

Alignment of Standards for Early Childhood Educator Preparation with MI CKCC

Standard 1 Child Development

2010 NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs	CDA Subject Areas *February 2012 NAEYC and Council for Professional Recognition	MI CKCC Competency Statement	2009 CEC Initial Common Initial Special Education Professionals in Early Special Education/Early Intervention (Birth to Eight)	Standards for the of Teachers Early Childhood September (2008) and Test for Teacher Certification	
1a. Knowing and understanding young children's characteristics and needs birth through age 8	Subject Area 8: Understanding principles of child development learning	CD Competency A TL Competency A TL Competency B TL Competency M	ICC2K1 ECSE2K1 ECSE2K7	1.0 1.1 1.7	0001 0005 0006 0009
1b. Knowing and understanding the multiple influences on early and learning	Subject Area 1: safe, healthy, learning environment Subject Area 8: Understanding principles of child development learning	CD Competency B CD Competency C CD Competency D CD Competency E TL Competency A TL Competency H TL Competency I TL Competency N TL Competency O	ICC1K9 &10 ICC2K5---7 ICC3K1---5 ECSE2K6 ECSE3K1 & 2 ECSE6K1 ICC9S6	1.2 1.7	0001 0002 0004
1c. Using developmental knowledge create healthy, respectful, supportive, challenging learning environments	Subject Area 1: safe, healthy, learning environment Subject Area 8: Understanding principles of child development learning	CD Competency C CD Competency I CD Competency J HSN Competency A HSN Competency B HSN Competency C HSN Competency D TL Competency C TL Competency D TL Competency E TL Competency I TL Competency J TL Competency K TL Competency L TL Competency O	ICC5S1 ICC5S8 ICC5S17 ICC5K6 ECSE5S6 ICC6K2---4	1.0 1.2 1.3 1.4 1.5 1.6	0002 0004 0008 0010 0012

Standard 2 Building Family and Community Relationships					
2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition	MI CKCC Competency Statement	2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)	Standards for the Preparation of Teachers Early Childhood ZS September 2008 and Michigan Test for Teacher Certification	
2a: Knowing about and understanding diverse family and community characteristics	Subject Area 4: Building productive relationships with families	TL Competency N TL Competency O	ICC1K4 ICC1K10 ICC2K4	2.0 2.9	0013 0014
2b: Supporting and engaging families communities through respectful, reciprocal relationships	Subject Area 4: Building productive relationships with families	FCE Competency A FCE Competency B FCE Competency C TL Competency N TL Competency O	ICC10K1---4 ICC10S1 ICC10S6 ICC10S9---10 ECSE10S1---3	1.2 1.5 2.1 2.2 2.3 2.7	0013
2c: Involving families and communities young children's development and learning Advance Standard: <i>2c: Demonstrating cultural and effective collaboration</i> to involve families and communities in their children's development and learning	Subject Area 4: Building productive relationships with families	CD Competency E FCE Competency D FCE Competency E HSN Competency E ODA Competency C P Competency C TL Competency N TL Competency O	ICC10S1---11 ICC5K8 ECSE10S1---9	2.3 2.4 2.5 2.6 2.7 3.0	0013 0014 0015

Standard 3 Observing, Documenting and Assessing to Support Young Children and Families

