



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

July 28, 2008

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael Flanagan, Chairman

**SUBJECT:** Presentation on Proposed Standards for the Preparation of Early Childhood Education 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 proposed standards are developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

Due to national and state attention to the needs of high quality programs and instructional opportunities for young children and changes in standards over recent 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 early childhood education teachers. The standards were designed to align with the K-12 content standards in the *Michigan Curriculum Framework, Grade Level Content Expectations, Elementary Certification Standards and Early Childhood Quality Program Standards*, as well as 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.

The standards presented (Attachment A) reflect the feedback received from selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts (Attachment B) for review and comment in March and April of 2005. Attachment C is a glossary of terms.

The proposal revises the previous standards for the Early Childhood Education (ZA) endorsement. The new Early Childhood Education Standards were reviewed by the Board-appointed Professional Standards Commission for Teachers (PSCT) and are recommended for adoption by the SBE at its September 2008 meeting.

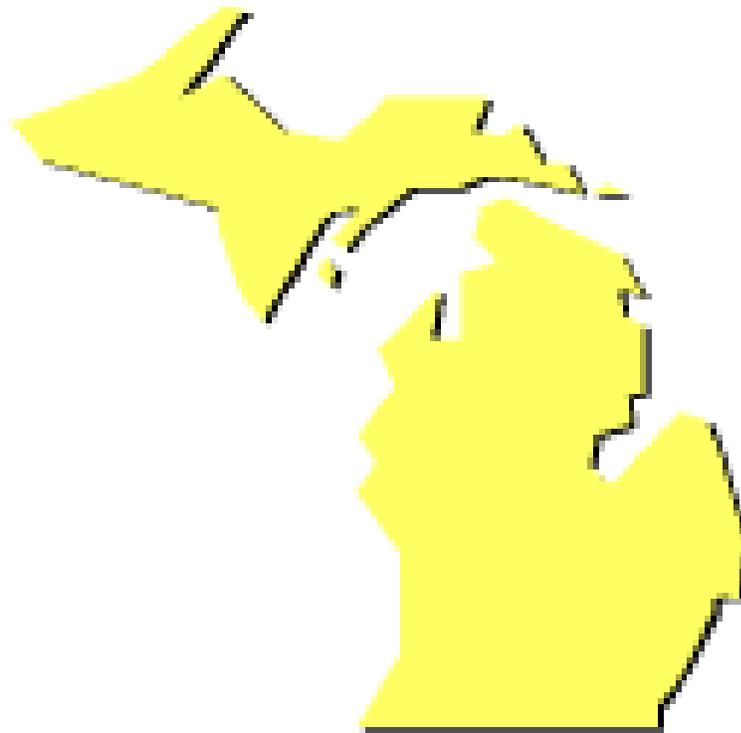
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Standards for the  
Preparation of Teachers of

**Early Childhood Education  
(ZA)**



Adopted by the Michigan State Board of Education  
<date>

# STANDARDS FOR THE PREPARATION OF TEACHERS OF EARLY CHILDHOOD EDUCATION (ZA)

## 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 EDUCATION (ZA) 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 EDUCATION (ZA) STANDARDS. FOLLOWING INITIAL APPROVAL, THE SPECIALTY CONTENT PROGRAM WILL BE REVIEWED FOR OUTCOMES THROUGH THE NATIONAL ACCREDITATION PROCESS.

**PROPOSED STANDARDS FOR THE PREPARATION OF TEACHERS  
OF EARLY CHILDHOOD EDUCATION (ZA)**

**~~Attachment 3: Content Guidelines/Standards Matrix~~**

**College/University**

**Program/Subject Area** Early Childhood Endorsement EDUCATION **Code** ZA

**Source of Guidelines/Standards** ~~Early Childhood Endorsement Standards Approved by the Michigan Board of Education, May, 1995~~ MICHIGAN STATE BOARD OF EDUCATION, AUGUST 2008

MEMBERS OF THE EARLY CHILDHOOD EDUCATION PROGRAM STANDARDS COMMITTEE RECOMMEND THE FOLLOWING NEW REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION ENDORSEMENT:

- THE EARLY CHILDHOOD EDUCATION 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 EDUCATION MAJOR MUST INCLUDE A MINIMUM OF 30 SEMESTER CREDIT HOURS.
- COMPLETION OF AN EARLY CHILDHOOD EDUCATION 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 EDUCATION 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 EDUCATION 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.

**DIRECTIONS:** LIST REQUIRED COURSES ON MATRIX AND PROVIDE ADDITIONAL NARRATIVE TO EXPLAIN HOW STANDARDS ARE MET. IF ELECTIVES ARE INCLUDED, THEY SHOULD BE CLEARLY INDICATED. ADJUST SIZE OF CELLS AS NEEDED.

