



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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PUBLIC INSTRUCTION

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MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on the Proposed Certification Standards for Elementary Teachers

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives proposals for the adoption and revision of program standards for teacher preparation. The state has never had elementary certificate program standards. These standards are unique since they address a total certification program and are needed to reflect and support Michigan's K-12 Curriculum Framework, Benchmarks, and Grade Level Content Expectations, as well as standards adopted by national professional and specialty area associations. The proposed elementary certificate program standards address what every elementary teacher needs to know about core content and content-specific pedagogy as they teach in self-contained classrooms.

During the last seven years, referent groups reflecting the interests of public and independent teacher preparation institutions, K-12 teachers, and educational associations worked on the development of standards for the preparation of elementary education teachers. The standards are designed to align with the K-8 content standards in the Grade Level Content Expectations (GLCE), as well as national standards from the Association for Childhood Education International (ACEI) and the Michigan standards for specialty programs. National perspectives regarding research that provides the underpinning of these standards were sought from prominent Michigan researchers.

Drafts of the standards were made available to Michigan educational associations, teacher preparation institutions, and intermediate and local school districts for review and comment in 2000 and 2006. The Office of Professional Preparation Services (OPPS) of the Michigan Department of Education (MDE) convened focus groups for additional response and the currently proposed standards reflect adjustments based on that feedback. The Professional Standards Commission for Teachers (PSCT) has reviewed, revised, and recommended that the proposed elementary standards be approved by the SBE. When approved, these standards will be the framework for a dramatically different Michigan Test for Teacher Certification-Elementary Education and the first focused review of all elementary certificate programs.

The proposed certification standards for elementary teachers (Attachment A) represent a thorough consideration of input from a variety of stakeholders and are being presented to the SBE for final review. It is anticipated that these standards will be submitted for approval at the January 2008 Board meeting.

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**PROPOSED CERTIFICATION STANDARDS
FOR ELEMENTARY TEACHERS
DECEMBER 2007**

Preface

Michigan law and rules provided the starting point for these standards. These proposed elementary certificate program standards were developed using the parameters of the law and a framework developed from three sources: the Association for Childhood Education International (ACEI), the Council of Social Foundations of Education (CSFE), and the Interstate New Teacher Assessment and Support Consortium (INTASC). A referent committee aligned the language for the standards on pedagogy and professionalism with Michigan's State Board of Education (SBE) approved *Entry-Level Standards for Michigan Teachers (ELSMT)*. The content standards and sub-elements are aligned with the *Michigan Curriculum Framework (MCF)* and *Grade Level Content Expectations (GLCE)*.

Requirements from the *Administrative Rules Governing the Certification of Michigan Teachers* and an alignment document of other pertinent standards for the preparation of elementary teachers may be viewed at:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33926--,00.html

National Expectations as Defined in Michigan

While Michigan law and national standards were the elements that composed the development framework, it became clear that a definition of core curriculum was needed as the focused options were discussed and clarified. The following definitions guided the committee's decisions about specialty content focus areas selected for each option of the proposed elementary certificate program standards to prepare teachers who are ready to teach, assess, and support optimal academic achievement for students.

The Federal No Child Left Behind Act (NCLB) defines core curriculum to include:

Science	Economics
Mathematics	History
English	Geography
Reading	Arts
Language Arts	Foreign Languages
Civics and Government	

Michigan policy makers have defined core curriculum to also include

Social Studies	Physical Science
Integrated Science	Dance
Biology	Music
Chemistry	Theater
Physics	Visual Arts
Earth/Space Science	

Goal

Teachers prepared to teach in Michigan's **self-contained** elementary classrooms will know and be able to manage instruction for all of the core content areas within the self-contained classroom for grades K-8 (i.e., integrated science, mathematics, language arts, reading, social studies, music, health, physical education, and world languages) and, after earning appropriate endorsements, single-discipline content classes for students in grades 6-8.

Elementary teachers assigned to content-specific classes in grades 6-8 must hold elementary teaching certificates with appropriate endorsements for those teaching assignments. Endorsements are earned by completing approved teacher preparation programs in specific subjects (e.g., mathematics, English, reading, social studies, music, physical education, and world languages).

