



Spartanburg Community College

Early Care and Education, AAS

Candidate Learning Objectives and Outcomes

NAEYC Standard 1: Child Development and Learning in Context					
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	64% (9)	29% (4)	7% (1)	14
KA3 (ECD 203)	S25	93% (27)	0% (0)	7% (2)	29

NAEYC Standard 1: Child Development and Learning in Context					
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	57% (8)	36% (5)	7% (1)	14
KA3 (ECD 203)	S25	93% (27)	7% (2)	0% (0)	29

NAEYC Standard 1: Child Development and Learning in Context					
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	57% (8)	29% (4)	14% (2)	14
KA3 (ECD 203)	S25	90% (26)	0% (0)	10% (3)	29

NAEYC Standard 1: Child Development and Learning in Context

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	36% (5)	29% (4)	36% (5)	14
KA3 (ECD 203)	S25	86% (25)	7% (2)	7% (2)	29

NAEYC Standard 2: Family–Teacher Partnerships and Community Connections

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA6 (ECD 201)	S25	55% (11)	0% (0)	45% (9)	20

NAEYC Standard 2: Family–Teacher Partnerships and Community Connections

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA4 (ECD 237)	Su24	100% (2)	0% (0)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA6 (ECD 201)	S25	70% (14)	0% (0)	30% (6)	20

NAEYC Standard 2: Family–Teacher Partnerships and Community Connections

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA6 (ECD 201)	S25	65% (13)	0% (0)	35% (7)	20

NAEYC Standard 3: Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	36% (5)	36% (5)	29% (4)	14
KA3 (ECD 203)	S25	72% (21)	14% (4)	14% (4)	29

NAEYC Standard 3: Child Observation, Documentation, and Assessment

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	71% (10)	14% (2)	14% (2)	14
KA3 (ECD 203)	S25	83% (24)	14% (4)	3% (1)	29

NAEYC Standard 3: Child Observation, Documentation, and Assessment

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	64% (9)	21% (3)	14% (2)	14
KA3 (ECD 203)	S25	79% (23)	3% (1)	17% (5)	29

NAEYC Standard 3: Child Observation, Documentation, and Assessment

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	14% (2)	71% (10)	14% (2)	14
KA3 (ECD 203)	S25	72% (21)	10% (3)	17% (5)	29

NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices					
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	50% (1)	50% (1)	0% (0)	2
KA4 (ECD 237)	F24, S25	50% (2)	50% (2)	0% (0)	4
KA5 (ECD 243)	Su24	100% (2)	0% (0)	0% (0)	2
KA5 (ECD 243)	F24, S25	100% (4)	0% (0)	0% (0)	4

NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices					
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	50% (1)	50% (1)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA5 (ECD 243)	Su24	100% (2)	0% (0)	0% (0)	2
KA5 (ECD 243)	F24, S25	75% (3)	25% (1)	0% (0)	4

NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices					
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.					
Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	50% (1)	50% (1)	0% (0)	2
KA4 (ECD 237)	F24, S25	75% (3)	25% (1)	0% (0)	4
KA5 (ECD 243)	Su24	100% (2)	0% (0)	0% (0)	2
KA5 (ECD 243)	F24, S25	75% (3)	25% (1)	0% (0)	4

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NAEYC Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	100% (2)	0% (0)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA5 (ECD 243)	Su24	100% (2)	0% (0)	0% (0)	2
KA5 (ECD 243)	F24, S25	100% (4)	0% (0)	0% (0)	4

NAEYC Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	100% (2)	0% (0)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA5 (ECD 243)	Su24	50% (1)	50% (1)	0% (0)	2
KA5 (ECD 243)	F24, S25	75% (3)	25% (1)	0% (0)	4

NAEYC Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA4 (ECD 237)	Su24	100% (2)	0% (0)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA5 (ECD 243)	Su24	50% (1)	50% (1)	0% (0)	2
KA5 (ECD 243)	F24, S25	75% (3)	25% (1)	0% (0)	4

