and Development
 - 79.55% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 79.55% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 81.82% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 61.37% agreed/strongly agreed the instructions for this competency were clear, while 38.64% disagreed/strongly disagreed.
 - 43.18% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 18.18% |
| 5-10 hours | 25% |
| 10-15 hours | 29.55% |
| 15-20 hours | 13.64% |
| Over 20 hours | 13.64% |
| Total responses | 44 |

- Overall Satisfaction
 - 65.91% were satisfied/very satisfied with the content and assessment. 34.09% were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 42.86% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 15 | 42.86% |
| Number of learners who achieved the competency in two attempts: | 4 | 11.43% |
| Number of learners who achieved the competency in three attempts: | 3 | 8.57% |
| Number of learners who achieved the competency in four or more attempts: | 5 | 14.29% |
| Number of learners who did not achieve the competency: | 8 | 22.86% |
| Total | 35 | 100% |

- 100% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
 - 33.33% provided ongoing feedback to learners throughout this module, while 66.67% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate’s degree, and the remaining 50% hold a Bachelor’s degree
 - 50% have worked in the early childhood field for 8-10 years, and the remaining 50% have worked in the field for more than 10 years
- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 50% reported spending 5-10 hours to complete the module; the remaining 50% reported spending 15-20 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 39.39% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 13 | 39.39% |
| Number of learners who achieved the competency in two attempts: | 6 | 18.18% |
| Number of learners who achieved the competency in three attempts: | 5 | 15.15% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 12.12% |
| Number of learners who did not achieve the competency: | 5 | 15.15% |
| Total | 33 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 5D: Describes appropriate content supportive of young children’s social science development and learning

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate’s degree, and the remaining 50% hold a Bachelor’s degree
 - 50% have worked in the early childhood field for 8-10 years, and the remaining 50% have worked in the field for more than 10 years
- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module; the other learner reported spending 15-20 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 22.73% of learners achieved the competency in two attempt, and another 22.73% achieved it in four or more attempts

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 4 | 18.18% |
| Number of learners who achieved the competency in two attempts: | 5 | 22.73% |
| Number of learners who achieved the competency in three attempts: | 4 | 18.18% |
| Number of learners who achieved the competency in four or more attempts: | 5 | 22.73% |
| Number of learners who did not achieve the competency: | 4 | 18.18% |
| Total | 22 | 100% |

- The faculty member strongly agreed that this competency helps prepare learners to be early childhood teachers
- The faculty member provided ongoing feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was very satisfied with the content and assessment in the module

CPD 5E: Describes appropriate content supportive of young children’s creative activities development and learning

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate’s degree, and the remaining 50% hold a Bachelor’s degree
 - 100% have worked in the field for 10 or more years
- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module; the other learner reported spending 5-10 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

Learner Results

- Learner Information & Sample Size
 - 20 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (19 respondents)
 - 36.84% are High School graduates, have a Diploma or the equivalent (GED)

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 36.84% |
| Some college credit | 21.05% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 15.79% |
| Associate's degree | 10.53% |
| Bachelor's degree | 10.53% |
| Doctoral degree | 5.26% |
| Total responses | 19 |

- 26.32% have worked in the early childhood field for 1-3 years, and another 26.32% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 26.32% |
| I have worked in the early childhood field for less than one year. | 21.05% |
| I have worked in the early childhood field for 1-3 years. | 26.32% |
| I have worked in the early childhood field for 4-7 years. | 15.79% |
| I have worked in the early childhood field for 8-10 years. | 5.26% |
| I have worked in the early childhood field for 10 or more years. | 5.26% |
| Total responses | 19 |

- Perceptions on Professional Growth and Development (19 respondents)
 - 94.74% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.47% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.47% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (19 respondents)
 - 89.47% agreed/strongly agreed the instructions for this competency were clear, while 10.52% disagreed/strongly disagreed.
 - 57.90% learners reported spending less than 1 hour to 10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 10.53% |
| 1-4 hours | 15.79% |
| 5-10 hours | 31.58% |
| 10-15 hours | 21.05% |
| 15-20 hours | 5.26% |
| Over 20 hours | 15.79% |
| Total responses | 19 |

- Overall Satisfaction (19 respondents)
 - 94.74% were satisfied/very satisfied with the content and assessment. 1 learner (5.26%) was very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments, while 33.33% made some adjustments
- Learner Preparedness (6 respondents)
 - 75.38% of learners achieved the competency in one attempt, while 16.92% achieved it in 2-3 attempts

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 24 | 80% |
| Number of learners who achieved the competency in two attempts: | 2 | 6.67% |
| Number of learners who achieved the competency in three attempts: | 1 | 3.33% |
| Number of learners who did not achieve the competency: | 3 | 10% |
| Total | 30 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 33.33% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module, and 33.33% selected "Other:Also working to get learners to completion"
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content

Learner Results

- Learner Information & Sample Size
 - 1 learner from 1 institution participated in this survey
 - The learner was a degree seeking learner
- Previous Education and Early Childhood Experience (19 respondents)
 - The learner holds a Bachelor’s degree
 - The learner has never worked in the early childhood field
- Perceptions on Professional Growth and Development (19 respondents)
 - The learner agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (19 respondents)
 - The learner disagreed the instructions for this competency were clear
 - The learner reported spending 15-20 hours to complete the module
- Overall Satisfaction (19 respondents)
 - The learner was dissatisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 90% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 9 | 90% |
| Number of learners who achieved the competency in two attempts: | 1 | 10% |
| Total | 10 | 100% |

- The faculty member agreed that this competency helps prepare learners to be early childhood teachers
- The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

CPD 8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (14 respondents)
 - 50% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 14.29% |
| Some college credit | 50% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 21.43% |
| Bachelor’s degree | 14.29% |
| Total responses | 14 |

- 50% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 50% |
| I have worked in the early childhood field for 1-3 years. | 35.71% |
| I have worked in the early childhood field for 4-7 years. | 7.14% |
| I have worked in the early childhood field for 10 or more years. | 7.14% |
| Total responses | 14 |

- Perceptions on Professional Growth and Development (14 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (14 respondents)
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 78.57% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 28.57% |
| 5-10 hours | 50% |
| 10-15 hours | 14.29% |
| 15-20 hours | 7.14% |
| Total responses | 14 |

- Overall Satisfaction (14 respondents)
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 1 faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both faculty members followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 88.89% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 8 | 88.89% |
| Number of learners who achieved the competency in two attempts: | 1 | 11.11% |
| Total | 9 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - 1 faculty member was satisfied with the content and assessment in the module

CPD 9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children

Learner Results

- Learner Information & Sample Size
 - 44 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (43 respondents)
 - 51.16% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20.93% |
| Some college credit | 16.28% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 4.65% |
| Associate's degree | 51.16% |
| Bachelor’s degree | 6.98% |
| Total responses | 43 |

- 37.21% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 16.28% |
| I have worked in the early childhood field for less than one year. | 25.58% |
| I have worked in the early childhood field for 1-3 years. | 37.21% |
| I have worked in the early childhood field for 4-7 years. | 18.60% |
| I have worked in the early childhood field for 10 or more years. | 2.33% |
| Total responses | 43 |

- Perceptions on Professional Growth and Development (43 respondents)
 - 67.44% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 67.44% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 53.49% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (43 respondents)
 - 55.81% agreed/strongly agreed the instructions for this competency were clear, while 44.19% disagreed/strongly disagreed
 - 37.21% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 6.98% |
| 5-10 hours | 30.23% |
| 10-15 hours | 37.21% |
| 15-20 hours | 20.93% |
| Over 20 hours | 4.65% |
| Total responses | 43 |

- Overall Satisfaction (4 respondents)
 - 51.16% were satisfied/very satisfied with the content and assessment.
 - 48.84% learners were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 75% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 79.66% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 47 | 79.66% |
| Number of learners who achieved the competency in two attempts: | 4 | 6.78% |
| Number of learners who achieved the competency in three attempts: | 4 | 6.78% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 6.78% |
| Total | 59 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning

Learner Results

- Learner Information & Sample Size
 - 13 learners across 2 institutions participated in this survey
 - 15% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 46.15% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 7.69% |
| Some college credit | 46.15% |
| Associate's degree | 23.08% |
| Bachelor's degree | 15.38% |
| Master's degree | 7.69% |
| Total responses | 13 |

- 53.85% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 7.69% |
| I have worked in the early childhood field for less than one year. | 23.08% |
| I have worked in the early childhood field for 1-3 years. | 53.85% |
| I have worked in the early childhood field for 8-10 years. | 15.38% |
| Total responses | 13 |
| Total responses | 43 |

- Perceptions on Professional Growth and Development (43 respondents)
 - 76.92% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.23% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.23% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (43 respondents)
 - 53.84% agreed/strongly agreed the instructions for this competency were clear, while 46.15% disagreed/strongly disagreed
 - 61.53% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 15.38% |
| 5-10 hours | 46.15% |
| 10-15 hours | 30.77% |
| 15-20 hours | 7.69% |
| Total responses | 13 |

- Overall Satisfaction (4 respondents)
 - 61.54% were satisfied with the content and assessment.
 - 5 learners (38.46%) were dissatisfied/very dissatisfied..

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey.
 - Both faculty members strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 26.32% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 5 | 26.32% |
| Number of learners who achieved the competency in two attempts: | 4 | 21.05% |
| Number of learners who achieved the competency in three attempts: | 4 | 21.05% |
| Number of learners who achieved the competency in four or more attempts: | 2 | 10.53% |
| Number of learners who did not achieve the competency: | 4 | 21.05% |
| Total | 19 | 100% |

- 100% strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - 100% were very satisfied with the content and assessment in the module

Family & Community Relationships

There are 7 competencies in this section. Between 7 and 80 learners submitted surveys for each of the 7 modules. For these 7 FCR modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 6 modules. Below is a composite learner summary of each FCR module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all FCR competencies.