## **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)

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences <del>that</del> Fulfill the Guidelines FOR ENDORSEMENT
1.0	<p><b>PROMOTING Child Development and Learning</b></p> <p>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.</p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO DEMONSTRATE:</b></p>		
1.1	<p><del>Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight.</del></p> <p>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;</p>	C	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
1.2	<p><del>Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children.</del></p> <p>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);</p>	C	
1.2.1	<p><del>Demonstrate understanding of the conditions that affect children's development and learning including risk factors, developmental variations, and developmental patterns of specific disabilities.</del></p>		
1.2.2	<p><del>Create and modify environments and experiences to meet the individual needs of all children including children with disabilities, developmental delays, and special abilities.</del></p>		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
1.3	<p><del>Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.</del></p> <p>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;</p>	C	
1.3.1	<p><del>Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children.</del></p>		
1.3.2	<p><del>Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.</del></p>		
1.4	<p>KNOWLEDGE AND SKILLS TO PROMOTE YOUNG CHILDREN'S PHYSICAL AND PSYCHOLOGICAL HEALTH, SAFETY, AND SENSE OF SECURITY INCLUDING SPECIFICS ABOUT CHILD ABUSE AND NEGLECT;</p>	C	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
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	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
2.0	<p><del>Curriculum Development and Implementation</del></p> <p><b>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b>  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 PRINCIPLES. 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.</p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO DEMONSTRATE:</b></p>		
2.1	<p><del>Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.</del></p> <p>KNOWLEDGE ABOUT AND UNDERSTANDING OF FAMILY AND COMMUNITY CHARACTERISTICS AND THE CRITICAL ROLE BOTH PLAY IN CHILDREN'S DEVELOPMENT;</p>	C	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
2.1.1	Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.		
2.1.2	Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.		
2.1.3	Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.		
2.1.4	Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.		
2.1.5	Create, evaluate, and select appropriate developmentally appropriate materials, equipment, and environments.		
2.1.6	Evaluate and demonstrate appropriate use of technology with young children including assistive technologies for children with disabilities.		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
2.1.7	Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.		
2.1.8	Adapt strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, or special abilities.		
2.2	<p>Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.</p> <p>A VARIETY OF COMMUNICATION STRATEGIES THAT SUPPORT AND EMPOWER FAMILIES AND COMMUNITIES THROUGH RESPECTFUL, RECIPROCAL RELATIONSHIPS;</p>	C	
2.3	<p>Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSPS's into daily activities and routines.</p> <p>STRATEGIES THAT INVOLVE FAMILIES IN CHILDREN'S DEVELOPMENTAL LEARNING;</p>	C	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
2.4	<p><del>Establish and maintain physically and psychologically safe and healthy learning environments for children.</del></p> <p>AN UNDERSTANDING OF THE PROCESSES IN INITIATING AND DEVELOPING AN INDIVIDUALIZED FAMILY SERVICES PLAN (IFSP);</p>	C	
2.4.1	<p><del>Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experience to promote children's development and learning.</del></p>		
2.4.2	<p><del>Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.</del></p>		
2.4.3	<p><del>Implement basic health, nutrition, and safety management practices for young children including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.</del></p>		
2.4.4	<p><del>Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.</del></p>		

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2.4.5	<del>Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.</del>		
2.5	AN UNDERSTANDING OF THE PROCESSES IN INITIATING AND DEVELOPING AN INDIVIDUALIZED EDUCATION PROGRAM (IEP), STATE AND FEDERAL POLICY, PROCEDURES, AND LAWS;	<b>B</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>B</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>B</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	<b>C</b>	
2.9	KNOWLEDGE OF THE TEACHER'S ROLE IN TRANSITIONING, INCLUDING THE CREATION OF A REQUIRED TRANSITION PLAN FOR CHILDREN WITH DISABILITIES.	<b>C</b>	

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3.0	<p><del>Family and Community Relationships</del></p> <p><b>OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b>  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.</p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO DEMONSTRATE:</b></p>		
3.1	<p><del>Establish and maintain positive, collaborative relationships with families.</del></p> <p>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;</p>	C	
3.1.1	<p><del>Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.</del></p>		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
3.1.2	<del>Involvement of families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.</del>		
3.1.3	<del>Support parents in making decisions related to their child development and parenting.</del>		
3.2	<del>Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.</del>  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	<del>Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.</del>  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	

