**Highly Individualized Teaching and Learning**

**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 evidence-based, developmentally and individually appropriate methods for fostering the social emotional, cognitive, communication, adaptive and motor development of young children in various inclusive settings such as the home, the school, and the community. | **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.D Demonstrates understanding of how to establish an environment that promotes social development and supports emotional needs and well-being in young children.  2.E Demonstrates understanding of how to create learning experiences that meet the individual physical needs of young children for movement, rest, play, fine and gross motor development, health, and fitness.  2.F Demonstrates understanding of how to facilitate positive dispositions and approaches toward learning by introducing children to a wide range of resources and opportunities for learning. | **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. |
| **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.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.F Uses developmentally appropriate and effective classroom management practices, individual, group guidance, schedules, routines, transitions and problem-solving techniques to build classroom community and encourage positive social interaction among children, promote positive strategies of conflict resolution and techniques to develop personal self-control, self-motivation, and self-esteem.  5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children.  5.J Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. |
| 1. Apply an understanding of developmental and intervention theory to make instructional decisions. | **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.D Demonstrates understanding of the rationale for implementing developmentally appropriate methods (e.g., play, project-based learning, hands-on experiences, a variety of grouping strategies, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences, and direct instruction) to help young children develop intellectual curiosity, solve problems, and make decisions. | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  **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.  **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.  **5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |
| 1. Apply principles of inclusion to support the development of young children with varying needs and abilities. | **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.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. |
| 1. Demonstrate understanding of IEPs and IFSPs. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.F Demonstrates understanding of how to integrate assessment results from student support team as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs. |  |
| 1. Identify learning objectives that are relevant for individual infants, toddlers, and preschool age children, and systematically match instructional techniques and settings to those objectives. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.  **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.  **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. |
| 1. Develop activity plans for routines and activities that integrate intervention objectives and strategies into ongoing everyday natural routines and activities. | **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.  5.J Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. | **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. |
| 1. Design learning environments that include accommodations and adaptations for young children with varying needs and abilities. | **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.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. | **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. |
| 1. Plan for and utilize systematic data collection to support planning and instruction. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. |
| 1. Demonstrate knowledge of family-centered practices. | **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.A Demonstrates understanding that children are best understood in the contexts of family, culture, and society. | **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 |
| **6.0 Building family and community relationships and partnerships.**The candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children’s learning and development. | 6.D Demonstrates understanding of strategies for partnering effectively with families to inform and enhance support for children’s learning by listening to, observing, and learning from family members, including conferencing, consulting, and home visits.  6.H Demonstrates understanding of how to assist families in obtaining support and services to help their children. |