Elementary program standards will ensure that teachers are prepared with broad content knowledge in integrated science, language arts, social studies, mathematics, reading, visual and performing arts, physical education, and health. Since research that identifies the specific content to best prepare elementary teachers for promoting student achievement is limited, these elementary certificate program standards have focused the choices that teacher candidates may select in their preparation programs by aligning choices with the state's K-8 content expectations.

There is some intentional redundancy between the ELSMT and standards 2-6 of the elementary certificate program standards. This is to assure that the demands of classroom instruction for all children in all core content areas will be adequately addressed by the preparation courses at teacher preparation institutions. The intent is to integrate responsibility for all aspects of teacher preparation into pedagogy and some content courses. For further information regarding the rationale for the elementary certificate program standards refer to:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33926--,00.html

Elementary Certificate Preparation Options

The teacher preparation institution must advise candidates to assure **all** elements of the selected option are successfully accomplished to meet certification requirements.

1. Core subject option:

The candidate:

- Selects a major or two (2) minors, appropriate for the preparation of elementary teachers, from the following endorsement areas: integrated science, mathematics, social studies, language arts, or reading.
- May take the Michigan Test for Teacher Certification (MTTC) in each content area, for the specific endorsement desired.

Completes a planned program that incorporates the other core content areas, as well as covering elementary certificate program standards for health, physical education, and arts.

Completes a professional education sequence that includes content-specific pedagogy for the core areas and field placements across the K-8 grade range, practicing in a variety of content areas and grade levels, before student teaching.

Passes the MTTC Basic Skills and Elementary tests.

2. Comprehensive major option:

The candidate:

- Completes a comprehensive core of at least 45 credits that provides some depth and balance across the content standards in: integrated science, mathematics, social studies, language arts, health, physical education, and the arts.
- Completes one world language or student-centered* minor or major.
- May take the MTTC in the chosen content area if endorsement is desired.
- Completes a professional education sequence that includes content-specific pedagogy for the core areas and field placements across the K-8 grade range, practicing in a variety of content areas, before student teaching.
- Passes the MTTC Basic skills and Elementary tests.

*A student-centered major/minor may be English as a Second Language (ESL), bilingual education, early childhood, middle level, cognitive impairment, physical or other health impairment, emotional impairment, learning disabilities, hearing impairment, or visual impairment.

Elementary teacher preparation programs will be reviewed using input criteria for initial approval and outcome measures for ongoing program approval. Institutions that choose to offer both program options (core and comprehensive) will be required to document evidence of program success for each option.

NOTES:

1. All elementary candidates are required by law to take six credit hours of reading courses that meet specific standards. Required reading courses are defined by the Michigan Department of Education (MDE)/SBE policy. These can be viewed at:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html
2. All teacher candidates are required by law to take three additional credits of diagnostic reading instruction, prior to advancing to a Professional Education certificate. The specific elements contained within PA 32 (4) of 2007 can be viewed at:
<http://www.legislature.mi.gov/documents/2007-2008/publicact/htm/2007-PA-0032.html>

3. The teacher generalist, who is prepared to teach in a **self-contained classroom**, is not prepared to teach and should not be assigned as a specialist in a program outside the self-contained classroom context (e.g., music, visual arts, physical education, health, reading, technology, library media). See the suggested assignment guidelines at:
http://www.michigan.gov/documents/What_can_be_taught_composite_TQ_C107355_A112320_7_123436_7.doc

Balance Within Standard 1.0

Curriculum - Central Concepts, Tools of Inquiry, and Structures of Content

In order to assure that elementary teacher preparation programs are rigorous and include relevant content coursework, this standard, along with its sub-elements, identifies specific content information. Standard one (1.0) addresses the content preparation for elementary teacher candidates. The introductory standard for each curricular area, (1.1, 1.2, 1.3, etc.) contains language from national standards and the sub-elements provide descriptors of specific content expectations for Michigan. For example, the sub-elements of standard one (1.1) represent the specific content area for language arts and reading with further refinement of descriptors occurring in additional sub-elements (1.1.1 and 1.1.1.2). The sub-elements make visible the specific elements of teacher preparation that align with the MCF and GLCE for students in grades K-8 and to facilitate the test development process for the MTTC. All of the core content areas are addressed within standard one (1.0).