Learner Survey Composite

| Family & Community Relationships (FCR) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|--|-----------------------------------|--|---|---|
| FCR 1 | 52.18% | 100.00% | 88.46% | 95.65% |
| FCR 2 | 49.36% | 62.02% | 92.96% | 58.22% |
| FCR 3 | 50.00% | 92.31% | 89.47% | 92.30% |
| FCR 4 | 42.89% | 92.86% | 100.00% | 92.85% |
| FCR 5 | 50.00% | 100.00% | 62.50% | 100.00% |
| FCR 6 | 53.34% | 93.34% | 0.00% | 93.34% |
| FCR 7 | 14.29% | 85.72% | 100.00% | 85.71% |

FCR 1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting

Learner Results

- Learner Information & Sample Size
 - 47 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (46 respondents)
 - 32.61% have a Bachelor's degree, while 30.43% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 13.04% |
| Some college credit | 30.43% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 4.35% |
| Associate's degree | 19.57% |
| Bachelor's degree | 32.61% |
| Total responses | 46 |

- 28.26% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 28.26% |
| I have worked in the early childhood field for less than one year. | 19.57% |
| I have worked in the early childhood field for 1-3 years. | 19.57% |
| I have worked in the early childhood field for 8-10 years. | 10.87% |
| I have worked in the early childhood field for 10 or more years. | 21.74% |
| Total responses | 46 |

- Perceptions on Professional Growth and Development (46 respondents)
 - 97.83% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 97.83% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (46 respondents)
 - 93.48% agreed/strongly agreed the instructions for this competency were clear, while 6.52% or 3 respondents disagreed
 - 45.65% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 8.70% |
| 5-10 hours | 45.65% |
| 10-15 hours | 28.26% |
| 15-20 hours | 8.70% |
| Over 20 hours | 8.70% |
| Total responses | 46 |

- Overall Satisfaction (46 respondents)
 - 95.65% were satisfied/very satisfied with the content and assessment. 2 learners (4.35%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 75% followed the rubric strictly and did not make adjustments
- Learner Preparedness (3 respondents)
 - 88.46% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 23 | 88.46% |
| Number of learners who achieved the competency in two attempts: | 1 | 3.85% |
| Number of learners who achieved the competency in three attempts: | 1 | 3.85% |
| Number of learners who achieved the competency in four or more attempts: | 1 | 3.85% |
| Total | 26 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 33.33% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module, and 33.33% provided feedback "In comment section and through email"
- Overall Satisfaction (3 respondents)
 - 100% were satisfied with the content and assessment in the module

FCR 2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education

Learner Results

- Learner Information & Sample Size
 - 80 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 1% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (79 respondents)
 - 41.77% have an Associate's degree

| Answer choices | Response, % |
|--|-------------|
| High school graduate, diploma or the equivalent (GED) | 15.19% |
| Some college credit | 29.11% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 6.33% |
| Associate's degree | 41.77% |
| Bachelor's degree | 7.59% |
| Total responses | 79 |

- 30.38% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 30.38% |
| I have worked in the early childhood field for less than one year. | 20.25% |
| I have worked in the early childhood field for 1-3 years. | 29.11% |
| I have worked in the early childhood field for 4-7 years. | 7.59% |
| I have worked in the early childhood field for 8-10 years. | 3.80% |
| I have worked in the early childhood field for 10 or more years. | 8.86% |
| Total responses | 79 |

- Perceptions on Professional Growth and Development (79 respondents)
 - 64.56% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 62.03% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 62.02% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (79 respondents)
 - 72.15% agreed/strongly agreed the instructions for this competency were clear, while 27.85% or 22 respondents disagreed
 - 39.24% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 1.27% |
| 1-4 hours | 25.32% |
| 5-10 hours | 39.24% |
| 10-15 hours | 17.72% |
| 15-20 hours | 10.13% |
| Over 20 hours | 6.33% |
| Total responses | 79 |

- Overall Satisfaction (79 respondents)
 - 58.22% were satisfied/very satisfied with the content and assessment. 33 learners (41.78%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 7 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 85.72% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 85.72% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 85.71% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 85.72% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 85.71% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 92.96% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 66 | 92.96% |
| Number of learners who achieved the competency in two attempts: | 2 | 2.82% |
| Number of learners who achieved the competency in three attempts: | 1 | 1.41% |
| Number of learners who achieved the competency in four or more attempts: | 1 | 1.41% |
| Number of learners who did not achieve the competency: | 1 | 1.41% |
| Total | 71 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 50% provided ongoing feedback to learners throughout this module, while 50% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied with the content and assessment in the module

FCR 3: Identifies and models respect for families by using strengths-based, culturally responsive practices

Learner Results

- Learner Information & Sample Size
 - 26 learners across 3 institutions participated in this survey.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience
 - 42.31% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 19.23% |
| Some college credit | 42.31% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 3.85% |
| Associate's degree | 19.23% |
| Bachelor's degree | 15.38% |
| Total responses | 26 |

- 26.92% have worked in the early childhood field for less than one year

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 23.08% |
| I have worked in the early childhood field for less than one year. | 26.92% |
| I have worked in the early childhood field for 1-3 years. | 23.08% |
| I have worked in the early childhood field for 4-7 years. | 7.69% |
| I have worked in the early childhood field for 8-10 years. | 3.85% |
| I have worked in the early childhood field for 10 or more years. | 15.38% |
| Total responses | 26 |

- Perceptions on Professional Growth and Development
 - 96.15% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.31% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 92.31% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 96.15% agreed/strongly agreed the instructions for this competency were clear, while 3.85% or 1 respondent disagreed
 - 38.46% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 30.77% |
| 5-10 hours | 38.46% |
| 10-15 hours | 7.69% |
| 15-20 hours | 15.38% |
| Over 20 hours | 7.69% |
| Total responses | 26 |

- Overall Satisfaction
 - 92.30% were satisfied/very satisfied with the content and assessment. 2 learners (or 7.69%) were dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 89.47% achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 17 | 89.47% |
| Number of learners who achieved the competency in two attempts: | 2 | 10.5% |
| Total | 19 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

FCR 4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 13% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 35.71% have a Bachelor’s degree, while 28.57% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 7.14% |
| Some college credit | 21.43% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.14% |
| Associate's degree | 28.57% |
| Bachelor’s degree | 35.71% |
| Total responses | 14 |

- 35.71% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 35.71% |
| I have worked in the early childhood field for less than one year. | 21.43% |
| I have worked in the early childhood field for 1-3 years. | 14.29% |
| I have worked in the early childhood field for 8-10 years. | 14.29% |
| I have worked in the early childhood field for 10 or more years. | 14.29% |
| Total responses | 14 |

- Perceptions on Professional Growth and Development
 - 92.86% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.86% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.86% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 85.71% reported spending 1-15 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 28.57% |
| 5-10 hours | 28.57% |
| 10-15 hours | 28.57% |
| 15-20 hours | 7.14% |
| Over 20 hours | 7.14% |
| Total responses | 14 |

- Overall Satisfaction
 - 92.85% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 100% of learners achieved the competency in one attempt (12 learners)
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

FCR 5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.

Learner Results

- Learner Information & Sample Size
 - 16 learners across 4 institutions participated in this survey.
 - 12.5% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 31.25% have some college credit, and another 31.25% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 6.25% |
| Some college credit | 31.25% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 6.25% |
| Associate's degree | 25% |
| Bachelor’s degree | 31.25% |
| Total responses | 16 |

- 37.50% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 37.50% |
| I have worked in the early childhood field for less than one year. | 12.50% |
| I have worked in the early childhood field for 1-3 years. | 18.75% |
| I have worked in the early childhood field for 8-10 years. | 12.50% |
| I have worked in the early childhood field for 10 or more years. | 18.75% |
| Total responses | 16 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 93.75% agreed/strongly agreed the instructions for this competency were clear, while 6.25% or 1 respondent disagreed
 - 50% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 6.25% |
| 5-10 hours | 50% |
| 10-15 hours | 18.75% |
| 15-20 hours | 18.75% |
| Over 20 hours | 6.25% |
| Total responses | 16 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 50% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 62.50% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 15 | 62.50% |
| Number of learners who achieved the competency in two attempts: | 3 | 12.50% |
| Number of learners who achieved the competency in three attempts: | 4 | 16.67% |
| Number of learners who achieved the competency in four or more attempts: | 1 | 4.17% |
| Number of learners who did not achieve the competency | 1 | 4.17% |
| Total | 24 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided ongoing feedback to learners throughout this module, while the other provided feedback “During the daily meetings”
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

FCR 6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals.

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey.
 - 20% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have a Bachelor’s degree, while 26.67% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 6.67% |
| Some college credit | 26.67% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 13.33% |
| Associate's degree | 20% |
| Bachelor’s degree | 33.33% |
| Total responses | 15 |

- 33.33% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 33.33% |
| I have worked in the early childhood field for less than one year. | 13.33% |
| I have worked in the early childhood field for 1-3 years. | 20% |
| I have worked in the early childhood field for 8-10 years. | 6.67% |
| I have worked in the early childhood field for 10 or more years. | 26.67% |
| Total responses | 15 |

- Perceptions on Professional Growth and Development
 - 86.67% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 86.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.33% agreed/strongly agreed the instructions for this competency were clear, while 26.67% disagreed
 - 33.33% reported spending 15-20 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 6.67% |
| 5-10 hours | 26.67% |
| 10-15 hours | 26.67% |
| 15-20 hours | 33.33% |
| Over 20 hours | 6.67% |
| Total responses | 15 |

- Overall Satisfaction
 - 93.34% learners were satisfied/very satisfied with the content and assessment. 1 learner (6.67%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member disagreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member disagreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 41.67% of learners achieved the competency in 4 or more attempts

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in three attempts: | 3 | 25% |
| Number of learners who achieved the competency in four or more attempts: | 5 | 41.67% |
| Number of learners who did not achieve the competency | 4 | 33.33% |
| Total | 12 | 100% |

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was dissatisfied with the content and assessment in the module

FCR 7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members

Learner Results

- Learner Information & Sample Size

- 7 learners across 2 institutions participated in this survey.
- 14% (1 learner) was a non-degree seeking learner

- Previous Education and Early Childhood Experience

- 28.57% are a High school graduate, or have a diploma or the equivalent (GED); 28.57% have an Associate’s degree, and another 28.57% have a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 28.57% |
| Some college credit | 14.29% |
| Associate's degree | 28.57% |
| Bachelor’s degree | 28.57% |
| Total responses | 7 |
| Total responses | 79 |

- 71.43% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 71.43% |
| I have worked in the early childhood field for less than one year. | 14.29% |
| I have worked in the early childhood field for 8-10 years. | 14.29% |
| Total responses | 7 |

- Perceptions on Professional Growth and Development

- 85.71% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 85.72% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 85.72% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional

- The Learning Experience

- 71.43% agreed/strongly agreed the instructions for this competency were clear, while 28.57% disagreed
- 42.86% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 5-10 hours | 42.86% |
| 10-15 hours | 14.29% |
| 15-20 hours | 28.57% |
| Over 20 hours | 14.29% |
| Total responses | 7 |

- Overall Satisfaction

- 85.71% learners were satisfied/very satisfied with the content and assessment. 1 learner (14.29%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 100% of learners achieved the competency in one attempt (1 learner)
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was very satisfied with the content and assessment in the module

Health, Safety, and Wellbeing

There are 8 competencies in this section. Between 10 and 56 learners submitted surveys for all 8 of the modules. For these 8 modules, 80% or more agreed the competency contributed to their growth and development across 5 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each HSW module. Following the composite is an individual summary of faculty and learner results by competency module for all HSW competencies.

