**Supporting Dual Language Learners**

**Competencies**

Courses from the EarlyEdU Alliance are built around a set of course objectives. Objectives describe what students should know and be able to do as a result of participating in the course. Course objectives are aligned with NAEYC Professional Standards and Elements. Most states have their own professional competencies or standards. In this chart, we show how the course objectives align with one state’s (Washington) competencies, both the related competencies and more specific competencies.

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| **Course Objective** | **Related Competency** | **Specific Competency** | **NAEYC Standard** |
| 1. Learn to implement effective teaching strategies based on research and theory in early language and literacy acquisition of young children who are DLLs. | **1.0 Understanding young children.**The candidate understands and applies the concepts of how individuals grow, develop and learn, and provides learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three (age eight). | 1.A Demonstrates understanding of the theoretical and research foundations of how infants and children develop and learn.  1.B Demonstrates understanding and provides theoretical interpretations of how infants and young children differ in their development and approaches to learning. | **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**  Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.  **4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology  **4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches  **4d:** Reflecting on own practice to promote positive outcomes for each child  **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**  Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate expernces that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.  **5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |
| **5.0 Meaningful and integrated curriculum and instruction.**The candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies. | 5.A Demonstrates understanding of how to develop and implement meaningful, integrated learning experiences that focus on the whole child.  5.C Demonstrates understanding of how to evaluate, modify, and adapt instructional materials, strategies, and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.  5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children. |
| 2. Understand, evaluate, and use evidence-based research, resources, and practices to facilitate the oral and written language development and communication abilities of children who are DLLs, ages birth-to-five years. | **2.0 Promoting child development and learning.**The candidate promotes children’s cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child. | 2.C Demonstrates understanding of the stages of language development and second language acquisition, and how to provide learning experiences that promote the acquisition of language skills in young children, including providing a language and literacy rich environment. |
| **5.0 Meaningful and integrated curriculum and instruction.**The candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies. | 5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children. |
| **9.B Language and Literacy.**The candidate demonstrates proficiency in the use of oral and written English and understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening. The teacher promotes the abilities and interests of young children as they develop literacy skills in different genres and for different purposes. | 9.B.3 Understanding of language and language development.  9.B.4 Understanding of oral, pictorial, gestural, and aural communication.  9.B.3.G Understands the benefits of bilingualism and the special needs of young English language learners, building on the home language systems that children have already developed. |
| 1. Apply the knowledge and skills to implement individualized, specific strategies that promote language and literacy skills in English and in the child’s home language, by ensuring that all children receive daily language and early literacy experiences that acknowledge the importance of their Home Language(s) and are individualized to promote their school readiness and long-term success. | **4.0 Equity fairness diversity and cultural competence.**The candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three. | 4.B Demonstrates understanding of the interrelationships among culture, home language, and thought in helping young children develop and learn. | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**  Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.  **2a:** Knowing about and understanding diverse family and community characteristics  **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships  **2c:** Involving families and communities in young children’s development and learning  **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**  Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.  **4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology  **4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches  **4d:** Reflecting on own practice to promote positive outcomes for each child  **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**  Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.  **5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |