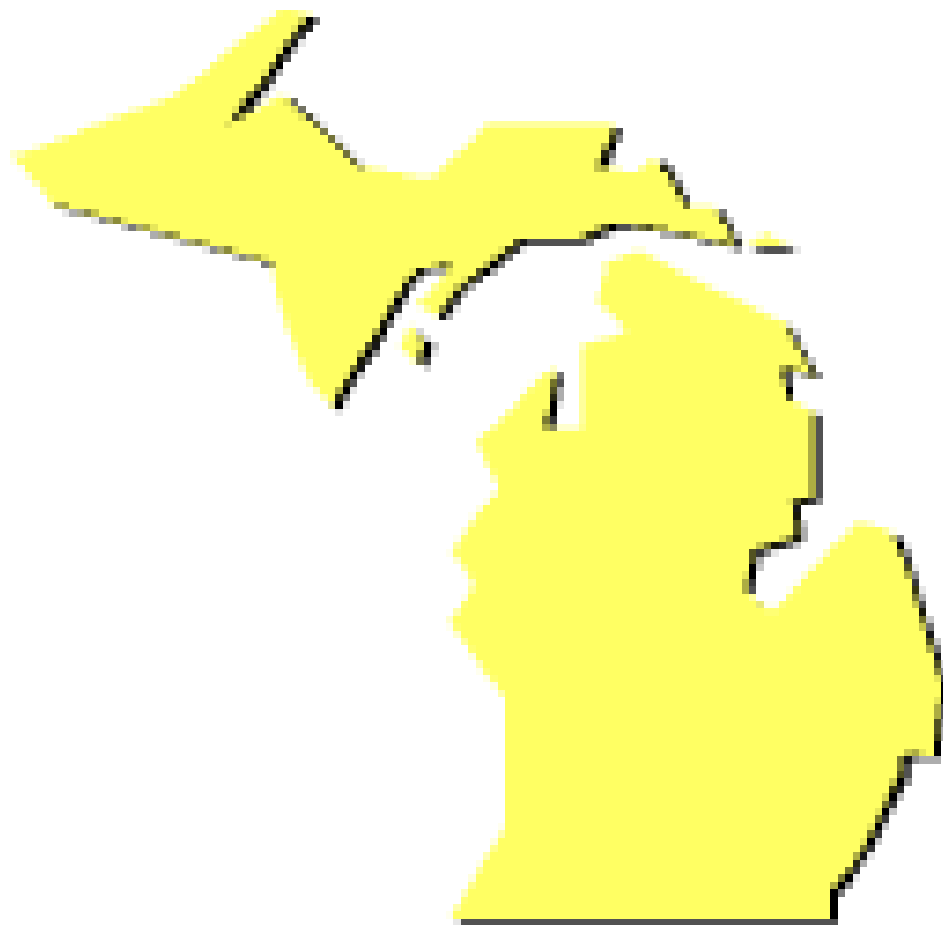


Standards for the
Preparation of Teachers of
**Early Childhood ZS
(General and Special Education)***



Adopted by the Michigan State Board of Education
September 9, 2008

**STANDARDS FOR THE PREPARATION OF TEACHERS OF
EARLY CHILDHOOD ZS (General and Special Education)***

PREFACE

Development of the Proposal

Due to national and state attention to the needs of high quality programs and instructional opportunities for young children and changes in standards over the last two years, a referent group reflecting the interests of public and independent teacher preparation institutions and K-12 teachers worked on the revision of Michigan's standards for the preparation of teachers of early childhood education. The committee began its work by reviewing the K-12 content standards in the *Michigan Curriculum Framework, Early Childhood Quality Program Standards* and adapting national standards from the National Association for the Education of Young Children. The need for teachers prepared to address the learning of children with developmental delays during the early years prompted the committee to incorporate standards that address the Administrative Rules for Special Education regarding the preparation of teachers.

To provide information and gather feedback on the proposal, a copy was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts for review and comment. As presented in this document, the standards reflect the feedback received.

State Board of Education adoption of these standards typically leads to the revision of the certification test for teachers prepared to teach this content area. Test development for revised Michigan Test for Teacher Certification (MTTC) in Early Childhood ZS (General and Special Education)* will be scheduled according to the recommendation of the Standing Technical Advisory Council.

Approval of Programs

Teacher preparation institutions that wish to continue to offer programs to prepare early childhood education teachers are required to submit an application for program approval that demonstrates how the new standards are met throughout the proposed curriculum. Candidates in current Early Childhood Education (ZA) programs will have up to two years to complete the old program. The programs must be re-approved to show compliance with the new Early Childhood ZS (General and Special Education)* standards. Following initial approval, the specialty content program will be reviewed for outcomes through the national accreditation process.

