
3B

Action

Educator Preparation Committee

Proposed Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Credential

Executive Summary: This agenda item provides for potential adoption by the Commission the Teaching Performance Expectations for the proposed PK-3 Early Childhood Education (ECE) Specialist Credential and PK-3 ECE Specialist Credential Preparation Program Standards. This work is responsive both to the direction provided by the state’s Master Plan for Early Learning and Care and to the need for additional ECE teachers to support the statewide Universal Transitional Kindergarten implementation as called for in the Governor’s budget.

Recommended Action: That the Commission adopt the proposed Teaching Performance Expectations and Preparation Program Standards for the PK-3 ECE Specialist Credential, and direct staff to bring draft regulations back to the August 2022 Commission meeting for consideration.

Presenters: Phyllis Jacobson, Administrator, and Cassandra Henderson, Consultant, Professional Services Division

Strategic Plan Goals

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California’s diverse student population.

Proposed Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Credential

Introduction

This agenda item provides for potential adoption by the Commission the Teaching Performance Expectations (TPEs) for the proposed PK-3 Early Childhood Education (ECE) Specialist Credential and PK-3 ECE Specialist Credential Preparation Program Standards. This work is responsive both to the direction provided by the state's [Master Plan for Early Learning and Care](#) and to the need for additional ECE teachers to support the statewide Universal Transitional Kindergarten (UTK) implementation as called for in the Governor's budget.

Background

At the [April 2022](#) Commission meeting, staff presented the background and rationale for the Commission's recent work to develop a reoriented ECE Specialist Credential that would authorize service in any of grades PK-3, and described the development process in which the ECE Credentialing Workgroup engaged to develop the drafts presented to the Commission for initial review at that meeting. Staff also presented drafts of the applicable Authorization Statement, Teaching Performance Expectations, credential requirements, and preparation Program Standards for this credential, along with a summary of the feedback received to date from a variety of public input and engagement activities. The Commission directed staff to move forward with the ECE Specialist Credential development process and provide further opportunities for public input and engagement relative to the Teaching Performance Expectations and the Program Standards. Previous agenda items addressing the ECE Specialist Credential and its development are included in [Appendix A](#). The list of Workgroup members is provided in [Appendix B](#), and the meeting dates and objectives are summarized in [Appendix C](#).

This agenda item presents findings from the survey on the PK-3 ECE Specialist Program Standards and proposed edits to the TPEs based on field review and presents both the TPEs and Program Standards for adoption by the Commission.

Additional Public Input Opportunities since the April 2022 Commission Meeting

Public input was collected on the draft Teaching Performance Expectations for the PK-3 ECE Specialist Credential through a survey that was conducted in late February-early March 2022. A survey was also conducted during late April 2022 regarding the draft Program Standards for preparation programs leading to this credential. These activities were described in the [April 2022](#) ECE agenda item.

During April-May 2022 the draft TPEs were again reviewed for further modifications based on the TPEs survey feedback concerning areas where respondents would like to see additional emphasis and/or clarifications. In addition, a public input survey was conducted during late April-early May 2022 regarding the draft preparation program standards. Details on both of these additional public input activities are provided below.

Part A. The PK-3 ECE Specialist Teaching Performance Expectations (TPEs)

Introduction

The PK-3 ECE Specialist Credential integrates the job role expectations of early childhood educators from Preschool through grade 3. The two sets of existing related TPEs (i.e., the [ECE TPEs](#) and the [Multiple Subject TPEs](#)) cover the full range of grade levels PK and K-12. The PK-3 ECE Specialist Credential Teaching Performance Expectations draw from, integrate, and align with not only the ECE TPEs and the Multiple Subject TPEs, but also with the [Early Childhood Education Specialist TPEs](#), the [Literacy TPEs](#), and [NAEYC \(National Association for the Education of Young Children\) standards](#).

The draft PK-3 ECE Specialist TPEs underwent a field review survey conducted by the Glen Price Group (GPG), which helped facilitate the ECE Credentialing Workgroup meetings. Survey respondents were asked to indicate for each TPE domain whether the language of the TPE in that domain was clear, and if not, what language was unclear; whether any content was missing and should be included in the TPE, or, conversely, if there was any content in the TPE that should be removed and why; whether the TPE was directly related to the job role of a beginning PK-3 ECE Specialist teacher; and whether the TPE addressed knowledge, skills, and/or abilities needed by an ECE Specialist Teacher from day one on the job. Respondents also had the opportunity at the end of the survey to provide more general comments regarding the TPEs and the PK-3 ECE Specialist Credential. Information from this survey was provided in the [April 2022](#) ECE agenda item.

Further Review and Modifications Made to the Draft PK-3 ECE Specialist TPEs Since the April 2022 Commission Meeting

Information from the analysis of the feedback provided by the TPEs survey was again reviewed by staff to assure that the draft TPEs reflected the areas of modification suggested by survey respondents. In addition, feedback provided during the April 2022 Commission meeting was also reviewed with respect to comments made concerning the TPEs. As a result of this further review, modifications have been made to the TPEs, particularly with respect to emphasizing the value and inclusion of play-based activities, both child-led and teacher-facilitated; collaborative two-way partnerships with families/guardians; differentiated instruction, and supportive and interactive positive child-teacher relationships.

Use of TPEs Within Preparation Program Standards and Program Coursework/Clinical Practice Experiences: The TPEs describe the set of knowledge, skills, and abilities expected of a teacher credential candidate at the point of being recommended for state licensure. It is a fundamental responsibility of educator preparation programs approved by the Commission to assure that candidates have multiple opportunities to learn, practice, and be assessed on their progress towards meeting the TPEs by their preparation programs. This is one of the critically important means of assuring that candidates are ready to be recommended for licensure and to begin their professional practice in California public schools. Addressing all of the TPEs is so critically important to preparing new teachers that one entire teacher preparation program standard (Standard 2) is devoted to detailing the requirements for the program to demonstrate and document where and how candidates are prepared to learn, practice, and be assessed on their progress towards meeting the TPEs within the preparation program's coursework and clinical

practice experiences. Reviewing this documentation is a critical, integral part of the Commission’s accreditation process for all credential preparation programs, and this same process would be applicable for PK-3 ECE Specialist Credential preparation programs.

The TPEs with tracked edits showing the proposed modifications to the TPEs are provided in [Appendix D](#). A chart showing the major themes of interest to survey respondents and April 2022 Commission meeting commenters addressed by the TPEs and where these themes are addressed across the range of the six TPE domains and their sub-elements is provided below. It is important to note, however, that this list of selected themes of interest is not exhaustive of all the concepts included in the TPEs and that regardless of the number of times a particular theme or concept is included in the TPEs, all Commission-approved educator preparation programs are required to thoroughly address all themes and concepts contained within the TPEs applicable to that credential area even if only included one time in a single TPE and/or TPE element.

Selected Major Themes of Interest to the Field and Where Themes are Reflected in the TPEs

(Note: ALL themes and concepts included within the language of the TPEs must be fully addressed by the preparation program regardless of the number of times a particular theme or concept appears in the TPEs as a whole. Not all themes or concepts will appear in every TPE.)

KEY:

TPE 1: Engaging and Supporting All Young Children in Learning

TPE 2: Creating and Maintaining Effective Environments for Children’s Development and Learning

TPE 3: Understanding and Organizing Core Curriculum for Children’s Learning

TPE 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

TPE 5: Assessing and Documenting Children’s Development and Learning

TPE 6: Developing as a Professional Early Childhood Educator

Theme	TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6
Developmentally Appropriate Practice(s)	1.5, 1.7	2.1, 2.5	3.1, 3.2, 3.6	4.1, 4.7, 4.8	5.1	
Culturally and linguistically appropriate practice(s)	1.2, 1.3, 1.5	2.4		4.3, 4.7, 4.8	5.1	
Dual/Multiple Language Learners			3.5	4.7, 4.8	5.5	
Collaborative family relationships/partnerships/engagement	1.5	2.3, 2.4		4.3	5.7	6.2, 6.4
Differentiated/MTSS/UDL instruction	1.6		3.5, 3.4, 3.6		5.4	
Play-based Activities/Instruction	1.7		3.1, 3.2	4.2		

Theme	TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6
Child development	1.1, 1.2			4.5	5.2	
Child-led/child-initiated activities	1.4		3.1	4.2, 4.3, 4.4	5.6	
Child-teacher positive relationships		2.1, 2.2, 2.4, 2.5, 2.6				
Social-emotional development and learning	1.3	2.5, 2.6		4.3, 4.4, 4.7	5.6, 5.7	
Trauma-informed practice		2.7				
Children with disabilities				4.4, 4.8	5.4, 5.5	

Part B: PK-3 ECE Specialist Credential Program Standards

Introduction

The role of the Commission is to set and adopt quality and effective standards for preparation programs, and the role of the preparation program is to first, design a program for candidates that meets those standards in a manner that best fits their local and institutional contexts, situation, and candidate populations, and then to develop and submit a response to the program standards for review and approval by the Committee on Accreditation (COA). Responding to the program standards requires prospective educator preparation programs to demonstrate how the program intends to provide candidates with quality preparation that addresses and meets all of the Commission’s Program Standards.

Program standards address broad topics such as the program’s overall design and curriculum, opportunities for candidates to learn, practice, and be assessed on their progress towards meeting the TPEs, clinical practice opportunities, and equity and inclusion. The job-related specifics of what candidates should know and be able to do when they have completed the program are provided in the TPEs. Program Standard 2 requires preparation programs to provide candidates with opportunities to learn, practice, and be assessed on the knowledge, skills, and abilities of all of the TPEs.

Program standards do not specify a particular required curriculum, as institutions of higher education, in their role as the program’s sponsor, have the academic freedom to organize their program’s curriculum, coursework and clinical practice experiences to meet the Commission’s standards. Regardless of how a program’s coursework is organized and provided to candidates, all preparation programs approved by the Commission must meet all of the applicable program standards. Proposed programs are reviewed by expert faculty in the field to determine whether program standards and TPEs are addressed in the program and recommend approval to the

COA when all standards are found to be met. All preparation programs approved by the Commission must include as basic references for candidate preparation the applicable state-adopted content and performance standards as well as curriculum frameworks for which the teacher would be responsible for helping children learn. In the case of early childhood education, preparation programs would be expected to include within their coursework both the *Preschool Learning Foundations*, the K-3 student content standards and all applicable Frameworks as foundational reference materials for all candidates.

Because of the critical importance of addressing issues of equity, inclusion, and diversity, the proposed PK-3 ECE Specialist Program Standards include a new PK-3 ECE Specialist Program Standard 4 entitled “Equity, Inclusion, and Diversity” to assure that teacher candidates are well-prepared to provide equitable opportunities to learn for all the diverse students in California public schools. Adding this new standard brings the total proposed PK-3 ECE Specialist Credential program standards to 7 rather than the 6 program standards presently adopted by the Commission for Multiple Subject credential preparation programs.

Staff also notes that based on current work being undertaken in response to the provisions of Senate Bill (SB) 488 (Chap. 678, Stats. 2021) regarding the teaching of literacy, it is expected that the PK-3 ECE Specialist TPEs as well as the Program Standards will be modified accordingly when this work has been completed and new Literacy Standards are adopted by the Commission.

Public Input Survey on the Proposed PK-3 ECE Specialist Preparation Program Standards

A public input survey was made available for three weeks ending in late April 2022 for interested individuals to comment on the draft preparation program standards for the PK-3 ECE Specialist Credential.

The questions asked on the PK-3 ECE Specialist Program Standards survey are the same questions consistently asked in program standards surveys across all of the Commission’s educator preparation programs. These questions are repeated for each draft program standard appearing in the survey:

1. *Is the language of the standard clear?* This question addresses the need for the language of a standard to be evident and understandable as written to the reader.
2. *If not, what language is not clear?* This question allows the respondent to identify what language within the standard is not evident or understandable as written.
3. *Is there any content missing from the standard that should be included?* This question allows the respondent to identify any content the respondent feels is not included but which should be included in the standard.
4. *Is there any content included in the standard that should be removed?* This question allows the respondent to indicate any content the respondent feel should not be included and should be removed from the standard.