Learner Survey Composite

| Health, Safety, and Wellbeing (HSW) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|-------------------------------------|-----------------------------------|--|---|---|
| FCR 1 | 52.18% | 100.00% | 88.46% | 95.65% |
| FCR 2 | 49.36% | 62.02% | 92.96% | 58.22% |
| FCR 3 | 50.00% | 92.31% | 89.47% | 92.30% |
| FCR 4 | 42.89% | 92.86% | 100.00% | 92.85% |
| FCR 5 | 50.00% | 100.00% | 62.50% | 100.00% |
| FCR 6 | 53.34% | 93.34% | 0.00% | 93.34% |
| FCR 7 | 14.29% | 85.72% | 100.00% | 85.71% |

HSW 1: Articulates components of a safe and healthy environment

Learner Results

- Learner Information & Sample Size
 - 37 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 19% (7 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 36.11% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 13.89% |
| Some college credit | 36.11% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 2.78% |
| Associate's degree | 27.78% |
| Bachelor's degree | 19.44% |
| Total responses | 36 |

- 30.38% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 19.44% |
| I have worked in the early childhood field for less than one year. | 27.78% |
| I have worked in the early childhood field for 1-3 years. | 22.22% |
| I have worked in the early childhood field for 4-7 years. | 8.33% |
| I have worked in the early childhood field for 8-10 years. | 11.11% |
| I have worked in the early childhood field for 10 or more years. | 11.11% |
| Total responses | 36 |

- Perceptions on Professional Growth and Development (36 respondents)
 - 94.45% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 94.44% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 91.66% agreed/strongly agreed the instructions for this competency were clear, while 8.34% or 3 respondents disagreed
 - 33.33% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 22.22% |
| 5-10 hours | 33.33% |
| 10-15 hours | 13.89% |
| 15-20 hours | 19.44% |
| Over 20 hours | 11.11% |
| Total responses | 36 |

- Overall Satisfaction (36 respondents)
 - 94.45% learners were satisfied/very satisfied with the content and assessment. 2 learners (5.56%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 7 faculty members participated in this survey
 - 57.14% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 71.43% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 71.43% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 71.43% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 54.79% of learners achieved the competency in 1

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 40 | 54.79% |
| Number of learners who achieved the competency in two attempts: | 8 | 10.96% |
| Number of learners who achieved the competency in three attempts: | 6 | 8.22% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 5.48% |
| Number of learners who did not achieve the competency | 15 | 20.55% |
| Total | 73 | 100% |

- 71.43% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 71.43% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 71.43% were satisfied with the content and assessment in the module

HSW2: Maintains a safe & healthy environment

Learner Results

- Learner Information & Sample Size
 - 32 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 3% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (30 respondents)
 - 36.67% have an Associate's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 13.33% |
| Some college credit | 20% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 10% |
| Associate's degree | 36.67% |
| Bachelor's degree | 20% |
| Total responses | 30 |

- 26.67% have worked in the early childhood field for less than 1 year

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 19.44% |
| I have worked in the early childhood field for less than one year. | 27.78% |
| I have worked in the early childhood field for 1-3 years. | 22.22% |
| I have worked in the early childhood field for 4-7 years. | 8.33% |
| I have worked in the early childhood field for 8-10 years. | 11.11% |
| I have worked in the early childhood field for 10 or more years. | 11.11% |
| Total responses | 36 |

- Perceptions on Professional Growth and Development (30 respondents)
 - 96.67% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (30 respondents)
 - 96.66% agreed/strongly agreed the instructions for this competency were clear, while 1 respondent disagreed
 - 53.33% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 26.67% |
| 5-10 hours | 53.33% |
| 10-15 hours | 10% |
| 15-20 hours | 6.67% |
| Over 20 hours | 3.33% |
| Total responses | 30 |

- Overall Satisfaction (30 respondents)
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 50% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 50% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 57.14% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 4 | 57.14% |
| Number of learners who did not achieve the competency: | 3 | 42.86% |
| Total | 7 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 50% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 50% were satisfied with the content and assessment in the module

HSW 3: Creates a healthy and safe environment

Learner Results

- Learner Information & Sample Size
 - 37 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 5% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 33.33% have some college credit; another 33.33% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 13.89% |
| Some college credit | 33.33% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.56% |
| Associate's degree | 33.33% |
| Bachelor’s degree | 13.89% |
| Total responses | 36 |

- 33.33% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 11.11% |
| I have worked in the early childhood field for less than one year. | 27.78% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 4-7 years. | 11.11% |
| I have worked in the early childhood field for 8-10 years. | 5.56% |
| I have worked in the early childhood field for 10 or more years. | 11.11% |
| Total responses | 36 |

- Perceptions on Professional Growth and Development (36 respondents)
 - 88.89% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.89% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 94.44% agreed/strongly agreed the instructions for this competency were clear, while 2 respondents (5.56%) disagreed
 - 36.11% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 33.33% |
| 5-10 hours | 36.11% |
| 10-15 hours | 16.67% |
| 15-20 hours | 8.33% |
| Over 20 hours | 5.56% |
| Total responses | 36 |

- Overall Satisfaction (36 respondents)
 - 88.89% were satisfied/very satisfied with the content and assessment. 4 learners (11.11%) were dissatisfied/very dissatisfied.

Faculty Results

No faculty members responded to this survey

HSW 4: Assesses healthy and safe early childhood environments

Learner Results

- Learner Information & Sample Size
 - 56 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 8.9% (5 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (55 respondents)
 - 47.27% hold an Associate's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 10.91% |
| Some college credit | 25.45% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 1.82% |
| Associate's degree | 47.27% |
| Bachelor's degree | 12.73% |
| Master's degree | 1.82% |
| Total responses | 55 |

- 38.18% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 23.64% |
| I have worked in the early childhood field for less than one year. | 18.18% |
| I have worked in the early childhood field for 1-3 years. | 38.18% |
| I have worked in the early childhood field for 4-7 years. | 7.27% |
| I have worked in the early childhood field for 8-10 years. | 5.45% |
| I have worked in the early childhood field for 10 or more years. | 7.27% |
| Total responses | 55 |

- Perceptions on Professional Growth and Development (55 respondents)
 - 72.73% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.09% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (55 respondents)
 - 85.45% agreed/strongly agreed the instructions for this competency were clear, while 14.55% or 8 respondents disagreed
 - 34.55% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 27.27% |
| 5-10 hours | 34.55% |
| 10-15 hours | 16.36% |
| 15-20 hours | 16.36% |
| Over 20 hours | 5.45% |
| Total responses | 55 |

- Overall Satisfaction (55 respondents)
 - 60% were satisfied/very satisfied with the content and assessment. 22 learners (40%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 50% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 24.73% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 23 | 24.73% |
| Number of learners who achieved the competency in two attempts: | 17 | 18.28% |
| Number of learners who achieved the competency in three attempts: | 17 | 18.28% |
| Number of learners who achieved the competency in four or more attempts: | 17 | 18.28% |
| Number of learners who did not achieve the competency | 19 | 20.43% |
| Total | 93 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

HSW 5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment

Learner Results

- Learner Information & Sample Size
 - 13 learners across 3 institutions participated in this survey.
 - 15.38% of learners (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 38.46% hold an Associate’s degree, and another 38.46% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 7.69% |
| Some college credit | 15.38% |
| Associate's degree | 38.46% |
| Bachelor’s degree | 38.46% |
| Total responses | 13 |

- 38.46% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 38.46% |
| I have worked in the early childhood field for less than one year. | 15.38% |
| I have worked in the early childhood field for 1-3 years. | 7.69% |
| I have worked in the early childhood field for 4-7 years. | 15.38% |
| I have worked in the early childhood field for 10 or more years. | 23.08% |
| Total responses | 13 |

- Perceptions on Professional Growth and Development
 - 92.30% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (55 respondents)
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 53.85% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 23.08% |
| 5-10 hours | 30.77% |
| 10-15 hours | 7.69% |
| 15-20 hours | 23.08% |
| Over 20 hours | 15.38% |
| Total responses | 13 |

- Overall Satisfaction
 - 92.31% were satisfied/very satisfied with the content and assessment. 1 learner (7.69%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 23.53% of learners achieved the competency in 2 attempts, and another 23.53% completed it in 4 or more attempts

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 3 | 17.65% |
| Number of learners who achieved the competency in two attempts: | 4 | 23.53% |
| Number of learners who achieved the competency in three attempts: | 3 | 17.65% |
| Number of learners who achieved the competency in four or more attempts: | 4 | 23.53% |
| Number of learners who did not achieve the competency | 3 | 17.65% |
| Total | 17 | 100% |

- The faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
- The faculty member provided feedback to learners at the end of this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 20% (3 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (14 respondents)
 - 42.86% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 14.29% |
| Some college credit | 35.71% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.14% |
| Bachelor’s degree | 42.86% |
| Total responses | 14 |

- 35.71% have never worked in the early childhood field, and another 35.71% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 35.71% |
| I have worked in the early childhood field for less than one year. | 7.14% |
| I have worked in the early childhood field for 1-3 years. | 35.71% |
| I have worked in the early childhood field for 4-7 years. | 7.14% |
| I have worked in the early childhood field for 10 or more years. | 14.29% |
| Total responses | 14 |

- Perceptions on Professional Growth and Development (14 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (14 respondents)
 - 92.86% agreed/strongly agreed the instructions for this competency were clear, while 7.14% or 1 respondent disagreed
 - 71.43% reported spending 1-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 21.43% |
| 5-10 hours | 50% |
| 10-15 hours | 21.43% |
| 15-20 hours | 7.14% |
| Total responses | 14 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

No faculty members responded to this survey.

HSW 7: Identifies plans and procedures that support healthy and safe early childhood program practices

Learner Results

- Learner Information & Sample Size
 - 12 learners across 2 institutions participated in this survey.
 - 33%% (4 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have some college credit, and another 33.33% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 8.33% |
| Some college credit | 33.33% |
| Associate's degree | 25% |
| Bachelor’s degree | 33.33% |
| Total responses | 12 |

- 41.67% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 8.33% |
| I have worked in the early childhood field for less than one year. | 25% |
| I have worked in the early childhood field for 1-3 years. | 41.67% |
| I have worked in the early childhood field for 8-10 years. | 8.33% |
| I have worked in the early childhood field for 10 or more years. | 16.67% |
| Total responses | 12 |

- Perceptions on Professional Growth and Development
 - 66.66% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 66.66% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 66.66% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (55 respondents)
 - 66.66% agreed/strongly agreed the instructions for this competency were clear, while 33.34% disagreed
 - 41.67% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 16.67% |
| 5-10 hours | 41.67% |
| 10-15 hours | 25% |
| 15-20 hours | 16.67% |
| Total responses | 12 |

- Overall Satisfaction
 - 66.66% were satisfied/very satisfied with the content and assessment. 4 learners (33.33%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 88.89% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 8 | 88.89% |
| Number of learners who achieved the competency in two attempts: | 1 | 11.11% |
| Total | 9 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 10 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 50% (5 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (8 respondents)
 - 62.50% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 12.50% |
| Some college credit | 12.50% |
| Associate's degree | 12.50% |
| Bachelor’s degree | 62.50% |
| Total responses | 8 |

- 50% have worked in the early childhood field for less than 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for less than one year. | 12.50% |
| I have worked in the early childhood field for 1-3 years. | 50% |
| I have worked in the early childhood field for 8-10 years. | 12.50% |
| I have worked in the early childhood field for 10 or more years. | 25% |
| Total responses | 8 |

- Perceptions on Professional Growth and Development (8 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 87.50% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 75% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (8 respondents)
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% or 2 respondents disagreed/strongly disagreed
 - 50% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 12.50% |
| 5-10 hours | 50% |
| 10-15 hours | 37.50% |
| Total responses | 8 |

- Overall Satisfaction
 - 75% were satisfied/very satisfied with the content and assessment. 2 learners (or 25%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty members participated in this survey
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 90% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 9 | 90% |
| Number of learners who achieved the competency in two attempts: | 1 | 10% |
| Total | 10 | 100% |

- The faculty member strongly agreed this competency helps prepared learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was very satisfied with the content and assessment in the module

Human Growth & Development

There are 7 competencies in this section. Between 7 and 80 learners submitted surveys for each of the 7 modules. For these 7 FCR modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 6 modules. Below is a composite learner summary of each FCR module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all FCR competencies.