Members of the Early Childhood Education Standards Committee recommend the following new requirements for the Early Childhood Education endorsement:

- The Early Childhood major or minor may be utilized to complete an elementary certification program through option 2 of the elementary certificate standards.
- Completion of an Early Childhood major must include a minimum of 30 semester credit hours.
- Completion of an Early Childhood minor must be at least 20 semester credit hours.
- In order to keep a focus on highly qualified elementary teachers, the following core content specialty areas must be evident in the program (Reading, Language Arts, Mathematics, Integrated Science, World Languages, Social Studies, and Fine Arts).

- The Early Childhood endorsement may be added to a secondary certificate only in combination with a special education endorsement to allow for employment in an early childhood developmentally delayed placement.
- To add an Early Childhood endorsement to an existing elementary certificate, the program must be at least 26 semester credit hours with 14 of those semester credit hours addressing learning related to birth through age 8 children.

PROFICIENCY LEVEL RATINGS

A – AWARENESS: Possesses general knowledge of (exposure)

B – BASIC UNDERSTANDING: Ability to comprehend and apply (use)

C – COMPREHENSIVE UNDERSTANDING: A high level of understanding, application, and reflecting (proficient)

1.0 Promoting Child Development and Learning

Candidates use their understanding of young children's typical and atypical developing characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education's Universal Education Vision and Principles.

The preparation program provides candidates with a variety of opportunities to demonstrate:

1.1 Knowledge and understanding of young children's characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn; (C)

1.2 Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children's individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media); (C)

1.3 Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such areas as curriculum, interactions, teaching practices, technology, and learning materials; (C)

1.4 Knowledge and skills to promote young children's physical and psychological health, safety, and sense of security including specifics about child abuse and neglect; (C)

1.5 Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child's culture, home language, individual abilities or disabilities, family context, and community; (C)

1.6 Knowledge and skills to create a learning environment that supports young children's ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations; and(C)

1.7 Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays. (C)

2.0 Building Family and Community Relationships

Candidates know about, understand and value the importance and complex characteristics of children's families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. 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.

The preparation program provides candidates with a variety of opportunities to demonstrate:

- 2.1 Knowledge about and understanding of family and community characteristics and the critical role both play in children's development; (C)
- 2.2 A variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships; (C)
- 2.3 Strategies that involve families in children's developmental learning; (C)
- 2.4 An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP); (C)
- 2.5 An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws; (B)
- 2.6 Strategies for clarifying and communicating sensitive issues with appropriate parties including but not limited to child abuse, neglect, hygiene, and nutrition; (B)
- 2.7 Knowledge and understanding of community assets and resources including collaborative community services. The ability to actively assist families in seeking those resources; (B)
- 2.8 Knowledge of signs of emotional distress, child abuse and neglect in young children, and follows appropriate procedures to report suspected abuse and neglect to authorities; and(C)
- 2.9 Knowledge of the teacher's role in transitioning, including the creation of a required transition plan for children with disabilities.(C)

3.0 Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, use and misuse 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 children's development and learning.

The preparation program provides candidates with a variety of opportunities to demonstrate:

- 3.1 Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum; (C)

- 3.2 Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines; (C)
- 3.3 Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making; (B)
- 3.4 Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum); (B)
- 3.5 Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction; (B)
- 3.6 Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and(B)
- 3.7 Knowledge of the teacher's role as a participant and an advocate during the development and use of an IFSP and IEP.(B)

4.0 Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children.

The preparation program provides candidates with a variety of opportunities to demonstrate:

- 4.1 Use of individual and group guidance and problem solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem; (C)
- 4.2 An ability to model and affirm anti-bias perspectives regarding development and learning; (C)
- 4.3 Knowledge about the research and theory regarding early care and learning environments for all children (birth through age 8) that create optimal conditions which foster exploration and learning; (C)

- 4.4 Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges; (C)
- 4.5 Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success; (C)
- 4.6 Knowledge and understanding of the central concepts, inquiry tools, and structures of each content area, (i.e., literacy, science, mathematics, social studies, the arts, world languages, technology, physical education and health); (C)
- 4.7 Implementation of the central concepts of core content areas in a developmentally appropriate manner drawing from a continuum of teaching strategies and multiple disciplines; (C)
- 4.8 Ability to formulate and use action plans based on IFSP and IEP; (C)
- 4.9 Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children. Understanding and skills must include adaptive and assistive devices for children with disabilities; (C)
- 4.10 Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children's language, concept development related to core content-areas, and skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions); (C)
- 4.11 Knowledge and skills to build meaningful learning environments and curriculum by focusing on children's characteristics, needs and interests; linking children's language, culture, and community to early childhood learning; use of social interactions during routines and play experiences; incorporating technology and integrative approaches to content knowledge; (C)
- 4.12 Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child's self-regulation and respect of peers, and pro social skills; (C)
- 4.13 Knowledge of Michigan's curriculum standards and age/grade level expectations and the appropriate implementation of those standards in the early childhood classroom, using and appropriately modifying a variety of instructional methods, and materials; and(C)

4.14 Knowledge of disabilities, including, etiology, characteristics, and classification of common disabilities in young children and implications for development and learning in the early years. (C)

5.0 Becoming A Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to practices in early childhood education. 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.