Since the elementary certificate program standards articulate the knowledge, skills, and dispositions that preparation programs must address to prepare elementary classroom teachers, the balance is uneven across the content areas. The content areas that are solely the responsibility of classroom teachers are defined in more detail. Some of the core content areas are expected to be integrated into the classroom instruction in conjunction with other content areas (e.g., the arts might be incorporated into social studies instruction). Other core content areas, which may be taught by specialists or teachers with specialty endorsements within a school district, are defined in less detail. For further information see "Appropriate Instructional Assignments for Elementary Certified Teachers" at:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33926--,00.html

Elementary curriculum specialists have provided input regarding the content within standard one (1.0) and are confident that these content sub-elements align with the MCF and GLCE outlined in other policy documents. Elementary teacher candidates also may choose to complete a major or minor course of study in content areas that will go beyond standard one (1.0) and provide both broader and deeper content knowledge, thus allowing such teachers to have specialized endorsements on their elementary certificates. As an elementary teacher continues to develop professionally, endorsements may be added to his/her Provisional or Professional Education teaching certificate.

The proposed elementary certificate program standards are presented below with the general standard in the un-shaded box followed by sub-elements that provide additional information about the contents within the general standard. **For program review, the teacher preparation programs are required to provide documentation on the preparation of candidates' knowledge and performance for each general standard.** The additional sub-elements provide information for the analysis of specific skills and performance that may be assessed through the MTTC.

No.	Guideline/Standard
1.0	<p>Curriculum - Central Concepts, Tools of Inquiry, and Structures of Content</p> <p>Teacher preparation programs provide candidates opportunities to develop and demonstrate knowledge, understanding, and use of the central concepts, tools of inquiry, and structures of content for instructing students across grades K-8. Programs create meaningful learning experiences that develop candidates' competence in subject matter and skills for various developmental levels.</p> <p>As a result of successfully completing a teacher preparation program: Candidates will possess the depth of knowledge necessary to teach and assess all content in a differentiated manner to all students in self-contained classrooms for grades K-8; and Candidates will have a thorough understanding of pertinent Michigan policy documents (e.g., Entry-Level Standards for Michigan Teachers (ELSMT), Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCE), and Universal Design for Learning (UDL)).</p>
1.1	<p>Language Arts</p> <p>Candidates demonstrate a high level of competence in the use of English language arts. Candidates know, understand, and use concepts from language arts, and child development to teach listening, speaking, reading, writing, viewing, visually representing, and thinking skills. Candidates know, understand, and encourage content mastery to help students successfully apply their developing skills to many different situations, technologies, multiple media formats, materials, and ideas. Candidates model and teach students how effective speaking and listening skills are developed, the use of reading and writing processes, and the integration of writing throughout all aspects of language arts instruction.</p>
	<p>Candidates will know and demonstrate an understanding of how to teach:</p>
1.1.1	<p>The diversity of language uses, patterns, and dialects in oral, written, and visual discourse;</p>