There were 456 responses to the Program standards survey. [Appendix E](#) shows the demographics of the survey respondents within the report of results compiled by the Glen Price Group (GPG), which has been serving as facilitators of the ECE Credentialing Workgroup and which conducted the Program Standards survey.

Discussion of Feedback from the Program Standards Survey

Feedback across all of the program standards was significantly positive, as shown in the table below. A more detailed discussion of the feedback provided for each of the seven program standards follows the table.

Approximate % Strongly Agree or Agree the Standard is:

PK-3 ECE Specialist Program Standard	Clear	Appropriate for the Credential	Not Needing Additional Concepts to be Included
1	80	80	70
2	85	85	83
3	84	84	80
4	87	87	82
5	85	85	87
6	77	77	88
7	80	80	88

Program Standard 1: Program Design and Curriculum

Approximately 80% of respondents to this program standard strongly agreed or agreed that the language of the standard was clear and that the proposed standard is appropriate for the credential area. Approximately 70% of respondents to this program standard indicated that there were no additional concepts that should be included in the standard.

Of the comments received from those who felt that some modifications were needed or some concepts were missing, many of these comments referred to concepts that are actually included in the TPEs, such as, for example, the importance and role of play, inclusion of social-emotional learning, and focus on multilingual learners. Since Program Standard 2 requires all Commission-approved teacher preparation programs to address all themes and concepts included in the TPEs, no additions were made to Program Standard 1 based on these comments. There were also comments made about increasing the focus within the program standards on early literacy. Staff notes that there is presently separate work underway to review and revise the TPEs relating to literacy in response to the provisions of SB 488, and that when this work is completed the TPEs and Program Standards will be reviewed again to assure a comprehensive approach to early literacy within PK-3 ECE Specialist preparation programs. A suggestion was also made to include additional ECE-focused preparation for school administrators. As soon as feasible, preparation for school administrators will also be reviewed to ensure that all administrators are well prepared.

One commenter made the request with respect to multiple program standards that holders of the PK-3 ECE Specialist Credential with appropriate years of experience be allowed to earn an administrative services credential. Staff notes that the PK-3 ECE Specialist Credential, once established, could serve as a prerequisite base credential for earning a Preliminary Administrative Services Credential. Another commenter also stated in response to multiple program standards that three-year-old children should not be in elementary school.

Program Standard 2: Preparing Candidates Towards Mastering the TPEs

Approximately 85% of respondents to this program standard strongly agreed or agreed that the language of the standard was clear and that the program standard was appropriate for the credential area. Approximately 83% of respondents indicated that there were no additional concepts that should be included in this program standard.

A concern was expressed in the comments received on this standard that faculty and other supervisors of PK-3 ECE Specialist candidates should be required to be ECE-trained and that the program should focus on developmentally appropriate practices. Staff notes that the language of the standard addresses the concern regarding the qualifications of candidate supervisors with respect to ECE and requires that *“the program selects individuals who are credentialed, or who hold a Master Teacher or higher- level Child Development Permit as appropriate to the field placement of the candidate being supervised, or who have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California’s Preschool Learning Foundations, Curriculum and Frameworks, and the K-12 adopted student standards and frameworks that reflect the diversity of California’s student population.”* In addition, preparation programs must describe the qualifications for candidate supervisors in their responses to the program standards, and that the reviewers of program standards responses are trained to look for appropriate qualifications such as expertise/experience in the credential area. The TPEs that help guide the program’s curriculum content address developmentally appropriate practices in ECE.

Program Standard 3: Clinical Practice: Opportunities to Learn and to Practice

Approximately 84% of respondents to this standard strongly agreed or agreed that the language of this program standard was clear, and that the standard was appropriate for the credential area. Eighty percent (80%) of respondents indicated that there were no additional concepts that should be included in this program standard.

This standard received a number of comments, many of which were focused on the setting and types of clinical experiences felt to be appropriate by the commenters. A number of suggestions made included ensuring that clinical practice took place at sites that demonstrated developmentally appropriate practices, that sites that focused on children ages 0-3 should be included for clinical practice for the PK-3 ECE Specialist Credential, that family child care and private provider locations should be included as options for clinical practice, and that clinical practice should be allowed in grades K-3 and in preschool. Concern was also expressed regarding the availability of clinical practice sites as well as the ability of working candidates to meet the clinical practice requirements. Staff notes in response to comments concerning the types and locations of clinical practice sites that preparation programs may allow clinical practice to take place in a variety of appropriate sites, including any of grades PreK-3 inclusive, in public and private early childhood program settings, and at the candidates’ PreK-grade 3 work locations, as long as the clinical practice component at all sites is supervised in accordance with program standards and requirements, and the clinical practice site’s curriculum is consistent with PK-3 state adopted standards, curriculum, and frameworks. This broad variety of allowable clinical practice sites and locations can help candidates who are working while

completing their preparation. Staff also notes that finding appropriate clinical practice sites has been an ongoing concern for ECE programs in the field and is an area that will require additional collaborative efforts and options to be developed to meet the clinical practice needs of PK-3 ECE Specialist candidates.

Program Standard 4: Equity, Inclusion and Diversity

Approximately 87% of respondents to this program standard agreed that the language of the standard was clear, and that the standard was appropriate for the credential area. Approximately 82% of the respondents indicated that there were no additional concepts that should be included in this program standard. As noted in the discussion above, this is a new standard proposed for PK-3 ECE Specialist Credential programs that has not been previously included in any of the other Commission-approved program standards.

There were some comments concerning proposed additional concepts for inclusion in this standard. Many of these concepts are already included in the TPES and thus already required to be addressed by preparation programs, such as, for example, family engagement, diversity of play, trauma-informed practice, Universal Design for Learning (UDL), and requiring teachers to continuously reflect on their practice. Staff notes that implementation of this standard over time will provide opportunities for further information and feedback from programs and candidates to help inform any future modifications to this standard.

Program Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Approximately 85% of respondents to this program standard strongly agreed or agreed that the language of this program standard was clear, and that the program standard was appropriate for this credential. Approximately 87% of respondents indicated that there were no additional concepts that should be included in this program standard.

Similar to comments made in response to other program standards, respondents indicated a number of topics that are already covered in the TPEs or are covered in another program standard for inclusion in this program standard. Examples of these topics mentioned by commenters are multiple modes of assessment, Universal Design for Learning (UDL), and providing guidance to program sponsors (i.e., institutions of higher education) regarding appropriate candidate support for the Teaching Performance Assessment. This latter topic is addressed in Program Standard 6.

Program Standard 6: Implementation of a Teaching Performance Assessment

Approximately 77% of respondents to this program standard strongly agreed or agreed that the language of the standard was clear, and that the program standard was appropriate for this credential. Approximately 88% of respondents indicated that there were no additional concepts that should be included in this program standard.

Comments received expressed concerns about implementation aspects of the teaching performance assessment and its ability to be implemented by preparation programs. There was also a concern expressed regarding the video requirement, as commenters stated that many sites that serve very young children do not allow video recording. Staff notes that the ECE TPA

is still under development while the Multiple Subject TPA has been well established and in use within teacher preparation programs since it became mandatory for multiple and single subject credential candidates in 2008.

Program Standard 7: Induction Individual Development Plan

Approximately 80% of respondents to this program standard strongly agreed or agreed that the language of the standard was clear, and that the program standard was appropriate for this credential. Approximately 88% of respondents also indicated that there were no additional concepts that should be included in this program standard.

Comments received again suggested concepts for inclusion that are already included in the TPEs, for example requiring equity training, inclusion, and a focus on special education. In addition, concerns were expressed about the individual development plan process in general. Staff notes that induction is not presently required for those in the Child Development Permit system, and it is possible that some respondents might not be familiar with Commission-approved induction programs and how these programs are structured and operate.

Conclusion

Staff notes that (a) based on the confirmatory results provided by the feedback to the Program Standards survey discussed above and summarized in the table below, and (b) that most of the comments and suggestions made by respondents are addressed either in the TPEs, the Program Standards themselves, or in the Commission’s Accreditation processes for review and approval of new educator preparation programs, no modifications have been made to the draft Program Standards at this time. Staff also notes that when additional TPEs for literacy are next adopted by the Commission as a result of the ongoing work to implement the provisions of SB 488, the PK-3 ECE Specialist Credential TPEs and Program Standards will be reviewed for possible modifications related to addressing and promoting effective early literacy practices as appropriate to the PK-3 grade range.

[Appendix F](#) provides the proposed PK-3 ECE Specialist Program Standards.

Staff Recommendation

Staff recommends that the Commission adopt the proposed Teaching Performance Expectations and Preparation Program Standards for the PK-3 ECE Specialist Credential, and direct staff to bring draft regulations back to the August 2022 Commission meeting for consideration. Staff notes in making this recommendation for adoption that subsequent to the work currently underway pursuant to SB 488, the PK-3 ECE Specialist TPEs and Program Standards will be modified and brought back to the Commission for review and approval.

Next Steps and Timeline

The following table indicates the next steps and associated timeline. It is the intention to move these activities and processes forward as expeditiously as possible so that preparation program sponsors can begin applying for program approval as early as January 2023 with early adopters ready to begin preparing ECE candidates by fall 2023.

Activity	Description	Expected Time Frame for Completion
Continue to engage with the ECE field and communities of interest about the PK-3 ECE Specialist Credential	Opportunities to engage in dialogue and other communications with ECE entities and organizations in the field and other communities of interest in this work	Ongoing
Update the Commission on efforts to develop and refine requirements for the PK-3 ECE Specialist Credential and consider draft regulations to establish the credential	Potentially adopt draft regulations establishing the credential, following publication of a notice of proposed rulemaking	August 2022 Commission meeting
In accordance with the regulatory process, regulations will be submitted to Office of Administrative Law (OAL) for review and potential approval	Regulations will be sent to the Office of Administrative Law in October 2022 for final approval	December 2022
Informational webinars with the field	To inform the field of the availability of and requirements for the PK-3 ECE Specialist Credential	August 2022-January 2023
PK-3 ECE Specialist Credential formally established	Preparation programs can begin applying to CTC for approval by responding to the adopted Program Standards	Credential established by January 2023 Programs can begin applying for approval beginning November-December 2022 and ongoing
Provide information to potential preparation program sponsors about program models and options, and how to respond to program standards	Preparation programs receive the information they need to plan for new programs and to initiate the program application and approval processes	August 2022 and ongoing Initial programs approved for start in late summer/early fall 2023

Activity	Description	Expected Time Frame for Completion
ECE Teaching Performance Assessment continued development	<ul style="list-style-type: none"> a. ECE CalTPA Design Team continues to meet and to refine the tasks of the new ECE CalTPA b. Pilot and Field Testing of the tasks of the new ECE CalTPA continues to take place c. Final draft version of the ECE CalTPA ready for statewide formative use 	<ul style="list-style-type: none"> a. Ongoing through 2023 b. Ongoing through spring 2023 c. By December 2023

Appendix A

Prior Related Agenda Items and Reports

- Between 2015-17 the Commission's Child Development Permit Advisory Panel (CDP AP) reviewed the requirements for earning and renewing a Child Development Permit. Recommendations were presented to the [Commission agenda item in October 2017](#).
- Between 2017 and 2019 [Teaching Performance Expectations](#) for the Child Development Permit were developed, and extensively reviewed by the field. Performance expectations focused on assisting, teaching, mentoring, and leading in an ECE setting were adopted by the Commission in 2019.
- Program [Guidelines](#) for preparation leading to the Child Development Permit were also developed, reviewed by the field between 2017 and 2019 and adopted by the Commission in 2019.
- In [February 2021](#), the Commission heard a presentation on the Master Plan for Early Learning and Care, which includes important framing for the development of the ECE workforce with implications for the Commission's work in this area.
- The [August 2021](#) Commission agenda item described the status of the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R) related to moving towards a competency-based preparation and licensure system for the ECE workforce.
- The [September 2021](#) Commission agenda item addressed Establishing Multiple, Accessible Pathways to a Permit or Credential Authorizing Service in State Preschool and Transitional Kindergarten. This agenda item proposed refocusing and repurposing the existing Early Childhood Specialist Credential to serve as a PK-3 credential along with the establishment of an ECE Credentialing Workgroup to advise the Commission on this work.
- The [February 2022](#) Commission agenda item focused on building multiple key pieces of infrastructure to support the transition of the preparation and licensure of the early childhood workforce to a competency-based system similar to that of all other credentials. The interagency collaborative efforts seek to provide multiple pathways for the early childhood education workforce based on the need for additional prepared ECE teachers created by recent state initiatives and continue to support state efforts aligned with the state's [Master Plan for Early Learning and Care](#).
- The [April 2022](#) Commission agenda item indicating the draft Authorization Statement, draft Teaching Performance Expectations, draft PK-3 ECE Specialist Credential requirements along with candidate options and pathways for meeting these requirements, and draft preparation Program Standards for the credential along with summary information about public input activities and feedback as of April 2022.
- The [Resource Compendium](#) showing the range of current grants, financial and other supports available for candidates interested in earning the PK-3 ECE Specialist Credential.

