

# Michigan Persona Project eBook Alignment Framework

## Alignment of Michigan Personas with Key Michigan Frameworks

General	Elijah	Jayla	Ryan	Jonathan	Hwan	Neryl	Levi	Aiyanna	Maya	Julianna
Age	7 months	7 months	1 year	2 years	2 ½ years	2 ½ years	3 ½ years	4 years	4 years	4 years
Setting/Program	<i>Early On</i>	<i>Early On</i>	<i>Early On</i> , child care	Child care, play group, <i>Early On</i>	Center- based care	Early Head Start, campus preschool	Home- based child care	Tribal Head Start	GSRP	GSRP
Considerations	Dev. Delays	Down Syndrome	Dev. Delays, Asthma	Hearing loss, language delay	Dual language learner (Korean)	Dual language learner (French)	Socio- economic	Language delay, Pica	Technology, Play	Possible neglect

Michigan Professional Standards & Competencies for Early Childhood Educators	Elijah	Jayla	Ryan	Jonathan	Hwan	Neryl	Levi	Aiyanna	Maya	Julianna
Child Development and Learning Context	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Family-Teacher Partnerships and Community Connections	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Child Observation, Documentation, and Assessment	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Professionalism as an Early Childhood Educator	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	<b>yes</b>

<b>Michigan Professional Standards &amp; Competencies for Early Childhood Educators</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Promoting Children's Health and Wellness	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	no	no	<b>yes</b>	no	<b>yes</b>
Leading High Quality Early Childhood Programs	no	no	no	no	no	no	<b>yes</b>	no	no	no
Promoting the Well-Being of Early Childhood Educators	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	<b>yes</b>

<b>Michigan KIDS-WITS</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Strengths-based approach to supporting learning	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Family-centered practice	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Local, state, national programs, policies, procedures	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>

<b>Michigan Department of Education Birth-Kindergarten Standards</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Foundations	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Whole Child Development	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Relationships	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Special Education	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	no	no	no	no	no	no
Infant/Toddler Content	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	no	no	no	no
Language and Literacy	no	no	no	no	no	no	no	no	<b>yes</b>	<b>yes</b>
Mathematics	no	no	no	no	no	no	<b>yes</b>	no	no	no
Science	no	no	no	no	no	no	no	no	no	no
Social Studies	no	no	no	no	no	no	<b>yes</b>	no	no	no

## Alignment of Michigan Personas with Key National Frameworks

General	Elijah	Jayla	Ryan	Jonathan	Hwan	Neryl	Levi	Aiyanna	Maya	Julianna
Age	7 months	7 months	1 year	2 years	2 ½ years	2 ½ years	3 ½ years	4 years	4 years	4 years
Setting/Program	<i>Early On</i>	<i>Early On</i>	<i>Early On, child care</i>	Child care, play group, <i>Early On</i>	Center-based care	Early Head Start, campus preschool	Home-based child care	Tribal Head Start	GSRP	GSRP
Considerations	Dev. Delays	Down Syndrome	Dev. Delays, Asthma	Hearing loss, language delay	Dual language learner (Korean)	Dual language learner (French)	Socio-economic	Language delay, Pica	Technology, Play	Possible neglect

Indicators of High Quality Inclusion	Elijah	Jayla	Ryan	Jonathan	Hwan	Neryl	Levi	Aiyanna	Maya	Julianna
Individual Differences	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Family Partnerships	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Social Emotional Development and Learning	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	no	<b>yes</b>	no	no
Peer Interactions	no	no	no	<b>yes</b>	no	<b>yes</b>	no	no	no	no
Curriculum	no	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Instruction	no	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Teaming	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Assessment	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	no	no
Culturally Responsive	no	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	no	no

NAEYC Professional Standards and Competencies for Early Childhood Educators	Elijah	Jayla	Ryan	Jonathan	Hwan	Neryl	Levi	Aiyanna	Maya	Julianna
Child Development and Learning	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Family and Community	<b>yes</b>	no	no	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>
Observing, Documenting, and Assessing	no	no	no	<b>yes</b>	<b>yes</b>	no	no	no	<b>yes</b>	<b>yes</b>
Developmentally Effective Approaches	no	no	no	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>	<b>yes</b>

<b>NAEYC Professional Standards and Competencies for Early Childhood Educators</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Using Content Knowledge to Build Meaningful Curriculum	no	no	no	no	no	yes	yes	yes	yes	yes
Professionalism	no	no	no	no	no	no	no	no	no	no

### Alignment of Michigan Personas with Key Early Intervention/Early Childhood Special Education Frameworks

<b>General</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
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Considerations	Dev. Delays	Down Syndrome	Dev. Delays, Asthma	Hearing loss, language delay	Dual language learner (Korean)	Dual language learner (French)	Socio-economic	Language delay, Pica	Technology, Play	Possible neglect

<b>Initial Practice-Based Professional Preparation Standards for EI/ECSE-DEC</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Child Development	yes	yes	no	yes	yes	no	no	yes	no	no
Partnering with Families	yes	yes	yes	yes	yes	no	no	yes	no	no
Collaboration and Teaming	yes	yes	yes	yes	yes	no	no	yes	no	no
Assessment	no	no	no	yes	yes	no	no	no	no	no

<b>Initial Practice-Based Professional Preparation Standards for EI/ECSE-DEC</b>	<b>Elijah</b>	<b>Jayla</b>	<b>Ryan</b>	<b>Jonathan</b>	<b>Hwan</b>	<b>Neryl</b>	<b>Levi</b>	<b>Aiyanna</b>	<b>Maya</b>	<b>Julianna</b>
Application of Curriculum Frameworks	no	no	no	no	no	no	no	<b>yes</b>	no	no
Interactions, Interventions, Instruction	<b>yes</b>	<b>yes</b>	no	<b>yes</b>	<b>yes</b>	no	no	<b>yes</b>	no	no
Professionalism	no	no	no	no	no	no	no	no	no	no