

HACC Education Program

Learning Objectives and Outcomes

5070 Early Childhood-Elementary Education AA Updated Fall 2025

Standard 1: Child Development and Learning in Context	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						Total %
	1	2	3	4	5	6	
1a: Understanding the developmental period of early childhood from birth through age 8		93% 13/14		100% 3/3			94% 16/17
1b: Understanding and valuing each child as an individual				100% 3/3		91% 64/70	92% 67/73
1c: Understanding the ways that child development and the learning process occur in multiple contexts		93% 13/14	89% 17/19		100% 1/1		91% 31/34
1d: Using this multidimensional knowledge to make evidence-based decisions that support each child.	100% 26/26	93% 13/14					90% 36/40
Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
2a: Knowing about, understanding and valuing the diversity of families			89% 17/19				89% 17/19
2b: Collaborating as partners with families	100% 26/26		89% 17/19				96% 43/45
2c: Using community resources to support young children’s learning and development	88% 23/26	92% 13/14	89% 17/19			91% 64/70	91% 117/129
Standard 3: Child Observation, Documentation and Assessment	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
3a: Understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings	92% 24/26			100% 3/3			93% 27/29

3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools	92% 24/26			100% 3/3	100% 1/1		93% 28/30
3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate				100% 3/3			100 % 3/3
3d: Building assessment partnerships with families and professional colleagues				100% 3/3			100 % 3/3

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
4a: Understanding and demonstrating positive, caring and supportive relationships and interactions					100% 1/1		100 % 1/1
4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child					100% 1/1		100% 1/1
4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies	96% 25/26				100% 1/1		96% 26/27
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
5a: Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum	96% 25/26						96% 25/26
5b: Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area	92% 24/26						92% 24/26
5c: Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge	81% 21/26	79% 11/14					80% 32/40
Standard 6: Professionalism as an Early Childhood Educator	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						

	1	2	3	4	5	6	
6a: Identifying and involving themselves with the early childhood field						84% 59/70	84% 59/70
6b: Knowing about and upholding ethical and other professional guidelines			100% 19/19	100% 3/3			100% 22/22
6c: Using professional communication skills			74% 14/19	100% 3/3		91% 64/70	88% 81/92
6d: Engaging in continuous, collaborative learning to inform practice					100% 1/1	87% 61/70	87% 62/71
6e: Developing and sustaining the habit of reflective and intentional practice	92% 24/26	93% 13/14		100% 3/3		100% 70/70	97% 110/113

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5506 Early Care and Education AAS Updated Fall 2025

Standard 1: Child Development and Learning in Context	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						Total %
	1	2	3	4	5	6	
1a: Understanding the developmental period of early childhood from birth through age 8		87% 13/15		100% 10/10			92% 23/25
1b: Understanding and valuing each child as an individual				100% 10/10		96% 22/23	96% 22/23
1c: Understanding the ways that child development and the learning process occur in multiple contexts		80% 12/15	82% 23/28		100% 15/15		86% 50/58
1d: Using this multidimensional knowledge to make evidence-based decisions that support each child.	60% 3/5	60% 9/15					60% 12/20
Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
2a: Knowing about, understanding and valuing the diversity of families			89% 25/28				89% 25/28
2b: Collaborating as partners with families	60% 3/5		100% 28/28				93% 26/28
2c: Using community resources to support young children's learning and development	80% 4/5	73% 11/15	93% 26/28			96% 22/23	89% 63/71
Standard 3: Child Observation, Documentation and Assessment	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
3a: Understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings	80% 4/5			100% 10/10			93% 14/15
3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools	60% 3/5			100% 10/10	93% 14/15		90% 27/30

3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate				100% 10/10			100% 10/10
3d: Building assessment partnerships with families and professional colleagues				100% 10/10			100% 10/10

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
4a: Understanding and demonstrating positive, caring and supportive relationships and interactions					73% 11/15		73% 11/15
4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child					93% 14/15		93% 14/15
4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies	80% 4/5				87% 13/15		85% 17/20
4d: Reflecting on own practice to promote positive outcomes for each child					93% 14/15		93% 14/15
Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						
	1	2	3	4	5	6	
5a: Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum	40% 2/5						40% 2/5
5b: Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area	60% 3/5						60% 3/5
5c: Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge	60% 3/5	33% 5/15					40% 8/20
Standard 6: Professionalism as an Early Childhood Educator	Key Assessment/s each is measured in and % of students meeting or exceeding the Standard						

	1	2	3	4	5	6	
6a: Identifying and involving themselves with the early childhood field						83% 19/23	83% 19/23
6b: Knowing about and upholding ethical and other professional guidelines			100 % 28/28	100% 10/10			100% 38/38
6c: Using professional communication skills			100% 28/28	100% 10/10		96% 22/23	98% 60/61
6d: Engaging in continuous, collaborative learning to inform practice					100% 15/15	83% 19/23	89% 34/38
6e: Developing and sustaining the habit of reflective and intentional practice	40% 2/5	73% 11/15		100% 10/10		96% 22/23	85% 45/53