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# 4E

## Information/Action

### *Professional Services Committee*

## Study Session on Early Childhood Education Preparation and Licensing

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**Executive Summary:** This study session reviews the current requirements and preparation for educators of early learners. It discusses the requirement that the Commission review and update the Child Development Permit Matrix and make changes to the preparation for teachers of Transitional Kindergarten. Information on the various complexities of early childhood education in California is presented as context to begin this work.

**Policy Questions:** What is the appropriate preparation and certification for early care and education teachers? What changes need to be made to the Commission's preparation requirements for the workforce for early care and education?

**Recommended Action:** That the Commission direct the Executive Director, subject to the availability of funds, to establish an Early Childhood Education Advisory Panel to review the current structure and requirements and recommend changes as appropriate to the preparation of early childhood educators.

**Presenter:** Geri Mohler, Consultant, and Cheryl Hickey, Administrator, Professional Services Division

#### Strategic Plan Goal

#### *II. Program Quality and Accountability*

- ◆ 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.

August 2014

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## Study Session on Early Childhood Education Preparation and Licensing

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### Introduction

The 2014-15 State Budget Act contains a provision that requires the Commission to review and update the Child Development Matrix. In addition, the budget bill also made changes to the requirements for teachers of students in Transitional Kindergarten classrooms. In preparation for this work, this agenda item provides a summary of the bill language, information about the current Child Development Matrix, summaries of recent federal and state initiatives with respect to the teaching of early learners, and highlights of early childhood education requirements from five other states. Finally, this agenda item proposes to establish an early childhood educator preparation advisory panel comprised of a broad spectrum of constituents to recommend, for the Commission's consideration, revisions to the preparation of teachers of the state's youngest learners.

### Background

In June 2014, SB 858 (Chap. 32, Stats. 2014), the education finance budget trailer bill for the 2014-15 State Budget was signed. It contained new requirements for educator preparation in California that have a direct impact on the work of the Commission. In particular, the State Budget Act contains mandates related to the Child Development Permit Matrix and educator preparation for teachers of Transitional Kindergarten. Below is a summary of these two provisions.

- A. *The Child Development Permit Matrix.* Education Code Section 48361.1 (a) requires that, on or before July 1, 2016, the Commission on Teacher Credentialing shall review, and update if appropriate, the requirements for the issuance and renewal of permits authorizing service in the care, development, and instruction of children in child care and development programs and permits authorizing supervision of a child care and development program.
- B. *Transitional Kindergarten.* Whereas previously, California's new Transitional Kindergarten (TK) program curriculum was to be a "modified" kindergarten curriculum, Education Code Section 48000 (f) requires that the TK classroom curriculum will be aligned to the California *Preschool Learning Foundations*, standards for three and four year olds in nine domains developed by the California Department of Education.

Education Code Section 48000 (g) requires that as condition of receipt of apportionment for pupils in a transitional kindergarten program, a school district or charter school shall ensure that teachers assigned to a transitional kindergarten classroom after July 1, 2015, have been issued at least one credential by the

Commission on Teacher Credentialing, and shall, by August 1, 2020, have one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both
- 2) As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph 1
- 3) A child development permit issued by the Commission on Teacher Credentialing

The 2014-15 State Budget Act provides approximately \$264 million for early learning. It provides resources to support the creation of 11,500 new full day and full year preschool openings for four-year-olds from low income families in the next fiscal year and 31,500 new openings for low income four-year-olds in future years. While this mandate has no direct effect on the work of the Commission, it will have an impact on the demand for additional early childhood educators in California in the next few years ([http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB858](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB858)).

#### *Current Early Care and Education in California*

Early care and education in California is comprised of a highly complex web of programs, funding sources, settings, multiple agencies with various roles and responsibilities, and finally, varying federal, state and local requirements. To determine the most effective manner of accomplishing the mandate contained in the 2014-15 State Budget Act and, more generally, to determine the most appropriate preparation and certification for early care and education teachers (ECE) in 2014 and beyond, it may be beneficial to understand the complexities of the field.

