**Practice-Based Coaching**

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Objective** | **Related Competency** | **Specific Competency** | **NAEYC Standard** |
| 1. Understand the components of the PBC cycle. | **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. | **NAEYC STANDARD 6. GROWING AS A PROFESSIONAL, ADVANCED PROGRAMS**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6a:** Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession. |
| **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.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.  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. |
| 2. Identify effective strategies related to successful coaching experiences. | **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. | **NAEYC STANDARD 6. GROWING AS A PROFESSIONAL, ADVANCED PROGRAMS**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6a:** Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession.  **STANDARD 6. BECOMING A PROFESSIONAL**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.  **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education |
| **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.E Demonstrates understanding of how to establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team. |
| **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.  8.B Considers theory, research, assessment information, and perspectives of others to make informed decisions about instructional strategies and program  8.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. |
| 1. Plan and enact a PBC cycle with a classroom teacher. | **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 | **NAEYC STANDARD 6. GROWING AS A PROFESSIONAL, ADVANCED PROGRAMS**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6a:** Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession.  **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). |
| **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.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.  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. |
|  | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice. |
| **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.  8.B Considers theory, research, assessment information, and perspectives of others to make informed decisions about instructional strategies and program content.  8.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. |
| 1. Reflect and build upon coaching skills. | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice. | **NAEYC STANDARD 6. GROWING AS A PROFESSIONAL, ADVANCED PROGRAMS**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6a:** Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession. |
| **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.  8.B Considers theory, research, assessment information, and perspectives of others to make informed decisions about instructional strategies and program content.  8.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. |