Learner Survey Composite

| Human Growth & Development (HGD) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|----------------------------------|-----------------------------------|--|---|---|
| HGD 1 | 43.84% | 93.15% | 35.42% | 90.41% |
| HGD 2 | 34.55% | 93.64% | 75.71% | 90.91% |
| HGD 3 | 36.46% | 95.84% | 62.64% | 95.83% |
| HGD 4 | 51.28% | 100.00% | 79.41% | 100.00% |
| HGD 5 | 40.00% | 90.00% | 58.06% | 90.00% |

HGD 1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning

Learner Results

- Learner Information & Sample Size
 - 94 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 14.89% (14 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (73 respondents)
 - 42.47% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 19.18% |
| Some college credit | 42.27% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 1.37% |
| Associate's degree | 30.14% |
| Bachelor's degree | 6.85% |
| Total responses | 73 |

- 49.32% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 49.32% |
| I have worked in the early childhood field for less than one year. | 6.85% |
| I have worked in the early childhood field for 1-3 years. | 21.92% |
| I have worked in the early childhood field for 4-7 years. | 8.22% |
| I have worked in the early childhood field for 8-10 years. | 5.48% |
| I have worked in the early childhood field for 10 or more years. | 8.22% |
| Total responses | 73 |

- Perceptions on Professional Growth and Development (73 respondents)
 - 95.89% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.89% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.15% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (73 respondents)
 - 78.09% agreed/strongly agreed the instructions for this competency were clear, while 21.92% or 16 respondents disagreed
 - 35.62% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 4.11% |
| 1-4 hours | 35.62% |
| 5-10 hours | 30.14% |
| 10-15 hours | 17.81% |
| 15-20 hours | 8.22% |
| Over 20 hours | 4.11% |
| Total responses | 73 |

- Overall Satisfaction (73 respondents)
 - 90.41% were satisfied/very satisfied with the content and assessment. 7 learners (9.59%) were dissatisfied/very dissatisfied

Faculty Results

**Note: 18 faculty did not teach this competency. It is probable this survey was mistakenly administered to learners or faculty member(s) did repeat submissions and the data is skewed due to this error.*

- Sample Size and Faculty Workload
 - 18 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 94.44% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 94.44% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 88.88% agreed/strongly agreed the summative competency assessment was a valid measure of a learner’s ability to achieve the competency
 - 88.89% followed the rubric strictly and did not make adjustments
- Learner Preparedness (8 respondents)
 - 35.42% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 34 | 35.42% |
| Number of learners who achieved the competency in two attempts: | 26 | 27.08% |
| Number of learners who achieved the competency in three attempts: | 22 | 22.92% |
| Number of learners who achieved the competency in four or more attempts: | 6 | 6.25% |
| Number of learners who did not achieve the competency | 8 | 8.33% |
| Total | 96 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 62.50% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 75% members were satisfied/very satisfied with the content and assessment in the module

HGD 2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills

Learner Results

- Learner Information & Sample Size
 - 118 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 5% (6 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (110 respondents)
 - 47.27% have some college credit

| Answer choices | Response, % |
|--|-------------|
| High school graduate, diploma or the equivalent (GED) | 30.91% |
| Some college credit | 47.27% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 3.64% |
| Associate's degree | 13.64% |
| Bachelor's degree | 4.55% |
| Total responses | 110 |

- 51.82% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 51.82% |
| I have worked in the early childhood field for less than one year. | 13.64% |
| I have worked in the early childhood field for 1-3 years. | 18.18% |
| I have worked in the early childhood field for 4-7 years. | 7.27% |
| I have worked in the early childhood field for 8-10 years. | 4.55% |
| I have worked in the early childhood field for 10 or more years. | 4.55% |
| Total responses | 110 |

- Perceptions on Professional Growth and Development (110 respondents)
 - 96.36% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.46% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.64% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional

- The Learning Experience (110 respondents)
 - 87.27% agreed/strongly agreed the instructions for this competency were clear, while 12.73% or 14 respondents disagreed/strongly disagreed
 - 40% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 2.73% |
| 1-4 hours | 30% |
| 5-10 hours | 40% |
| 10-15 hours | 16.36% |
| 15-20 hours | 7.27% |
| Over 20 hours | 3.64% |
| Total responses | 110 |

- Overall Satisfaction (110 respondents)
 - 90.91% were satisfied/very satisfied with the content and assessment. 10 learners (9.09%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 7 faculty members participated in this survey
 - 100% faculty members agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 71.43% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 75.71% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 106 | 75.71% |
| Number of learners who achieved the competency in two attempts: | 16 | 11.43% |
| Number of learners who achieved the competency in three attempts: | 7 | 5% |
| Number of learners who achieved the competency in four or more attempts: | 5 | 3.57% |
| Number of learners who did not achieve the competency | 6 | 4.29% |
| Total | 140 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 57.14% provided ongoing feedback to learners throughout this module, 42.86% provided feedback at the end of the module
- Overall Satisfaction
 - 85.71% were satisfied/very satisfied with the content and assessment in the module.

HGD 3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning

Learner Results

- Learner Information & Sample Size
 - 98 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4% (4 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (96 respondents)
 - 50% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 32.29% |
| Some college credit | 50% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 2.08% |
| Associate's degree | 12.50% |
| Bachelor's degree | 3.13% |
| Total responses | 96 |

- 46.88% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 46.88% |
| I have worked in the early childhood field for less than one year. | 16.67% |
| I have worked in the early childhood field for 1-3 years. | 17.71% |
| I have worked in the early childhood field for 4-7 years. | 11.46% |
| I have worked in the early childhood field for 8-10 years. | 2.08% |
| I have worked in the early childhood field for 10 or more years. | 5.21% |
| Total responses | 96 |

- Perceptions on Professional Growth and Development (96 respondents)
 - 97.92% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.88% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.84% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (96 respondents)
 - 92.71% agreed/strongly agreed the instructions for this competency were clear, while 7.29% or 7 respondents disagreed
 - 38.54% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 1.04% |
| 1-4 hours | 13.54% |
| 5-10 hours | 38.54% |
| 10-15 hours | 31.25% |
| 15-20 hours | 13.54% |
| Over 20 hours | 2.08% |
| Total responses | 96 |

- Overall Satisfaction (96 respondents)
 - 95.83% were satisfied/very satisfied with the content and assessment. 4 learners (4.17%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 9 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 88.89% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 88.89% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 62.64% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 109 | 62.64% |
| Number of learners who achieved the competency in two attempts: | 16 | 9.20% |
| Number of learners who achieved the competency in three attempts: | 16 | 9.20% |
| Number of learners who achieved the competency in four or more attempts: | 13 | 7.47% |
| Number of learners who did not achieve the competency | 20 | 11.49% |
| Total | 174 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 62.50% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were dissatisfied with the content and assessment in the module

HGD 4: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition

Learner Results

- Learner Information & Sample Size
 - 42 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4.76% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (39 respondents)
 - 43.59% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20.51% |
| Some college credit | 43.59% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.13% |
| Associate's degree | 25.64% |
| Bachelor's degree | 5.13% |
| Total responses | 39 |

- 41.03% have never worked in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 41.03% |
| I have worked in the early childhood field for less than one year. | 7.69% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 4-7 years. | 10.26% |
| I have worked in the early childhood field for 10 or more years. | 7.69% |
| Total responses | 39 |

- Perceptions on Professional Growth and Development (39 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (39 respondents)
 - 97.44% agreed/strongly agreed the instructions for this competency were clear, while 2.56% disagreed
 - 38.46% learners reported spending 1-4 hours to complete the module, while another 38.46% reported spending 5-10 hours

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 5.13% |
| 1-4 hours | 38.46% |
| 5-10 hours | 38.46% |
| 10-15 hours | 12.82% |
| 15-20 hours | 5.13% |
| Total responses | 39 |

- Overall Satisfaction (39 respondents)
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments
- Learner Preparedness (2 respondents)
 - 79.41% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 27 | 79.41% |
| Number of learners who achieved the competency in two attempts: | 3 | 8.82% |
| Number of learners who achieved the competency in three attempts: | 3 | 8.82% |
| Number of learners who did not achieve the competency | 1 | 2.94% |
| Total | 34 | 100% |

- 100% agreed that this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (2 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

HGD 5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development

Learner Results

- Learner Information & Sample Size
 - 12 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (10 respondents)
 - 40% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20% |
| Some college credit | 40% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 10% |
| Associate's degree | 20% |
| Bachelor's degree | 10% |
| Total responses | 10 |

- 90% have 3 or less years of experience in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 30% |
| I have worked in the early childhood field for less than one year. | 30% |
| I have worked in the early childhood field for 1-3 years. | 30% |
| I have worked in the early childhood field for 4-7 years. | 10% |
| Total responses | 10 |

- Perceptions on Professional Growth and Development (10 respondents)
 - 90% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - 60% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 20% |
| 5-10 hours | 60% |
| 10-15 hours | 20% |
| Total responses | 10 |

- Overall Satisfaction (10 respondents)
 - 90% of learners were satisfied/very satisfied with the content and assessment. 1 learner (or 10%) was dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment.
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment.
 - 100% agreed/strongly the summative competency assessment was a valid measure of a learner's ability to achieve the competency.
 - 100% followed the rubric strictly and did not make adjustments.
- Learner Preparedness
 - 58.06% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 18 | 58.06% |
| Number of learners who achieved the competency in two attempts: | 6 | 19.35% |
| Number of learners who achieved the competency in three attempts: | 1 | 3.23% |
| Number of learners who did not achieve the competency | 6 | 19.35% |
| Total | 31 | 100% |

- 66.66% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers.
 - 100% provided ongoing feedback to learners throughout this module.
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

HGD 6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.