Generally, early education refers to those educational services focused on serving children birth through age eight. Early care and education takes place in a multitude of settings ranging from private and state-funded preschools to large child development centers that provide for children from birth; to childcare in private homes; to services in the care, development, and instruction of children in before-school, after-school, and other school-age child care programs. Recently, California has enacted the Transitional Kindergarten program—a two-year kindergarten program for children with birthdays that do not meet the new requirement of being five years old by September 1 before entering kindergarten.

According to the *2014 California Children's Report Card: How Kids Are Doing in Our State and What Needs to be Done About It*, published by Children Now, California is home to approximately 2.9 million children under the age of six. Of these, 47% are in low income families and 52% are Hispanic. Seventy five percent of all four-year-olds and 50% of all three-year-olds in California are in out-of-home care at some point before they arrive in kindergarten. Almost 1.5 million children in California are in a publicly funded child development center or preschool

([http://www.childrennow.org/uploads/documents/2014 CA Childrens Report Card.pdf](http://www.childrennow.org/uploads/documents/2014_CA_Childrens_Report_Card.pdf)).

In California, there are 52,973 child care programs consisting of 10,634 child care centers and 4,415 preschools operated by public schools. State-funded preschools require an adult/child ratio of 3:24 in the classroom. Since 2008, a reduction of public funding of pre-K education has resulted in 30,000 fewer preschool spaces for low-income children (<https://childcareta.acf.hhs.gov/sites/default/files/StateProfiles/CA.pdf>).

## **Part I. Current Preparation Requirements for Early Childhood Educators**

The ECE workforce plays an important role in assuring children get a solid foundation for long-term success in school and life. The approximately 130,000 adults who work with these children in out-of-home care and education sites are predominantly female ([http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide\\_highlights.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide_highlights.pdf)).

The National Institute for Early Education Research (NIEER) reports that when compared to the K-12 teaching workforce, ECE teachers far more closely reflect the ethnic distribution of the state's young children. The average annual wage for preschool teachers is \$27,130, and for child care workers the average is \$19,510. Early care and education teachers are typically considered part of the working poor (<http://nieer.org/resources/policybriefs/3.pdf>). Child care centers and preschools have high teacher turnover, losing one-third of their workforce annually, quite possibly due to low wages

([http://www.childrenow.org/uploads/documents/2014\\_CA\\_Childrens\\_Report\\_Card.pdf](http://www.childrenow.org/uploads/documents/2014_CA_Childrens_Report_Card.pdf)).

California's *Greatness by Design* (2012) report drew attention to the importance of high quality early learning opportunities for California's youngest learners:

Attention to the preparation of early childhood educators is important both because of the growing appreciation for the importance of early learning—and the attendant expansion of access for more young children—and because research has documented the need for and benefit of well-prepared teachers with specialized knowledge to provide this instruction. (p.35)

<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

### *Regulations Governing Early Childhood Education*

In California, three primary sets of laws and regulations establish qualifications for teaching and administrative staff of child care programs: Title 22 and Title 5, and the Federal Head Start Act. The Child Care Licensing Program, part of the California Department of Social Services, licenses and monitors Family Child Care Homes and Child Care Centers in an effort to ensure that children who are in day care are provided a safe and healthy environment. Title 22 regulations determine the requirements for all centers in California, and for teachers and administrators of these programs.

Title 5 regulations govern centers holding a contract with the California Department of Education (excluding the voucher program) and are more rigorous than Title 22 regulations with regard to teacher qualifications. Under Title 5 regulations, those who work in state-contracted and state-funded full-day child development programs or half-day preschools must

obtain a Child Development Permit issued by the Commission on Teacher Credentialing (Commission).

Head Start is a federal program that promotes school readiness for children ages birth to five from low-income families, by enhancing their cognitive, social and emotional development. It is authorized by the Improving Head Start for School Readiness Act of 2007. Head Start serves approximately 1 million children nationwide. California's Head Start program is the largest Head Start program in the nation serving over 111,000 children in 2012 (<http://caheadstart.org/facts.html>). California's Head Start programs are administered through a system of 74 grantees and 88 delegate agencies. Many of these agencies also have contracts with the California Department of Education (CDE), to administer general child care and/or State Preschool programs. Many of the programs are located at the same sites and in the same classrooms as State Preschool Programs. Head Start programs are governed by Title 22 regulations plus the Head Start Performance Standards (45 CFR 1304.5(c)).