Appendix B

ECE Credentialing Workgroup Members 2021-22

PRESCHOOL AND ELEMENTARY PRACTITIONERS

Name	Affiliation
Erika Minnett Holman	Los Angeles Unified School District
Veronica Mejorado	Long Beach Unified School District Head Start
Anna Arambula Gonzalez	Fresno Unified School District
Danette Brown	La Habra Elementary School District (CTA Representative)
Amy Kassorla Weisberg	Topanga Elementary Charter School
Nicoli Ueda	Los Angeles Unified School District

FACULTY

Name	Affiliation
Kathryn Williams Browne	Skyline Community College (Commission Liaison)
Bernadette Towns	Bakersfield College
Raquel Ramirez Ochs	Fresno City College
Michelle Galindo	Southwestern College
Joya Chavarin	Berkeley City College
Deborah Stipek	Stanford University
Linda M. Platas	San Francisco State University
Helen Davis	UCLA (UC Representative)
DeeDee Perez Granados	CSU Bakersfield (CSU Representative)
Jerrell Hill	Pacific Oaks University (AICCU Representative)
Marissa Luna Lopez	UC Merced
Andrea Golloher	San Jose State University
Sharon Seidman	CSU Fullerton

EMPLOYERS

Name	Affiliation
Jennifer Hicks	Placer County Office of Education (CCSESA Representative)
Nina Buthee	Every Child California (CDAA Representative)
Ana Boyenga	Atwater Unified School District (ACSA Representative)
Deanna Mathies	Fresno Unified School District
Heather Pilgrim	Oak Valley Union Elementary School District
Lucia Garay	San Diego County Office of Education
Mitchell Ha	Hayward Unified School District

OTHER PROFESSIONAL ORGANIZATIONS

Name	Affiliation
Ashley Williams	Center for the Study of Child Care Employment, UC Berkeley
Carola Oliva-Olson	Institute for Racial Equity and Excellence
Patricia Lozano	Early Edge
Chris Reeve	California School Boards Association (CSBA Representative)

CTC Staff to the ECE Credentialing Workgroup

Phyllis Jacobson	Amy Reising
Debbi Keeler	Cassandra Henderson
Zoltan Sarda	June Millovich

CDE Liaisons to the ECE Credentialing Workgroup

Sheila Self	Alana Pinsler
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Appendix C

ECE Credentialing Workgroup Summary of Meetings Held and Meeting Objectives

Meeting Date	Meeting Objectives
December 16, 2021	<ol style="list-style-type: none"> 1. Clarify the context for the work, the charge to the Workgroup and the timeline 2. Review Early Childhood Education (ECE) Teaching Performance Expectations (TPEs) and Multiple Subject Credential TPEs and draft a unique working set of TPEs for the PK-3 ECE Specialist Credential
January 13, 2022	<ol style="list-style-type: none"> 1. Review the draft PK-3 ECE Specialist TPEs developed through meeting one input 2. Review the adopted Literacy TPEs and identify concepts to include in the draft PK-3 ECE Specialist TPEs 3. Review the draft ECE Education Specialist TPEs and identify concepts to include in the draft PK-3 ECE Specialist TPEs 4. Review early numeracy concepts
February 3, 2022	<ol style="list-style-type: none"> 1. Review the Multiple Subject Specific Pedagogy TPEs and identify potential modifications or additions for the PK-3 ECE Specialist Credential 2. Learn how other states have approached similar credentialing work to help inform the development of the PK-3 ECE Specialist Credential 3. Develop shared understanding of the statutory requirements for a credential, discuss proposed requirements for the PK-3 ECE Specialist Credential, and identify current and potential additional options for meeting these requirements 4. Provide input into the framing of the questions for the focus groups as part of the field engagement activities
February 24, 2022	<ol style="list-style-type: none"> 1. Develop an understanding of the purpose and role of Program Standards and review the Draft PK-3 ECE Specialist Preparation Program Standards 2. Discuss the content of the 24 units as one of the options for meeting the requirements for Multiple Subject teachers under Education Code 48000 (g) 3. Discuss potential credential pathways and options for the PK-3 ECE Specialist Credential 4. Discuss potential questions for use with focus groups around the PK-3 ECE Specialist Credential

Meeting Date	Meeting Objectives
March 10, 2022	<ol style="list-style-type: none"> 1. Learn about the work of the ECE TPA Design Team and development of the draft ECE CalTPA, including the CalTPA Theory of Action, Assessment Design Standards, and the three ECE Pilot instructional performance assessment cycles 2. Continue the discussion on Preparation Program Standards 3. Discuss the draft PK-3 ECE Specialist Credential authorization statement 4. Review of next steps and timeline of future activities
June 2, 2022	<ol style="list-style-type: none"> 1. Review of Proposed Authorization Statement, Credential Requirements, Teaching Performance Expectations, and Program Standards to be presented at the June 2022 Commission meeting.

Appendix D

Revised Proposed PK-3 ECE Specialist Teaching Performance Expectation February 18, 2022

PK-3 ECE Specialist TPE Domain 1: Engaging and Supporting All Young Children in Learning

TPE 1.1. Apply knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social-emotional, linguistic, and physical) to engage and support all children in learning.

TPE 1.2. Use knowledge about children, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.

TPE 1.3. Apply knowledge of the integral role and effects of children’s interpersonal relationships (e.g., peers, school staff, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.

TPE 1.4. Connect learning to real-life contexts and facilitate both child and teacher- initiated learning experiences which engage children’s interests to deepen and extend their learning.

TPE 1.5. Engage and collaborate in partnership with families/guardians to support children’s development and learning in a culturally appropriate, respectful, interactive, and responsive manner.

TPE 1.6. Monitor children’s active engagement in learning and ~~modify~~adjust instruction as needed to provide access to the full range of the curriculum for all children.

TPE 1.7. Promote children’s thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.

PK-3 ECE Specialist TPE Domain 2: Creating and Maintaining Effective Environments for Children’s Development and Learning

TPE 2.1. Create effective and developmentally appropriate learning environments (e.g., routines, physical space, access to materials and equipment) that promote children’s development and learning.

TPE 2.2. Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children’s perspectives, providing assistance when needed, ~~and recognize~~recognizing their work and accomplishments.

TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children’s development and learning.

TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive learning environments ~~and through~~ establishing classroom routines, procedures, expectations, and norms with children, ~~and~~ in partnership with families/guardians.

TPE 2.5. Nurture children’s positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive ~~clear expectations for positive classroom behavior and for~~ student-to-student and student-to-teacher interactions.

TPE 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically, and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).

TPE 2.7. Identify and access resources to support all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, exposure to violence, abuse, foster care, serious medical needs).

PK-3 ECE Specialist TPE Domain 3: Understanding and Organizing Core Curriculum for Children’s Learning

TPE 3.1. Use current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the adopted TK-Grade 3 California Student Standards and Curriculum Frameworks), to create developmentally appropriate play-based activities, cross disciplinary activities/lessons both child-led and teacher-guided activities to assess learning, ~~and classroom assessments for children.~~

TPE 3.2. Use subject specific pedagogy in accordance with state frameworks within and across the core curriculum, including a focus on language, literacy, and mathematics:

- Provide developmentally appropriate emergent language and literacy-focused learning opportunities (reading, writing, listening, and speaking) as well as play-based activities and cross-disciplinary activities/lessons to foster literacy development (e.g., children using expressive and receptive language).
- Provide developmentally appropriate emergent mathematics-focused learning opportunities as well as play-based activities and cross-disciplinary activities/ lessons to foster curiosity and for the opportunity to engage in tasks that require mathematical reasoning (e.g., building with blocks, exploring scientific processes, creating graphic representations).

TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.

TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.

TPE 3.5. Promote core curriculum knowledge in all children, including mono-lingual—and multi-lingual children, children with disabilities and children with other learning needs, by adapting

the curriculum, implementing differentiated instruction, and providing explicit instruction of support for vocabulary and academic language development.

TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following:

- using developmentally appropriate instructional technology,
- applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression,
- using Multi-Tiered System of Supports (MTSS), including assistive technology

TPE 3.7. Model and promote critical digital literacy and digital citizenship by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.

PK-3 ECE Specialist TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

TPE 4.1. Plan activities and lessons, that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.

TPE 4.2. Ensure opportunities for both teacher- and child-initiated play experiences that contribute to children's content knowledge, language development, and social-emotional growth.

TPE 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.

TPE 4.4. Provide opportunities for children to advocate for their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social-emotional development.

TPE 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.

TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.

TPE 4.7. Plan and adapt developmentally, linguistically, and culturally appropriate learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.

TPE 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities ~~content-specific learning needs, assessment data,~~

~~language proficiency, and cultural background to plan, develop and facilitate daily instruction.~~

PK-3 ECE Specialist TPE Domain 5: Assessing and Documenting Children’s Development and Learning

TPE 5.1. Administer standards-based culturally responsive, developmentally, and linguistically appropriate assessments and use the result to help ~~to~~ plan and modify instruction and based on state standards as well as to document children’s learning over time.

TPE 5.2. Assess each child’s learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

TPE 5.3. Analyze and interpret assessment data to determine children’s progress toward meeting learning goals.

TPE 5.4. Apply assessment data and information from children’s IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.

TPE 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify mono-and multi-lingual children, as well as children with language or other disabilities.

TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback. ~~Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.~~

TPE 5.7. Communicate assessment information in a timely manner to assist families/guardians in understanding children’s progress in meeting social-emotional, content-specific, and language development goals.

PK-3 ECE Specialist TPE Domain 6: Developing as a Professional Early Childhood Educator

TPE 6.1. Reflect on practice and use this information to improve teaching and learning in the ECE context.

TPE 6.2. Exhibit and support acceptance and fairness towards all children, families/guardians, and colleagues to mitigate implicit and explicit bias and the ways they can negatively affect the teaching and learning environment.

TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

TPE 6.4. Act with integrity in an honest and ethical manner with children’s and families/guardians’ well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).

TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.

Appendix E

Public Input from the Draft PK-3 ECE Specialist Credential Program Standards Survey May 2022 Report Compiled by the Glen Price Group

Introduction

Commission staff prepared draft Preparation Program Standards for the proposed PK-3 ECE Specialist Credential based on the recommendations of the ECE Credentialing Workgroup. A survey was administered between April 10 and April 26, 2022, to gather feedback on the draft Program Standards.

The survey was circulated broadly and 456 complete responses were submitted. Survey respondents represented a wide range of field segments, as shown in the table below.

Affiliation	Percent	Number
K-12 School District	33.33%	152
Other	16.89%	77
California State Preschool Program	14.47%	66
Community College	10.09%	46
County Office of Education	8.55%	39
California State University	5.48%	25
Private Preschool	3.29%	15
Private/Independent Institution of Higher Education	1.97%	9
Professional Association or Group in the Field (e.g., PEACH, CCCECE, etc.)	1.97%	9
Charter School	1.75%	8
Family/Friend/Neighbor Child Care	1.32%	6
University of California	0.88%	4
Total Respondents: 456		

The survey was organized by Program Standard. Across all Program Standards, a majority of participants responded that they either “strongly agree” or “agree” that the Program Standard language is clear and that the proposed Program Standard is appropriate for the credential area and responded ‘no’ when asked if there were any concepts missing in the Program Standard.