NAEYC Standard 6: Professionalism as an Early Childhood Educator

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA6 (ECD 201)	S25	70% (14)	15% (3)	15% (3)	20

NAEYC Standard 6: Professionalism as an Early Childhood Educator

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA6 (ECD 201)	S25	65% (13)	30% (6)	5% (1)	20

NAEYC Standard 6: Professionalism as an Early Childhood Educator

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA3 (ECD 203)	S25	100% (29)	0% (0)	0% (0)	29
KA4 (ECD 237)	Su24	100% (2)	0% (0)	0% (0)	2
KA4 (ECD 237)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA6 (ECD 201)	S25	65% (13)	30% (6)	5% (1)	20

NAEYC Standard 6: Professionalism as an Early Childhood Educator

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

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	93% (13)	0% (0)	7% (1)	14
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA3 (ECD 203)	S25	100% (29)	0% (0)	0% (0)	29
KA5 (ECD 243)	Su24	100% (2)	0% (0)	0% (0)	2
KA5 (ECD 243)	F24, S25	100% (4)	0% (0)	0% (0)	4
KA6 (ECD 201)	S25	65% (13)	0% (0)	35% (7)	20

NAEYC Standard 6: Professionalism as an Early Childhood Educator

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Key Assessment (courses)	Semester	Consistently Meets Expectations % (N)	Inconsistently Meets Expectations % (N)	Does Not Meet Expectations % (N)	Total Students Assessed
KA1 (ECD 102)	F24	64% (9)	21% (3)	14% (2)	14
KA2 (ECD 108)	Su24	100% (9)	0% (0)	0% (0)	9
KA3 (ECD 203)	S25	86% (25)	14% (4)	0% (0)	29
KA6 (ECD 201)	S25	65% (13)	10% (2)	25% (5)	20

Key Assessments

Developmental Portfolio

Child Development and Learning in Context

ECD 102- NAEYC Key Assessment 1

(NAEYC Key Elements 1a, 1b, 1c, 1d, 3a, 3b, 3c, 3d, 6d, 6e)

Early childhood educators understand the developmental period from birth through age eight across developmental domains and use that knowledge to guide their teaching practice. Teachers understand the developmental trajectory of individual children with unique variations, the interplay of development across multiple contexts and relationships, and how to apply that knowledge to make evidence-based decisions to support children's learning and development.

Summary of Assignment

Based on observations in the field, students create an electronic developmental portfolio focused on an individual child to share their learning and development with families and document developmental progress. Included are multiple forms of observation along with photos of the child engaged in the learning process, work samples, emergent curriculum ideas, and Early Learning Standards. Students include a reflection on the portfolio documentation process and present the developmental portfolio to the class, sharing what was learned through the process.

Family Engagement Plan

Family-Teacher Partnerships and Community Connections

ECD 108- NAEYC Key Assessment 2

(NAEYC Key Elements 2a, 2b, 2c, 6a, 6b, 6c, 6d, 6e)

Early childhood educators recognize the importance of partnering with families and the community in their work with young children. Families are children's first teachers, and we honor the valuable role they play in their development. This assignment is an opportunity to articulate the intentional teaching practices that guide their work, how they respectfully value the diversity of young children and families, the ways in which they collaborate with families in young children's development and learning, and how to utilize community resources to support the children and families they work with.

Summary of Assignment

Students write a paper that conveys their understanding of the importance of partnering with families and the community and describes the action steps they take to build those relationships. Description of the many ways they honor diversity in the classroom, collaborate with families, and utilize community resources and partnerships is discussed. Students are asked to complete the Adverse Childhood Experiences Questionnaire for Adults (ACES) and reflect on the potential challenges children and families may face and how to be an advocate for them.

Making Children's Learning Visible

Child Observation, Documentation and Assessment

ECD 203- NAEYC Key Assessment 3

(NAEYC Key Elements 1a, 1b, 1c, 1d, 3a, 3b, 3c, 3d, 6c, 6d, 6e)

Early childhood educators understand that child observation, documentation, and other forms of assessment are central to their teaching practice. They are close observers of children and use assessment to inform instruction and planning in early learning settings. Teachers know how to use observation, documentation, and other assessment tools to document developmental progress and promote positive outcomes through assessment partnerships with families and colleagues.