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3.4	<p><del>Link families with a range of family-oriented services based on identified resources, priorities, and concerns.</del></p> <p>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);</p>	B	
3.5	<p><del>Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.</del></p> <p>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;</p>	B	
3.6	<p>KNOWLEDGE AND SKILLS FOR INTEGRATING TECHNOLOGY, INCLUSIVE OF ADAPTIVE AND ASSISTIVE DEVICES FOR CHILDREN WITH DISABILITIES, INTO ASSESSMENT AND INSTRUCTIONAL PRACTICES; AND</p>	B	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
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	<p><del>Assessment and Evaluation</del></p> <p><b>TEACHING AND LEARNING</b>  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.</p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO DEMONSTRATE:</b></p>		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
4.1	<p><del>Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.</del></p> <p>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;</p>	C	
4.1.1	<p><del>Observe, record, and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environment, and interactions, and adapting for individual differences.</del></p>		
4.1.2	<p><del>Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.</del></p>		
4.1.3	<p><del>Participate and assist other professionals in conducting family-centered assessments.</del></p>		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
4.1.4	Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.		
4.1.5	Communicate assessment results and integrate assessment results from others 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.		
4.2	Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.  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	

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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	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
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	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
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	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
5.0	<p>Professionalism</p> <p><b>BECOMING A PROFESSIONAL</b>            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.</p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO DEMONSTRATE:</b></p>		
5.1	<p><del>Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.</del></p> <p>AN AWARENESS OF THE VALUE OF LIFE LONG PROFESSIONAL DEVELOPMENT, PARTICIPATION IN COLLABORATIVE COMMUNITIES, AND REFLECTIVE INFORMED PRACTICE;</p>	B	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
5.2	<p><del>Demonstrate an understanding of conditions of children, families, and professionals; 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.</del></p> <p>KNOWLEDGE AND APPLICATION OF LEGAL AND ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS RELATED TO CHILDREN AND FAMILIES;</p>	B	
5.3	<p><del>Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.</del></p> <p>KNOWLEDGE AND UTILIZATION OF INTEGRATED CROSS CONTENT AND INTERDISCIPLINARY PERSONNEL AND RESOURCES FOR CHILDREN WHO EXHIBIT TYPICAL AND ATYPICAL DEVELOPMENT AND CHALLENGING BEHAVIORS;</p>	B	
5.4	<p><del>Demonstrate awareness of and commitment to the profession's code of ethical conduct.</del></p> <p>AN UNDERSTANDING OF EARLY CHILDHOOD EDUCATION AS A PROFESSIONAL FIELD, AND IDENTIFICATION AND INVOLVEMENT OF ONESELF WITH PROFESSIONAL ORGANIZATIONS;</p>	B	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
5.5	<p><del>Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.</del></p> <p>KNOWLEDGE AND UTILIZATION OF INFORMATION ABOUT EARLY CHILDHOOD AND OTHER PROFESSIONAL GROUPS, RESOURCES, AND LITERATURE, AND RECOGNIZING THE BENEFITS OF CROSS-DISCIPLINARY COLLABORATION;</p>	B	
5.6	<p><del>Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.</del></p> <p>KNOWLEDGE OF PUBLIC POLICY ISSUES, PROCESSES, AND IMPACT ON THE EDUCATION OF YOUNG CHILDREN;</p>	B	
5.7	<p><del>Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.</del></p> <p>KNOWLEDGE AND SKILLS FOR INFORMED ADVOCACY FOR CHILDREN, FAMILIES, AND EARLY CHILDHOOD EDUCATION PROFESSION;</p>	B	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
5.8	<p><del>Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs including supervision of staff and volunteers and program evaluation.</del></p> <p>SELF-REFLECTIVE PRACTICES INTEGRATING KNOWLEDGEABLE, REFLECTIVE, AND CRITICAL PERSPECTIVES ON EARLY EDUCATION;</p>	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	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
6.0	<p>*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.</p> <p><i>ADDITIONAL ENDORSEMENT CANDIDATES MUST PROVIDE DOCUMENTATION REGARDING THE COMPLETION OF SUPERVISED AND STRUCTURED FIELD EXPERIENCES AS DETERMINED BY THE TEACHER PREPARATION INSTITUTION.</i></p> <p><b>THE PREPARATION PROGRAM PROVIDES CANDIDATES WITH A VARIETY OF OPPORTUNITIES TO PARTICIPATE IN:</b></p>		

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
6.1	<p><del>Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private centers, schools, and community agencies).</del></p> <p>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;</p>	*	
6.2	<p><del>Work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.</del></p> <p>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;</p>	*	

NO#	Guideline/Standard	LEVEL OF PROFICIENCY	NARRATIVE EXPLAINING HOW REQUIRED Courses and/or Experiences that Fulfill the Guidelines FOR ENDORSEMENT
6.3	<p><del>Demonstrate ability to work effectively during full-time (totaling at least 300 clock hours) supervised student teaching and/or practical experiences in at least two different settings, serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities.</del></p> <p>EXPERIENCES THAT INCLUDE INVOLVEMENT, PARTNERING, AND COMMUNICATING WITH FAMILIES INCLUDING PARTICIPATION IN PARENT/GUARDIAN CONFERENCES;</p>	*	
6.4	<p><del>Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.</del></p> <p>EXPERIENCES WHERE STUDENTS MUST DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF POSITIVE WORKING PARTNERSHIPS WITH OTHER ADULTS IN THE EDUCATIONAL SETTING; AND</p>	*	
6.5	<p>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.</p>	*	

\* THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY. INSTITUTIONS EITHER MEET, OR DO NOT MEET, THESE STANDARDS.