This document contains the responses to multiple-choice and spectrum of agreement questions and a summary of themes / common responses to the open-ended survey questions. For open-ended survey questions, the number of respondents who shared a related response is included in parenthesis when that number is greater than one.

Q1. What type of credential and/or permit do you hold?

Credential / Permit Type	Percent	Number
Child Development Site Supervisor or Program Director Permit	49.56%	226
General Education - Multiple Subject or the equivalent	27.85%	127
Administrative Services Credential	14.91%	68
Other (Please Describe)	12.28%	56
Child Development Teacher or Master Teacher Permit	8.11%	37
None	6.80%	31
Early Childhood Special Education Credential	6.58%	30
Education Specialist Credential	4.82%	22
CTE Credential in Child Development	4.17%	19
Single Subject Teaching Credential	3.29%	15
Child Development Assistant or Associate Teacher Permit	2.19%	10
Standard Elementary Credential	1.10%	5
Life Credential in Elementary or Secondary Education	0.88%	4
Total Respondents: 456		

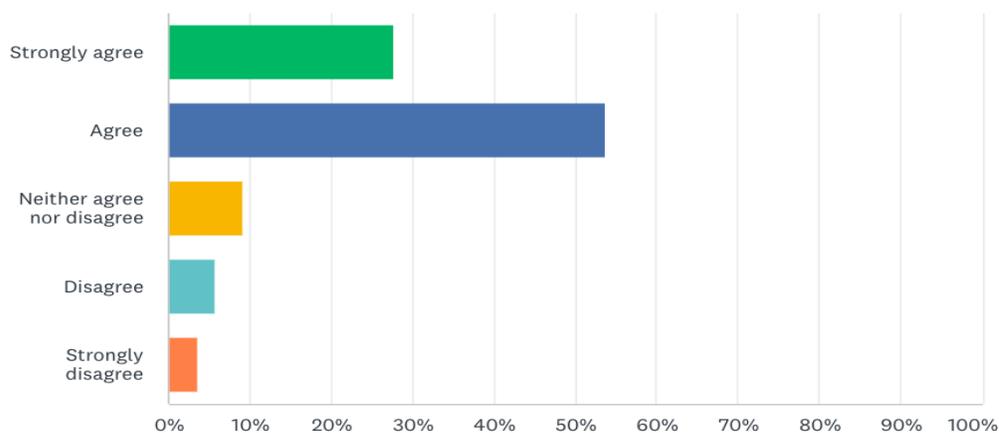
Q2. Please identify the segment that best represents your employer or affiliation:

Affiliation	Percent	Number
K-12 School District	33.33%	152
Other (Please Describe) *	16.89%	77
California State Preschool Program	14.47%	66
Community College	10.09%	46
County Office of Education	8.55%	39
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Family/Friend/Neighbor Child Care	1.32%	6
University of California	0.88%	4
Total Respondents: 456		

Standard 1: Program Design and Curriculum

Q3. The Program Standard language is clear.

Answered: 448 Skipped: 8



Q4. What language is not clear?

(55 Responses of 448 multiple choice respondents)

Comments about what is not clear

- Clarify “human learning theory” (18)
- Clarify “formative information” (14)
- Use easier to understand and more specific language (3)
- Clarify “rigorous / evidence-based” (2)
- Clarify “clearly articulated”
- Clarify “abilities”
- Clarify “PK” and “preschool”
- Clarify “historical foundations of education”
- Clarify what exams are required for early education teachers
- Clarify / specify the program curriculum (2)
- Include the ages of children

Other comments related to this program standard

- Strengthen focus on special education and inclusion (2)
- Focus on developmental framework rather than reliance on K-3 content standards (2)
- Appreciation for the inclusion of Family Engagement
- Add CA Foundations and Frameworks
- Add examples of what this looks like for candidates
- Add more reference to play
- Add more reference to anti-racist practices
- Add more reference to experiential learning
- Add more reference to growth mindset
- Strengthen focus on DLLs / ELs / multilingual learners
- Strengthen family engagement focus
- Add fieldwork requirement

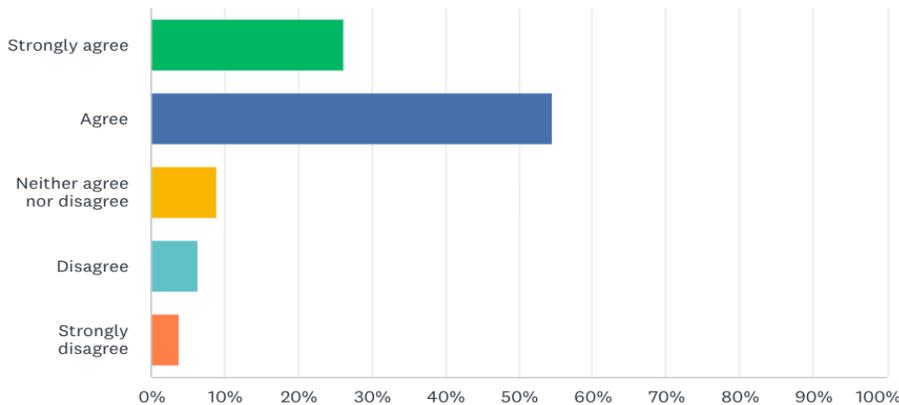
- Remove reference to adolescent growth and development
- Allow faculty feedback to qualify as candidate assessment
- Add do not harm, respect others, be fair, and be loving

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Teachers working together from age 3 to 3rd grade
- Candidates must have ECE courses
- What will happen to current ECE teachers that do not get this credential?
- Clarify what standards are implemented at which age level and reference TK

Q5. The proposed Program Standard is appropriate for the credential area.

Answered: 449 Skipped: 7



Q6. What is not appropriate?

(53 responses of 449 multiple choice respondents)

Comments about what is not appropriate

- Lack of assurances that the credential will be informed by / grounded in ECE (19)
- Lack of indicator or description of “coherent candidate assessment” (14)
- Lack of concepts related to multilingual learners and their development (5)
- Lack of inclusion of the needs of children with special needs (2)
- Lack of emphasis on collaborating with families (2)
- Inclusion of California Preschool Learning Foundations (3)
- Reference to adolescent development (2)

Other comments related to this program standard

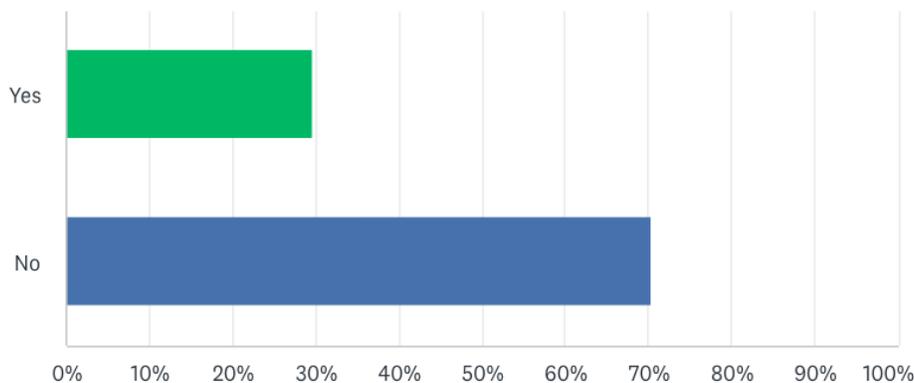
- Include play
- Include reference to the Foundations and Frameworks
- Use easier to understand and more specific language
- When implementing evidence-based practices, there should be more emphasis on grouping students by ability
- Clarify what standards are implemented at which age level and reference TK
- The curriculum should list important areas in the preschool classroom

Comments related to the credential overall

- Include waiver options or different preparation programs for current ECE professionals (2)
- 3 year olds should not be in elementary school
- Credential should be for birth to eight
- Credential should be for birth to five
- Credential should focus on PreK, TK, and Kindergarten
- Credential will not adequately prepare teachers to work with 4 year olds, there is permit structure for this
- New CSET will take too long

Q7. Are there any additional concepts that should be included in this Program Standard?

Answered: 438 Skipped: 18



Q8. What concepts are missing?

(133 responses of 438 multiple choice respondents)

Suggested additions for this program standard

- Include more reference to play (29)
- Include stronger focus on Socio-Emotional Learning (SEL) / trauma-informed learning (22)
- Include stronger focus on families (20)
- Include stronger focus and more specific language about multilingual learners (20)
- Include stronger focus on special education and inclusion (17)
- Include more references to developmentally appropriate practices (11)
- Include more references to the importance of relationship-building (6)
- Include more reference to anti-racist practices (4)
- Include stronger ECE foundation / ECE is unique (3)
- Include more reference to curriculum development (2)
- Include more reference to environmental creation / development
- Include specific reference to TK
- Clarify whether credential will cover CSPP and licensed programs outside of LEAs
- Include emphasis on emphasis on reading readiness and early literacy skills in the program
- Paid student teaching in child development and a school

- Do not harm, respect others, be fair, and be loving
- Educate administrators about best practices
- Accountability for districts

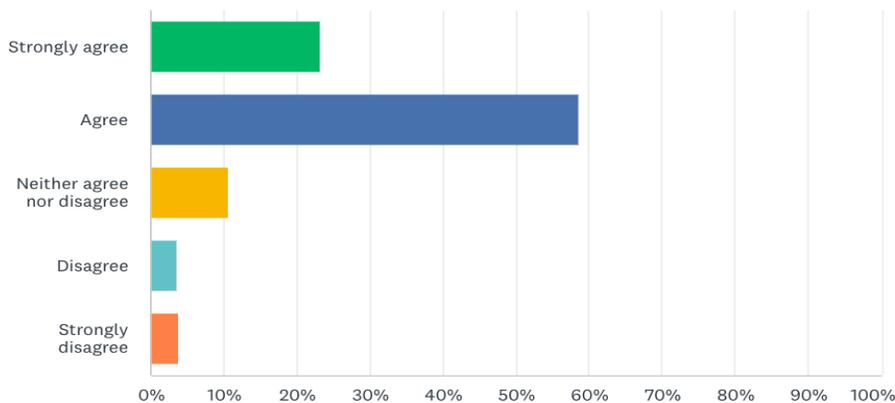
Comments related to the credential overall

- Comments and questions regarding opportunities for current ECE teacher’s to obtain the new credential (7)
- Clarify what employment this credential will satisfy
- 3 year olds should not be in elementary school
- Include birth to three years
- Include infants and toddlers
- Include all children, not just public school
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Standard 2: Preparing Candidates

Q9. The Program Standard language is clear.

Answered: 447 Skipped: 9



Q10. What language is not clear?

(46 responses of 447 multiple choice respondents)

Comments about what is not clear

- Unclear that preparation will be grounded in ECE / faculty should be ECE trained (16)
- Use more clear and specific language (2)
- Clarify “other program assessments”
- Does not seem like a stand-alone standard
- Does not explain how this will be done
- Use of acronyms

Comments related to this program standard

- Focus is too much on assessments (4)
- Include more reference to play (2)
- Include focus on developmental knowledge, not pedagogical assignments
- Focus on effectively supporting growth and development rather than state adopted

standards

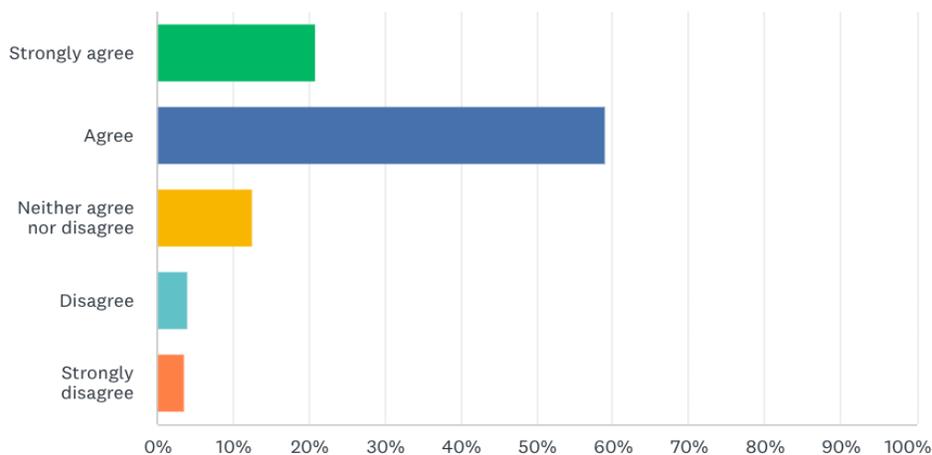
- Include working with children’s bilingual development and cultural identities
- Need more articulation of different types of reading and emphasis on ability grouping

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Credential should focus on PreK, TK, and Kindergarten
- There is a gap between what is developmentally appropriate for 4 year olds vs. kindergarteners
- PK usually refers to 4-5 year olds, 3 year olds have different needs
- TPEs should be embedded in curriculum, avoid additional burden on students
- Timeline for completion is not feasible

Q11. The proposed Program Standard is appropriate for the credential area.

