**Becoming a Teacher Leader**

**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. Write a cultural autobiography and a personal philosophy including a clear and organized expression of how personal elements of your life, formed historically and culturally, influence your relationships and approach to working with young children and families. | **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.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. | **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.  **6a:** Identifying and involving oneself with the early childhood field |
| 1. Demonstrate an understanding of the professional standards and ethics of early childhood education. | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.C Knows and understands the professional code of ethical conduct, including FERPA and HIPPA. | **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.  **6b:** Knowing about and upholding ethical standards and other early childhood professional guidelines |
| 1. Identify important historical and contemporary developments and issues in the field of early childhood education in the U.S. | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.A Demonstrates understanding of characteristics of children, families, professionals and environments; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.  7.B Demonstrates understanding of early childhood education, and its historical, philosophical, and social foundations to inform teaching practice.  7.H Demonstrate understanding of the laws and terms governing infants and young children with special needs, and the implications for the teacher | **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.  **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education |
| 1. Identify effective and ineffective environments and interactions in videos of their own and other teachers’ early childhood classrooms. |  |  |  |
| 1. Engage in culturally competent, responsive and reciprocal relationships with children, families, and communities from culturally and linguistically diverse backgrounds, acknowledging the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on development and learning. | **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.  4.B Demonstrates understanding of the interrelationships among culture, home language, and thought in helping young children develop and learn.  4.D Understands the strengths, accomplishments, and values of children’s families and neighborhoods and the history and values that form the context in which their children grow by seeking out people, experiences, research and other resources including culturally relevant literature.  4.F Understands how family structure, culture, social, emotional, and political contexts may impact children’s participation in the educational setting.  4.G Views student diversity, including the cognitive, social, emotional, linguistic, creative, and physical variability of children as an opportunity for a richer social and learning environment, not as barriers to overcome | **STANDARD 2. BUILDING FAMILY AND COMMUNITYRELATIONSHIPS**  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 |