Perkins V
Career Pathways Project

Teacher Rollout Workshop

May 19, 2021

MICHIGAN Department of Education

Objectives:

Develop	a shared concept of Perkins V changes and requirements
Understand	key vocabulary terms related to CBE and Perkins V
Identify	approved and supplemental credentials
Explain	new curriculum documents and support materials

MICHIGAN Department of Education

Questions?

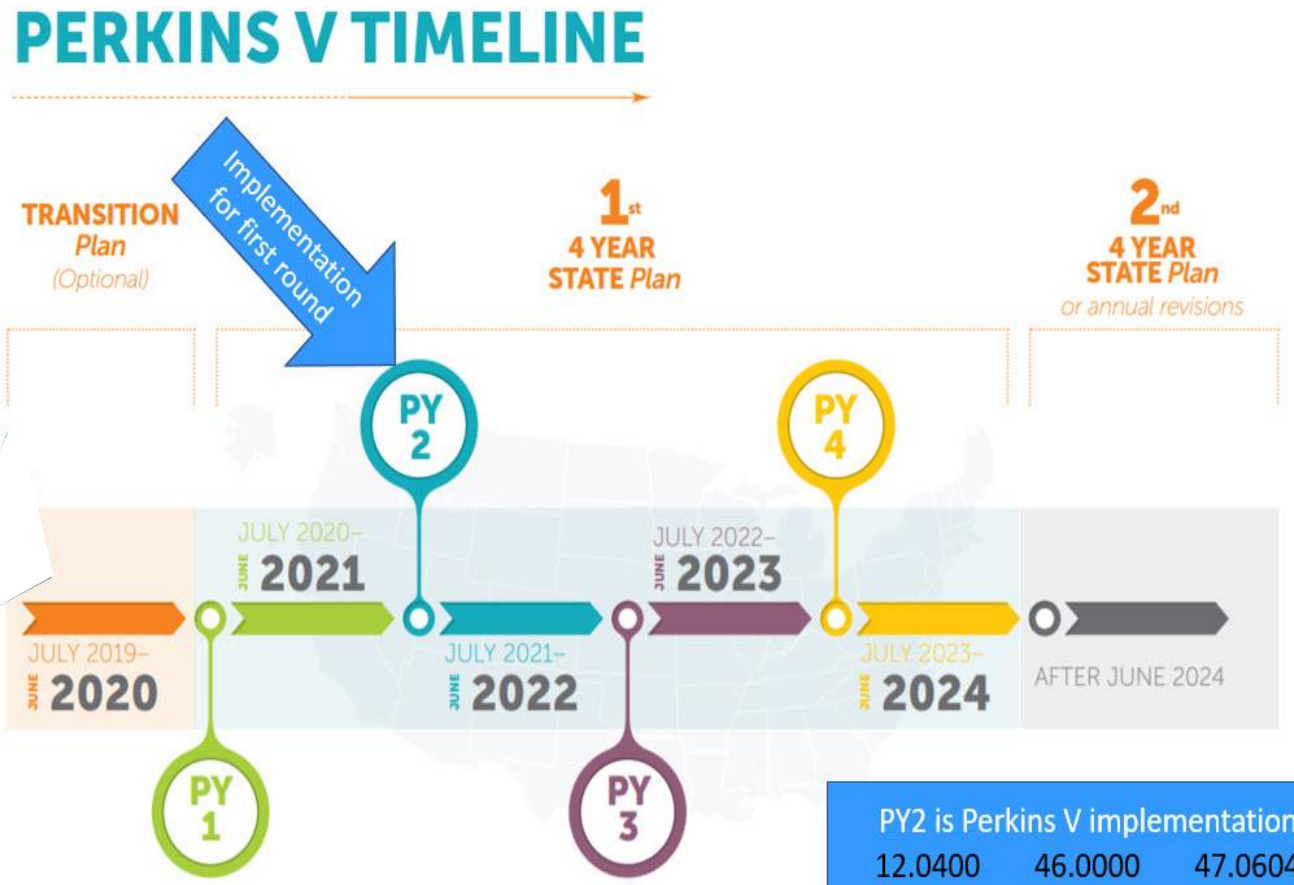
A little history…

Perkins V: Mindset Changes

PIV	PV
standards align to assessments	competencies will align to credentials
segments	"Perkins Courses"
articulation agreements	credit agreements

MICHIGAN Department of Education

Perkins V Career Pathways Grant



PY2 is Perkins V implementation target for:

12.0400	46.0000	47.0604	52.0299
13.0000	46.0301	51.0000	00.0000

MICHIGAN Department of Education

Postsecondary Recognized Credentials

- Industry-recognized certification
- Educational certificate
- License
- Educational degree
- Apprenticeship Completion Certificate

MICHIGAN Department of Education

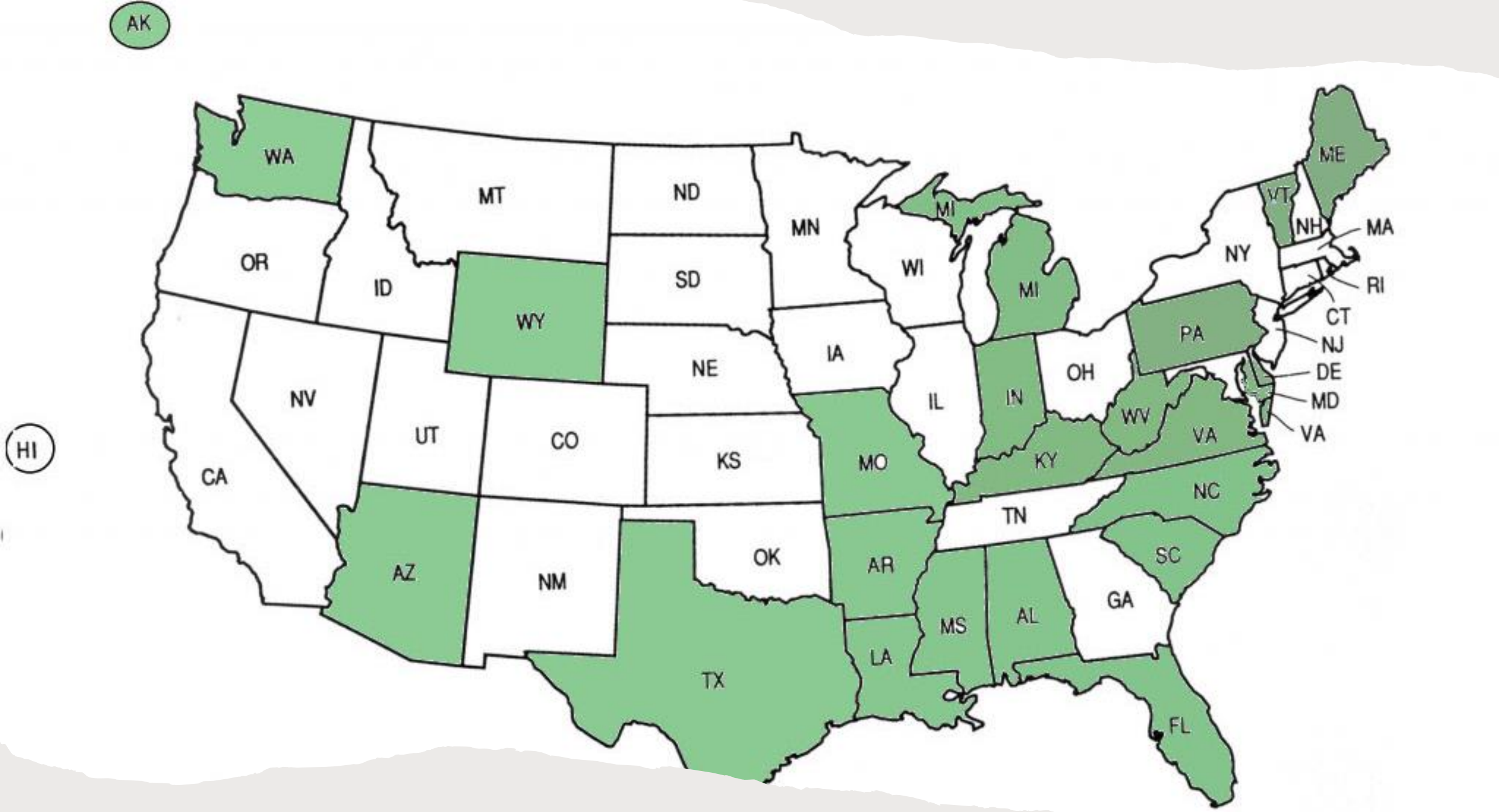
Aligned to State Goals

Goal: Increase the number of working-age adults with a skill certificate or college degree from 45% today to 60% by 2030.

