Michigan CTE

Education General 13.000 (Competency Codes, Unit Topics, and Competency Statements Only)

A

A Health, Safety, & Wellness

1 *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). A1 A1

2 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. A2 A2

A Ethics & Professional Growth

3 *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. A3 A3

4 *Evaluates the effects of their professional and personal decisions and actions on learners, families, and other professionals in the learning community. A4 A4

5 *Identifies, analyzes, and engages in ongoing professional learning opportunities that strengthen their instructional practice and knowledge of learners. A5 A5

A Cultural Competency

6 *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. A6 A6

7 *Demonstrates recognition of how implicit bias affects learning and reflect on how personal cultural biases may influence interactions and relationships. A7 A7

8 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. A8 A8

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B

B Strategic Partnerships

1 *Use a variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships. B1 B1

2 *Describe the roles and responsibilities of school professionals and utilize them as resources to support learners, classroom instruction, and positive classroom climate and culture. B2 B2

3 *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. B3 B3

B Special Populations & Diverse Learners

4 *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. B4 B4

5 *Demonstrate understanding of the implications for development in learning of common disabilities in students, including etiology, characteristics and classification. B5 B5

6 *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. B6 B6

B Program Development

7 *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. B7 B7

8 Uses observation, organized documentation, communication, cooperation, and planning to support student development and learning and to ensure effective operation of the classroom or group. B8 B8

C

C Social Emotional Growth & Development

1 *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. C1 C1

2 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. C2 C2

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3 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. C3 C3

C Physical Growth & Development

4 *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. C4 C4

5 *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. C5 C5

6 Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of learners. C6 C6

C Cognitive Growth & Development

7 *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. C7 C7

8 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. C8 C8

D

D Instructional Strategies

1 *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. D1 D1

D Lesson Planning

2 *Plan, implement and assess developmentally appropriate experiences based on state and national learning standards that promote concept and skill development and challenging learning experiences. D5 D2

D Classroom Management

3 *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. D2 D3

4 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. D3 D4

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5 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. D4 D5

E

E Assessment

1 *Uses assessment data to make decisions about teaching practices and curriculum development. E1 E1

2 *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 curriculum and daily routines. E2 E2

E WBL & Clinical Placement

3 Perform occupational technical skills required for credential or certification.*** E3 E3

4 Demonstrate understanding of and utilize appropriate Core Teaching Practices during Clinical Placements.** E4 E4

E Professional Practices

5 *Uses reflective practices to design, monitor, and adapt instruction as a means for gauging personal and professional growth. E5 E5

6 Demonstrate a variety of interpersonal and communication skills necessary for employment. E6 E6