Answered: 447 Skipped: 9



Q12. What is not appropriate?

(39 responses of 447 multiple choice respondents)

Comments about what is not appropriate

- Candidate preparation must be in ECE (23)
- Too much focus on academics
- Standards are being lowered to meet the needs of UPK
- The TPA or CTPA is not appropriate for preschool or TK

Other comments related to this program standard

- Use easier to understand and mores specific language (2)
- Positive feedback
- Include reference to specific educational concepts / assessments
- Include greater emphasis on developmentally appropriate practice
- Isn’t the goal to prepare candidates to teach in the classroom?

Comments related to the credential overall

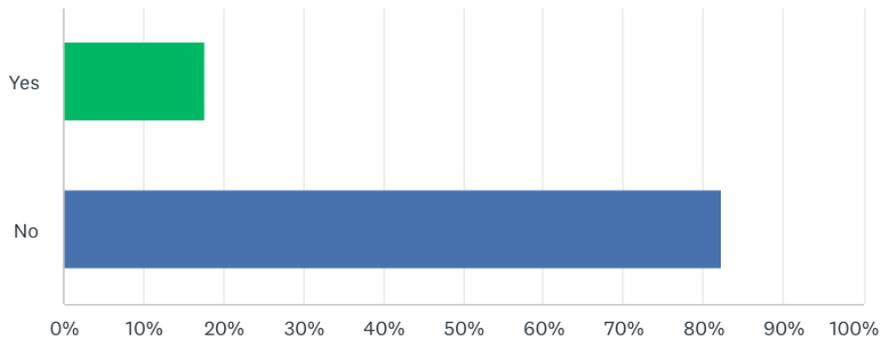
- There is significant difference in what is developmentally appropriate for 3 year olds vs.

3rd grade students

- 3 year olds should not be in elementary school
- Include ECE MA and BA holding candidates
- Requirements will deter teachers
- Require programs to offer support and formative assessments
- Comment about timeline for completion
- Need more articulation of different types of reading and emphasis on ability grouping

Q13. Are there any additional concepts that should be included in this Program Standard?

Answered: 426 Skipped: 30



Q14. What concepts are missing?

(72 responses of 426 multiple choice respondents)

Suggested additions for this program standard

- Faculty/supervisor must be ECE trained (19)
- Clarify how assessments will be conducted (7)
- Include more reference to diversity, equity, and inclusion and culturally relevant practices (8)
- Include more reference to ethics (4)
- Include more reference to developmentally appropriate practices (5)
- Include more reference to SEL (2)
- Include observation (2)
- Include reference to reading (2)
- Provide samples of proposed curriculum
- Include stronger focus on special education and inclusion
- Include language around curriculum and the use of frameworks for learning
- Include language that promotes continuous learning mindset
- Require classroom time
- Include intern period
- Include reference to collaboration with other adults
- Include introduction and experience with each age group or select age group specialization
- Clarify length of program
- Clarify what resources / curricula will be used to prepare educators

Other comments related to this program standard

- Use easier to understand and mores specific language (2)

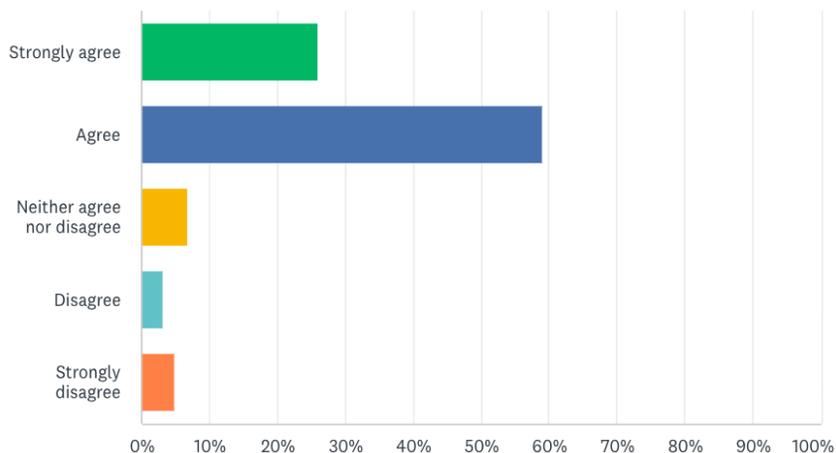
Comments related to the credential overall

- Comments and questions regarding opportunities for current ECE teacher’s to obtain the new credential (3)
- 3 year olds should not be in elementary school
- There is significant difference in what is developmentally appropriate for 3 year olds vs. 3rd grade students
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Standard 3: Clinical Practice: Opportunities to Learn and to Practice

Q15. The Program Standard language is clear

Answered: 445 Skipped: 11



Q16. What language is not clear?

(44 responses of 445 multiple choice respondents)

Comments about what is not clear

- Lack of waiver options for current ECE professionals (13)
- Clarify language around the selection of program supervisors (6)
- Clarify that clinical experiences are in settings that value play (5)
- Clarify quality standards for clinical placements (2)
- Clarify language around early field experiences
- Clarify language around different setting options
- Clarify language around fully qualified site administrator requirements
- Clarify who the 600 hours are for
- Clarify the reference to assessments
- Clarify the reference to “district-employed supervisors' support and guidance”

Other comments related to this program standard

- Include family child care and private programs as an option for clinical experience (14)

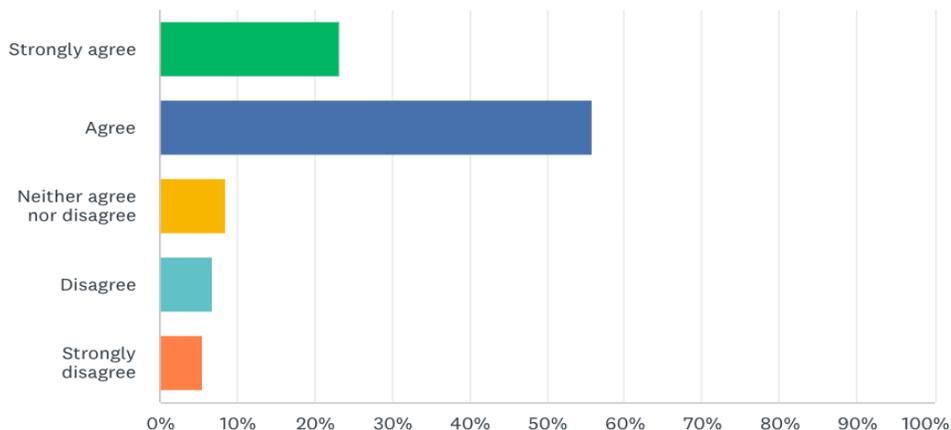
- Include Kindergarten as an option for clinical experience (3)
- Use easier to understand language (3)
- This may pose barriers for current ECE workforce (2)
- Appreciation for appropriate supervision requirement
- Appreciation for inclusion of dual language learning, equity and LRE/disabilities
- Appreciation for explanation of ages and settings that PK allies to
- Requiring clinical practice in two grade levels creates challenges
- Clinical practice should only be in PK-TK level for candidates who hold supervisor or director permit with BA or MA
- Base field experience by quarter / semester rather than by hour count
- Include special consideration to content standards and curriculum frameworks for 4 year olds
- Reframe from EL to DLL
- Need more articulation of different types of reading and emphasis on ability grouping

Comments related to the credential overall

- 3 year olds should not be in elementary school

Q17. The proposed Program Standard is appropriate for the credential area.

Answered: 438 Skipped: 18



Q18. What is not appropriate?

(63 responses of 438 multiple choice respondents)

Comments about what is not appropriate

- Clinical experience should include work in a preschool / ECE classroom (16)
- Lack of waiver options for current ECE professionals (15)
- Reference to 10 hours of initial orientation for LEA-based supervisors only addresses cognitive coaching in adult learners and not ECE / does not meet basic content specific ECE pedagogy (10)
- Reframe from EL to DLL (2)
- Include family child care and private CBOs as an option for clinical experience (2)
- Do not require two different grade levels requirement (2)
- Require clinical placements to meet quality standards (2)

- Decrease number of required hours (4)
- Increase number of required hours (2)
- Include Kindergarten as an option for clinical experience (2)
- Title 22 settings may not meet quality standards
- Increase the requirements for being a program supervisor
- Allow additional roles to serve as program supervisors
- Include option for PreK teachers to teach in K-2 setting
- Include 0-3 as option for clinical experience
- Ensure clinical experiences are in a setting that values developmentally appropriate practices
- Multiple Subject Credential holders should not serve as program supervisors unless they have specialized ECE experience
- Decrease focus on DLLs / ELs / multilingual learners given that some areas are very rural and have a small percentage of DLLs / ELs / multilingual learners
- Include more reference to anti-racist practices
- Clarify “equivalent”
- Do not require videos / accountability measures

Other comments related to this program standard

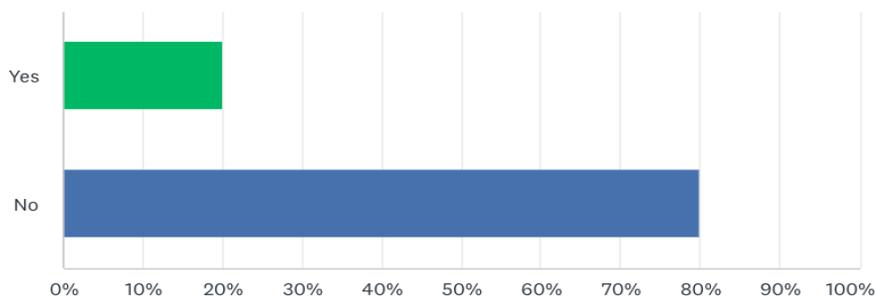
- Appreciation that standard recognizes expertise of ECE educators to serve as supervisors and mentors (2)
- Concern about ability of working students to complete required hours
- Include developmentally appropriate and culturally and linguistically responsive and/or restorative
- Concern around availability of practicum placements
- Need more articulation of different types of reading and emphasis on ability grouping

Comments related to the credential overall

- Concern around requirements causing current ECE professionals to leave the field (2)
- 3 year olds should not be in elementary school
- Do not include 3rd grade
- Credential should focus on PreK, TK, and Kindergarten
- Credential should focus on PreK - Kindergarten / 1st grade
- Timeline for completion is not feasible

Q19. Are there any additional concepts that should be included in this Program Standard?

Answered: 417 Skipped: 39



Q20. What concepts are missing?