Goal: Expand secondary learning opportunities for all students

Goal: Increase the percentage of all students who graduate from high school

Goal: Increase the percentage of adults with a postsecondary credential

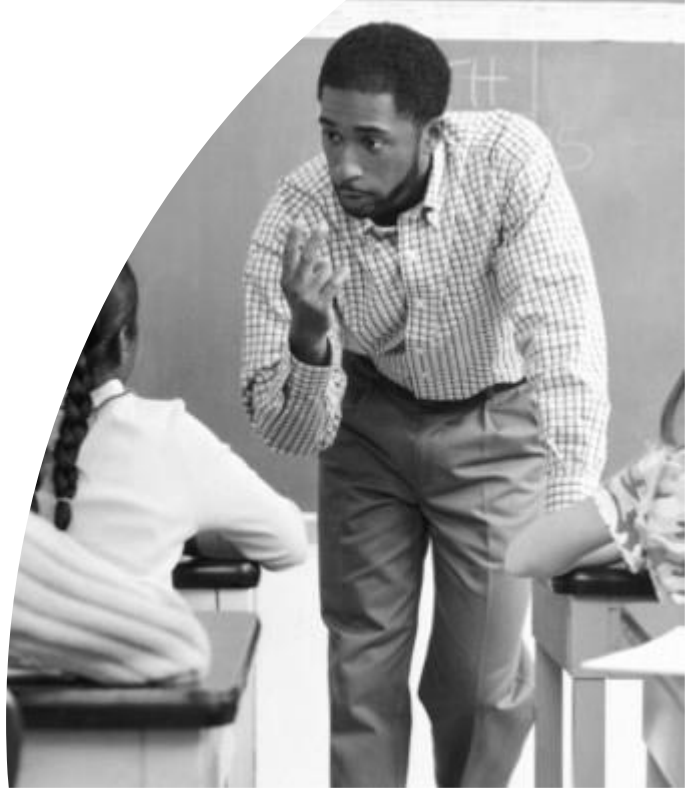

AK
HI
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MS
MI
IN
KY
TN
AL
GA
FL
OH
WV
VA
NC
SC
PA
NY
VT
NH
ME
MA
RI
CT
NJ
DE
MD
VA

Industry-Recognized Credential (IRC)

- ✓Related to a particular occupation
- ✓Recognized in labor market
- ✓Portable across state borders
- ✓Assess student skills

MICHIGAN Department of Education

Supplemental Credentials



2019 – 2020 Grant Projects

Five CIP codes approved for the current grant year:

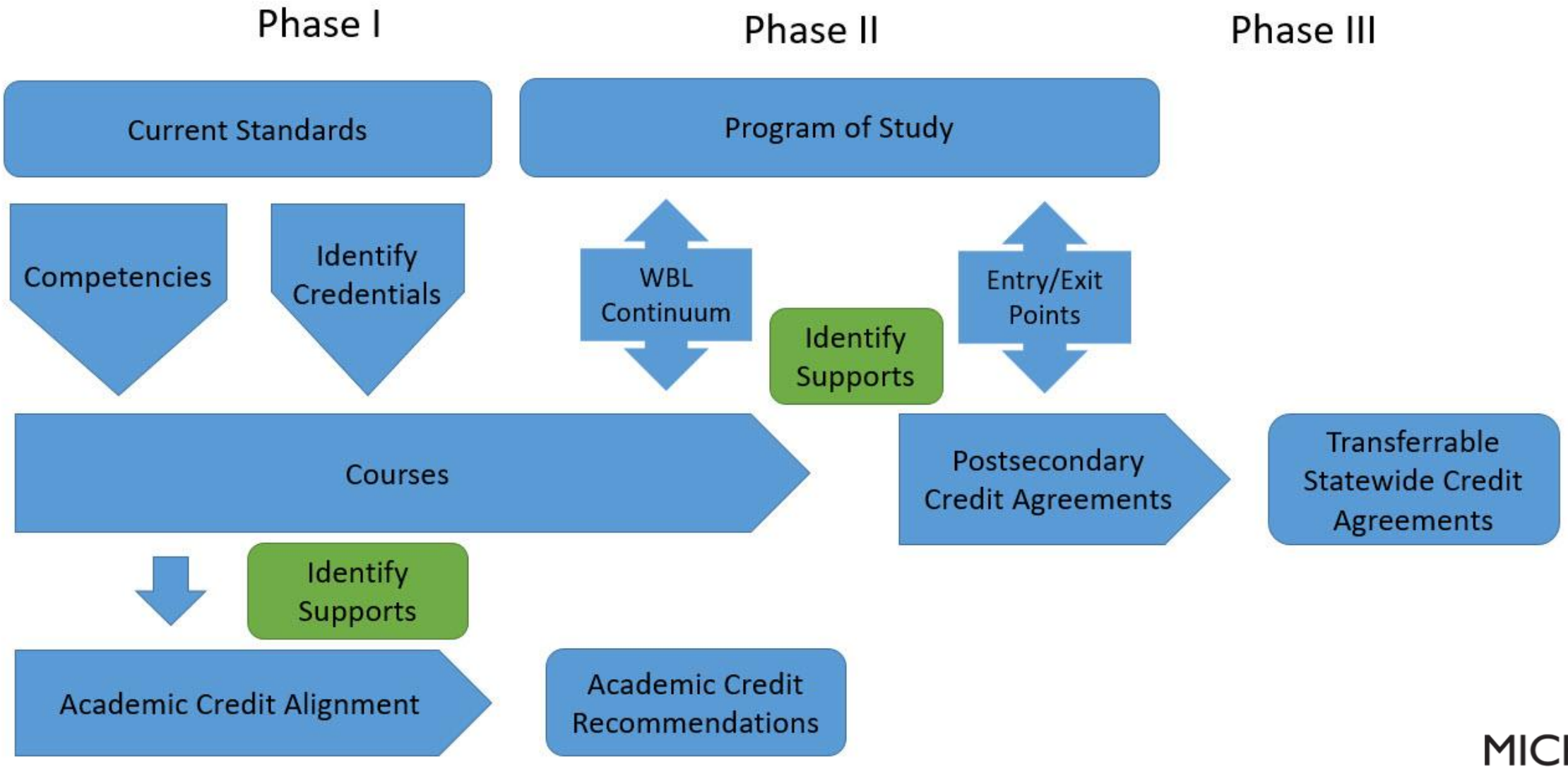
51.0000	Health/Therapeutic Services
46.0301	Electric/Power Trans Transmitter
46.0000	Construction Trades
47.0604	Automotive Technician
52.0299	Business Administration, Management & Operation

Two CIP areas participating in parallel project work:

12.0400	Cosmetology
13.0000	Education, General

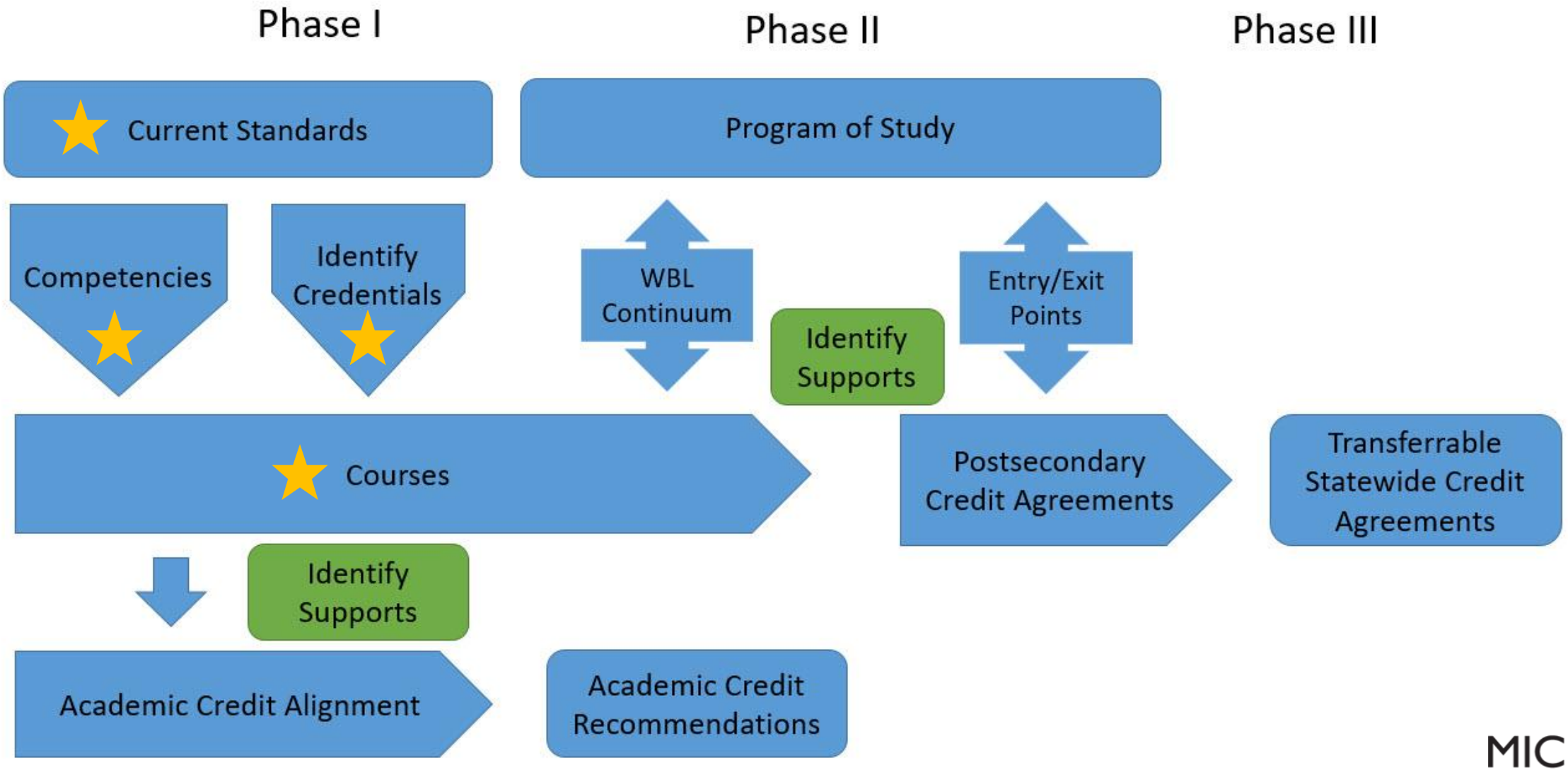
MICHIGAN Department of Education

Career Pathways Grant



MICHIGAN Department of Education

Career Pathways Grant



MICHIGAN Department of Education

Questions on History?

Credential Identification

Recommended Supplemental Credentials

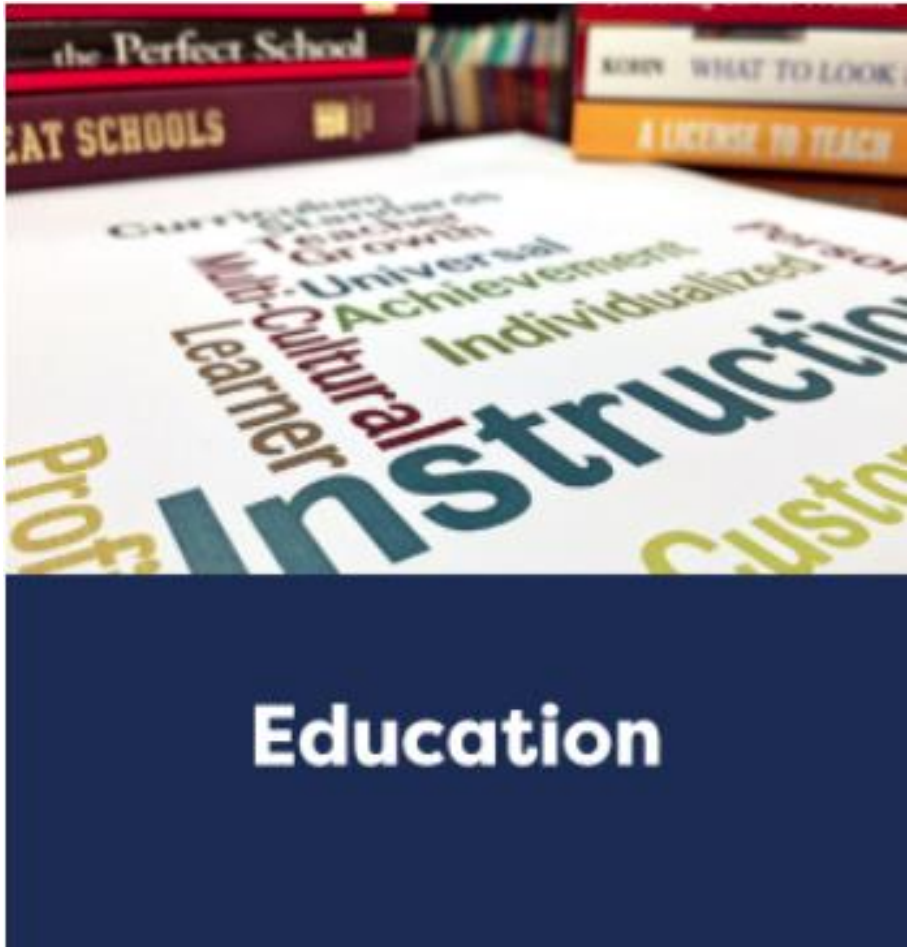
MICHIGAN Department of Education

Approval Process

Approved Credentials

13.0000 Education & Training

- Child Development Associate (CDA)
  - Infant-Toddler
  - Preschool
- Michigan Youth Development Associate (MI-YDA)



My credential isn’t on the list!

Questions on Credentials?

Standards to Competencies

competence [kom-pi-*tuh* ns]

noun

1 the quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity:
He hired her because of her competence as an accountant.

Synonyms for *competence*

appropriateness	fitness	skill	moxie	qualifiedness
capability	know-how	suitability	cutting it	the goods
capacity	proficiency	adequacy	cutting the mustard	the right stuff
competency	qualification	makings	hacking it	what it takes
expertise	savvy	might	making the grade	

MOST RELEVANT

MICHIGAN Department of Education

MICHIGAN Department of Education

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some 0s	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework)	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit	Final Grade = C

MICHIGAN Department of Education

Credentials vs. Competencies

A credential is the validation of a **set** of competencies.

MICHIGAN Department of Education

Standards to Competencies: Technical

Technical

Cluster

Pathway

Career Ready Practices

LARA
LICENSING AND REGULATORY AFFAIRS
CUSTOMER DRIVEN. BUSINESS MINDED.

NCHSE

National Institute for
AUTOMOTIVE SERVICE EXCELLENCE

nccer

MICHIGAN Department of Education

Standards to Competencies: Cluster and Pathway

Technical

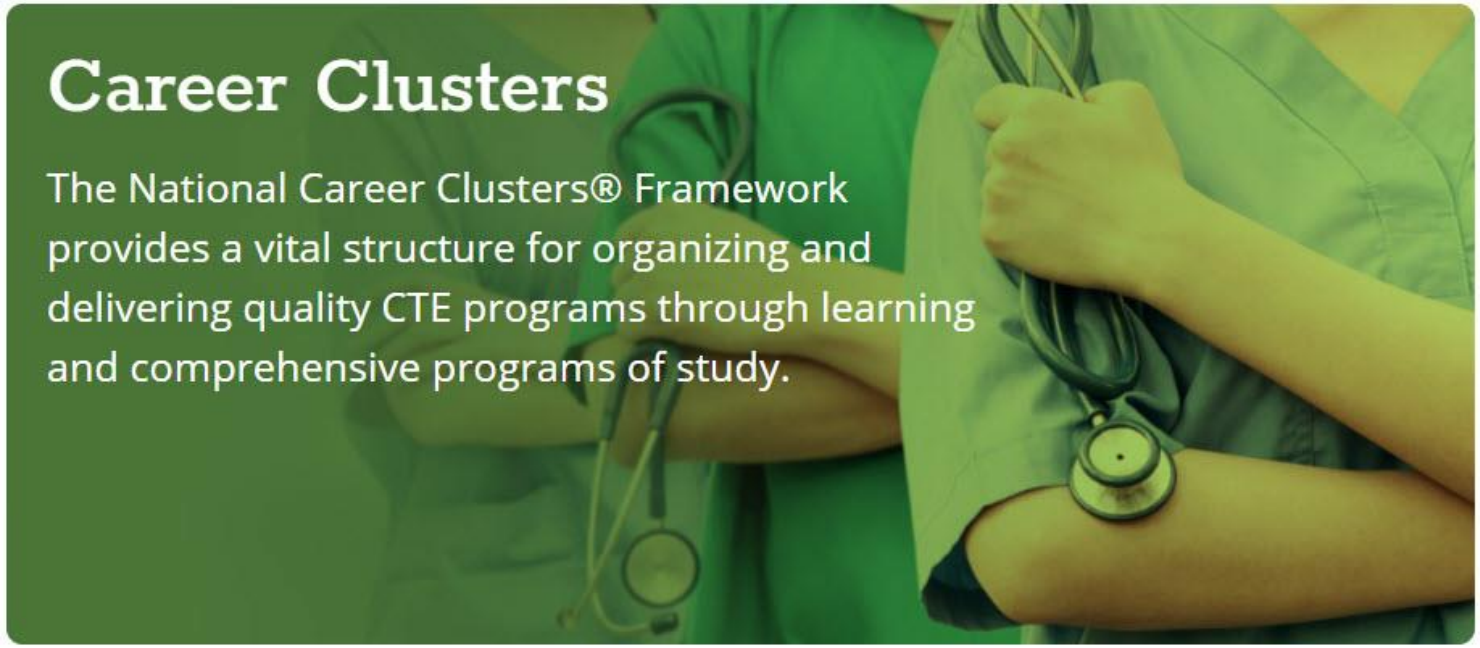
Cluster

Pathway

Career Ready Practices

ADVANCE CTE

State Leaders Connecting Learning to Work



Career Clusters | Advance CTE (careertech.org)

MICHIGAN Department of Education

Standards to Competencies: Career Ready Practices

Technical

Cluster

Pathway

Career Ready Practices

ADVANCE CTE

State Leaders Connecting Learning to Work

Learning that works for America CTE

CCTC

Common Career Technical Core

The Career Ready Practices

ACT AS A RESPONSIBLE AND CONTRIBUTING CITIZEN AND EMPLOYEE.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

APPLY APPROPRIATE ACADEMIC AND TECHNICAL SKILLS.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CareerReadyPractices-FINAL.pdf (careertech.org)

MICHIGAN Department of Education

Directions: (Print on legal size paper)

Secondary Delivery: Indicate the level the student will be able to perform the standard when leaving the program for each of the *Performance Elements*

Local Task ID Code/Delivery Point: Indicate where the standard is delivered in the curriculum

Academic Standards Crosswalk: You may indicate the academic content expectation number or you may use a check mark to indicate the appropriate academic content taught in the st

Post-Secondary Delivery for Articulation: Indicate with a check if this is a standard required for post-secondary articulation for the program

51.0000 Health Sciences/Allied Health/Health Sciences, General (2017)

State approved CTE programs shall not be in violation of a federal statute or regulation including Hazardous Occupations Orders (https://www.dol.gov/whd/regs/compliance/childlabor101.pdf).

Secondary Gap Analysis

RATING SCALE:
4 = Exceeds criteria and/or able to teach task
3 = Accomplishes task to criteria
2 = Accomplishes task with help
1 = Exposed to the task

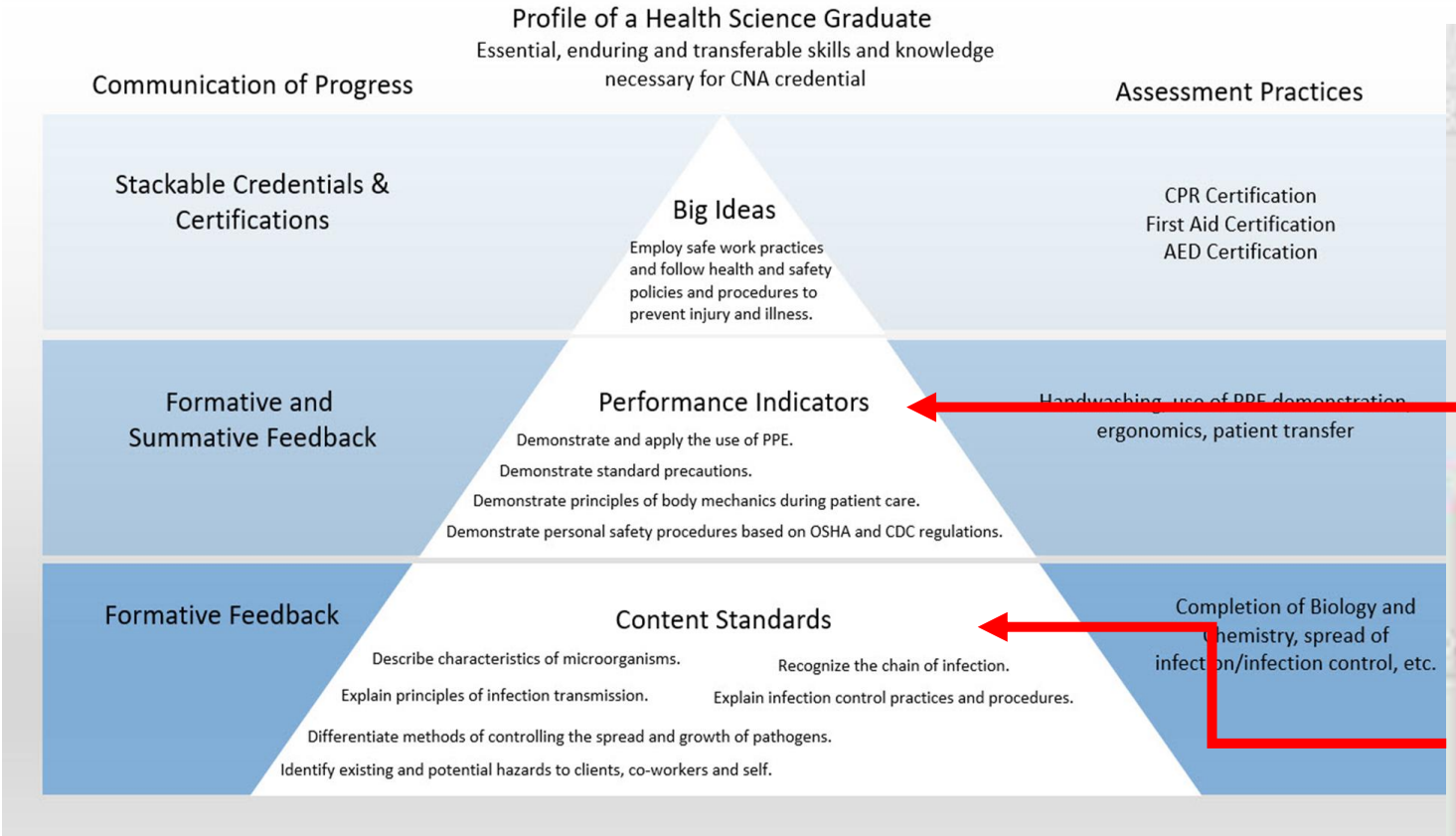
Rate Only the Performance Element

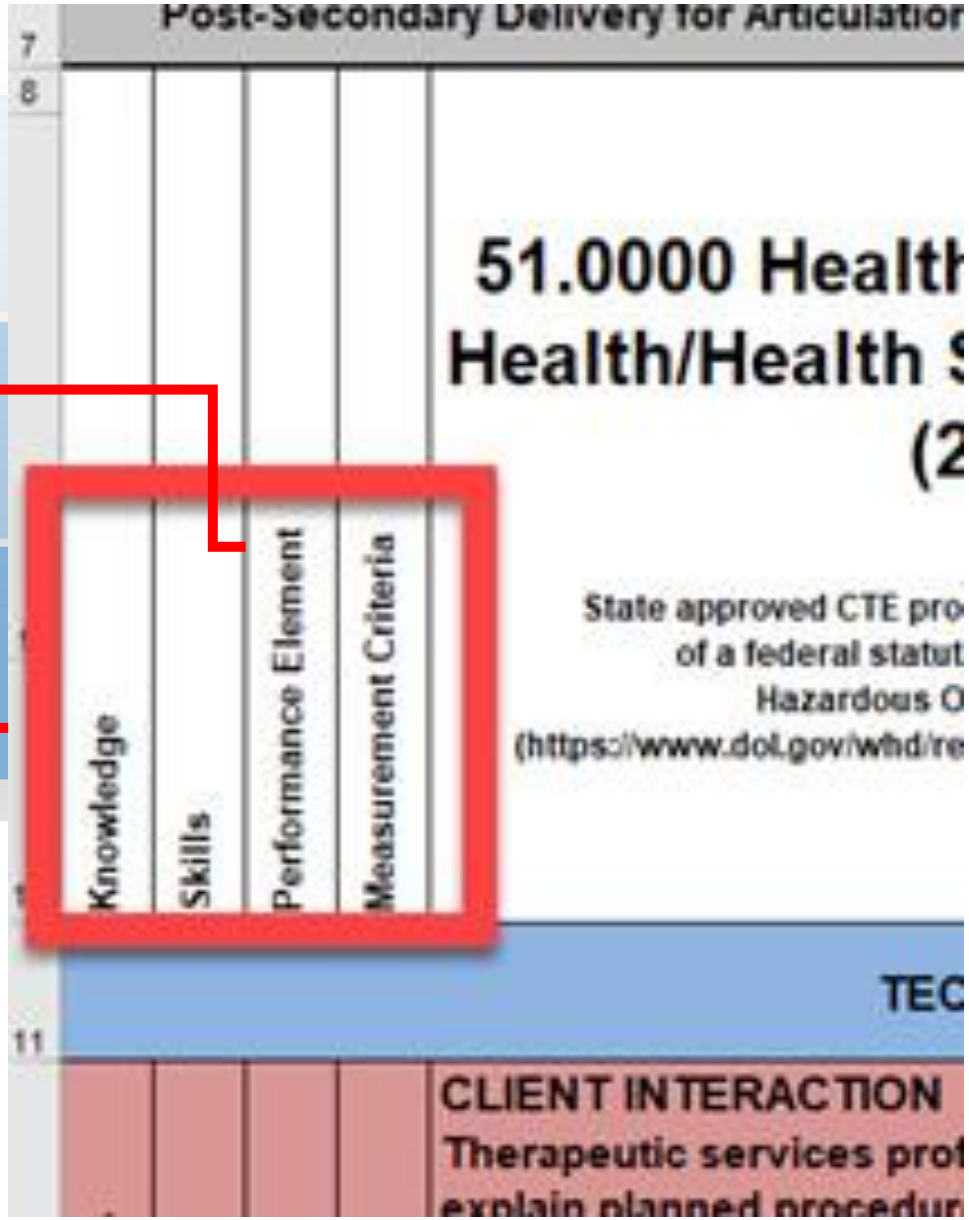
Knowledge	Skills	Performance Element	Measurement Criteria		Standard Source	4	3	2	1	N	Local Task ID Code/ Delivery Point	Post-Secondary Delivery for Articulation ✓	Academic Standards Crosswalk: ELA	Math	Social Studies	Science	VPAA	Pre 0	Anatomy and Physiology 1	Legal Responsibilities 2	Infection Control 3	Client Status 4
				TECHNICAL	NCHSE																	
				CLIENT INTERACTION Therapeutic services professionals will be able to explain planned procedures and goals to patients and																		

Diving In

Department of Labor and Economic Opportunity
Workforce Development

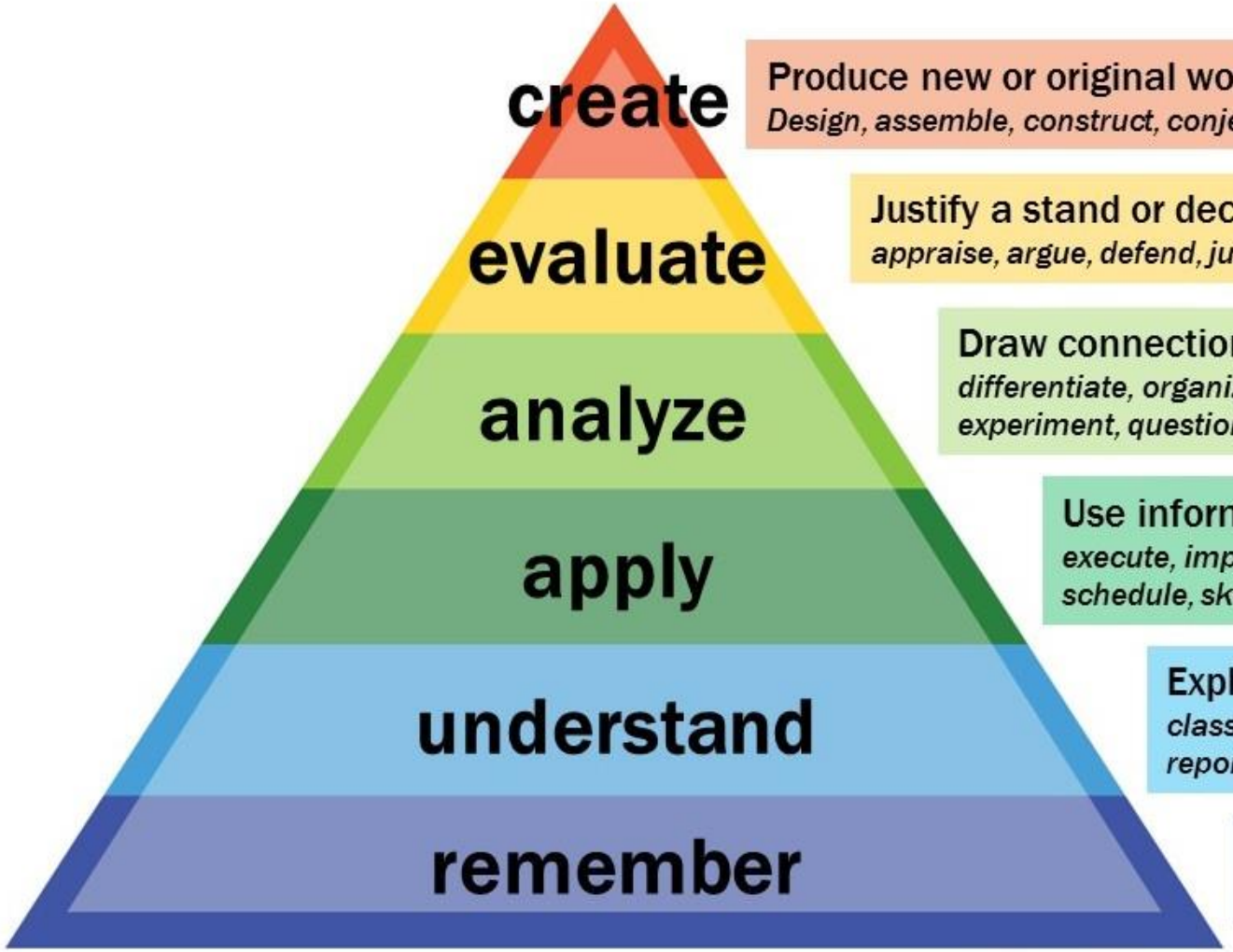
MICHIGAN Department of Education





Digging Deeper

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

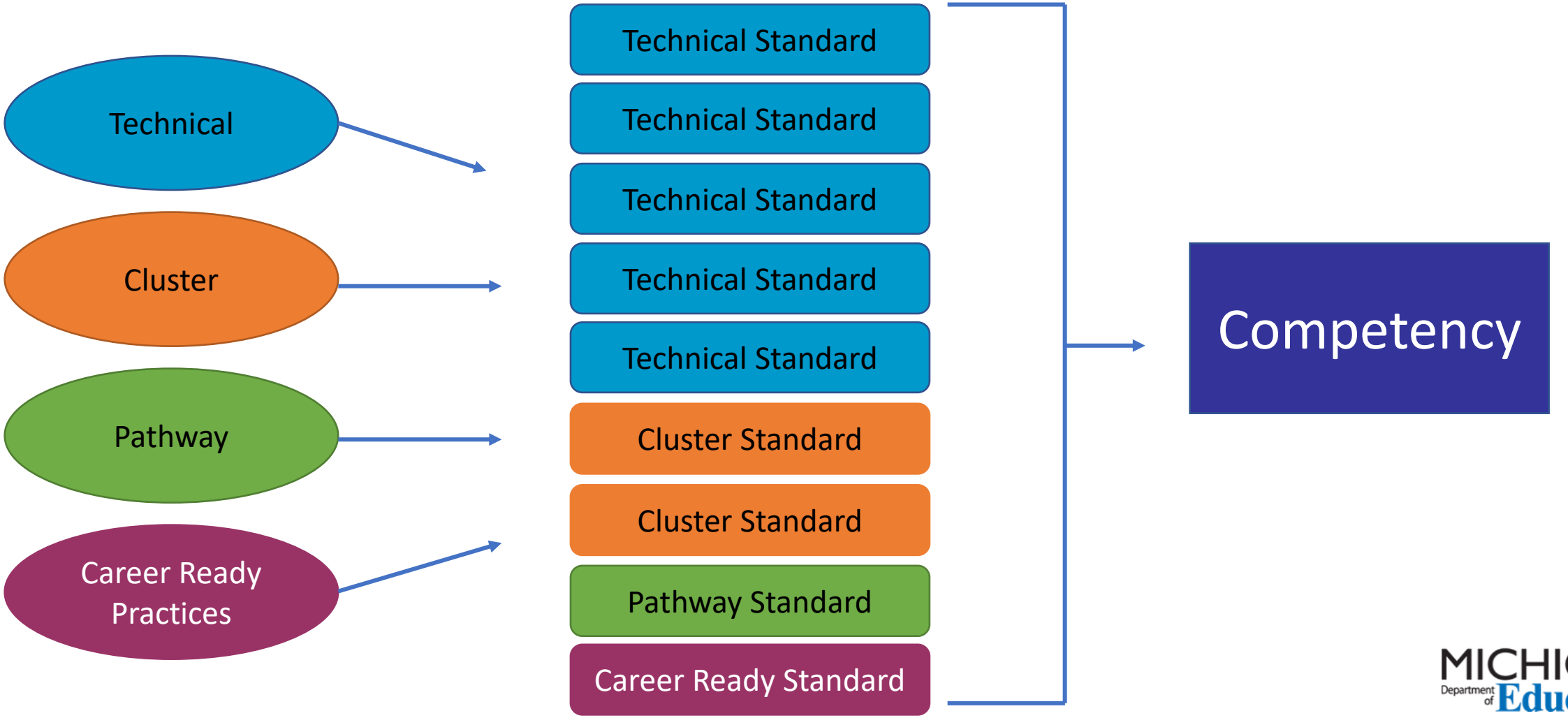
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Clustered Standards = Competencies



MICHIGAN Department of Education

Example of Standards = Competencies

Technical → Students will recognize and establish a respectful environment for diverse populations of students in the classroom.

Cluster → Control risks to individual health and safety in the learning setting.

Pathway → Identify materials and resources needed to enhance instruction and aid learners in learning.

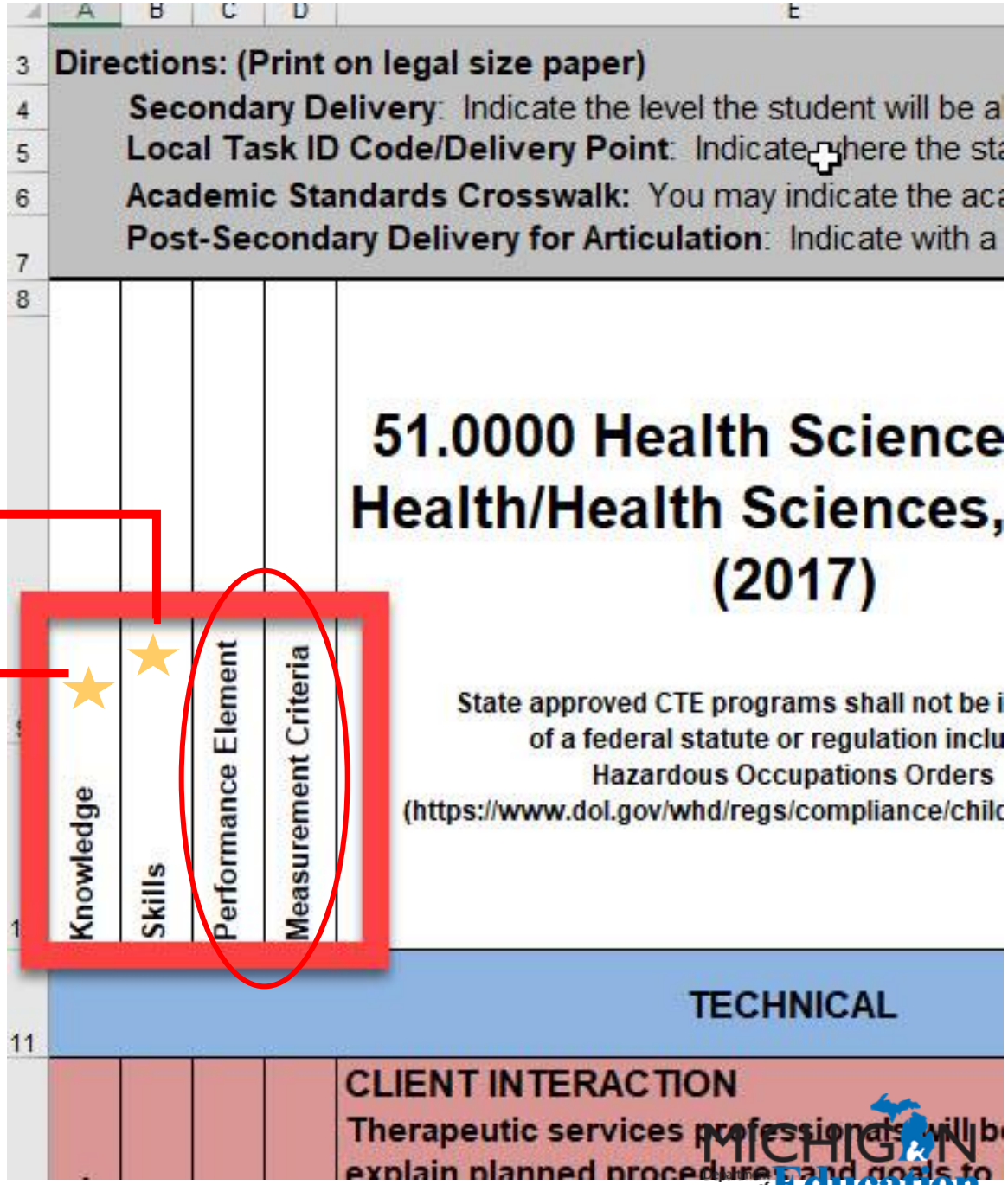
Career Ready Practices → Demonstrate problem solving skills consistently and independently.

→ Establishes and maintains a safe, healthy learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.

MICHIGAN Department of Education

Establishes and maintains a safe, healthy learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.

Standards Provide the Foundation



Performance Indicators

Establishes and maintains a safe, healthy learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.

CDA

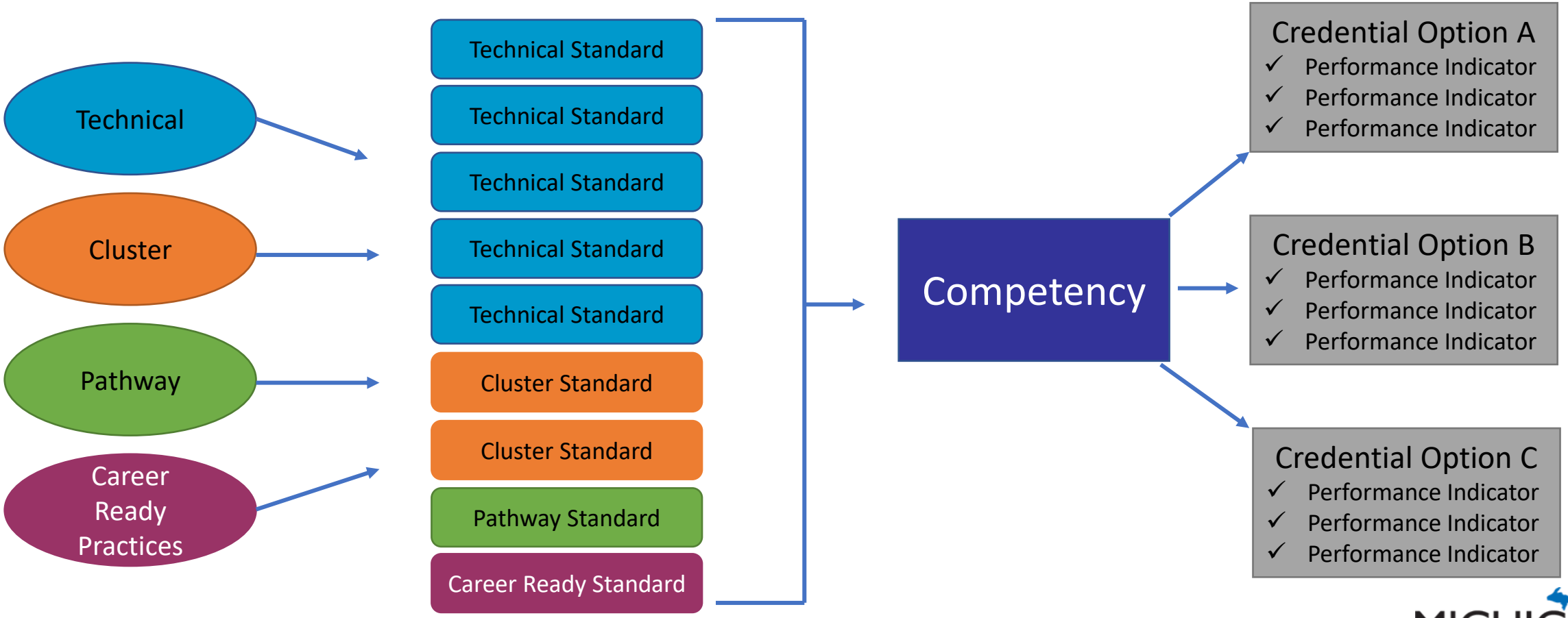
- ✓ Candidate ensures children's safety at all times.
- ✓ Well-planned and well-organized emergency procedures and supplies are evident.

MI-YDA

- ✓ Recognize and maintain safe indoor and outdoor areas.
- ✓ Communicate policies, procedures, and information with families and staff.

MICHIGAN Department of Education

Standards to Competencies to Credentials

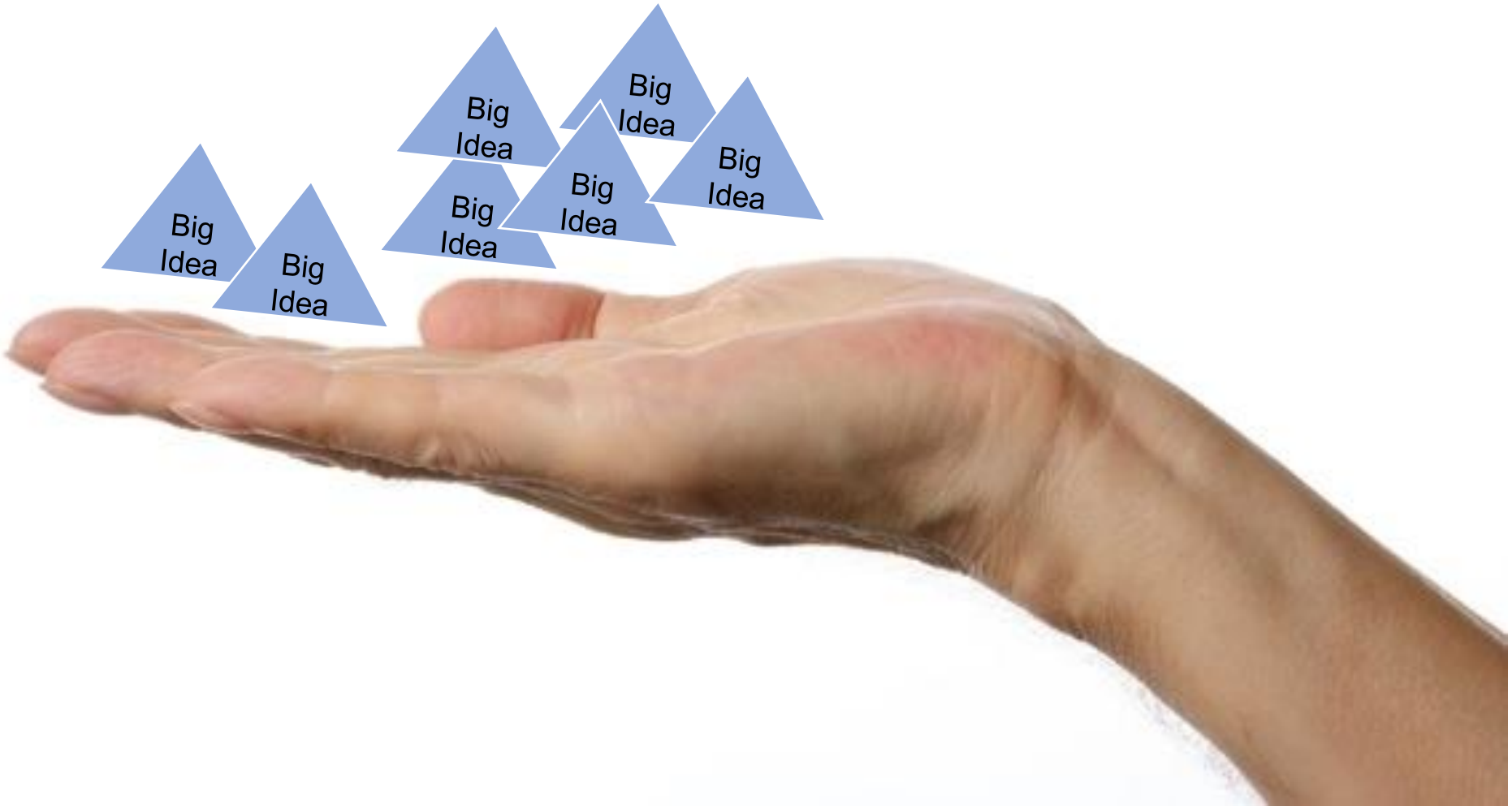


MICHIGAN Department of Education

Health, Safety, & Wellness	Ethics & Professional Growth	Cultural Competency
*Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting).	*Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy Act.	*Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all learners.
Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.	*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.	*Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships.
	*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.	Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity by selecting instructional materials that value and reflect the multidimensionality of diversity represented in society, and using language and teaching practices in which learners are affirmed as individuals, including person-first language.
Social Emotional Growth & Development	**Physical Growth & Development**	**Cognitive Growth & Development**
*Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom; appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families.	*Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and behaviors that contribute to life-long health.	*Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.
Develops a warm, positive, supportive, and responsive relationship with each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower.	*Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors.	Uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning.
Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults.	Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners.	
Strategic Partnerships	**Special Populations & Diverse Learners**	**Program Development**
* Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships.	*Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process.	*Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and program management/administration so all learners, families and staff have high-quality experiences.
* Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture.	*Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification.	Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or group.
*Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.	* Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms.	
Instructional Strategies	**Lesson Planning**	**Classroom Management**
* Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when appropriate.	*Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences.	*Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments
		Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging, behaviors.
		Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning of all learners, including those with disabilities and special needs.
Assessment	**WBL & Clinical Placement**	**Career Ready Practices**
*Uses assessment data to make decisions about teaching practices and curriculum development.	Perform occupational technical skills required for credential or certification.***	*Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth.
* Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment	Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.**	Demonstrate a variety of interpersonal and communication skills necessary for employment.

Questions on Standards to Competencies ?

Education & Training PCCs



Department of Labor and Economic Opportunity
Workforce Development

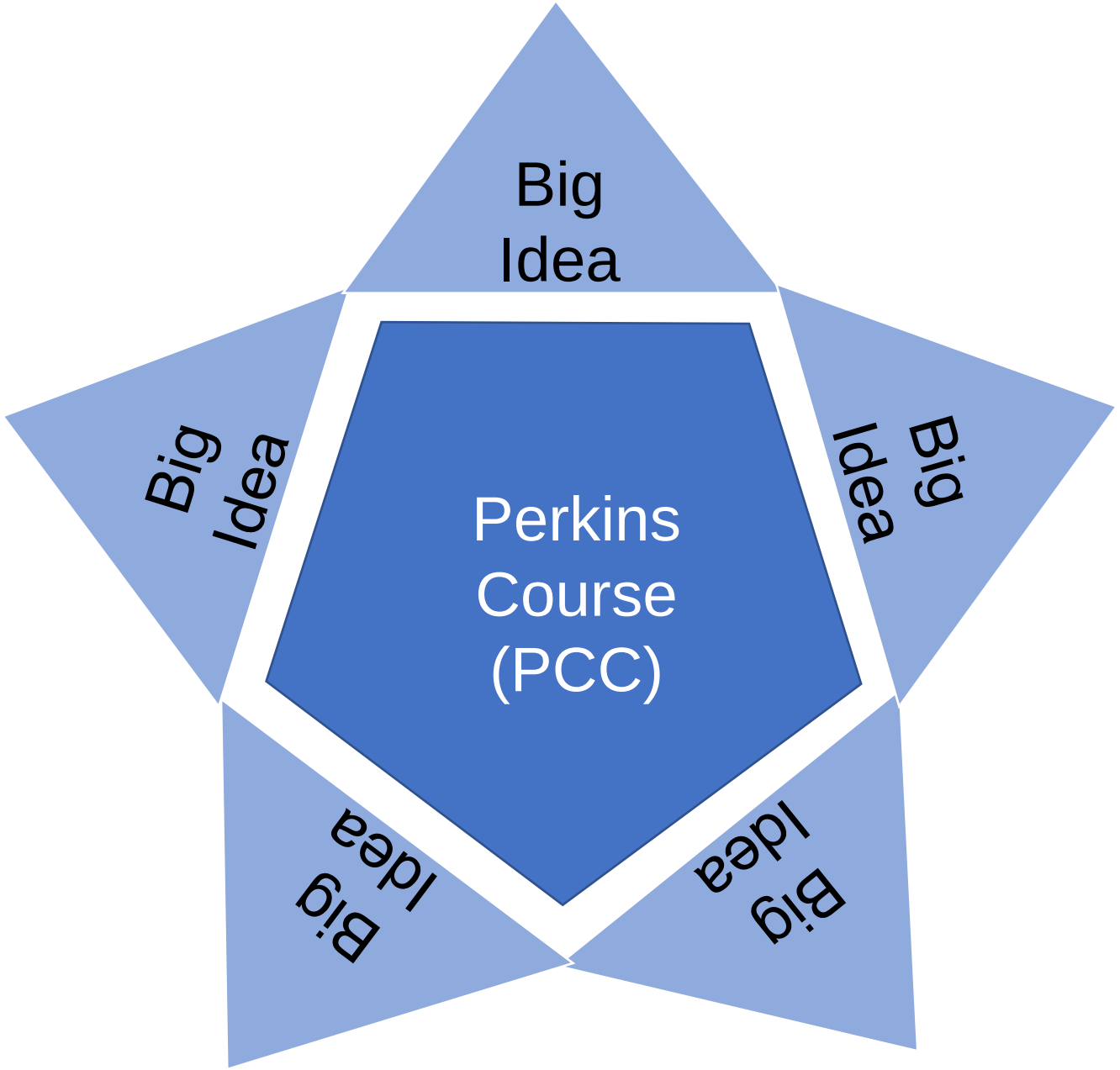
MICHIGAN Department of Education

Perkins Course Competencies (PCCs)

A specified group of competencies aligned with the state CTE program standards that take approximately 80 hours of instruction to deliver. The competencies are grouped as part of the career pathways grant process.

Competencies will be marked complete for a student when the student earns a grade of 2.0 or better in a local course section that covers those competencies.

MICHIGAN Department of Education



Department of Labor and Economic Opportunity
Workforce Development

MICHIGAN Department of Education

Competency Code	PCC	PV MDE Competency Areas	CDA	MI-YDA	PIV MDE Segments
A1	A	**Health, Safety, & Wellness**	Establish and maintain a safe, healthy learning environment	Safety and Wellness	Health and Safety
A2					
A3		**Ethics & Professional Growth**	Maintain a commitment to professionalism	Professional Development and Leadership	Ethics, Legal and Professional Responsibilities
A4					
A5					
A6		**Cultural Competency**		Cultural Competency and Responsiveness	Diverse Learners
A7					
A8					
B1	B	**Strategic Partnerships**	Building productive relationships with families	Family, School, and Community Relationships	
B2					
B3					
B4		**Special Populations & Diverse Learners**			Diverse Learners
B5					
B6					
B7		**Program Development**	Managing an effective program operation	Program Planning and Development	Trends and Structures
B8					
C1	C	**Social Emotional Growth & Development**	Supporting children's social and emotional development	Interactions with Children and Youth	Learning Environment
C2					
C3					
C4		**Physical Growth & Development**	Advancing children's physical and intellectual development	Child/Youth Growth and Development	Growth and Development & Diverse Learners
C5					
C6					
C7		**Cognitive Growth & Development**	Advancing children's physical and intellectual development	Child/Youth Growth and Development	Growth and Development & Diverse Learners
C8					
D1	D	**Instructional Strategies**	Understanding principles of child development and learning	Learning Environments and Curriculum	Instructional Strategies and Technology
D2		**Classroom Management**		Youth Engagement	Classroom Management and Guidance
D3					
D4					
D5		**Lesson Planning**	Understanding principles of child development and learning	Learning Environments and Curriculum	Curriculum and Lesson Planning
E1	E	**Assessment**	Observing and recording children's behavior	Child/Youth Observation and Assessment	Assessment and Evaluation
E2					
E3		**WBL & Clinical Placement**			Field Experiences
E4					
E5		**Career Ready Practices**			Employability Skills, Career Development and Certification
E6					

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
A1	A	Health, Safety, & Wellness	*Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting).	Establish and maintain a safe, healthy learning environment	Safety and Wellness	Health and Safety	Should be first in sequence due to concentration on safety training. Initial safety training MUST be completed before WBL begins.	
A2			Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.					
A3		Ethics & Professional Growth	*Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy	Maintain a commitment to professionalism	Professional Development and Leadership	Ethics, Legal and Professional Responsibilities		19
A4			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A5			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					
A6		Cultural Competency	*Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all learners.		Cultural Competency and Responsiveness	Diverse Learners		12
A7			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A8			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
B1	B	**Strategic Partnerships**	*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners.	Building productive relationships with families	Family, School, and Community Relationships		Interchangable with C.	11, 12
B2			* Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture.					
B3			*Promotes and provides opportunities to engage parents, families, and communities and identifies appropriate agencies and other resources in the larger community to support student learning and well-being.					
B4		**Special Populations & Diverse Learners**	*Demonstrate understanding of the teacher's role as a participant in the development, enactment, and assessment of an Individualized Education Program (IEP) and 504 Plan including the identification and evaluation process.			Diverse Learners		4, 6
B5			*Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification.					
B6			* Demonstrate knowledge and use of a variety of strategies, instructional accommodations, and adaptations of the learning environment including accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, and culture to promote the full participation of all children, including those with special needs, in general education classrooms.					
B7		**Program Development**	*Understands how policies, procedures, and systems support stable staff and strong personnel, fiscal, and program management/administration so all learners, families and staff have high-quality experiences.	Managing an effective program operation	Program Planning and Development	Trends and Structures		
B8			Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or group.					

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
A1	A	Health, Safety, & Wellness	*Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting).	Establish and maintain a safe, healthy learning environment	Safety and Wellness	Health and Safety	Should be first in sequence due to concentration on safety training. Initial safety training MUST be completed before WBL begins.	
A2			Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.					
A3		Ethics & Professional Growth	*Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy	Maintain a commitment to professionalism	Professional Development and Leadership	Ethics, Legal and Professional Responsibilities		19
A4			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A5			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					
A6		Cultural Competency	*Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all learners.		Cultural Competency and Responsiveness	Diverse Learners		12
A7			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A8			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					

MICHIGAN Department of Education

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
A1	A	Health, Safety, & Wellness	*Demonstrates knowledge of ethical practices aligned with state laws related to the responsibilities of the educator in recognizing and reporting known or suspected abuse, neglect, or maltreatment (mandated reporting).	Establish and maintain a safe, healthy learning environment	Safety and Wellness	Health and Safety	Should be first in sequence due to concentration on safety training. Initial safety training MUST be completed before WBL begins.	
A2			Establishes and maintains a safe, health, learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.					
A3		Ethics & Professional Growth	*Demonstrates knowledge of and critically analyzes the various ethical/professional codes of conduct in education, including, but not limited, to the Michigan State Board of Education Code of Ethics and the Family Educational Rights and Privacy	Maintain a commitment to professionalism	Professional Development and Leadership	Ethics, Legal and Professional Responsibilities		19
A4			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A5			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					
A6		Cultural Competency	*Design opportunities for learning that are equitable, irrespective of gender, ability, age, ethnicity, language, or family structure and promote active and equitable participation for all learners.		Cultural Competency and Responsiveness	Diverse Learners		12
A7			*Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community.					
A8			*Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of					

MICHIGAN Department of Education

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
C1	C	**Social Emotional Growth & Development**	*Identifies signs of trauma in students and responds with trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom.; appropriately adjusts instruction in response to the emotional and social distress in the classroom through positive relationships with learners and families.	Supporting children's social and emotional development	Interactions with Children and Youth	Learning Environment	Interchangable with B.	9, 10
C2			Develops a warm, positive, supportive, and responsive relationship with each learner, helps each child learn about and take pride in his or her individual and cultural identities, and supports children by using practices that engage and empower.					
C3			Implements guidance techniques and strategies to support learners individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and promote positive interactions with their peers and adults.					
C4		**Physical Growth & Development**	*Demonstrate knowledge and application of research-based instructional strategies to support the whole child's development through movement and physical activity and to create opportunities to develop critical knowledge, skills, and behaviors that contribute to life-long health.	Advancing children's physical and intellectual development	Child/Youth Growth and Development	Growth and Development & Diverse Learners		
C5			*Design and provide learning experiences that include active manipulation of a wide variety of materials and equipment in all developmental and content areas, both indoors and outdoors.					
C6			Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners.					
C7		**Cognitive Growth & Development**	*Supports the whole child through knowledge and understanding of student characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.	Advancing children's physical and intellectual development	Child/Youth Growth and Development	Growth and Development & Diverse Learners		4, 13
C8			Uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem-solving to lay a foundation for later learning.					