No.	Guideline/Standard
1.1.2	A variety of strategies to develop effective listening and speaking skills;
1.1.3	Reading as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the written situation” (Michigan definition of reading, 1984);
1.1.4	The skills needed to understand and use the symbolic system of written language including the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationships to the reading and writing processes;
1.1.5	Word recognition approaches and strategies including phonemic awareness, systematic, explicit phonics, sight words, writing, spelling, structural analysis, and context clues;
1.1.6	Multiple strategies for determining the meaning of unfamiliar words and concepts when reading and writing using various types of text materials;
1.1.7	Multiple strategies for constructing and conveying meaning (comprehension) for a variety of purposes and through a variety of texts and mediums;
1.1.8	The writing process (i.e., pre-writing, drafting, revising, editing, publishing) and strategies for each step of the process;
1.1.9	A variety of strategies to refine students’ spelling knowledge through reading and writing;
1.1.10	A variety of strategies for using style, voice, and language choices in texts (oral, written, and visual) and their appropriateness in different contexts;
1.1.11	The differences between descriptive and prescriptive conventions of usage, and the ways in which conventions of usage are adapted to different situations;
1.1.12	The distinct characteristics of narrative and expository texts; of different forms of oral, performance, and media literature (e.g., film, readers theatre, personal narrative, television, radio and other technology); and the grammatical, syntactical, and lexical features of the English language in a variety of contexts and how they convey meaning; and
1.1.13	Rhetorical techniques and devices used to respond to, create, and revise texts in a variety of genres.
	Candidates instructional practices will demonstrate their knowledge of:
1.1.14	The integrated nature of language arts and the need to provide students with opportunities to integrate their use of reading, writing, listening, speaking, viewing, and visually representing in all content areas;
1.1.15	The student’s progress through the emergent, developing and fluent stages of growth in the various components of language arts;

No.	Guideline/Standard
1.1.16	The developmental process of oral and written language acquisition of first and second languages including the implications for academic proficiency;
1.1.17	Emergent literacy, the continuum of literacy development including phonemic awareness, phonics, accuracy, fluency, self-correction strategies and comprehension, and the experiences that support it;
1.1.18	The scope and sequence of each skill area (i.e., print-sound code, word identification, vocabulary building, fluency, and comprehension);
1.1.19	The appropriate use of child and adolescent literature to demonstrate the various ways in which authors' techniques convey meaning, enhance appreciation, and influence the audience;
1.1.20	The appropriate use of child and adolescent literature, including classical and contemporary, to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation for learners to read and write widely and independently for information, pleasure, and personal growth; and
1.1.21	The social, cultural, and dynamic nature of verbal and nonverbal language, particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people; and perceive the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development and reading acquisition.
1.2	<p>Science</p> <p>Candidates know, understand, and use fundamental concepts in the subject matter of science – including physical, life, and earth/space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p>
1.2.1	<p>Candidates will know and demonstrate an understanding of how to teach:</p> <p>How new scientific knowledge is constructed so that all students use inquiry to: learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge;</p>
1.2.1.1	The maintenance of safe science practices as identified by the Council of State Science Supervisors, including the ethical and appropriate use and care for living organisms and scientific equipment, and the safe storage, use, and disposal of chemicals;

No.	Guideline/Standard
1.2.2	Reflecting on Scientific Knowledge , which includes analytical thinking and reflective practices about claims for scientific merit, explanations by scientists as to what constitutes scientific knowledge, how science is related to other ways of knowing, how science and technology affect our society, how people of diverse cultures have contributed to and influenced developments in science and how scientifically literate students can describe the limitations of their own knowledge in general;
1.2.2.1	An understanding of the interconnectedness of all science specialties, along with major unifying themes, and to relate this understanding to the teaching of science;
1.2.2.2	Applied mathematics, including basic descriptive statistics, to investigations in the sciences, including the collecting and analysis of data;
1.2.2.3	The relationship of scientific study to contemporary, historical, technological, and societal issues and to relate the concepts of science to current controversies;
1.2.2.4	Skills to locate appropriate resources, design and conduct inquiry-based, open-ended scientific investigations, interpret findings, communicate results, and make judgments based on evidence;
1.2.3	The use of Scientific Knowledge in Life Science so that learners use their knowledge to understand the world around them and to guide their actions to become scientifically literate. (Important types of activities that use scientific knowledge include description and explanation of real-world objects, systems, or events; prediction of future events or observations; and the design of systems or courses of action that enable people to adapt to and modify the world around them);
1.2.3.1	An understanding of cells, functioning as single cells and in multi-cellular organisms; and how cells grow, develop, and reproduce;
1.2.3.2	The use of classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions;
1.2.3.3	Investigation skills and explanations of how characteristics of living things are passed on through generations; why organisms within a species are different from one another; and how new traits can be established by changing or manipulating genes;
1.2.3.4	How scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time;
1.2.3.5	How parts of an ecosystem are related and how they interact; how energy is distributed to living things in an ecosystem; how communities of living things change over a period of time; how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact;