Learner Results

- Learner Information & Sample Size
 - 3 learners across 2 institutions participated in this survey
 - 33.33% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 33.33% are High school graduates, have a diploma or the equivalent (GED); 33.33% of learners have some college credit; and 33% have a Bachelor's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 33.33% |
| Some college credit | 33.33% |
| Bachelor's degree | 33.33% |
| Total responses | 3 |
| Total responses | 55 |

- 33.33% have worked in the early childhood field for less than one year; 33.33% have worked in the early childhood field for 1-3 years; and 33.33% have worked in the early childhood field 8-10 years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for less than one year. | 33.33% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 8-10 years. | 33.33% |
| Total responses | 3 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear.
 - 2 learners spent 5-10 hours completing the entire module, while 1 learner spent 10-15 hours

| Answer choices | Response, % |
|------------------------|-------------|
| 5-10 hours | 66.67% |
| 10-15 hours | 33.33% |
| Total responses | 3 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey.
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit.
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 64.29% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 9 | 64.29% |
| Number of learners who achieved the competency in two attempts: | 3 | 21.43% |
| Number of learners who did not achieve the competency | 2 | 14.29% |
| Total | 14 | 100% |

- The faculty member agreed that this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Interactions, Relationships, and Environment

There are 7 competencies in this section. Between 5 and 31 learners submitted surveys for 5 of the modules. For these 5 modules with 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across all 5 modules. In addition, learner satisfaction was 80% or higher across all 5 modules. Below is a composite learner summary of each IRE module with 5 or more learner surveys submitted. Following the composite is an individual summary of faculty and learner results by competency module for all IRE competencies.

Learner Survey Composite

| Interactions, Relationships, and Environment (IRE) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|--|-----------------------------------|--|---|---|
| IRE 1 | 58.07% | 83.87% | 61.54% | 83.87% |
| IRE 2 | 81.83% | 95.45% | 47.62% | 95.46% |
| IRE 3 | 70.00% | 90.00% | 78.95% | 95.00% |
| IRE 4 | 74.99% | 85.71% | 31.00% | 92.86% |
| IRE 5 | 66.67% | 100.00% | 56.00% | 93.34% |

IRE 1: Describes the role of the environment in supporting children's development

Learner Results

- Learner Information & Sample Size
 - 31 learners across 4 institutions participated in this survey
 - 10% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 51.61% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 16.13% |
| Some college credit | 51.61% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 6.45% |
| Associate's degree | 16.13% |
| Bachelor's degree | 9.68% |
| Total responses | 31 |

- 32.26% have worked in the early childhood field for less than 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 16.13% |
| I have worked in the early childhood field for less than one year. | 25.81% |
| I have worked in the early childhood field for 1-3 years. | 32.36% |
| I have worked in the early childhood field for 4-7 years. | 12.90% |
| I have worked in the early childhood field for 8-10 years. | 3.23% |
| I have worked in the early childhood field for 10 or more years. | 9.68% |
| Total responses | 31 |

- Perceptions on Professional Growth and Development
 - 96.77% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80.65% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.87% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 80.64% agreed/strongly agreed the instructions for this competency were clear, while 19.36% disagreed/strongly disagreed
 - 61.29% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 61.29% |
| 5-10 hours | 16.13% |
| 10-15 hours | 9.68% |
| 15-20 hours | 9.68% |
| Over 20 hours | 3.23% |
| Total responses | 31 |

- Overall Satisfaction
 - 83.87% were satisfied/very satisfied with the content and assessment. 5 learners (16.13%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 61.54% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 16 | 61.54% |
| Number of learners who achieved the competency in two attempts: | 7 | 26.92% |
| Number of learners who achieved the competency in three attempts: | 1 | 3.85% |
| Number of learners who achieved the competency in four or more attempts: | 1 | 3.85% |
| Number of learners who did not achieve the competency | 1 | 3.85% |
| Total | 26 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 22 learners across 4 institutions participated in this survey
 - 13.6% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 45.45% have some college credit

| Answer choices | Response, % |
|------------------------|-------------|
| Some college credit | 25.45% |
| Associate's degree | 47.27% |
| Bachelor's degree | 12.73% |
| Master's degree | 1.82% |
| Total responses | 55 |

- 54.55% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 4.55% |
| I have worked in the early childhood field for less than one year. | 13.64% |
| I have worked in the early childhood field for 1-3 years. | 54.55% |
| I have worked in the early childhood field for 4-7 years. | 13.64% |
| I have worked in the early childhood field for 8-10 years. | 4.55% |
| I have worked in the early childhood field for 10 or more years. | 9.09% |
| Total responses | 22 |

- Perceptions on Professional Growth and Development
 - 95.46% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.45% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.45% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 86.37% agreed/strongly agreed the instructions for this competency were clear, while 13.64% disagreed
 - 50% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 9.09% |
| 1-4 hours | 50% |
| 5-10 hours | 27.27% |
| 10-15 hours | 9.09% |
| 15-20 hours | 4.55% |
| Total responses | 22 |

- Overall Satisfaction
 - 95.46% were satisfied/very satisfied with the content and assessment. 1 learner (4.55%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 47.62% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 20 | 47.62% |
| Number of learners who achieved the competency in two attempts: | 9 | 21.43% |
| Number of learners who achieved the competency in three attempts: | 5 | 11.90% |
| Number of learners who achieved the competency in four or more attempts: | 5 | 11.90% |
| Number of learners who did not achieve the competency: | 3 | 7.14% |
| Total | 42 | 100% |

- 66.67% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

IRE 3: Identifies factors that contribute to positive interactions with the environment

Learner Results

- Learner Information & Sample Size
 - 21 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 4.7% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (20 respondents)
 - 40% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20% |
| Some college credit | 40% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5% |
| Associate's degree | 10% |
| Bachelor's degree | 20% |
| Doctoral degree | 5% |
| Total responses | 20 |

- 35% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 15% |
| I have worked in the early childhood field for less than one year. | 15% |
| I have worked in the early childhood field for 1-3 years. | 35% |
| I have worked in the early childhood field for 4-7 years. | 25% |
| I have worked in the early childhood field for 10 or more years. | 10% |
| Total responses | 20 |

- Perceptions on Professional Growth and Development (20 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (20 respondents)
 - 95% agreed/strongly agreed the instructions for this competency were clear, while 5% or 1 respondent disagreed
 - 45% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 10% |
| 1-4 hours | 45% |
| 5-10 hours | 30% |
| 10-15 hours | 10% |
| 15-20 hours | 5% |
| Total responses | 20 |

- Overall Satisfaction (20 respondents)
 - 95% were satisfied/very satisfied with the content and assessment. 1 learner (5%) was dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 5 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 80% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 80% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 78.95% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 30 | 78.95% |
| Number of learners who achieved the competency in two attempts: | 2 | 5.26% |
| Number of learners who achieved the competency in three attempts: | 6 | 15.79% |
| Total | 38 | 100% |

- 100% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
 - 60% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 80% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 28 learners across 3 institutions participated in this survey
 - 3.5% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 35.71% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 21.43% |
| Some college credit | 35.71% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.14% |
| Associate's degree | 21.43% |
| Bachelor's degree | 14.29% |
| Total responses | 28 |

- 35.71% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 17.86% |
| I have worked in the early childhood field for less than one year. | 7.14% |
| I have worked in the early childhood field for 1-3 years. | 35.71% |
| I have worked in the early childhood field for 4-7 years. | 21.43% |
| I have worked in the early childhood field for 8-10 years. | 7.14% |
| I have worked in the early childhood field for 10 or more years. | 10.71% |
| Total responses | 28 |

- Perceptions on Professional Growth and Development
 - 96.43% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 92.86% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.71% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 96.43% agreed/strongly agreed the instructions for this competency were clear, while 3.57% disagreed
 - 32.14% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 17.86% |
| 5-10 hours | 32.14% |
| 10-15 hours | 14.29% |
| 15-20 hours | 21.43% |
| Over 20 hours | 14.29% |
| Total responses | 28 |

- Overall Satisfaction
 - 92.86% of learners were satisfied/very satisfied with the content and assessment. 2 learners (7.14%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 5 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 80% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 60% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 60% followed the rubric strictly and did not make adjustments
- Learner Preparedness (4 respondents)
 - 31% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 27 | 31% |
| Number of learners who achieved the competency in two attempts: | 13 | 14.9% |
| Number of learners who achieved the competency in three attempts: | 16 | 18.4% |
| Number of learners who achieved the competency in four or more attempts: | 14 | 16.1% |
| Number of learners who did not achieve the competency: | 17 | 19.5% |
| Total | 87 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment in the module

IRE 5: Creates engaging environments meet the diverse development and learning needs of each child

Learner Results

- Learner Information & Sample Size
 - 17 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 5.8% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (15 respondents)
 - 33.33% have a Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 6.67% |
| Some college credit | 20% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 33.33% |
| Associate's degree | 13.33% |
| Bachelor's degree | 20% |
| Master's degree | 6.67% |
| Total responses | 15 |

- 40% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 26.67% |
| I have worked in the early childhood field for less than one year. | 6.67% |
| I have worked in the early childhood field for 1-3 years. | 40% |
| I have worked in the early childhood field for 4-7 years. | 6.67% |
| I have worked in the early childhood field for 10 or more years. | 20% |
| Total responses | 15 |

- Perceptions on Professional Growth and Development (15 respondents)
 - 93.34% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (15 respondents)
 - 93.33% agreed/strongly agreed the instructions for this competency were clear, while 6.67% or 1 learner disagreed
 - 40% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 40% |
| 5-10 hours | 13.33% |
| 10-15 hours | 33.33% |
| 15-20 hours | 6.67% |
| Over 20 hours | 6.67% |
| Total responses | 15 |

- Overall Satisfaction (15 respondents)
 - 93.34% were satisfied/very satisfied with the content and assessment. 1 learner (6.67%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 56% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 14 | 56% |
| Number of learners who achieved the competency in two attempts: | 2 | 8% |
| Number of learners who achieved the competency in three attempts: | 1 | 4% |
| Number of learners who did not achieve the competency: | 8 | 32% |
| Total | 25 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

IRE 6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - Both learners were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - Both learners hold a Bachelor's degree
 - 1 learner worked in the early childhood field for 8-10, while the second learner worked in the early childhood field for 10 or more years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 8-10 years. | 50% |
| I have worked in the early childhood field for 10 or more years. | 50% |
| Total responses | 2 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 50% (1 learner) strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 50% (1 learner) agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 100% reported spending 5-10 hours to complete the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

IRE 7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - Both learners were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - Both learners hold a Bachelor's degree
 - 1 learner has worked in the early childhood field for 8-10 years, while the second learner has worked in the early childhood field for 10 or more years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 8-10 years. | 50% |
| I have worked in the early childhood field for 10 or more years. | 50% |
| Total responses | 2 |

- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module, while the second learner reported 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 50% |
| 5-10 hours | 50% |
| Total responses | 2 |

- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

Observation & Assessment

There are 8 competencies in this section. Between 6 and 77 learners submitted surveys for all 8 of the modules. For these 8 modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each OA module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all OA competencies.