### Referent Committee

<b>Name</b>	<b>Institution/Organization</b>
Alice Whiren	Michigan State University
Bonita Miller	Spring Arbor University
Darlene Schoolmaster	Dearborn Public Schools
Deb Sumner	Grand Valley State University
Elizabeth Sulzby	University of Michigan
Helen Hagens	Central Michigan University
Jacqueline Wood	Michigan Department of Education
Jean Mayfield	Wayne County Community College
Joanne Winkelman	Michigan Department of Education
Judy Levine	Michigan Department of Education
Kara Gregory	Michigan Association Education of Young Children
Karen Brantley	Wayne County Community College
Karen Menke Paciorek	Eastern Michigan University
Kathy Connor	Hillsdale College
Keith Myers	Michigan Association Education of Young Children
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Mary Donegan	University of Michigan-Dearborn
Nkechy Ezeh	Aquinas College
Regena Nelson	Western Michigan University
Sally Edgerton	Saginaw Valley State University
Shannan McNair	Oakland University
Sonja Drews	Hillsdale College
Yvonne Van Eye	Calvin College

### Review and Comment requested from:

<b>Name</b>	<b>Institution/Organization</b>
Dan Sternhagen	Adams Township School District
Jacqueline Brown	All Saints Catholic School
Ramelle Alexander	Ann Arbor Hills Child Dev. Ctr.
James Bird	Avondale School District
Robert Kjolhede	Beal City Public Schools
David Micinski	Benzie County Central Schools
David Green	Bible Truth Christian Academy
William Mayes	Bloomfield Township S/D #7F
Alan Kantola	Brimley Area Schools
Mark Miller	Byron Area Schools
William Haverkamp	Calvin Christian Middle School
Robert Norton	Cedar Creek Christian School
Shelley Stockwell	Charyl Stockwell Academy
George Kelly	Christian Leadership Academy
Terry Boguth	Coloma Community Schools
Lisa Kennedy	Corcoran House
Duane Krogman	Cowden Lake Bible Academy
Rose Kelly	Daycroft Montessori School
Kenneth Burnley	Detroit City School District
Frank Nardelli	Dove Academy of Detroit
Dan Henry	Eastern Washtenaw Multicultural Academy

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Bruce Nelson	Fairview Area School District
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Diane Hofman	Francis Reh PSA
Lisa Bianchi	Gateway Middle/High School
Doug Collier	Go Like The Wind School
Zel Seidenberg	Grand Blanc Academy
Billiette Walter	Great Lakes Academy
Rhonda Provoast	Hale Area Schools
Victor Mayo	Hazel Park City School District
Kenneth Calvert	Hillsdale Academy
William Sitas	Holy Ghost Lutheran School
Daniel Diedrich	Horizons Community High School
Charles Taylor	Immaculate Conception Elem. School
James Hubbard	Inter City Baptist School
Marie Siporin	Japhet School
Gregory Webster	Kaleva Norman Dickson School District
DiAnne Pellerin	L'Anse Creuse Public Schools
Sandra Feeley Myrand	Lakeview Public Schools (Macomb)
Peggy Thompson	Lenawee Christian School
Lillia Dodson	Louisiana Homes School
Robert Olsen	Manistee Area Schools
Joyce Phillips	Marshall Public Schools
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Mark Eitrem	Mid-Michigan Leadership Academy
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Kenneth Storey	Northville Christian School
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Ronald Simon	Pewamo-Westphalia Community Schools
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Larry Cameron	Richfield Christian Academy
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D Therese Korson	St. Charles Catholic School
Robert Bridges	St. Francis Catholic High School
Sue Grzegorzcyk	St. John Catholic School
Warren Scheiwe	St. Johns Lutheran Amelith School
Mary Teresita	St. Joseph's School
Beth Dusseau	St. Mary Catholic Central High School
Suzanne Cowdrey	St. Mary School
William Besler	St. Michael Lutheran School
Carl Hall	St. Paul Lutheran School

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Jane Gee	St. Therese Catholic School
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Donald Vernon	Tekonsha Community Schools
James Pavelka	Traverse City Area Public Schools
Kenneth Hass	Trinity Lutheran School
Nancy Morgan	Universal Academy
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Lori Wood	Warren Woods Christian School
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Georgia Hubbard	Woodward Academy
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Mark Seals	Alma College
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Mark Eckhardt	Charlevoix-Emmet ISD

## 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).