No.	Guideline/Standard
1.2.4	The Use of Scientific Knowledge in Earth/Space Science in terms of systems and subsystems (such as atmospheric systems, crustal systems, solar systems, or galaxies), which are useful in explaining phenomena, including volcanic eruptions, earthquakes, thunderstorms, and eclipses;
1.2.4.1	Descriptions of the earth's surface; and how the earth's features change over time; and analysis of effects of technology on the earth's surface and resources;
1.2.4.2	Demonstrating where water is found on earth; the characteristics of water and how water moves; and the interaction of human activities with the hydrosphere;
1.2.4.3	Investigation and communication skills to describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time; what causes different kinds of weather; and the relationships between human activities and the atmosphere;
1.2.5	The Use of Scientific Knowledge in Physical Science that focuses on phenomena, such as motion, electromagnetic interactions, or physical, chemical, and nuclear changes in matter;
1.2.5.1	Measurement and description of the things around us; what the world around us is made of; forms of energy; and how electricity and magnetism interact with matter;
1.2.5.2	Skills that prompt investigation, description and analysis of ways in which matter changes; how living things and human technology change matter and transport energy; how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy;
1.2.5.3	Skills that generate descriptive explanations of how things around us move; how we control the motions of objects; and relate motion to energy and energy conversions; and
1.2.5.4	Descriptive attributes of sounds and sound waves; explanation of shadows, color and other light phenomena, vibrations and waves, and how waves and vibrations transfer energy.
1.3	<p>Mathematics</p> <p>Candidates demonstrate knowledge, understanding, and application of the major concepts, procedures, and reasoning processes in mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>
	Candidates will know and demonstrate an understanding of how to teach:
1.3.1	Number sense and knowledge of development, multiple representations of numbers and number systems; concepts of number, number theory, and number systems;

No.	Guideline/Standard
1.3.2	Numerical computation; use of four basic operations (addition, subtraction, multiplication, and division) in multiple contexts; modeling, explanation, and development of a variety of computational algorithms;
1.3.3	Estimation strategies to quantities, measurements, and computation to determine the reasonableness of results;
1.3.4	Measurable attributes of objects and the units (non-standard and standard), systems (customary and metric), and process of measurement; application of appropriate techniques, tools, and formulas to determine measurements of two- and three-dimensional objects;
1.3.5	Major concepts of Euclidean geometry from a variety of perspectives, including coordinate and transformational;
1.3.6	Question formulation that can be addressed with data; collection, organization, display and interpretation of relevant data; selection and use of appropriate statistical methods, descriptive and inferential, to analyze data, make predictions, and make decisions;
1.3.7	Basic concepts of probability; interpretation of probability in real-world situations, construction of sample spaces; modeling and comparing experimental probabilities with mathematical expectations; using probability to make predictions;
1.3.8	Patterns, relations, and functions; understand and apply concepts of variable and function; represent and analyze mathematical situations and structures using algebraic symbols; model and solve contextualized problems using various representations, such as graphs, tables, and equations;
1.3.9	Knowledge of historical development of mathematics that includes the contributions of underrepresented groups and diverse cultures; and
1.3.10	Axiomatic systems and proofs in different branches of mathematics, such as algebra and geometry; describe and represent mathematical relationships; use mathematical modeling to solve real-world problems.
1.4	<p>Social Studies</p> <p>Candidates demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, political science and economics – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.</p>
	Candidates will know and demonstrate an understanding of how to teach:
1.4.1	History as an organizing framework for developing a sense of time and chronology using events from personal experiences and expanding into the events of larger communities and countries;