(87 responses of 417 multiple choice respondents)

Suggested additions for this program standard

- Increase the requirements for being a program supervisor (19)
- Considerations for clinical experience in early education environments (12)
- Include waiver options for current ECE professionals (11)
- Ensure clinical experiences include opportunities to work in quality settings that value inclusion, DLLs, SEL, and anti-racism practices (7)
- Include family child care and private programs as options for clinical experience (5)
- Ensure clinical experience includes work in a preschool / ECE classroom (4)
- Define teaching experience requirements for supervisors (3)
- Define effective supervision (2)
- Include reflexive practice as part of effective supervision (2)
- Include IHEs as options for clinical experience (2)
- Ensure clinical experiences are in a setting that values developmentally appropriate practices (2)
- Include more reference to ongoing PD requirements (2)
- Include inclusive practices
- Specify that early childhood assessments should be authentic
- Include early childhood screening tools
- Include “collaboration with other adults” instead of “organizing and supervising the work of other adults”
- Include OST programs as options for clinical experience
- Include alternative ways for candidates to use equitable experience and education
- Allow for video supervision
- Define hour requirements for both segments
- Include coursework on observation, positive intervention, and environmental changes
- Include relationship-based assessments
- Needs more articulation of different types of reading and emphasis on ability grouping

Other comments related to this program standard

- Will the archival process address students whose clinical practice occurs at a Community College or CSU? (10)
- Appreciation for varied options of program supervisors’ experience
- Clarify opportunities for individuals with a director program child development permit
- Abbreviate / simplify where possible
- Do not use acronyms
- Use easier to understand term for pedagogy
- Decrease the amount of required hours of supervision
- Align with liberal arts but with ECE focus

Comments related to the credential overall

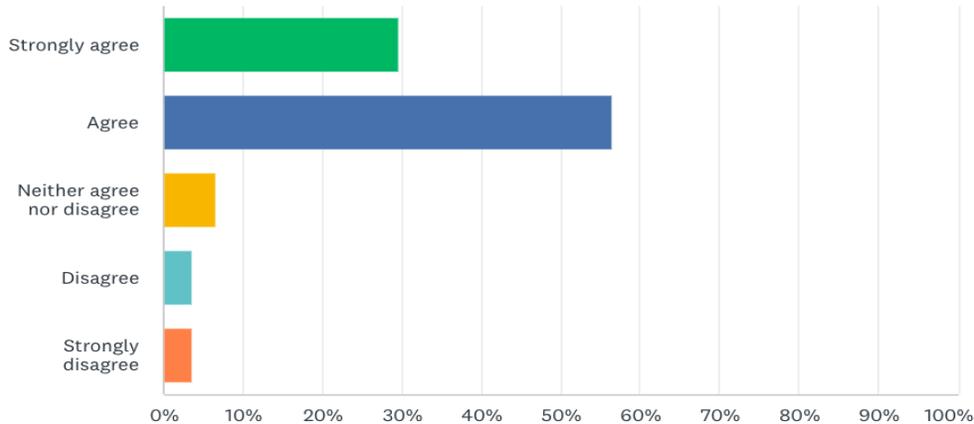
- Providing funding (2)
- 3 year olds should not be in elementary school
- Include birth to 3
- Credential should focus on TK and K

- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Standard 4: Equity, Inclusion and Diversity

Q21. The Program Standard language is clear.

Answered: 442 Skipped: 14



Q22. What language is not clear?

(39 responses of 442 multiple choice respondents)

Comments about what is not clear

- Clarify how diversity, equity, and inclusion will be assessed (14)
- The phrase, “The program prepares candidates to improve growth, development, and learning for all children” is vague (5)
- Use less jargon
- Use more specific language
- Include Dual Language Learners
- Clarify “mono-language children”
- Clarify how to support MLLs and children with special learning needs
- Clarify how a credential program will mitigate these issues

Other comments related to this program standard

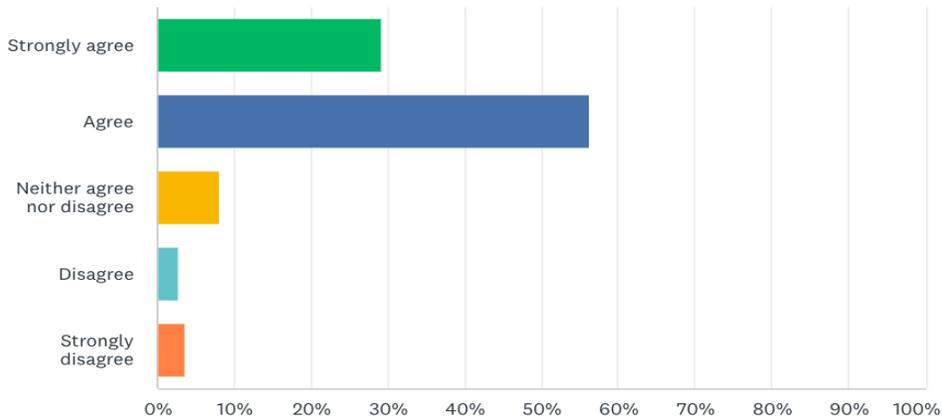
- Candidates need background on systemic inequities (4)
- Inclusion of sexual orientation is not appropriate (2)
- Include stronger language about family engagement
- Concern that this will be hard to address in PK/TK
- Concern about definition of privilege

Comments related to the credential overall

- 3 year olds should not be in elementary school

Q23. The proposed Program Standard is appropriate for the credential area.

Answered: 442 Skipped: 14



Q24. What is not appropriate?

(37 responses of 442 multiple choice respondents)

Comments about what is not appropriate

- Language on diversity is superficial and should include a stronger family engagement focus (14)
- ECE graduates meet this through coursework but liberal studies graduates do not (12)
- Discomfort around children learning about sexual orientations at a young age (3)
- Concepts in this Program Standard are too political (3)
- Use of “special”

Other comments related to this program standard

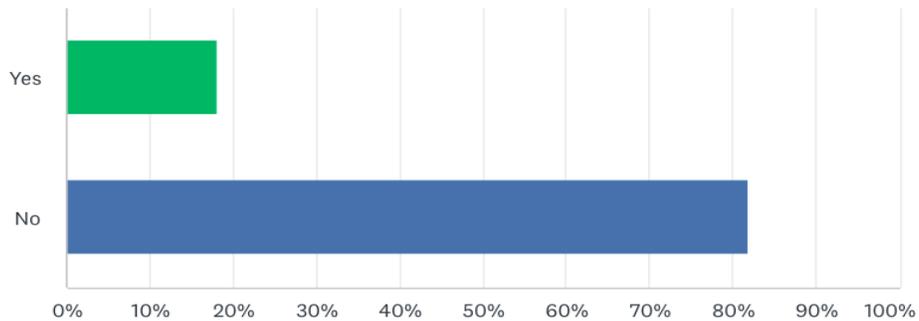
- Be more specific where possible (4)
- No need for DEI to be separate, instead integrate across all other Program Standards (2)
- Emphasize lived experience

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Credential should focus on PreK, TK, and Kindergarten
- Credential will undermine DEI that is hallmark of ECE by favoring MS credential holders
- Timeline for completion is not feasible

Q25. Are there any additional concepts that should be included in this Program Standard?

Answered: 424 Skipped: 32



Q26. What concepts are missing?

(73 responses of 424 multiple choice respondents)

Suggested additions for this program standard

- Include more reference to culturally responsive pedagogy, acknowledge diversity of play (play does not look the same in all cultures and in all families), and family engagement (26)
- Include more focus on special education and inclusion (7)
- Clarify how this will look in practice (5)
- Include systemic or structural inequities (5)
- Explicitly name race, ethnicity, and culture (4)
- Include reference to specific documents / curriculum / courses (4)
- Include trauma informed practices, protective factors, adverse childhood experiences in curriculum (2)
- Include DLLs
- Include immigration and refugee status
- All supervisors must understand concepts
- Include infant/toddler and total life span
- Include UDL
- Emphasize opportunities for teachers to do continuous reflection, intersectionality and more specific language around race/ethnicity.

Other comments related to this program standard

- Integrate these concepts across all other Program Standards (2)
- ECE professionals already have this training and experience (2)
- Literature should be more reflective of California's demographics
- Use "bias" instead of "attitude"
- Appreciation for inclusion of classroom management
- Use language from Anti Bias Education for young children and ourselves framework from NAEYC
- Use equitable, asset-based lens instead of analysis of student data
- Provide training about inclusion

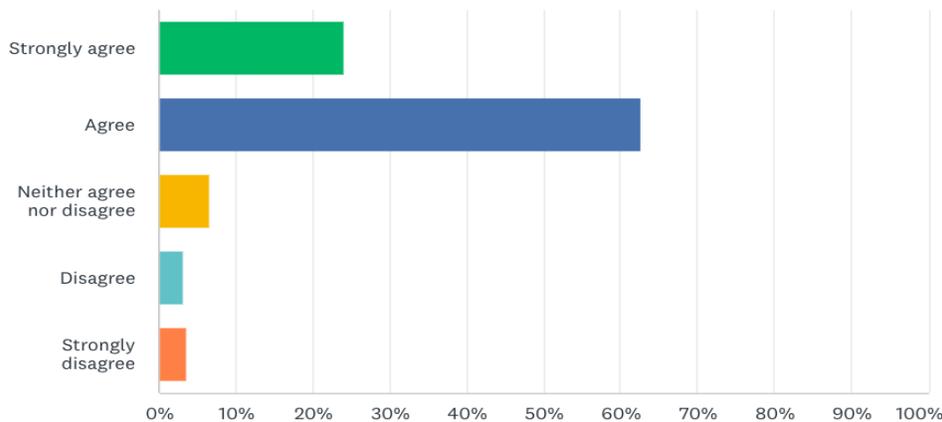
Comments related to the credential overall

- Comments about individual candidate backgrounds (3)
- Comments and questions regarding opportunities for current ECE teacher's to obtain the new credential (2)
- 3 year olds should not be in elementary school
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Standard 5: Monitoring, Supporting, and Assessing

Q27. The Program Standard language is clear.

Answered: 445 Skipped: 11



Q28. What language is not clear?

(38 responses of 445 multiple choice respondents)

Comments about what is not clear

- Clarify requirements for faculty and supervisors: faculty and supervisors should be ECE trained (19)
- Does not provide assessment of ECE professionals who have experience in ECE classrooms (10)
- Clarify whether this happens during college coursework or only at credentialing level (10)
- Use easier to understand language (3)
- Clarify the information gained through program's assessments (2)
- Clarify the "adopted PK-3 Performance Standards"
- Clarify who is included in "program faculty, program supervisors, and LEA-based supervisors"

Other comments related to this program standard

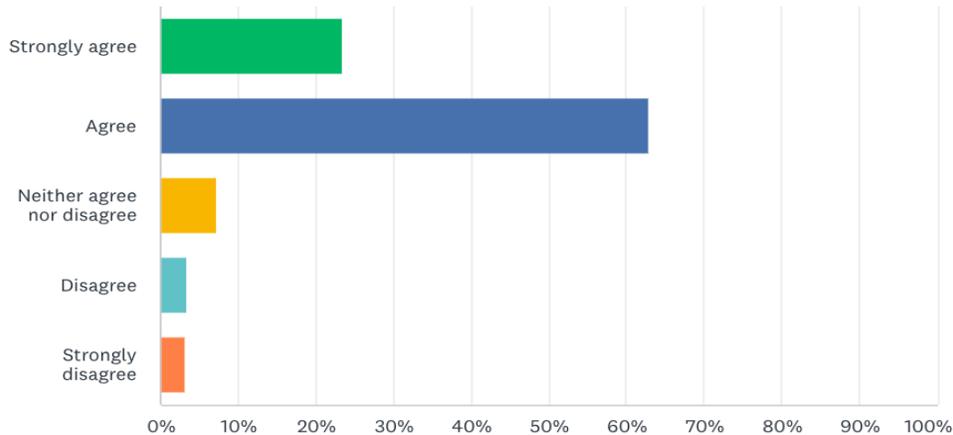
- Include Universal Design as an option for demonstrating proficiency
- Include reference to CLASS
- This step seems like it will be costly and take more time from adm.
- Need more articulation of different types of reading and emphasis on ability grouping

Comments related to the credential overall

- The quality of candidates should be taken seriously
- Do not make it too hard for candidates to get into teaching
- 3 year olds should not be in elementary school

Q29. The proposed Program Standard is appropriate for the credential area.

Answered: 441 Skipped: 15



Q30. What is not appropriate?