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<p>3a: Understanding the goals, benefits uses of assessment---including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>	<p>Subject Area 7: and recording children’s behavior</p>	<p>ODA Competency B ODA Competency E</p>	<p>ICC8K1 ICC8K3---4 ICC8S1 ECSE8S3---4 ECSE8S7</p>	<p>3.1 3.2</p>	<p>0003</p>
<p>3b: Knowing about and using documentation, and other appropriate assessment tools and approaches, including the use of <i>technology</i> in documentation, assessment and data collection</p>	<p>Subject Area 7: and recording children’s behavior</p>	<p>ODA Competency A TL Competency G</p>	<p>ECSE7K3 ECSE8K3 ECSE8S6 ECSE8S10---11 ICC7S1 ICC7S4---6 ICC7S13 ICC7S15 ICC8S8</p>	<p>3.0 3.3 3.4 3.6</p>	<p>0003</p>
<p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, the use of assistive <i>technology</i> for with disabilities</p>	<p>Subject Area 7: and recording children’s behavior</p>	<p>ODA Competency D TL Competency G</p>	<p>ICC4S5 ICC8S4 ICC8K2 ECSE8S9</p>	<p>3.2 3.4 3.6</p>	<p>0003</p>
<p>3d: Knowing about assessment partnerships with families and with professional colleagues to build learning environments</p> <p>Advanced Standard: 3d: <i>Demonstrating ability to effectively</i> to build assessment partnerships with families and with professional colleagues to build learning environments</p>	<p>Subject Area 7: and recording children’s behavior</p>	<p>M Competency F ODA Competency C TL Competency N TL Competency O</p>	<p>ICC7S2---3 ICC8S6---7 ECSE5S7 ECSE7S1 ECSE8K1---2 ECSE8S1---2 ECSE8S8</p>	<p>3.5 3.7 4.8 5.9</p>	<p>0003</p>

Standard 4 Using Developmentally Effective Approaches

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<p>4a: Understanding positive and supportive interactions as the foundation of their work with young children</p>	<p>Subject Area 2: children’s physical and intellectual development</p> <p>Subject Area 3: children’s social and emotional development</p>	<p>IG Competency A IG Competency C TL Competency H TL Competency I TL Competency L TL Competency M TL Competency N TL Competency O</p>	<p>ECSE4S3 ECSE4S6---8 ECSE5S4 ECSE6S1---3 ICC5F7 ICC5S8</p>	<p>4.0 4.4</p>	<p>0004 0013</p>
<p>4b: Knowing and understanding strategies and tools for early including appropriate uses of technology</p>	<p>Subject Area 2: children’s physical and intellectual development</p> <p>Subject Area 3: children’s social and emotional development</p>	<p>IG Competency B TL Competency A through O</p>	<p>ECSE5S1---5 ICC5K1---6 ICC5K8 ICC6S1---2</p>	<p>3.6 4.0 4.9 4.11</p>	<p>0002 0004 0005 0006 0007 0008 0009 0010 0011 0012</p>
<p>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</p> <p>Advanced Standard: 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches <i>with a high level cultural competence, understanding responding to diversity in culture, language and ethnicity</i></p>	<p>Subject Area 2: children’s physical and intellectual development</p> <p>Subject Area 3: children’s social and emotional development</p>	<p>IG Competency E IG Competency D TL Competency A through O</p>	<p>ECSE2K6 ECSE2S1 ECSE3K2 ECSE4S7 ECSE5S1---3 ECSE5S5 ECSE6S2 ICC5K3 ICC5K8 ICC5S1---2 ICC5S4 ICC5S13</p>	<p>1.0 1.3 1.5 1.6 1.7 3.6 4.4 4.9 4.10 4.11 4.12 4.13</p>	<p>0002 0004 0005 0006 0007 0008 0009 0010 0011 0012</p>
<p>4d: Reflecting on own practice to promote positive outcomes for each child</p>	<p>Subject Area 2: Advancing children’s physical and intellectual development</p>	<p>P Competency D</p>	<p>ICC9S9 ICC9S1 1</p>	<p>5.8</p>	<p>0015</p>