No.	Guideline/Standard
1.4.1.1	Historical thinking to understand the past in the local community, Michigan, and the United States in the following eras: Beginnings to 1620, Colonization and settlement, Revolution and the New Nation to 1791;
1.4.2	Geography as an organizing framework to identify and interpret geographic environment using representational tools, spatial perspective, and concepts that explain human needs and wants and their relationship to their environment;
1.4.2.1	Geographic representations to acquire, process, and report information from a spatial perspective;
1.4.2.2	How regions are created from common physical and human characteristics;
1.4.2.3	How human activities help shape the earth's surface;
1.4.2.4	The effects of human-environment interactions;
1.4.3	Civics and Government as an organizing framework for understanding the development of individual rights and societal structures and relationships between these dynamic forces;
1.4.3.1	Why people create governments;
1.4.3.2	Values and principles of American constitutional democracy;
1.4.3.3	The structure of government in the United States and how it functions to serve citizens;
1.4.3.4	Important rights and responsibilities of American citizens and the ways citizens participate in government;
1.4.4	Economics as an organizing framework for study of the interaction of individual wants, goods, services and the resulting exchanges in a structured society;
1.4.4.1	Economic activity in a market economy (e.g. all choice involves cost, individuals make economic choices, people respond to incentives in predictable ways, individuals participate in economic systems, all decisions have consequences which lie in the future, voluntary trade creates wealth);
1.4.4.2	Economic activity in the United States;
1.4.4.3	Economic activity in the global economy;
1.4.5	The responsibility of public discourse, decision making, and citizen involvement through developing skills for participating in community issues by using representational tools and data to interpret, analyze, and create structured discourse which communicates reasoned positions relative to public issues;
1.4.5.1	Organizational skills for clearly stating a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions; and
1.4.5.2	Communication skills to generate a reasoned position on a public issue.

No.	Guideline/Standard
1.5	<p>Visual and Performing Arts</p> <p>Candidates demonstrate knowledge, understanding, and application of the content, functions, and achievements of dance, music, theatre, and the visual arts to promote elementary students' ability to create, perform and respond in and through the arts. Candidates know that all students can learn the knowledge and skills that make up the arts.</p>
	<p>Candidates will know and demonstrate the ability to teach:</p>
1.5.1	<p>The functions, elements, principles and styles of the arts and an understanding that dance, music, theatre, and the visual arts consist of both artistic products and processes (creating, performing, and responding);</p>
1.5.2	<p>How to use the knowledge that artists employ in the artistic processes along with the elements and organizing principles of each art's discipline to express ideas, themes, or emotions;</p>
1.5.3	<p>How to communicate effectively about and through the arts, promoting communication that is open to a variety of viewpoints and encourages continued exploration in the arts; and</p>
1.5.4	<p>Developmentally-appropriate arts instruction that builds on children's instinctive interest in and natural inclination to draw, sing, tell stories, and dance; and provides opportunities for students to participate actively in the artistic processes in all four arts disciplines.</p>
	<p>Candidates instructional practices will demonstrate their knowledge of:</p>
1.5.5	<p>How to collaborate with arts specialists and other local resources, when available, to plan and implement standards-based arts instruction;</p>
1.5.6	<p>How to observe and interact with students to learn more about them as individual learners, particularly their strengths and preferences, and use this information to design learning opportunities that facilitate each student's learning in the arts; and</p>
1.5.7	<p>How to use the motivational force of the arts as a unique contributor to a positive environment in which students are actively engaged as both participants and audience members.</p>
1.6	<p>Health Education</p> <p>Candidates demonstrate knowledge, understanding, and application of research-based strategies to create opportunities for students to develop critical knowledge, skills, and behaviors that contribute to lifelong health.</p>