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
D1	D	Instructional Strategies	* Demonstrate the ability to challenge children and to use scaffolding strategies to advance each child's optimal development and learning, supporting many opportunities to practice newly acquired skills, incorporating supportive and assistive technologies when	Understanding principles of child development and learning	Learning Environments and Curriculum	Instructional Strategies and Technology	Should be completed near end of the course.	1, 2, 3, 5, 9
D2		Classroom Management	*Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning		Youth Engagement	Classroom Management and Guidance		5, 6, 7, 8
D3			Provides a supportive environment and uses effective strategies to support learner's self-regulation and acceptable behaviors, and effectively intervenes for learners with persistent, challenging,					
D4			Organizes and uses relationships, the physical space, materials, daily schedule and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning of all learners, including those with disabilities and					
D5		Lesson Planning	*Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences.	Understanding principles of child development and learning	Learning Environments and Curriculum	Curriculum and Lesson Planning		14

Example 5 of PCC alignment to competencies

Competency Code	PCC	PV MDE Competency Areas	Competency Statements	CDA	MI-YDA	PIV MDE Segments	Recommended Instructional Time	Core Teaching Practices
E1	E	Assessment	*Uses assessment data to make decisions about teaching practices and curriculum development.	Observing and recording children's behavior	Child/Youth Observation and Assessment	Assessment and Evaluation	Should be completed last in the sequence, with competencies covered throughout.	3, 15, 16, 17
E2			* Demonstrate understanding of and ability to use ongoing systematic observation, documentation, and screening tools, and other appropriate forms of formative and summative assessment tools, and approaches embedded in assessment related activities in					
E3		WBL & Clinical Placement	Perform occupational technical skills required for credential or certification.***			Field Experiences		18
E4			Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.**					
E5		Career Ready Practices	*Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth.			Employability Skills, Career Development and Certification		
E6			Demonstrate a variety of interpersonal and communication skills necessary for employment.					

Delivering Perkins Courses: Option 1

Local Course A

- Competency I
- Competency II
- Competency III
- Competency IV
- Competency V
- Competency VI
- Competency VII

Local Course B

- Competency VIII
- Competency IX
- Competency X
- Competency XI
- Competency XII
- Competency XII
- Competency XIII
- Competency XIV

Local Course C

- Competency XV
- Competency XVI
- Competency XVII
- Competency XVIII
- Competency XIX

Local Course D

- Competency XX
- Competency XXI
- Competency XXII
- Competency XXIII

PCC Key

- Course A
- Course B
- Course C
- Course D

MICHIGAN Department of Education

Delivering Perkins Courses: Option 2

Local Course A

Competency I
Competency II
Competency III
Competency IV
Competency V
Competency VI
Competency VII

Local Course B

Competency VIII
Competency IX
Competency X
Competency XI
Competency XII
Competency XII
Competency XIII
Competency XIV

Local Course C

Competency XV
Competency XVI
Competency XVII
Competency XVIII
Competency XIX

Local Course D

Competency XX
Competency XXI
Competency XXII
Competency XXIII

PCC Key

Local Course A: Traffic Laws
Local Course B: Parking Skills
Local Course C: Signs, Pavement Markings & Symbols
Local Course D: Safe Driving

MICHIGAN Department of Education

Delivering Perkins Courses: Option 3

Local Course A

- Competency I
- Competency II
- Competency III
- Competency IV
- Competency V
- Competency VI
- Competency VII

Local Course B

- Competency VIII
- Competency IX
- Competency X
- Competency XI
- Competency XII
- Competency XII
- Competency XIII
- Competency XIV

Local Course C

- Competency XV
- Competency XVI
- Competency XVII
- Competency XVIII
- Competency XIX

PCC Key

- Course A
- Course B
- Course C

MICHIGAN Department of Education

Delivering Perkins Courses: Option 4

Local Course A

Competency I
Competency II
Competency III
Competency IV
Competency V
Competency VI
Competency VII

Local Course B

Competency VIII
Competency IX
Competency X
Competency XI
Competency XII
Competency XII
Competency XIII
Competency XIV

Local Course C

Competency XV
Competency XVI
Competency XVII
Competency XVIII
Competency XIX

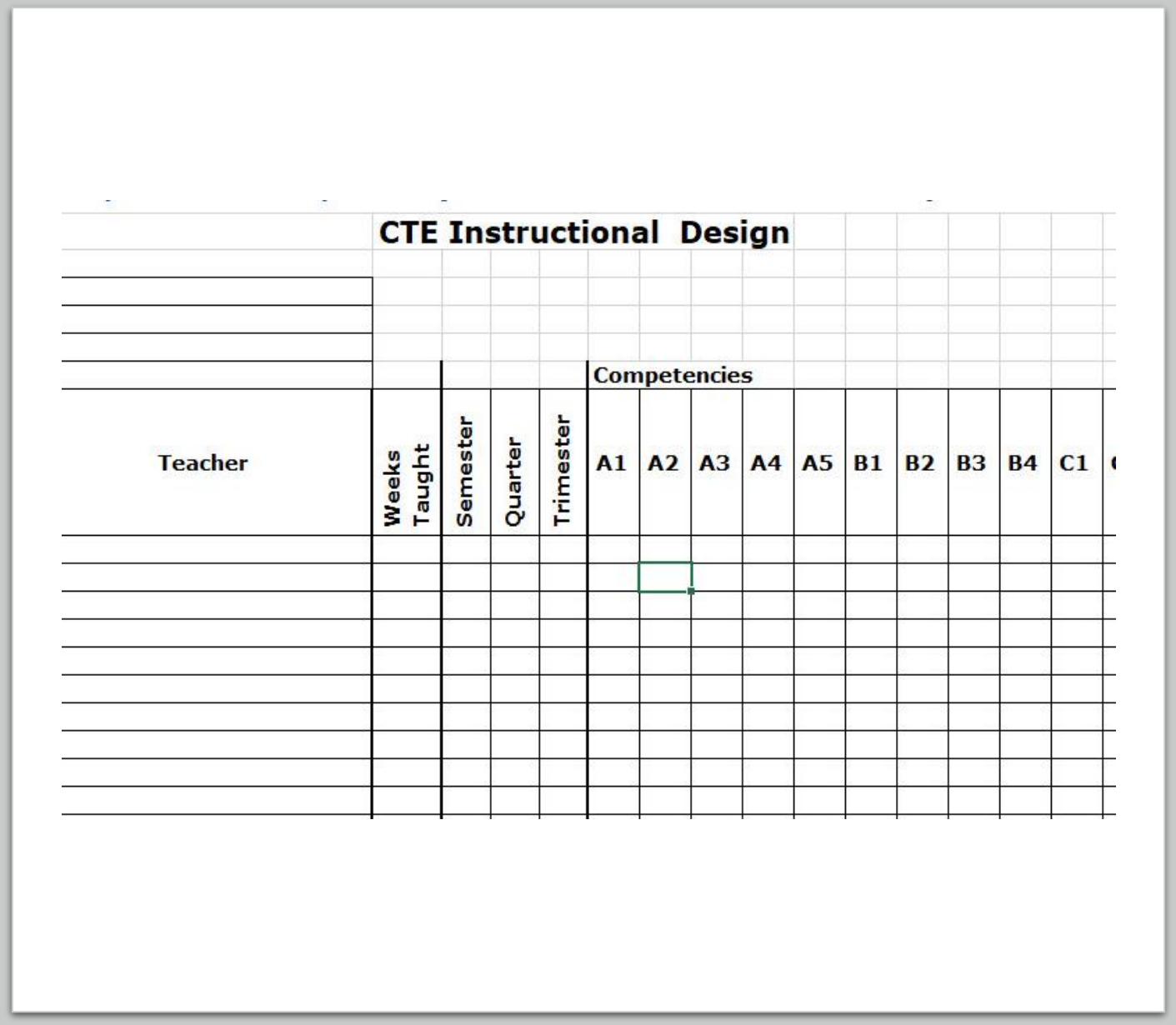
PCC Key

Traffic Laws
Parking Skills
Signs, Pavement Markings & Symbols
Safe Driving

MICHIGAN Department of Education

Reporting PCCs and Competencies

- Reporting competencies begins in Fall 2021
- New credentials added to the approved list in CTEIS in Fall 2021 for optional reporting in 2021-2022 and required reporting in 2022-2023.



CTE Instructional Design

					Competencies									
Teacher	Weeks Taught	Semester	Quarter	Trimester	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1

Questions on PCCs?

How to Prepare

Phase-in Implementation

Phase of Readiness	Description of Readiness	Actions & Next Steps
Program **is** currently offering a credential	Program is already offering a credential on the approved list	• Review approved and supplemental list; determine what may need to be added or adjusted • Complete transition from segments to competencies
Program is **not** currently offering a credential	Teacher is qualified to teach/offer one of the credentials	• Determine equipment and curriculum needs; set plan for fulfilling needs • Plan for implementation of credential in Fall 2021 or Fall 2022
Program is **not** currently offering a credential	Teacher needs more training to become qualified to offer credential	• Determine training or professional development needs • Set a target date for credential implementation • Obtain equipment and curriculum resources necessary for implementation
Program is **not** currently offering a credential	Program needs to be adjusted or restructured before credential can be offered	• Meet with advisory committee for recommendations • Set target date for implementation and phase-in plan
Program is **not** currently offering a credential	Teacher is not qualified to teach any of the approved credential options and cannot become qualified	• Consult with advisory committee and postsecondary partners; review labor market data • Review potential credentials and apply for an enhancement grant

Comprehensive Program of Study (POS)

Credential Readiness Survey

This survey will help to determine your readiness for the implementation of the credential for your specific CIP code that are being released as a part of the Career Pathways Grant. Please keep in mind, many of the listed CIP codes are already offering these credentials. MDE is collecting this information to prepare the necessary technical assistance for an effective roll-out.

The tentative roll-out includes:

Programs or clusters already offering the required credentials will continue to provide the credential. The change for these programs will include new instructional design and

MICHIGAN Department of Education

Q&A Sessions

June 8, 2021 (AM Session)
June 10, 2021 (PM Session)
June 17, 2021 (AM Session)

Instructional Design

July 28, 2021 (AM Session)
August 4, 2021 (AM Session)

MICHIGAN Department of Education

Contact Information

mde-careerpathways@michigan.gov