Table 1 describes, in broad terms, the similarities and differences between Title 22, Title 5, and Head Start. Additional information on the requirements for educators in each of these three programs follows.

**Table 1. Comparison of Regulations for Teaching: Early Childhood Education**

	<b>Title 22</b>	<b>Title 5</b>	<b>Head Start</b>
<b>Jurisdiction</b>	Regulations for licensing and monitoring by the California Department of Social Services	Governs centers holding a contract with the California Department of Education	Governs centers with federal Head Start Funding
<b>Types of Programs</b>	Family child care homes and child care centers	Part-day and full-day preschool classrooms	Comprehensive developmental services for low-income children from 3 to 5 years old
<b># of Educator Classifications</b>	3	6	3
<b>Teacher Requirements</b>	12 Units in ECE and six months work experience	<ul style="list-style-type: none"> <li>• 24 units for Teacher</li> <li>• 12 units for Associate Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associate of Arts in child development</li> <li>• By 2013 50% of teachers must have a B.A. in ECE, a baccalaureate or advanced degree in any subject, with coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children</li> </ul>

*Title 22 California Code of Regulations Teacher Requirements*

The Child Care Licensing Program, part of the California Department of Social Services, licenses and monitors Family Child Care Homes and Child Care Centers in an effort to ensure that children who are in day care are provided a safe and healthy environment (<http://cclid.ca.gov>). Title 22 regulations determine the requirements for teachers and administrators of these programs. Table 2 lists the types of positions, authorizations and requirements established by Title 22.

**Table 2. Positions, Authorizations and Requirements for Title 22 Settings**

Position/Authorizations	Minimum Requirements
<p><b>Teacher Aide:</b> Shall work only under the direct supervision of a teacher; may escort or assist children in going to the bathroom; may supervise napping children without being under the direct supervision of a teacher.</p>	<p>Must be 18 years of age, a high school graduate, or be currently participating in an occupational program at high school</p>
<p><b>Teacher:</b> None specified.</p>	<p>12 postsecondary semester units in early childhood education from an accredited college and six months of work experience in a licensed Child Care Center or similar program. The units specified shall include courses covering:</p> <ul style="list-style-type: none"> <li>• child growth and development</li> <li>• child, family and community</li> <li>• program/curriculum, plus</li> <li>• 5 hours of health and safety training</li> </ul>
<p><b>Director:</b> Responsible for the operation of the center, including compliance with regulations, and communications with the Department of Social Services. Shall be on the premises during the hours of operation and shall not accept outside employment that interferes with the duties specified.</p>	<ul style="list-style-type: none"> <li>• High school graduation or GED and 15 semester units at an accredited college in specified early childhood education classes</li> <li>• 12 units in:               <ul style="list-style-type: none"> <li>— child growth and development</li> <li>— child, family and community</li> <li>— program/curriculum</li> </ul> </li> <li>• 3 units in:               <ul style="list-style-type: none"> <li>— administration or staff relations</li> </ul> </li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• 4 years of teaching experience in a licensed center or comparable group child care program <b>or</b></li> <li>• 2 years of experience are required if the director has an AA degree with a major in child development <b>or</b></li> <li>• a Site Supervisor or Program Director permit issued by the California Commission on Teacher Credentialing</li> </ul>

*Federal Head Start Teacher and Administrator Requirements*

In 2007, Federal legislation was passed that required that half of Head Start teachers have bachelor’s degrees by 2013. The program has, in fact, surpassed that goal. The requirements for Head Start teachers and administrators are as follows:

**Table 3. Positions, Authorizations, Requirements for Head Start Settings**

Position/Authorizations	Minimum Requirements
<p><b>Aides/Assistants:</b> None specified</p>	<ul style="list-style-type: none"> <li>• a Child Development Associate (CDA) credential (equivalent to 12 units <a href="http://www.cdacouncil.org/the-cda-credential/about-the-cda">http://www.cdacouncil.org/the-cda-credential/about-the-cda</a>);</li> <li>• be enrolled in a program leading to an associate or baccalaureate degree; or</li> <li>• be enrolled in a CDA credential program to be completed within 2 years.</li> </ul>
<p><b>Teachers:</b> Provide a variety of learning experiences to help children grow intellectually, socially, and emotionally. Involve parents in the planning and implementation of activities. Provide outreach to families to determine what services they need.</p>	<ul style="list-style-type: none"> <li>• an associate, baccalaureate or advanced degree in early childhood education; or</li> <li>• an associate degree in a related field and coursework equivalent to a major relating to ECE with experience teaching preschool age children; or</li> <li>• a baccalaureate or advanced degree in any field and coursework equivalent to a major relating to ECE, with experience teaching preschool children;</li> <li>• a baccalaureate degree in any field and has been admitted into the Teach for America (TFA) program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach for America summer training institute that includes teaching preschool children and is receiving ongoing professional development and support from TFA professional staff.</li> </ul> <p>By 2013 50% of all Head Start Teachers must have:</p> <ul style="list-style-type: none"> <li>• a baccalaureate or advanced degree in ECE; or</li> <li>• a baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children.</li> </ul>
<p><b>Coordinators:</b> Include authorizations for teachers as well as serving as curriculum specialists in center-based programs.</p>	<ul style="list-style-type: none"> <li>• a baccalaureate or advanced degree in ECE; or</li> <li>• a baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children.</li> </ul>

### *Early Childhood Credentials/Permits Issued by the Commission*

California issues three types of credentials and permits that authorize service with young learners: 1) Early Childhood Specialist Credentials, 2) Early Childhood Special Education Credentials, and 3) Child Development Permits. At one time, California had a standard early childhood credential covering preschool through Grade 3, but it was phased out in the mid-1970s with the passage of the Ryan Act partially due to a desire for hiring flexibility and teacher mobility.

- 1) *Early Childhood Specialist Credential.* The Commission issues a Specialist Instruction Credential in Early Childhood Education (<http://www.ctc.ca.gov/educator-prep/standards/ecespec12.pdf>) that requires the educator to hold a basic teaching credential and authorizes teachers to “develop and coordinate curriculum, develop programs, and deliver staff development including age-appropriate teaching methodologies for child development programs and early childhood education programs in grades three and below which are coordinated by school districts or county offices of education. This credential also authorizes teaching courses in child development in grades K–12 inclusive and in classes organized primarily for adults” (<http://www.ctc.ca.gov/credentials/leaflets/cl529.pdf>).

Only one institution currently offers this program and the standards for this program have not been revised since 1992. Ten Early Childhood Specialist Credentials have been issued in the last five years.

- 2) *Early Childhood Special Education.* The Commission issues an Education Specialist Instruction Credential in the specialty area of Early Childhood Special Education (ECSE). There are a total of 14 Commission-approved programs offered in this specialty area with a total of 1,142 special education teaching credentials initially issued in the ECSE specialty area over the last five years.

Furthermore, an added authorization in ECSE (formerly ECSE Certificate) is also available to individuals who already hold a special education teaching credential, and who complete an ECSE added authorization program through a Commission-approved program sponsor. There are 19 Commission-approved programs for the added authorization in ECSE. There were a total of 275 ECSE added authorizations and certificates issued during the past five years.

Both the full specialty area and the added authorization allow the holder to “provide special education services in the area of mild/moderate or moderate/severe disabilities, and traumatic brain injury for students ages birth to pre-K as determined by the local level special education assessment” (<http://www.ctc.ca.gov/credentials/leaflets/cl808ca.pdf>). There are separate program standards for the full specialty area of ECSE issued on the Education Specialist Instruction Credential and ECSE added authorization. Both sets of program standards

have recently been revised (<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standard2013.pdf>).

3) *Child Development Permit*. In 1961, California was one of the first states to subsidize public preschool enrollment. A permit structure was developed at that time and was most recently updated in 1994, with regulations promulgated in 1997. The regulations detail what the personnel at each level are authorized to do and the education and experience requirements for those levels. The current six-level permit structure is based upon a career ladder approach with each level increasing in coursework preparation and commensurate authorization or responsibility. Most coursework is completed by candidates at community colleges. Table 4 depicts the various levels or positions for Child Development Permit holders in current Title 5 regulations.

**Table 4. Positions, Authorizations and Requirements for Title 5 Settings**

<b>Position</b>	<b>Authorizes the Child Development Permit (CDP) holder to:</b>	<b>Minimum Requirements</b>	<b>Experience Requirement</b>
<b>Assistant</b>	Care for and assist in the development and instruction of children in a child care and development program under the supervision of a Child Development Permit (CDP) Associate Teacher, CDP Teacher, CDP Master Teacher, CDP Site Supervisor, or CDP Program Director.	6 units of college-level work in ECE	None
<b>Associate Teacher</b>	Provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Assistant, and an aide.	12 units of college-level work in ECE, including designated core courses: <ul style="list-style-type: none"> <li>• Child/human growth and development</li> <li>• Child, family, and community, or child and family relations</li> <li>• Programs/curriculum</li> </ul>	50 days of 3+ hours per day within two years
<b>Teacher</b>	Provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Associate Teacher, a CDP Assistant, and an aide.	24 units of college-level work in ECE, including designated core courses (as listed in the associate level) and 16 general education units	175 days of 3+ hours per day within 4 years
<b>Master Teacher</b>	Provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Teacher, CDP Associate Teacher, CDP Assistant, and an aide. The permit	Same as teacher, plus 2 units of adult supervision and 6 specialization units	350 days of 3+ hours per day within 4 years

<b>Position</b>	<b>Authorizes the Child Development Permit (CDP) holder to:</b>	<b>Minimum Requirements</b>	<b>Experience Requirement</b>
	also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.		
<b>Site Supervisor</b>	Supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.	AA (or 60 units) with 24 units of ECE/CD units (incl. core); + 6 units administration + 2 units adult supervision	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults
<b>Program Director</b>	Supervise a child care and development program operated in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development in a child care and development program.	BA with 24 ECE/CD units + 6 units administration + 2 units adult supervision	Site supervisor status and one program year of site supervisor experience

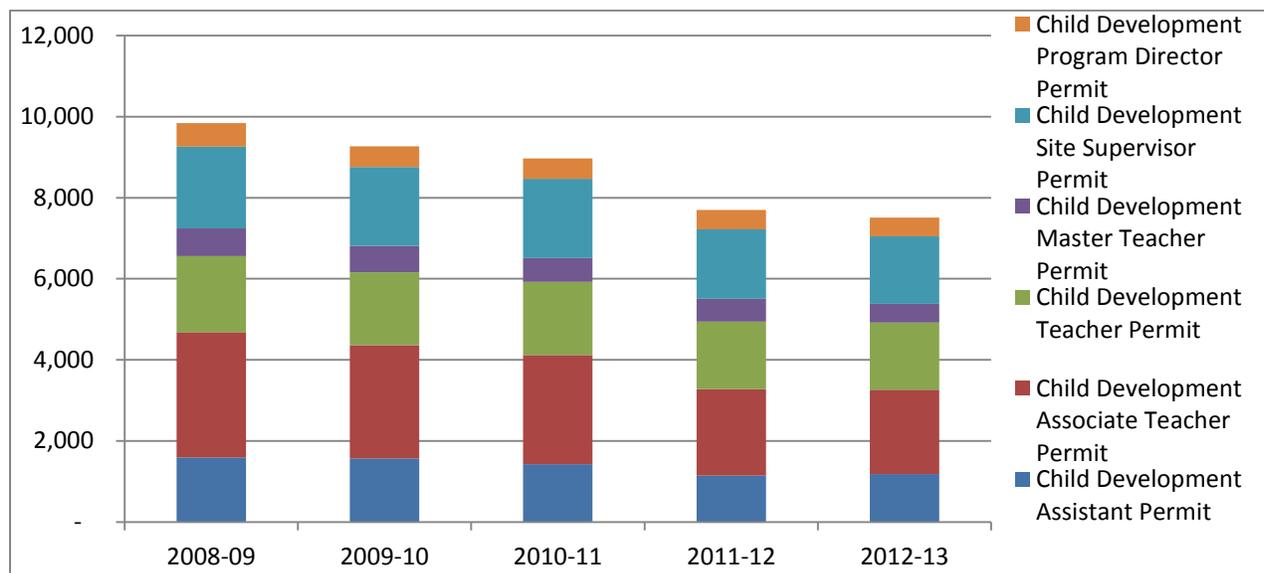
Of the six levels listed above, only the Program Director is required to hold a Bachelor's Degree, though all but the Assistant level have options to earn the permit on the basis of a bachelor's degree. The other five levels require only a progressive number of units, as indicated, with each step on the matrix. A study conducted by the Center for the Study of Child Care Employment (CSCCE) at UC Berkeley indicates that the majority of ECE teachers in state-funded preschools in California have at least an associate degree in Child Development and one-fourth of the ECE teachers in California public preschool programs currently have a bachelor's degree ([http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide\\_centers.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide_centers.pdf)). In addition, all levels of Child Development Permits for teachers, with the exception of the Associate Teacher Permit, require 105 clock-hours of professional growth be completed during each five year renewal cycle (<http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf>).

