**Engaging Interactions and Environments  
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. Identify and describe well-organized and materials-rich environments and ways in which they support children’s growth and skill development. | **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.B Demonstrates understanding of how to create, select, and evaluate developmentally appropriate materials, equipment, and environments aligned with state standards, as well as, state and national early learning guidelines. | **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  **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.  **5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. |
| 1. Identify and describe warm, responsive, and instructionally supportive interactions and ways in which they support children’s growth and skill development. | **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.H Provides opportunities that support the physical, social, emotional, language, cognitive, and creative development of all young children.  5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children. | **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.  **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children |
| 1. Explain how designing high quality environments and engaging in high quality interactions includes being sensitive to, and incorporating of, children’s cultural and linguistic diversity. | **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.  4.C Creates positive, equitable learning environments and experiences that reflect and respect culturally and linguistically diverse children and support home language preservation. | **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    **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.  **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children |
| 1. Identify effective and ineffective environments and interactions in videos of their own and other teachers’ early childhood classrooms. | **8.0 Reflective practice.**The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children. | 8.A Reflects on practice and continually self-assesses and evaluates the effects of the teacher’s choices and action on young children, parents, and other professionals as a basis for program planning and modification, and continuing professional development. | **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.  **4d:** Reflecting on own practice to promote positive outcomes for each child  **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**  Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). |
| 1. Enact and exhibit effective classroom interactions. | **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.  2.D Demonstrates understanding of how to establish an environment that promotes social development and supports emotional needs and well-being in young children.  2.H Establishes positive, supportive relationships with all children. | **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.  **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children  **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**  Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). |