Learner Survey Composite

| Observation & Assessment (OA) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|-------------------------------|-----------------------------------|--|---|---|
| OA 1 | 54.05% | 75.67% | 75.56% | 70.27% |
| OA 2 | 47.61% | 90.48% | 84.09% | 85.72% |
| OA 3 | 57.89% | 84.21% | 68.29% | 78.95% |
| OA 4 | 52.78% | 86.11% | 50.00% | 83.34% |
| OA 5 | 62.26% | 73.59% | 66.67% | 69.81% |
| OA 6 | 66.66% | 93.33% | 69.23% | 86.67% |
| OA 7 | 50.00% | 83.34% | 86.36% | 83.34% |
| OA 8 | 66.67% | 100.00% | 68.42% | 100.00% |

OA 1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process

Learner Results

- Learner Information & Sample Size
 - 77 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 1.2% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (74 respondents)
 - 40.54% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20.27% |
| Some college credit | 40.54% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 1.35% |
| Associate's degree | 27.03% |
| Bachelor's degree | 9.46% |
| Master's degree | 1.35% |
| Total responses | 74 |

- 39.19% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 24.32% |
| I have worked in the early childhood field for less than one year. | 21.62% |
| I have worked in the early childhood field for 1-3 years. | 39.19% |
| I have worked in the early childhood field for 4-7 years. | 10.81% |
| I have worked in the early childhood field for 8-10 years. | 2.70% |
| I have worked in the early childhood field for 10 or more years. | 1.35% |
| Total responses | 74 |

- Perceptions on Professional Growth and Development (74 respondents)
 - 79.73% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 78.38% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 75.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (74 respondents)
 - 70.27% agreed/strongly agreed the instructions for this competency were clear, while 29.73% disagreed/strongly disagreed
 - 37.84% reported spending 10-15 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 2.70% |
| 1-4 hours | 10.81% |
| 5-10 hours | 27.03% |
| 10-15 hours | 37.84% |
| 15-20 hours | 10.81% |
| Over 20 hours | 10.81% |
| Total responses | 74 |

- Overall Satisfaction (74 respondents)
 - 70.27% were satisfied/very satisfied with the content and assessment. 22 learners (29.73%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 6 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 33.33% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 83.33% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 83.33% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments

- Learner Preparedness

- 75.56% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 34 | 75.56% |
| Number of learners who achieved the competency in two attempts: | 4 | 8.89% |
| Number of learners who achieved the competency in three attempts: | 1 | 2.22% |
| Number of learners who did not achieve the competency: | 6 | 13.33% |
| Total | 45 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback by “meeting almost everyday with students.”

- Overall Satisfaction

- 66.67% were satisfied with the content and assessment in the module

OA 2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process

Learner Results

- Learner Information & Sample Size

- 43 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
- 6.9% (3 learners) were non-degree seeking learners

- Previous Education and Early Childhood Experience (42 respondents)

- 35.71% have come college credit

| Answer choices | Response, % |
|--|-------------|
| High school graduate, diploma or the equivalent (GED) | 14.29% |
| Some college credit | 35.71% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.14% |
| Associate's degree | 23.81% |
| Bachelor's degree | 14.29% |
| Master's degree | 4.76% |
| Total responses | 42 |

- 26.19% have never worked in the early childhood field, 26.19% have worked in the early childhood field for less than one years, and another 26.19% have worked in the field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 26.19% |
| I have worked in the early childhood field for less than one year. | 26.19% |
| I have worked in the early childhood field for 1-3 years. | 26.19% |
| I have worked in the early childhood field for 4-7 years. | 9.52% |
| I have worked in the early childhood field for 8-10 years. | 2.38% |
| I have worked in the early childhood field for 10 or more years. | 9.52% |
| Total responses | 42 |

- Perceptions on Professional Growth and Development (42 respondents)
 - 88.10% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.71% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.48% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (42 respondents)
 - 85.72% agreed/strongly agreed the instructions for this competency were clear, while 14.28% disagreed/strongly disagreed
 - 40.48% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 14.29% |
| 5-10 hours | 40.48% |
| 10-15 hours | 26.19% |
| 15-20 hours | 9.52% |
| Over 20 hours | 9.52% |
| Total responses | 42 |

- Overall Satisfaction (42 respondents)
 - 85.72% were satisfied/very satisfied with the content and assessment. 6 learners (or 14.28%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 6 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 83.34% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 83.33% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 84% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 37 | 84% |
| Number of learners who did not achieve the competency: | 7 | 16% |
| Total | 44 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 50% were satisfied with the content and assessment in the module

OA 3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts

Learner Results

- Learner Information & Sample Size
 - 38 learners across 4 institutions participated in this survey
 - 2.6% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 28.95% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 13.16% |
| Some college credit | 28.95% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.89% |
| Associate's degree | 23.68% |
| Bachelor's degree | 18.42% |
| Master's degree | 5.26% |
| Doctoral degree | 2.63% |
| Total responses | 38 |

- 31.58% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 21.05% |
| I have worked in the early childhood field for less than one year. | 21.05% |
| I have worked in the early childhood field for 1-3 years. | 31.58% |
| I have worked in the early childhood field for 4-7 years. | 15.79% |
| I have worked in the early childhood field for 8-10 years. | 2.63% |
| I have worked in the early childhood field for 10 or more years. | 7.89% |
| Total responses | 38 |

- Perceptions on Professional Growth and Development
 - 92.11% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.48% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 84.21% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 81.58% agreed/strongly agreed the instructions for this competency were clear, while 18.42% disagreed/strongly disagreed
 - 34.21% learners reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 15.79% |
| 5-10 hours | 34.21% |
| 10-15 hours | 31.58% |
| 15-20 hours | 13.16% |
| Over 20 hours | 5.26% |
| Total responses | 38 |

- Overall Satisfaction
 - 78.95% learners were satisfied/very satisfied with the content and assessment. 8 learners (21.05%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 66.67% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 33.33% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 68.29% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 23 | 24.73% |
| Number of learners who achieved the competency in two attempts: | 17 | 18.28% |
| Number of learners who did not achieve the competency: | 19 | 20.43% |
| Total | 93 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

OA 4: Identifies the impact and influence of external factors on assessment practices

Learner Results

- Learner Information & Sample Size
 - 37 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 38.89% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 11.11% |
| Some college credit | 38.89% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.56% |
| Associate's degree | 30.56% |
| Bachelor's degree | 11.11% |
| Master's degree | 2.78% |
| Total responses | 36 |

- 36.11% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 30.56% |
| I have worked in the early childhood field for less than one year. | 16.67% |
| I have worked in the early childhood field for 1-3 years. | 36.11% |
| I have worked in the early childhood field for 4-7 years. | 11.11% |
| I have worked in the early childhood field for 8-10 years. | 2.78% |
| I have worked in the early childhood field for 10 or more years. | 2.78% |
| Total responses | 36 |

- Perceptions on Professional Growth and Development (36 respondents)
 - 94.45% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.89% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.11% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% disagreed/strongly disagreed
 - 33.33% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 16.67% |
| 5-10 hours | 33.33% |
| 10-15 hours | 25% |
| 15-20 hours | 19.44% |
| Over 20 hours | 5.56% |
| Total responses | 36 |

- Overall Satisfaction (36 respondents)
 - 83.34% were satisfied/very satisfied with the content and assessment. 6 learners (16.67%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - Both disagreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 1 faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 1 faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (1 respondent)
 - 50% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 10 | 50% |
| Number of learners who achieved the competency in two attempts: | 3 | 15% |
| Number of learners who achieved the competency in three attempts: | 3 | 15% |
| Number of learners who did not achieve the competency: | 4 | 20% |
| Total | 20 | 100% |

- 1 faculty member agreed this competency helps prepare learners to be early childhood teachers
 - 1 faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (1 respondent)
 - 1 faculty member was dissatisfied with the content and assessment in the module

OA 5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities

Learner Results

- Learner Information & Sample Size
 - 53 learners across 5 institutions participated in this survey
 - 3.7% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 37.74% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 18.87% |
| Some college credit | 37.74% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.66% |
| Associate's degree | 22.64% |
| Bachelor's degree | 11.32% |
| Master's degree | 1.89% |
| Doctoral degree | 1.89% |
| Total responses | 53 |

- 45.28% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 22.64% |
| I have worked in the early childhood field for less than one year. | 15.09% |
| I have worked in the early childhood field for 1-3 years. | 45.28% |
| I have worked in the early childhood field for 4-7 years. | 9.43% |
| I have worked in the early childhood field for 8-10 years. | 1.89% |
| I have worked in the early childhood field for 10 or more years. | 5.66% |
| Total responses | 53 |

- Perceptions on Professional Growth and Development
 - 73.59% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.81% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 73.59% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.59% agreed/strongly agreed the instructions for this competency were clear, while 26.41% disagreed/strongly disagreed.
 - 43.40% reported spending 10-15 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 11.32% |
| 5-10 hours | 26.42% |
| 10-15 hours | 43.40% |
| 15-20 hours | 15.09% |
| Over 20 hours | 3.77% |
| Total responses | 53 |

- Overall Satisfaction
 - 69.81% were satisfied/very satisfied with the content and assessment. 16 learners (30.19%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - Both faculty members agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments, the second faculty member made some adjustments
- Learner Preparedness
 - 66.67% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 18 | 66.67% |
| Number of learners who achieved the competency in two attempts: | 4 | 14.81% |
| Number of learners who achieved the competency in three attempts: | 1 | 3.70% |
| Number of learners who did not achieve the competency: | 4 | 14.81% |
| Total | 27 | 100% |

- Both faculty members agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided ongoing feedback to learners throughout this module, the second faculty member provided feedback at the end of the module
- Overall Satisfaction
 - Both faculty members were satisfied with the content and assessment in the module

OA 6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction

Learner Results

- Learner Information & Sample Size
 - 15 learners across 4 institutions participated in this survey
 - 6.67% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 40% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 6.67% |
| Some college credit | 40% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 13.33% |
| Associate's degree | 13.33% |
| Bachelor's degree | 26.67% |
| Total responses | 15 |

- 33.33% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 20% |
| I have worked in the early childhood field for less than one year. | 13.33% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 4-7 years. | 13.33% |
| I have worked in the early childhood field for 8-10 years. | 6.67% |
| I have worked in the early childhood field for 10 or more years. | 13.33% |
| Total responses | 15 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.33% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 93.33% agreed/strongly agreed the instructions for this competency were clear, while 6.67% strongly disagreed
 - 40% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 20% |
| 5-10 hours | 40% |
| 10-15 hours | 33.33% |
| 15-20 hours | 6.67% |
| Total responses | 15 |

- Overall Satisfaction
 - 86.67% were satisfied/very satisfied with the content and assessment. 2 learners (13.34%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty members agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both faculty members followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 69.23% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 9 | 69.23% |
| Number of learners who achieved the competency in two attempts: | 2 | 15.38% |
| Number of learners who achieved the competency in three attempts: | 1 | 7.69% |
| Number of learners who did not achieve the competency: | 1 | 7.69% |
| Total | 13 | 100% |

- Both faculty members agreed this competency helps prepare learners to be early childhood teachers
 - Both faculty members provided feedback at the end of the module
- Overall Satisfaction
 - Both faculty members were satisfied with the content and assessment in the module

OA 7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives

Learner Results

- Learner Information & Sample Size
 - 12 learners across 3 institutions participated in this survey
 - 16% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have an Associate’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 16.67% |
| Some college credit | 25% |
| Associate's degree | 33.33% |
| Bachelor’s degree | 25% |
| Total responses | 12 |

- 41.67% have worked in the early childhood field for less than 1 year

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 8.33% |
| I have worked in the early childhood field for less than one year. | 41.67% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 8-10 years. | 16.67% |
| Total responses | 12 |

- Perceptions on Professional Growth and Development
 - 91.66% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% disagreed/strongly disagreed
 - 66.67% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 8.33% |
| 5-10 hours | 66.67% |
| 10-15 hours | 16.67% |
| 15-20 hours | 8.33% |
| Total responses | 12 |

- Overall Satisfaction
 - 83.34% learners were satisfied/very satisfied with the content and assessment. 2 learners (16.66%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 86% of learners achieved the competency in one attempt
- Learner Preparedness
 - 24.73% of learners achieved the competency in 1 attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 19 | 86% |
| Number of learners who achieved the competency in two attempts: | 1 | 5% |
| Number of learners who did not achieve the competency: | 2 | 9% |
| Total | 22 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 6 learners across 3 institutions participated in this survey
 - 33% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have some college credit, while another 33.33% hold a Bachelor’s degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 16.67% |
| Some college credit | 33.33% |
| Associate's degree | 16.67% |
| Bachelor’s degree | 33.33% |
| Total responses | 6 |

- 33.33% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 16.67% |
| I have worked in the early childhood field for less than one year. | 16.67% |
| I have worked in the early childhood field for 1-3 years. | 33.33% |
| I have worked in the early childhood field for 8-10 years. | 16.67% |
| I have worked in the early childhood field for 10 or more years. | 16.67% |
| Total responses | 6 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 83.33% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 5-10 hours | 83.33% |
| 10-15 hours | 16.67% |
| Total responses | 6 |

- Overall Satisfaction
 - 100% learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency
 - Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - Both faculty members agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both faculty members followed the rubric strictly and did not make adjustments

- Learner Preparedness

- 68% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 13 | 68% |
| Number of learners who achieved the competency in two attempts: | 4 | 21% |
| Number of learners who did not achieve the competency: | 2 | 11% |
| Total | 19 | 100% |

- Both faculty members agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided ongoing feedback to learners throughout this module, while the other member provided feedback at the end of the module
- Overall Satisfaction
 - Both faculty members satisfied/very satisfied with the content and assessment in the module

Personal & Professional Development

There are 10 competencies in this section. Between 5 and 86 learners submitted surveys for 7 of the modules. For these 7 modules which had 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across 4 modules. In addition, learner satisfaction was 80% or higher across 4 modules. Below is a composite learner summary of each PPD module. Following the composite is an individual summary of faculty and learner results by competency module for all PPD competencies.

Learner Survey Composite

| Personal & Professional Development (PPD) | % working more than 1 year in ECE | % of learners agreeing competency contributed to their growth & development as an early childhood professional | % of learners who achieved competency in one attempt (Faculty reported) | % of learners who were satisfied / very satisfied with content and assessment |
|---|-----------------------------------|--|---|---|
| PPD 1 | 52.32% | 60.47% | 96.88% | 55.81% |
| PPD 2 | 48.97% | 79.59% | 90.91% | 73.47% |
| PPD 3 | 100.00% | 80.00% | - | 100.00% |
| PPD 5 | 78.25% | 91.30% | 70.00% | 86.95% |
| PPD 6 | 52.11% | 46.48% | 87.50% | 36.62% |
| PPD 7 | 70.00% | 80.00% | - | 80.00% |
| PPD 10 | 70.00% | 80.00% | 100.00% | 80.00% |

PPD 1: Demonstrates professionalism in image, behavior, and disposition

Learner Results

- Learner Information & Sample Size
 - 91 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 1% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (86 respondents)
 - 41.86% hold an Associate's degree

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 12.79% |
| Some college credit | 33.72% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 5.81% |
| Associate's degree | 41.86% |
| Bachelor's degree | 5.81% |
| Total responses | 86 |

- 39.53% have never worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 34.88% |
| I have worked in the early childhood field for less than one year. | 12.79% |
| I have worked in the early childhood field for 1-3 years. | 39.53% |
| I have worked in the early childhood field for 4-7 years. | 6.98% |
| I have worked in the early childhood field for 10 or more years. | 5.81% |
| Total responses | 86 |

- Perceptions on Professional Growth and Development (86 respondents)
 - 65.11% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 61.63% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60.47% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (86 respondents)
 - 82.56% agreed/strongly agreed the instructions for this competency were clear, while 17.45% disagreed/strongly disagreed
 - 41.86% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 3.49% |
| 1-4 hours | 27.91% |
| 5-10 hours | 41.86% |
| 10-15 hours | 8.14% |
| 15-20 hours | 11.63% |
| Over 20 hours | 6.98% |
| Total responses | 86 |

- Overall Satisfaction (86 respondents)
 - 55.81% learners were satisfied/very satisfied with the content and assessment. 38 learners (44.19%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 75% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (3 respondents)
 - 97% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 31 | 97% |
| Number of learners who did not achieve the competency: | 1 | 3% |
| Total | 32 | 100% |

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (3 respondents)
 - 100% were satisfied with the content and assessment in the module

PPD 2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields

Learner Results

- Learner Information & Sample Size
 - 54 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (49 respondents)
 - 42.86% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 28.57% |
| Some college credit | 42.86% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 4.08% |
| Associate's degree | 16.33% |
| Bachelor's degree | 8.16% |
| Total responses | 49 |

- 34.69% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 32.65% |
| I have worked in the early childhood field for less than one year. | 18.37% |
| I have worked in the early childhood field for 1-3 years. | 34.69% |
| I have worked in the early childhood field for 4-7 years. | 8.16% |
| I have worked in the early childhood field for 10 or more years. | 6.12% |
| Total responses | 49 |

- Perceptions on Professional Growth and Development (49 respondents)
 - 77.55% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 77.55% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 79.59% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (49 respondents)
 - 81.63% agreed/strongly agreed the instructions for this competency were clear, while 18.37% disagreed/strongly disagreed
 - 40.82% reported spending 10-15 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 26.53% |
| 5-10 hours | 12.24% |
| 10-15 hours | 40.82% |
| 15-20 hours | 10.20% |
| Over 20 hours | 10.20% |
| Total responses | 49 |

- Overall Satisfaction (49 respondents)
 - 73.47% were satisfied/very satisfied with the content and assessment. 13 learners (26.53%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 91% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 30 | 91% |
| Number of learners who achieved the competency in two attempts: | 1 | 3% |
| Number of learners who did not achieve the competency: | 2 | 6% |
| Total | 33 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

PPD 3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations

Learner Results

- Learner Information & Sample Size
 - 5 learners across 2 institutions participated in this survey
 - 80% (4 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 60% have some college credit

| Answer choices | Response, % |
|------------------------|-------------|
| Some college credit | 60% |
| Associate's degree | 20% |
| Bachelor's degree | 20% |
| Total responses | 5 |

- 80% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 1-3 years. | 80% |
| I have worked in the early childhood field for 10 or more years. | 20% |
| Total responses | 5 |

- Perceptions on Professional Growth and Development
 - 80% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 80% learners reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 80% |
| 5-10 hours | 20% |
| Total responses | 5 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams

Learner Results

- Learner Information & Sample Size
 - 4 learners across 1 institution participated in this survey
 - 75% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 75% have some college credit

| Answer choices | Response, % |
|------------------------|-------------|
| Some college credit | 75% |
| Bachelor’s degree | 25% |
| Total responses | 4 |

- 75% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 1-3 years. | 75% |
| I have worked in the early childhood field for 10 or more years. | 25% |
| Total responses | 4 |

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 50% reported spending less than 1 hour, while the remaining 50% reported spending 1-4 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 50% |
| 1-4 hours | 50% |
| Total responses | 4 |

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth

Learner Results

- Learner Information & Sample Size
 - 25 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 12% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (23 respondents)
 - 34.78% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 17.39% |
| Some college credit | 34.78% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 13.04% |
| Associate's degree | 21.74% |
| Bachelor's degree | 13.04% |
| Total responses | 23 |

- 52.17% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 13.04% |
| I have worked in the early childhood field for less than one year. | 8.70% |
| I have worked in the early childhood field for 1-3 years. | 52.17% |
| I have worked in the early childhood field for 4-7 years. | 13.04% |
| I have worked in the early childhood field for 10 or more years. | 13.04% |
| Total responses | 23 |

- Perceptions on Professional Growth and Development (23 respondents)
 - 86.96% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.95% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.30% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (23 respondents)
 - 65.22% agreed/strongly agreed the instructions for this competency were clear, while 34.78% disagreed/strongly disagreed
 - 34.78% reported spending 1-4hours to complete the module, while another 34.78% reported spending 5-10 hours

| Answer choices | Response, % |
|------------------------|-------------|
| Less than 1 hour | 4.35% |
| 1-4 hours | 34.78% |
| 5-10 hours | 34.78% |
| 10-15 hours | 8.70% |
| 15-20 hours | 13.04% |
| Over 20 hours | 4.35% |
| Total responses | 23 |

- Overall Satisfaction (23 respondents)
 - 86.95% learners were satisfied/very satisfied with the content and assessment. 3 learners (13.05%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 66.67% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 33.33% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (2 respondents)
 - 70% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 7 | 70% |
| Number of learners who achieved the competency in two attempts: | 1 | 10% |
| Number of learners who did not achieve the competency: | 2 | 20% |
| Total | 10 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (2 respondents)
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 71 learners across 3 institutions participated in this survey
 - 1.4% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 47.89% have an Associate’s degree

| Answer choices | Response, % |
|--|-------------|
| High school graduate, diploma or the equivalent (GED) | 14.08% |
| Some college credit | 29.58% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 7.04% |
| Associate's degree | 47.89% |
| Bachelor’s degree | 1.41% |
| Total responses | 71 |

- 42.25% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 32.39% |
| I have worked in the early childhood field for less than one year. | 15.49% |
| I have worked in the early childhood field for 1-3 years. | 42.25% |
| I have worked in the early childhood field for 4-7 years. | 7.04% |
| I have worked in the early childhood field for 10 or more years. | 2.82% |
| Total responses | 71 |

- Perceptions on Professional Growth and Development
 - 49.29% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 43.66% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 46.48% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 60.57% agreed/strongly agreed the instructions for this competency were clear, while 39.43% disagreed/strongly disagreed
 - 28.17% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 9.86% |
| 5-10 hours | 28.17% |
| 10-15 hours | 21.13% |
| 15-20 hours | 21.13% |
| Over 20 hours | 19.72% |
| Total responses | 71 |

- Overall Satisfaction
 - 36.62% were satisfied/very satisfied with the content and assessment. 45 learners (63.38%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 33.33% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 88% of learners achieved the competency in one attempt

| Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 28 | 88% |
| Number of learners who achieved the competency in two attempts: | 1 | 3% |
| Number of learners who did not achieve the competency: | 3 | 9% |
| Total | 32 | 100% |

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 11 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 9% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (10 respondents)
 - 50% have some college credit

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 20% |
| Some college credit | 50% |
| Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential | 10% |
| Associate's degree | 10% |
| Bachelor's degree | 10% |
| Total responses | 10 |

- 50% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 20% |
| I have worked in the early childhood field for less than one year. | 10% |
| I have worked in the early childhood field for 1-3 years. | 50% |
| I have worked in the early childhood field for 8-10 years. | 10% |
| I have worked in the early childhood field for 10 or more years. | 10% |
| Total responses | 10 |

- Perceptions on Professional Growth and Development (10 respondents)
 - 90% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 80% agreed/strongly agreed the instructions for this competency were clear, while 20% disagreed/strongly disagreed
 - 60% learners reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 30% |
| 5-10 hours | 60% |
| 10-15 hours | 10% |
| Total responses | 10 |

- Overall Satisfaction (10 respondents)
 - 80% learners were satisfied/very satisfied with the content and assessment. 2 learners (20%) were dissatisfied/very dissatisfied.