Standard 5 Using Content Knowledge to Build Meaningful Curriculum

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<p>5a: Understanding content knowledge resources in academic disciplines: language and literacy; the arts – creative movement, dance, drama, arts; mathematics; science, physical activity, physical education, health safety; and social studies</p>	<p>Subject Areas 2 & 3: Provide an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.</p>	<p>CD Competency G CD Competency H CD Competency I CD Competency J TL Competency B TL Competency D TL Competency E Competency F TL Competency M TL Competency O</p>	<p>ECSE7K1---2 ICC7S8 ICC7S10</p>	<p>1.1 1.5 4.5 4.6 4.7 4.10 4.11</p>	<p>0005 0006 0007 0008 0009 0010 0011 0012</p>
<p>5b: Knowing and using the central concepts, inquiry tools, and structures content areas or academic disciplines</p>	<p>Subject Areas 2 & 3: Provide an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.</p>	<p>TL Competency B TL Competency D TL Competency E TL Competency F TL Competency I TL Competency L TL Competency M TL Competency N TL Competency O</p>	<p>ICC7K1---3 ECSE7K1---2</p>	<p>4.0 4.6</p>	<p>0005 0006 0007 0008 0009 0010 0011 0012</p>
<p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful challenging curriculum for each child</p>	<p>Subject Areas 2 & 3: Provide an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.</p>	<p>TL Competency A through O</p>	<p>ICC4S2 ICC4S4---5 ICC5K3 ICC5S2---4 ECSE2K7 ECSE3K1 ECSE3K2 ECSE3S2 ECSE4S1--4</p>	<p>4.8 4.10 4.11 4.12 4.13</p>	<p>0005 0006 0007 0008 0009 0010 0011 0012</p>

Standard 6 Becoming a Professional

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<p>6a: Identifying and involving early childhood field Advanced Standard: 6a: Demonstrating identification with and early childhood field to think build consensus, create <i>collaborate with and mentor</i> have a positive influence on children, families and the</p>	<p>Subject Area 5: Managing an effective program operation Subject Area 6: Maintaining a commitment to professionalism</p>	<p>M Competency A M Competency B M Competency C M Competency D M Competency E M Competency F</p>	<p>ECSE1K1---2</p>	<p>4.13 5.6</p>	<p>0014 0015</p>
<p>6b: Knowing about and standards and other early professional guidelines Advanced Standard: 6b: <i>In---depth understanding application of NAEYC Code of Conduct</i> and other relevant to their professional role</p>	<p>Subject Area 5: Managing an effective program operation Subject Area 6: Maintaining a commitment to professionalism</p>	<p>FCE Competency E M Competency A M Competency B M Competency E ODA Competency E P Competency A TL Competency N TL Competency O</p>	<p>ECSE1K1---2 ECSE1S1 ECSE8K2 ECSE9K1 ICC1K6</p>	<p>2.4 2.5 2.8 5.0 5.2</p>	<p>0014 0015</p>
<p>6c: Engaging in continuous, learning to inform practice; effectively with young and as a professional resource Advanced Standard: 6c: Using <i>professional skills and research methods</i> to continuous, collaborative investigation relevant to professional role</p>	<p>Subject Area 5: Managing an effective program operation Subject Area 6: Maintaining a commitment to professionalism</p>	<p>M Competency F P Competency F P Competency B TL Competency G</p>	<p>ICC9K3 ICC9K4 ICC10K1---4 ICC10S1---11 ECSE9S5</p>	<p>5.4</p>	<p>0014 0015</p>
<p>6d: Integrating and critical perspectives on Advanced Standard: 6d: Integrating and critical perspectives on based upon <i>mastery of research</i></p>	<p>Subject Area 5: Managing an effective program operation Subject Area 6: Maintaining a commitment to professionalism</p>	<p>P Competency D P Competency E TL Competency A</p>	<p>ICC9K1---4 ECSE9K1---2</p>	<p>5.8</p>	<p>0014 0015</p>

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<p>6e: Engaging in informed advocacy for young children and the early profession</p> <p>Advanced Standard: 6e: Engaging in informed advocacy for children and the profession, <i>skillfully articulating and advocating for sound professional practices and public</i></p>	<p>Subject Area 5: an effective program operation</p> <p>Subject Area 6: Maintaining a commitment to professionalism</p>	<p>P Competency F TL Competency N TL Competency O</p>	<p>ECSE9K2 ECSE9S7</p>	<p>3.7 5.0 5.7</p>	<p>0014 0015</p>
<p>6f: Demonstrating a <i>high level of oral, written and technological skills</i> with specialization for specific professional role(s) emphasized in the program.</p>	<p>Subject Area 5: an effective program operation</p> <p>Subject Area 6: Maintaining a commitment to professionalism</p>				<p>0014 0015</p>