A School Age Emphasis authorization may be added to a Child Development Permit that authorizes the holder to provide services in the care, development, and instruction of children in before-school, after-school, and other school-age child care programs. Specific requirements focusing on school age children must be completed to add this authorization.

Currently there are approximately 60,000 Child Development Permit holders. Each year approximately 8,000 new Child Development Permits are issued by the Commission and

another 4,000 permits are renewed. There were 1,500 fewer permit holders over the last 5 years—a decrease of 16% (<http://www.ctc.ca.gov/educator-prep/statistics/2014-02-stat.pdf>). Figure 1 depicts the number of Child Development Permits issued in the last five years.

**Figure 1. Child Development Permits Issued: 2008-09 to 2012-13**



#### *Approval Process for Coursework Required for the Child Development Permit*

Unlike K-12 educator preparation programs, course work for Child Development Permits is not specified by Commission-adopted standards nor is it part of the Commission’s accreditation system. Instead, as provided in Title 5 regulations, permits are issued after a course-by-course transcript review of each candidate’s college coursework. The Certification Division credential analysts determine if a candidate has completed the appropriate courses based on a definition of the required coursework. For example, the Child, Family and Community or Child and Family Relations course description must address the following topics: the relationship among family, school, and community as they impact a child’s development; and the study of ethnic diversity, social class, customs/heritage, and gender roles on family behavior, values, morals, attitudes and the development of children.

As an alternative to the Commission’s certification staff conducting a course-by-course transcript review for each applicant, many community colleges and four-year universities voluntarily participate in a process called the *Child Development Permit Verification of Completion (VOC) Program*. This process allows institutions of higher education to apply to have a sequence of courses pre-approved by the Commission and then verify that an applicant has completed these courses. The sequence of courses is evaluated by Commission certification staff based on course titles and descriptions, and institutions on the VOC list may recommend candidates for the permit. Participating colleges and universities are required to provide credential advising and assistance for all permit candidates. This program expedites the processing time of applications, reduces the number of returned applications, and streamlines

permit processing. As of February 2014, there were a total of 40 institutions (29 community colleges and 11 four-year institutions) participating in the VOC.

#### *Policy Considerations for Updating and Strengthening Child Development Permits*

In August 2013, the Commission directed staff to convene several stakeholder meetings on the topic of preparation and licensing for early childhood education. This directive came as a result of the presentation of the report of the Teacher Preparation Advisory Panel (TAP) which recommended that the Commission authorize and prepare credential holders to teach all content areas in Transitional Kindergarten through 8<sup>th</sup> grade and consider creating a special emphasis option in the area of Early Childhood Education. Nearly all stakeholders participating in these meetings expressed strong agreement about the need to review and update the Child Development Permit Matrix.

It has been two decades since the Child Development Permit matrix has been reviewed, and state-wide expectations for programs have changed considerably during this time. A review of the current permit structure and requirements is timely to ensure that licensing and preparation requirements are aligned with programmatic and policy expectations in this sector.