(31 responses of 441 multiple choice respondents)

Comments about what is not appropriate

- Candidates who experience TPAs piloted at Community Colleges in CD or ECE are locally assessed and this is not transferred to the credential program (12)
- Standard does not address how teachers will be evaluated for the way they teach

Other comments related to this program standard

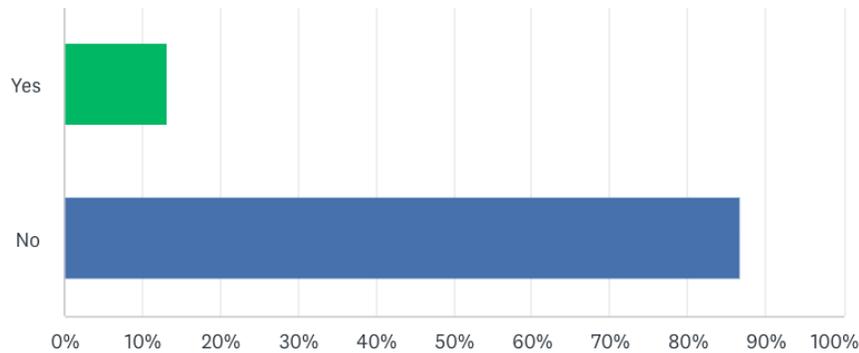
- Program supervisor should have background in ECE (2)
- Clarify whether all assessment will be local and under the control of the program
- Specify more support for candidates to achieve the goals
- Include reference to CLASS
- Include reference to PD on child development
- Include reference to assessments at different levels of higher education
- Need more articulation of different types of reading and emphasis on ability grouping

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Credential should focus on PreK, TK, and Kindergarten
- This credential favors multiple subject credential holders
- Timeline for completion is not feasible

Q31. Are there any additional concepts that should be included in this Program Standard?

Answered: 423 Skipped: 33



Q32. What concepts are missing?

(52 responses of 423 multiple choice respondents)

Suggested additions for this program standard

- Include credit for previous supervised experience (16)
- Include consideration of 2+2 pathway (12)
- List explicit assessment examples and allow for multiple modalities of assessment (3)
- More specific language (3)
- Include performance standards (2)
- Include Universal Design as an option for demonstrating proficiency
- Include reference to self-evaluation and reflection
- Define effective supervision
- Include more reference to anti-racist practices
- Include professional growth goals
- Emphasis on ability grouping
- Reference to programs that include activities that allow multiple means of action and expression
- Clarify the length of the “mastering” timeline
- Clarify whether TK-3 requirements are the same
- Clarify who is considered the leads
- Clarify the support and assistance that will be provided

Other comments related to this program standard

- Increase the requirements for being a program supervisor (3)
- Provide guidance to IHEs for how to support candidates that do not meet TPEs (2)
- Appreciation for language that the program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching
- Concern that this will be difficult, expensive, and time consuming

Comments related to the credential overall

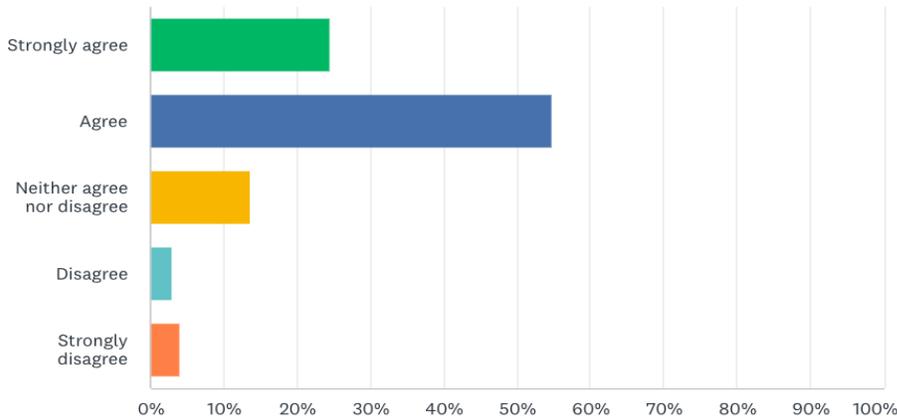
- 3 year olds should not be in elementary school
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

- The credential favors multiple subject credential holders
- Providing funding

Standard 6: Implementation of a Teaching Performance Assessment

Q33. The Program Standard language is clear.

Answered: 440 Skipped: 16



Q34. What language is not clear?

(37 responses of 440 multiple choice respondents)

Comments about what is not clear

- Provide additional clarity to the assessors/assessments information including who is responsible for funding them (17)
- Use easier to understand language (4)
- Explain “model sponsor” and “good choices” (3)
- The word “local” leaves decisions open to political favoritism

Other comments related to this program standard

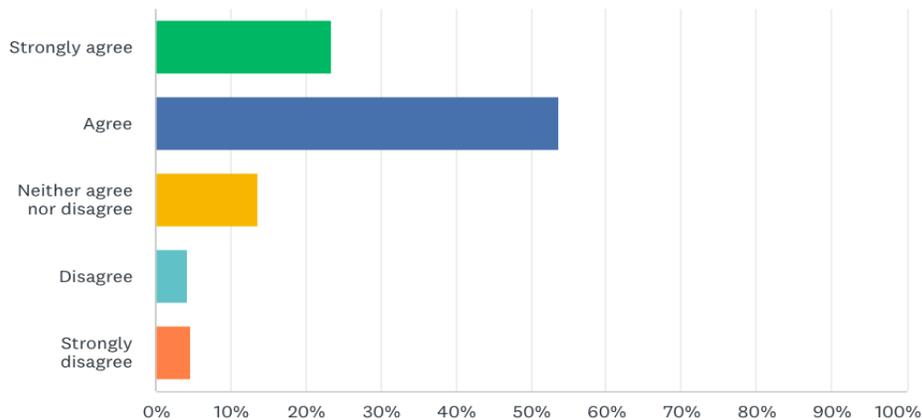
- This standard will be difficult to implement (2)
- This standard does lacks understanding of the importance of the ECE field
- There is widespread cheating going on with current CalTPA
- Streamline TPA process
- This standard is teaching to the test

Comments related to the credential overall

- The pathways to the credential will pose barriers to the current ECE workforce
- 3 year olds should not be in elementary school

Q35. The proposed Program Standard is appropriate for the credential area.

Answered: 438 Skipped: 18



Q36. What is not appropriate?

(43 responses of 438 multiple choice respondents)

Comments about what is not appropriate

- Assessors must have adequate training in ECE (18)
- Avoid assessing from videotapes (4)
- Concern that Program Standard will cause teaching to the test instead of having meaningful experiences in the classroom (2)

Other comments related to this program standard

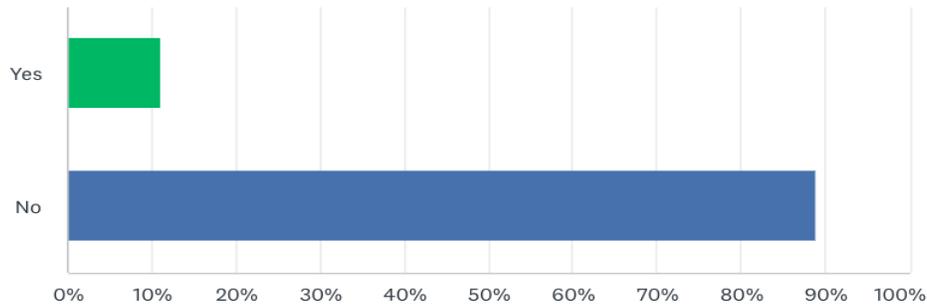
- There is widespread cheating with current CalTPA (2)
- Clarify roles
- TPA will take a long time to develop and get right
- It is interesting that K-12 is reconsidering the need for TPA
- Candidates should have immersive approach rather than internship or teaching training hours
- Programs cannot do this work
- TPA should include elements and experiences at both ends of developmental spectrum
- The TPA is not appropriate for preschool or TK teachers
- Clarify how videotaping will be done when most practicum sites do not allow it
- Ensure the rubrics and requirements reflect research based information

Comments related to the credential overall

- LEAs should be able to grandfather current ECE workforce
- 3 year olds should not be in elementary school
- Credential should focus on PreK, TK, and Kindergarten
- Credential should focus on 0-5 or 3-5
- Credential should include pathways that accommodate needs of existing ECE workforce
- The credential should include fewer requirements

Q37. Are there any additional concepts that should be included in this Program Standard?

Answered: 408 Skipped: 48



Q38. What concepts are missing?

(41 responses of 408 multiple choice respondents)

Suggested additions for this program standard

- Provide additional clarity to the assessors/assessments information (8)
- Include stronger ECE foundation / ECE is unique (3)
- Include strengths based and authentic assessments (2)
- Real time evaluation at each placement
- Include more reference to ongoing PD requirements
- Candidates should have opportunities to work in general education and special education
- Opportunity for current ECE teachers to advance
- Acknowledge the use of external accreditation
- Include alternatives
- Include focus on human skills
- Clarify time commitment
- Increase opportunities to meet 600 hours through IHE structure
- Include connection to equity, diversity, and inclusion
- Include clear plans for professional growth
- Use tools referenced in quality start improvement systems
- Emphasize CA Preschool Curriculum Frameworks instead of TPA
- Provide accommodations for candidates who may need them
- Clarify who monitors the process
- Clarify how candidate will be supported

Other comments related to this program standard

- Use more clear and specific language (2)
- Standard mirrors current evaluative practices
- Pay PreK field commensurate with expectations
- TPA is added burden, accreditation process should be sufficient

Comments related to the credential overall

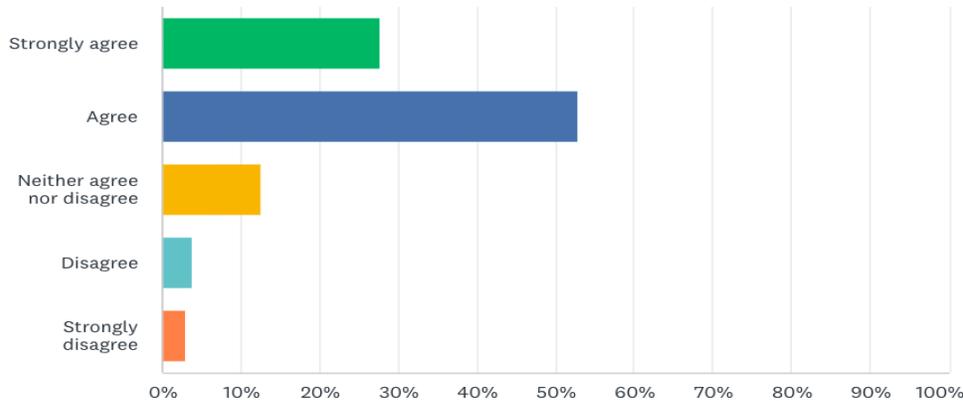
- Comments about how the credential will negatively impact the ECE field (2)
- Credential should include pathways that recognize experience of the existing ECE workforce (4)

- Ensure that credential holders will be authorized to work towards the Administrative Services Credential
- 3 year olds should not be in elementary school
- Include birth through 3

Standard 7: Induction Individual Development Plan

Q39. The Program Standard language is clear.

Answered: 439 Skipped: 17



Q40. What language is not clear?

(39 responses of 439 multiple choice respondents)

Comments about what is not clear

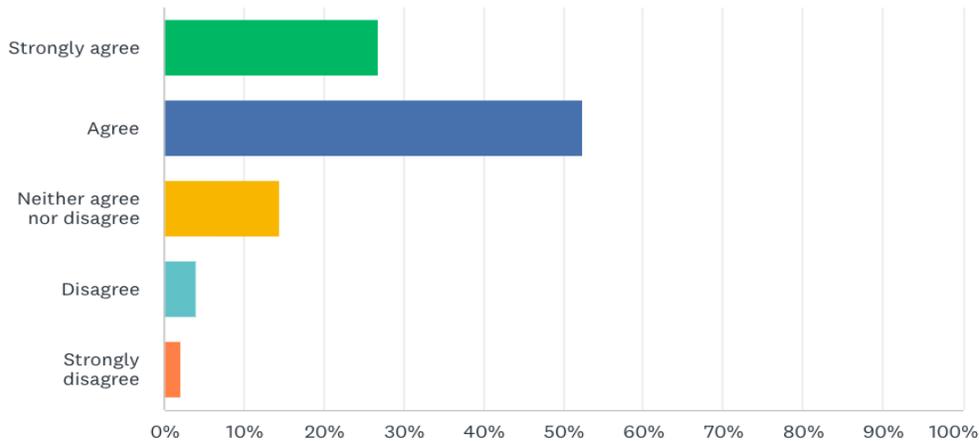
- Define “LEA-based supervisors” and clarify their required experience (17)
- Clarify roles and responsibilities for creating the plan (14)
- Provide additional details on the IDP, including a description of induction process (8)
- Clarify what is meant by “clear program” (2)
- Clarify “portable”
- The areas listed in development plan are not appropriate

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Coursework will be costly and time consuming
- Concern about support and intended consequences

Q41. The proposed Program Standard is appropriate for the credential area.