No.	Guideline/Standard
	Candidates will know and demonstrate an understanding of how to teach:
1.6.1	Strategies and life-skills that examine the relationship of safety, social-emotional health, healthy eating, physical activity, disease prevention, alcohol, tobacco, and other drug use to health and learning;
1.6.2	An understanding of research-based methods used to impact student knowledge, skills, and behaviors that contribute to lifelong health;
1.6.3	Quality characteristics of research-based health education curricula, and health education resources in Michigan; and
1.6.4	Appropriate decision making processes relative to healthy life choices.
1.7	Physical Education
	Candidates demonstrate knowledge and understanding through planning and appropriate implementation of effective past and current research-based human movement and physical activity strategies as central elements to foster active, life-long, healthy life styles for elementary students.
	Candidates will know and demonstrate an understanding of how to teach:
1.7.1	Concepts of health-related physical fitness, including cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition, utilizing Frequency, Intensity, Type, and Time/duration of exercise (F.I.T.T. Principle) which impact student skills, knowledge, and behaviors that contribute to healthy lifestyles;
1.7.2	Concepts of motor development, including movement concepts and motor skills that impact student skills, knowledge, and behaviors that contribute to healthy lifestyles; and
1.7.3	Concepts of personal/social development to impact students' skills, knowledge, and behaviors that contribute to healthy lifestyles.
1.8	World Languages
	Candidates demonstrate knowledge, understanding, and application in the classroom of the major concepts in the acquisition and learning of languages to create opportunities for communication in a multi-lingual global society.

No.	Guideline/Standard
2.0	<p>Development, Learning, and Motivation of Children</p> <p>Teacher preparation programs provide candidates opportunities to develop and demonstrate across core curriculum as defined within standard one the knowledge, comprehension, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, motivation, acquisition, and application of knowledge and skills. Candidates apply the principles and concepts of universal design for instruction, the legal requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and are committed to the success of all students (e.g. Universal Design for Learning, Positive Behavior Supports 2006)</p>
	<p>Candidates will know and demonstrate an understanding of how to teach:</p>
2.1	<p>Students, community, learning theory, subject matter, curricular goals, instructional methods, and instructional resources (including technology);</p>
2.2	<p>Integration of the Michigan Curriculum Framework and Grade Level Content Expectations and other relevant state and national policy initiatives (e.g. Universal Design for Learning, Positive Behavior Supports) into instruction;</p>
2.3	<p>Developmentally appropriate cross-curricular instructional strategies to promote learning, and create instructional opportunities that are differentiated appropriately for diverse learners, second language learners, and collaboratively implement individualized education programs for students with disabilities and related legal requirements of IDEIA; and</p>
2.4	<p>An applied understanding of individual and group motivation and behavior among students at the K-8 grade level to generate active engagement in learning, self motivation, and positive social interaction, and to create supportive and dynamic learning environments.</p>

No.	Guideline/Standard
3.0	<p>Instruction - Integrating and Applying Knowledge for Instruction</p> <p>As a result of successfully completing a teacher preparation program: Candidates will possess the depth of knowledge necessary in order to teach and assess all content in a differentiated manner to all students in self-contained classrooms for grades K-8; and</p> <p>Candidates will have a thorough understanding of pertinent Michigan policy documents (e.g., ELSMT, MCF, GLCE, and UDL).</p>
	<p>Candidates’ instructional practices will demonstrate their knowledge of:</p>
3.1	<p>The connections among concepts, procedures, and applications from multiple content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issue;</p>
3.2	<p>An applied understanding of effective verbal, nonverbal, and media communication techniques to demonstrate active inquiry, collaboration, and supportive interaction in the elementary classroom;</p>
3.3	<p>A variety of instructional strategies, such as direct instruction, collaborative groups, and cooperative learning to achieve effective learning for all students, including the appropriate use of technology;</p>
3.4	<p>A variety of teaching strategies that encourage elementary students’ development of skills for critical thinking, problem solving, and performance; and</p>
3.5	<p>Assessing student learning in all content areas through formal and informal means, which can include student reflection, on-going coaching and feedback, the use of rubrics, portfolios, exhibitions, tests and performances, and teaching students how to monitor their own progress toward learning targets.</p>
4.0	<p>Assessment - Assessment for Instruction</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>
	<p>Candidates’ instructional practices will demonstrate their knowledge of:</p>
4.1	<p>The characteristics, uses, advantages, and limitations of different types of assessment related to individual content areas and instructional objectives (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments);</p>