The preparation program provides candidates with a variety of opportunities to demonstrate:

- 5.1 An awareness of the value of life long professional development, participation in collaborative communities, and reflective informed practice; (B)
- 5.2 Knowledge and application of legal and ethical guidelines and professional standards related to children and families; (B)
- 5.3 Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors; (B)
- 5.4 An understanding of early childhood education as a professional field, and identification and involvement of oneself with professional organizations; (B)
- 5.5 Knowledge and utilization of information about early childhood and other professional groups, resources, and literature, and recognizing the benefits of cross-disciplinary collaboration; (B)
- 5.6 Knowledge of public policy issues, processes, and impact on the education of young children; (B)
- 5.7 Knowledge and skills for informed advocacy for children, families, and early childhood education profession; (B)
- 5.8 Self-reflective practices integrating knowledgeable, reflective, and critical perspectives on early education; (B)
- 5.9 Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and(B)
- 5.10 Understanding and the application of various models of consultation in diverse settings. (B)

6.0 *Field Experiences

The preparation program provides candidates with a variety of opportunities to participate in early and ongoing structured and supervised field experiences in inclusive infant toddler (birth to 2 years), preschool, and early elementary programs. Inclusive programs may include but are not limited to, children with differing socioeconomic status, disabilities or developmental delays, English language learners, limited language learners, and children with special abilities.

Additional endorsement candidates must provide documentation regarding the completion of supervised and structured field experiences as determined by the teacher preparation institution.

The preparation program provides candidates with a variety of opportunities to participate in:

6.1 A substantial number of hours of early field experience, before student teaching for initial certification candidates. Field experiences include observation and participation in programs serving children at infant/toddler, preschool, and early and upper elementary levels in connection with coursework;

6.2 Student teaching experiences which occur in at least two of the three areas (i.e. infant/toddler, preschool and early elementary through grade 3) under the direction of a qualified cooperating teacher;

6.3 Experiences that include involvement, partnering, and communicating with families including participation in parent/guardian conferences;

6.4 Experiences where students must demonstrate knowledge and understanding of positive working partnerships with other adults in the educational setting; and

6.5 Field experiences where students develop the knowledge, understanding, and competence in planning for and guiding the work with other adults in the classroom setting, i.e. paraprofessionals and classroom volunteers.

* These standards do not have levels of proficiency. Institutions either meet, or do not meet, these standards.

Glossary

Adaptive or Assistive Devices	Any device that is designed, made, or adapted to assist a person to perform a particular task. For example, canes, crutches, walkers, wheel chairs, hearing aids, glasses, microphones, are assistive devices.
Developmental Delays	The term "Developmental Delay" addresses both the delays in the areas specified in the federal regulations and atypical development based upon professional judgment and information provided through multiple measures of assessment. An ongoing process of observing a child's current competencies (including knowledge, skills, dispositions, and attitudes) informs the professional judgment and is used to help the child develop further in the context of family, care giving, and learning environments (referenced in the National Early Childhood Technical Assistance Center Notes Issue 21 July 2006).
Developmentally Appropriate	Instruction and learning opportunities that align with the developmental stage of the learner.
Endorsement	An endorsement is the authorization, based on the completion of a standards-based program of study and successful completion of appropriate assessment, which is attached to a teaching certificate that allows a teacher to be the teacher of record for a specialty content area.
Etiology	The cause of a disorder or disease as determined by medical diagnosis.
IEP	Individualized Education Program
IFSP	Individualized Family Services Plan
Integrative Approaches	Instructional approaches that make knowledge, learning and their resulting opportunities available to everyone, regardless of ability, learning style, race, ethnicity, religion, gender, or social class.
ISD	Intermediate School District
MTTC	Michigan Test for Teacher Certification

Positive Behavior Support	A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced (SBE, September 12, 2006).
PSCT	Professional Standards Commission for Teachers
SBE	State Board of Education
Self regulation	Utilization of a set of skills by which individuals manage their own choices and actions often internally and private, rather than being publicly regulated by other people.
Social Competence	Possessing the knowledge and skills which allows a person to appropriately interact with others in large and small groups.
Transitions	Movement across time, space and activities. Transitions may create inconsistencies and disruptions in continuity of experience which can interfere with feelings of security and learning.
Universal Education Vision and Principles	The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood (SBE, September 12, 2006).