Summary of Assignment

Documentation makes children's learning and development visible to others. Students create a documentation display appropriate for an ECE classroom wall to share children's learning and development with viewers. They include multiple forms of observation along with photos of children engaged in the learning process, work samples, and Early Learning Standards. Students include a reflection on the observation and documentation process and present their documentation to the class, sharing what was learned through the process.

Environment Design

Developmentally, Culturally and Linguistically Appropriate Teaching Practices

ECD 237- NAEYC Key Assessment 4

(NAEYC Key Elements 2b, 4a, 4b, 4c, 5a, 5b, 5c, 6c)

Developmentally appropriate practices and responsive caregiving are at the heart of our work with young children. Early childhood educators know that positive, supportive relationships and interactions are the foundation for all learning. Teachers establish a positive classroom culture that provides a safe and engaging environment in which children can explore and construct knowledge through rich, meaningful learning experiences

and interactions. Differentiating instruction to meet the needs of all children, providing opportunities for multiple means of engagement and representation, and incorporating Universal Design for Learning principles are core best teaching practices that teachers strive to embrace in their work with young children and families.

Summary of Assignment

This assignment is an opportunity to design a culturally relevant, inclusive and developmentally appropriate classroom environment. Students work collaboratively with peers as co-teachers over the course of the semester to design and set up the model classroom to reflect best practices in early childhood education. Students are responsible for a minimum of one individual classroom center design and submitting their own work in all other areas. Students present their classroom and the rationale for the design to ECE faculty during the final week of class. A reflection on the process of creating the environment design is included.

Project Based Learning

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

ECD 243- NAEYC Key Assessment 5

(NAEYC Key Elements 4a, 4b, 4c, 5a, 5b, 5c, 6d)

Early childhood educators understand best practices in pedagogy and developmentally appropriate academic content in early childhood and how to apply it to design curriculum and the learning environment. Teachers use knowledge of academic content, early learning standards, and pedagogy to create integrated curriculum across the academic disciplines that engages children in meaningful and challenging learning experiences through projects and play.

Project based learning is a great way to facilitate deeper learning experiences in the classroom based on the interests of children. Projects can take many different forms, are open-ended and follow the interests of the children. Teachers bring new resources and different angles to projects to maintain children's engagement and expand learning opportunities until a natural close occurs.

Summary of Assignment

This assignment is an opportunity to gain experience with project-based work, completing the project cycle from planning to presentation of documentation. Students complete a project in their field placement setting and document learning experiences as the project progresses. A project planning journal will be completed to plan and track progress throughout the project. Projects can run concurrently alongside thematic curriculum units.

Students create a documentation display of their project to make children's learning visible to others and reflect on their process completing project work in a paper. Project documentation is presented to ECE faculty (Fall semester) or at the Student Research Symposium (Spring semester).

Ethics, Leadership, and Advocacy

Professionalism as an Early Childhood Educator

ECD 201- NAEYC Key Assessment 6

(NAEYC Key Elements 2a, 2b, 2c, 6a, 6b, 6c, 6d, 6e)

Early childhood educators have an important responsibility to uphold ethical and professional guidelines as well as advocate on behalf of children and families within the scope of their work. A commitment to professional development and continuous improvement through reflective practice is a hallmark of high-quality teaching practices. This assignment is an opportunity to reflect on their preparation in the ECE field and articulate the intentional teaching practices that guide their work, the ways in which they advocate for young children and families, and their plans for continued professional development.

Summary of Assignment

Students write a paper that conveys their understanding of the importance of advocacy, ethics, and professional communication in their work with children and families. They identify the many ways they advocate for children and families, uphold laws, regulations, and ethical standards, and communicate effectively and professionally. Students describe their teaching philosophy and professional development plans.