No.	Guideline/Standard
4.2	How to select, develop and use developmentally appropriate instruction and assessment strategies and instruments to measure achievement of program goals and objectives;
4.3	Assessment as an integral and recursive part of instruction meant to provide feedback to learners on instructional targets and to guide student reflection;
4.4	How to interpret, use, and communicate the performance data of learners and how it effects instructional decisions;
4.5	Technology as it facilitates assessment linked to instructional outcomes and provides evidence to teachers, students, and guardians of achievement across multiple dimensions of student performance; and
4.6	How all content areas are assessed, using formal and informal means, which can include student reflection, on-going coaching and feedback, the use of rubrics, portfolios, exhibitions, tests, and performances.
5.0	<p>Professionalism - Reflective Practices, Collaboration, and Professional Growth</p> <p>Teacher preparation programs provide candidates opportunities to develop and demonstrate practices and behaviors that are characteristic of developing career teachers in light of research on teaching and resources available for professional learning including Michigan’s policy documents (e.g., ELSMT, MCF, GLCE, and UDL).</p>
	Candidates will:
5.1	Demonstrate an understanding of how to serve as an effective model of English for developing listening, speaking, viewing, reading, and writing skills;
5.2	Demonstrate an understanding of how to focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts;
5.3	Develop and use interpretative, normative, and critical perspectives on education and schooling through study in the social, historical, philosophical, cultural, and other foundations of education;
5.4	Develop interpretive skills using concepts and theories formed within the humanities and the social sciences to examine, understand, and explain education within diverse cultural, economic, and political contexts;
5.4.1	Examine and explain education in light of diverse value orientations and critically assess diverse ethical positions by examining the relationships among equity, educational policy and practices, and democratic principles;

No.	Guideline/Standard
5.4.2	Demonstrate knowledge of and critically analyze the ethical/professional codes of conduct in education including the Michigan Code of Ethics;
5.4.3	Develop inquiry skills to question educational assumptions and arrangements, and to identify contradictions and inconsistencies among social and educational values, policies, and practices;
5.5	Evaluate continually the effects of their professional decisions and actions on students, parents, and other professionals in the learning community;
5.6	Demonstrate an understanding of how to use reflective practices which are essential for designing, monitoring, and adapting their instruction as a means for gauging their own professional growth;
5.7	Plan for ongoing enrichment and seek feedback regarding the effectiveness of instructional choices, practices and professional opportunities to improve their teaching in all content areas;
5.8	Develop a <i>draft</i> individual professional development plan, and an awareness of the resources available for support in implementing the plan;
5.9	Explain and demonstrate the importance of soliciting, establishing, and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children; and
5.10	Identify appropriate agencies and other resources in the larger community to support students' learning and well-being and know what professional responsibilities are appropriate for the teacher.
6.0	<p>Field Experiences</p> <p>Elementary teachers prepared to teach in Michigan's self-contained classrooms will know and be able to manage instruction in all of the core content areas within the self-contained classroom for grades K-8 (e.g. integrated science, mathematics, language arts, reading, social studies, music, health, physical education, and world languages) and, with appropriate endorsements, provide instruction for single-discipline content classes for students in grades 6-8.</p>
6.1	<p>Candidates will participate in:</p> <p>A range of structured grade-level field experiences, including early, middle, and upper elementary grades, connected to methods and content courses, which are part of the elementary certificate program, to assure that candidates are prepared for any assignment authorized by the certificate;</p>

No.	Guideline/Standard
6.2	A full-time student teaching experience, consistent with current Michigan law and rules, that includes the scope of the cooperating teacher's responsibilities and obligations (e.g. lesson planning, instruction, assessment, classroom management, communication with parents, individualized education program meetings, staff meetings) and is mentored and monitored by the cooperating teacher and a supervisor assigned by the teacher preparation institution;
6.3	Additional student teaching placement(s) for any endorsement that results in teaching across certificate levels; the additional placement must meet the standards of the specialty program (e.g. visual arts education, early childhood, special education, elementary endorsement on a secondary certificate); and
6.4	A process that provides cumulative performance data for teacher candidates using the indicators from the ELSMT.