Faculty Results

No faculty members responded to this survey.

PPD 8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey
 - 75% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (10 respondents)
 - 50% hold a Bachelor’s degree

| Answer choices | Response, % |
|------------------------|-------------|
| Some college credit | 25% |
| Associate's degree | 25% |
| Bachelor’s degree | 50% |
| Total responses | 4 |
| Total responses | 10 |

- The learners are equally distributed between 1-3 years, 4-7 years, 8-10 years, and 10 or more years of work experience in the early childhood field

| Answer choices | Response, % |
|--|-------------|
| I have worked in the early childhood field for 1-3 years. | 25% |
| I have worked in the early childhood field for 4-7 years. | 25% |
| I have worked in the early childhood field for 8-10 years. | 25% |
| I have worked in the early childhood field for 10 or more years. | 25% |
| Total responses | 4 |

- Perceptions on Professional Growth and Development (10 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - The learners are equally distributed between spending 5-10 hours, and 10-15 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 5-10 hours | 50% |
| 10-15 hours | 50% |
| Total responses | 4 |

- Overall Satisfaction (10 respondents)
 - 100% learners were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings

Learner Results

- Learner Information & Sample Size
 - 1 learner from 1 institution participated in this survey
 - This learner was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - The learner holds a Bachelor’s degree
 - The learner has worked in the early childhood field for 8-10 years
- Perceptions on Professional Growth and Development
 - The learner strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner strongly agreed that this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - The learner agreed that the instructions for this competency were clear.
 - The learner reported spending 5-10 hours to complete the module
- Overall Satisfaction
 - The learner was very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 1 learner achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 1 | 100% |
| Total | 1 | 100% |

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
- The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

PPD 10: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served

Learner Results

- Learner Information & Sample Size
 - 10 learners from 1 institution participated in this survey
 - 20% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 40% have some college credit, and another 40% are High school graduates, have a diploma or the equivalent (GED)

| Answer choices | Response, % |
|---|-------------|
| High school graduate, diploma or the equivalent (GED) | 40% |
| Some college credit | 40% |
| Associate's degree | 10% |
| Bachelor's degree | 10% |
| Total responses | 10 |

- 30% have worked in the early childhood field for 1-3 years

| Answer choices | Response, % |
|--|-------------|
| I do not work/have never worked in the early childhood field. | 10% |
| I have worked in the early childhood field for less than one year. | 20% |
| I have worked in the early childhood field for 1-3 years. | 30% |
| I have worked in the early childhood field for 4-7 years. | 10% |
| I have worked in the early childhood field for 8-10 years. | 20% |
| I have worked in the early childhood field for 10 or more years. | 10% |
| Total responses | 10 |

- Perceptions on Professional Growth and Development
 - 70% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 90% agreed/strongly agreed the instructions for this competency were clear, while 10% disagreed
 - 60% reported spending 5-10 hours to complete the module

| Answer choices | Response, % |
|------------------------|-------------|
| 1-4 hours | 20% |
| 5-10 hours | 60% |
| 10-15 hours | 20% |
| Total responses | 10 |

- Overall Satisfaction
 - 80% learners were satisfied/very satisfied with the content and assessment. 2 learners (or 20%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 1 learner achieved the competency in one attempt

| Answer choices | Total Number | % |
|--|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 1 | 100% |
| Total | 1 | 100% |

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Overall Accomplishments

This large-scale implementation of competencies and assessments across multiple institutions is the first competency-based implementation pilot of its kind, at least to the knowledge of experts in the field of competency-based education. The lessons learned and adaptations will be incorporated in an on-going project operating for Infant and Toddler credentials in the State. Specifically, the accomplishments from this project are the deliverables of 128 surveys including faculty and student perceptions of the efficacy of competency module content during the 2020-2021 calendar year at the five institutions who were part of the pilot.

While the impact of this pilot for the state of Illinois's early childhood credentialing efforts will be realized over the coming years and with more widespread adoption, there are immediate impacts of this project worth noting. First, the testing of shared competencies and assessments with accompanying resources will result in a refined and more cohesive set of assessments and resources for institutions who use this content in the future. When institutions use the same competencies and rigorous, performance-based assessments, it can ensure equitable learning and outcomes for the early childhood workforce, which ultimately benefits young children in the State. Second, the modules as they are improved based on this survey data, will benefit learners and early childhood professionals seeking further professional development, early childhood credentials, and degrees. As one learner shared, "I can work at my own pace" and another shared they appreciated that in this model, their "ECE experience counts." When institutions implement flexible pacing with the ability to leverage existing experience, access to advanced credentials expands to serve more learners. Lastly, this project will impact the early childhood field as they provide a repository of tested and improved curriculum resources and assessments that can be used in the preparation and professional development of early childhood educators.

Insights & Next Steps

During the project, and through its completion, several opportunities surfaced to build on the work and improve future implementation of competency content. This section will discuss already-planned next steps as well as recommended next steps for early childhood programs as they embed competency-based modules and approaches.

In November of the project, competencies with repeated student feedback regarding workload or lack of clarity were identified and the work to improve them started based on the feedback. Specifically, one faculty lead and two state consultants started to pare down the workload and revise instructions for clarity across competencies where data was readily available. This work to improve the content based on the data presented will continue in early 2022 to ensure an improved experience for learners and faculty as the modules are shared across the state. Thirty-five competencies did not meet a goal sample size of twenty student participants. These competencies should continue to be part of future surveys and analysis in order to ensure a larger sample size for future improvement as well. Regardless of sample size, continuous improvement of the competency modules must be factored into future work.

Specifically, the following competencies will be reviewed carefully and revised as needed because they fell below 80% learner overall satisfaction rates. Note sample size was small in some cases and may not warrant revision.

| Competency Module | Learner Sample Size | Learner Satisfaction Rate |
|-------------------|---------------------|---------------------------|
| CPD 2 | 18 | 78% |
| CPD 4A | 38 | 55% |
| CPD 4B | 36 | 62% |
| CPD 5B | 44 | 66% |
| CPD 7 | 1 | 0% |
| CPD 9 | 44 | 51% |
| CPD 10 | 13 | 61% |
| FCR 2 | 79 | 58% |
| HSW 4 | 55 | 60% |
| HSW 7 | 12 | 67% |
| HSW 8 | 10 | 75% |
| OA 1 | 74 | 70% |
| OA 3 | 38 | 79% |
| OA 5 | 53 | 70% |
| PPD 1 | 86 | 56% |
| PPD 2 | 49 | 73% |
| PPD 6 | 71 | 36% |

The performance-based assessments should be reviewed on an agreed-upon cycle along with rubric improvements and calibration sessions across institutions to ensure reliability and validity. This is also an imperative next step to ensure the content remains current and relevant. It is also recommended that the State continue to maintain links and content so that changes can be made and communicated at scale. Moving forward, it is imperative for any institution seeking to implement competency-based approaches to take additional steps beyond embedding the content into courses or programs. The [Competency-Based Education Network's Quality Framework for Competency-Based Education Programs](#) provides elements, principles, and standards for quality that go beyond curriculum and content development that must be considered as institutions implement CBE. While the focus of this pilot was on the curricular content, it is impossible to separate content from teaching practices and institutional context.

The eight quality elements that should holistically be considered include:

- Element 1: Demonstrated Institutional Commitment to and Capacity for CBE Innovation
- Element 2: Clear, Measurable, Meaningful, and Integrated Competencies
- Element 3: Coherent Program and Curriculum Design
- Element 4: Credential-level Assessment Strategy with Robust Implementation
- Element 5: Intentionally Designed and Engaged Learner Experience
- Element 6: Collaborative Engagement with External Partners
- Element 7: Transparency of Student Learning
- Element 8: Evidence-driven Continuous Improvement

This pilot tested content and used quality indicators from elements two, three, and four. For institutions looking to pilot this content, it will be important to consider the institution's capacity to deliver CBE as it relates to flexible pacing and mastery of competencies. In addition, a robust and intentionally designed learner engagement strategy must be developed in concert with implementing content. Some surveys noted very little faculty engagement throughout the learning experience, which is not indicative of high-quality CBE programs. Considering the full learner journey from early orientation to competency-based approaches through completion must be part of any new efforts to embed the content tested through this pilot.

While the intent of the pilot project was to test the content developed in 2019-2020, the intent was not to replace faculty's role in developing resources and activities that best support their learners. Some institutions reported resistance from faculty when it came to utilizing the resources and activities, while others expressed resistance to a common competency or assessment model more broadly. Two institutions expressed that intellectual freedom was a concern, and moving forward the recommendation is that the formative activities and assessments be used at faculty discretion while the assessments and competencies stay constant.

Paul Leblanc, president of Southern New Hampshire University and CBE expert noted in his book *Students First: Equity, Access and Opportunity in Higher Education* (2021), faculty resistance can be a challenge when implementing authentic, performance-based assessments and CBE more broadly. He notes that "conventional college assessment and grading are grounded in an intrinsic flaw: faculty members are grading themselves" (p. 69). He goes on to note that this tension can create "a perverse incentive for faculty members to be lenient in grading, as research has found, and to structure courses to be entertaining and require little work" (p. 69). While this statement may not ring true for many faculty, a CBE approach requires an inherent shift in accountability for learners to provide evidence of what they know and can do in authentic ways and for faculty to validate that learning. While only one learner comment noted that "no assessment should ever take more than two hours" it serves as an illustrative comment of the broader challenge related to bringing about authentic assessment and altering teaching and learning mindsets for both faculty and learners. This shift must be considered in future implementations, with appropriate faculty training in CBE and appropriate learner on-boarding and on-going supports throughout the competency-based approach.

Lastly, faculty in the pilot noted that they wish they had more time to meaningfully engage with one another to plan their pilot. The fast turn-around time from ending the 2019-2020 project to implementing the modules proved to be difficult for some institutions. Moving forward, it is recommended that institutions looking to embed the content engage in a thorough planning session to map competencies and intentionally design the learner experience.

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