Answered: 436 Skipped: 20



Q42. What is not appropriate?

(31 responses of 436 multiple choice respondents)

Comments about what is not appropriate

- Define who supervisors will be and clarify their required experience (14)
- Provide additional details on the IDP (12)
- Use clearer and more specific language (3)

Other comments related to this program standard

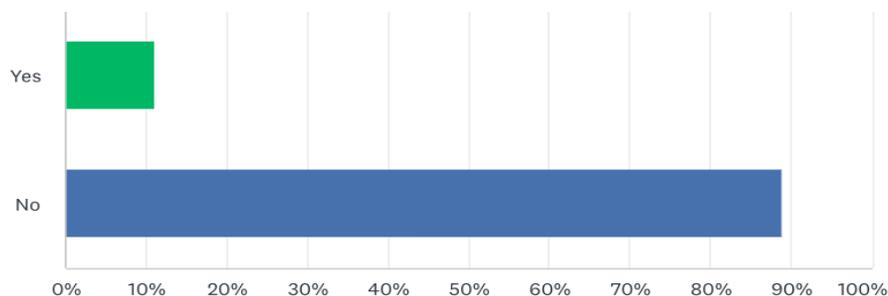
- Include stronger ECE foundation (3)
- Include more focus on special education and inclusion (2)
- Loosen TPA requirement to focus on growth and vision
- The CTC structure of standards, TPEs, and TPAs is not appropriate for children of any age
- Many teachers unions do not support mandatory professional development

Comments related to the credential overall

- 3 year olds should not be in elementary school
- Credential should focus on PreK, TK, and Kindergarten
- Timeline for completion is not feasible

Q43. Are there any additional concepts that should be included in this Program Standard?

Answered: 416 Skipped: 40



Q44. What concepts are missing?

(38 responses of 416 multiple choice respondents)

Suggested additions for this program standard

- Provide clear definitions around roles and responsibilities (16)
- Include milestones and timelines (3)
- Include stronger ECE foundation (2)
- Include more focus on special education and inclusion (2)
- Include more specific language (2)
- Include reference to specific document / curriculum
- Include more reference to ongoing professional development requirements
- Include requirement for equity training
- Include letters from students and parents in portfolio

Other comments related to this program standard

- Allow for additional methods of assessing candidate via child's family / caregiver perspective
- Standard should not have financial cost for candidate
- Clarify how this applies to online learning
- Clarify what happens after this process
- Clarify what information is appropriate

Comments related to the credential overall

- Comments about the age range served (3)
- Credential should include pathways that recognize experience of the existing ECE workforce (2)
- The credential favors multiple subject credential holders
- 3 year olds should not be in elementary school
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Q45. Additional Comments

(158 responses of 456 total complete survey responses)

Comments related to the credential overall

- Gratitude / excitement for the development of the PK-3 Specialist Credential (31)
- Include waiver options for current ECE professionals (14)
- The PK-3 Specialist Credential does not favor ECE professionals (12)
- Concern around the impacts of requirements, especially on the overall diversity of the ECE educator workforce (7)
- Provide support for candidates (including financial support) (6)
- Implementation will be challenging (5)
- Use easier to understand language (5)
- Increase the requirements for being a program supervisor (4)
- Disappointment in the work and process to develop this credential (4)
- ECE and K-12 are very different from each other (3)
- Offers of support (2)

- Ensure compensation for PK-3 ECE Specialists matches Multiple Subject Credential holders (2)
- Change the title to no longer include the word “Specialist” as that has connotations to the special education field (2)
- Change the title to P-3 instead of PK-3
- Age range is not appropriate
- Credential should be birth to 8
- Create a PK-TK-K ECE specialist credential build on the Child Development Permit and issues by an undergraduate department
- Consider credential for birth to five years and/or 3 and 4 year olds only
- Program standards align well with existing program standards
- Emphasis on early care and education is clear
- Gratitude for current ECE permit holders in the role of supervisor
- Recognize Infant / Toddler experience towards supervisory experience
- Remove the BA requirement and replace with ECE experience requirements
- Requirements in PK-3 ECE Specialist Credential will exacerbate current teaching shortage
- PK-3 Specialist Credential needs to be more informed by ECE concepts and foundations
- People without classroom experience in ECE should not make laws for those who work in the field
- Timeline for completion is not feasible
- Include families, Family Childcare Homes, fee for service and community-based childcare providers
- Allow candidates to serve as substitute teachers
- Provide support to different segments of candidates based on their previous expertise
- Modify the CSET
- Ensure that credential holders will be authorized to work towards the Administrative Services Credential

Recommended additions

- Include more reference to developmentally appropriate practices (8)
- Include more focus on special education and inclusion (6)
- Include more reference to anti-racist practices (5)
- Include stronger focus on DLLs / multilingual learners
- Remove Program Standard 4: Equity, Inclusion, and Diversity as it perpetuates an atmosphere of “wokeness”
- Add do not harm, respect others, be fair, and be loving
- Include concepts from the School Administration Credentials
- Include stronger family engagement focus
- Include reference to literacy instruction
- Include Universal Design for Learning
- Include reference to CA Teaching Pyramid

Questions

- Will previous experience count towards hours? (8)
- What is the process for Multiple Subject Credential holders to add on? (4)

- What will be the impacts on current ECE educators? (2)
- What is the cost of obtaining the new credential? (2)
- If workforce is needed for UPK/TK, why does credential go to third grade?
- Will courses be offered during non-traditional hours?
- How long is the program?
- What is the process for out-of-state / international teachers to obtain?
- Who was involved in the development of the Program Standards?
- How will this impact how Community Colleges and 4 Year IHEs share information?
- How will this affect educators who teach children younger than 3?
- Will supervisors be given release time to support candidates?
- When will this credential be available?

Appendix F

Proposed PK-3 ECE Specialist Credential Program Standards

Standard 1: Program Design and Curriculum

The program is designed to address the range of candidate performance expectations so that early childhood teachers will develop the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. Coursework and fieldwork/clinical practice experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children preschool to grade 3. Candidate preparation is grounded in a clearly articulated evidence based theoretical framework of developmentally, linguistically, and culturally appropriate teaching and learning practices for the care and education of young children. The program also includes preparation for collaborating effectively with families to support their children's development and learning. These research and evidence-based theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all PK-3 California public school students, the program's curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally appropriate pedagogy for young children in the content areas identified in the California Preschool Learning Foundations and Framework as well as the applicable State-adopted student content standards for students PK through third grade. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.

Standard 2: Preparing Candidates toward Mastery of the *PK-3 ECE Specialist Teaching Performance Expectations* (PK-3 ECE TPEs)

The *PK-3 ECE Specialist Teaching Performance Expectations* describe the set of professional knowledge, skills, and abilities expected of a beginning level PK-3 ECE Specialist practitioner in order to effectively support the growth, development, and learning of all PK-3 learners in meeting the state-adopted standards and to work collaboratively with families to support children's learning.

The program's organized coursework, and clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each PK-3 ECE Teaching Performance Expectation (PK-3 ECE TPEs). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PK-3 ECE Specialist TPEs as they apply to the authorization of the PK-3 ECE Specialist Credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

Standard 3: Clinical Practice: Opportunities to Learn and to Practice

A. Organization of Clinical Practice Experiences

The program's clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with PK-3 students in California early learning settings. These experiences may be within the candidate's California Early Childhood Education employment setting (i.e., California State Preschool, Head Start, and/or Title 22 Funded Preschool) as well as within TK-3 public school settings.

Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of clinical practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Clinical practice experiences must include two different grade levels within the PK-3 grade range (i.e., at the PK-TK level and at a level between grades 1-3). Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom. Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement.

Clinical Practice, including field experiences, provides opportunities for all candidates to observe classrooms and settings that exemplify developmentally-, culturally- and linguistically appropriate and effective practices.

Candidates are provided with opportunities to gain knowledge of important concepts in early learning appropriate to the developmental range of young children preschool-grade 3. For young children, these concepts are consistent with California's adopted *Preschool Learning Foundations and Curriculum Frameworks*. For children in grades TK-3, these would be consistent with the state-adopted content standards and curriculum frameworks for these grade levels. The program provides candidates with opportunities to demonstrate their understanding of a range of early childhood assessments of learning as well as of social-emotional growth and development. The program provides candidates with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early learning setting.

As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers, assess candidates' pedagogical performance in relation to the PK-3 ECE TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PK-3 ECE TPEs. The full set of PK-3 TPEs can be found in this document after Standard 7.

The program provides initial orientation for preparation program supervisors and employer-based supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of

each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but the activities must be archived either by annotated video or scripted observations and evaluated based on the TPEs, in order to produce data that can be aggregated and disaggregated.

B. Criteria for Clinical Practice Placements

Clinical sites should be selected that demonstrate commitment to developmentally, culturally, and linguistically appropriate practices as well as to collaborative relationships with families/guardians. In addition, clinical sites should demonstrate evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed, or who hold a Master Teacher or higher-level Child Development Permit as appropriate to the field placement of the candidate being supervised, or who have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and Frameworks and the K-12 adopted student standards and frameworks that reflect the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the Commission-approved TPA model(s) chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of LEA/ECE Employed Supervisors

The program selects LEA/ECE site supervisors who hold a PK-3 ECE Specialist Credential or a Multiple Subject Credential, or who hold a Master Teacher level or higher Child Development Permit and have a minimum of three years of appropriate teaching experience (e.g., Preschool, TK-3). The LEA/ECE supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and LEA-employed supervisor must be a collaborative process between the employer and the program.

The program provides LEA-based supervisors a minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that LEA-based supervisors remain current in the knowledge and skills needed to provide

effective candidate supervision and address program expectations for Clinical Practice experiences.

Standard 4: Equity, Inclusion and Diversity

The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments. Through coursework and Clinical Practice experiences, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies; and (d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.

The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children’s engagement, family and community involvement, and other supports for learning and access for all young children. The program ensures candidates understand the importance of building on children’s strengths and assets as a foundation for supporting children’s growth, development, and learning, especially children who are mono- and multiple language learners and children with disabilities or other special learning needs.

Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Candidates are assessed by the preparation program for meeting all applicable program requirements. With respect to the Teaching Performance Expectations (TPEs), candidates are assessed through a coherent set of performance-based activities focusing on the adopted PK-3 Performance Expectations. The information gained through the program’s assessments is used to help set learning goals for candidates, inform candidates’ progress towards meeting the PK-3 ECE TPEs. Program faculty, program supervisors, and LEA-based supervisors monitor and support candidates during their progress towards mastering the TPEs.

Evidence regarding candidate progress and performance in meeting these and all other program requirements is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates’ meeting of all program requirements.

Standard 6: Implementation of a Teaching Performance Assessment (TPA)

The TPA is implemented according to the requirements of the Commission-approved model(s) selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the requirements of the selected model. The program consults as needed with

the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

6A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model(s) and documents the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with PK-3 students. The program assures that each PK-3 setting where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) The program has a clearly defined written appeal policy for candidates, informs candidates about the policy prior to the assessment, and implements the appeal policy with candidates who do not pass the TPA and appeal their results.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

6B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved

teaching performance assessment model (s) selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with the TPA model's guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the PK-3 Teaching Performance Expectations (PK-3 ECE TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a PK-3 ECE Specialist Credential and have met all credential requirements.

6C: Assessor Qualifications, Training, and Scoring Reliability

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the areas assessed within the TPA. The model sponsor is responsible for training, calibration, and scoring reliability for all assessors within the centralized scoring process. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 7: Induction Individual Development Plan

Before exiting the preliminary program, candidates, LEA-based supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.