Policy questions the Advisory Panel may want to consider include the following:

- 1) What does the latest research indicate about young children's physical, social, emotional, and cognitive development and how should that research be incorporated into the preparation of early childhood educators?
- 2) Is the level of current preparation sufficient for the various ECE jobs and settings? Are the current steps on the Child Development Permit Matrix still appropriate?
- 3) What standards for early childhood education have the state and/or stakeholders developed that should be taken into consideration in the next iteration of the Child Development Permit structure?
- 4) What changes should be included in Child Development coursework requirements to reflect updated content and pedagogical knowledge related to numeracy and literacy? Related to state and federal expectations?
- 5) What changes in the permit and/or credentialing structure are needed to better prepare administrators in school site, district and/or county level management positions for early care and education programs?
- 6) Is the current oversight of the courses leading to a Child Development Permit sufficient, or should the process change (adoption of standards or guidelines, modification to the approval process, adoption of process similar to the Commission accreditation process, etc.)?

#### *SB 858 Transitional Kindergarten*

Senate Bill 1381 (Chap.705, Stats. 2010) amended California Education Code (Sections 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and established a Transitional Kindergarten (TK) program beginning in the 2012–2013 school year. Transitional Kindergarten is designed as the first year of a two-year kindergarten program for children with birthdays that do not meet the new requirement to enter kindergarten.

In a 2014 report conducted by the American Institute of Research entitled, *Study of California's Transitional Kindergarten Program: Report on the First Year of Implementation* (<http://www.air.org/sites/default/files/downloads/report/Transitional%20Kindergarten%20Implementation%20Study%20Report.pdf>), 89% of districts reported that they offered TK during 2012-2013. An additional 7% of districts indicated that no students were eligible for TK or no families were interested in enrolling their eligible child in TK and therefore did not offer the program. The remaining 4% of districts responded that they had not provided TK for a variety of other reasons. The study also noted that even though 95% of the TK teachers surveyed had experience working with preschool to first grade children, most felt they needed additional support and professional development to be competent in providing developmentally appropriate experiences and instruction.

California law (EC §48000) requires that TK teachers use a modified kindergarten curriculum that is designed to be age and developmentally appropriate. The passage of the budget trailer bill, SB 858 (Chap. 32, Stats. 2014), now requires the curriculum of Transitional Kindergarten to be based on the *Preschool Foundations and Frameworks* developed by the California Department of Education. The *Foundations* are described in greater detail later in this agenda item.

Because TK is designed as the first year of a two-year kindergarten program, only individuals holding a Multiple Subject credential are currently authorized to teach TK. A Child Development Permit is not sufficient for these positions. The Multiple Subject authorization for the teaching credential in California spans instruction for Pre-K to adults in self-contained settings. Multiple Subject program standards (<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards-2014.pdf>), aligned to the Common Core standards, do address child development. For example, Program Standard 3 states:

*Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education. The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools. (p. 13)*

Additionally, the CSET, taken by all Multiple Subjects candidates, assesses content related to child development. The Commission's current Multiple Subject program standards require that candidates observe and participate in two or more grade spans: K-2, 3-5 and 6-9, but do not specifically include TK classrooms.

SB 858 raises two overarching issues for the future work of the Commission as it relates to Transitional Kindergarten. First, the Multiple Subject credential allows teachers of Transitional Kindergarten to teach a modified Kindergarten curriculum. SB 858 requires that TK programs now be aligned with the *Preschool Learning Foundations*. As a result, adjustments to the subject matter and credential requirements for the Multiple Subjects credential may be

needed. In addition, the budget bill requires that, by 2020, all TK teachers complete 24 units of Child Development coursework or in some other way demonstrate their knowledge and skill in this area. Options for teachers to meet this requirement have not yet been incorporated into the Commission's requirements.

In the three ECE stakeholder meetings facilitated during the last year, most participants expressed concerns about the coverage and depth of child development and early education content included in the preparation for the Multiple Subject credential. Most participants were generally supportive of the need to reexamine the Multiple Subject program standards to ensure a smooth transition from preschool to grade school and to strengthen the child development content knowledge required for a credential. In addition, a number of ECE stakeholders would like the Commission to consider the possibility of offering a stand-alone credential in ECE.

#### *Policy Considerations for the Preparation of Educators of Transitional Kindergarten*

Some of the policy questions the Advisory Panel may want to consider include the following:

1. What changes to the Commission's requirements and coursework for the Child Development Permit and the Multiple Subjects credential are necessary to ensure alignment with the Preschool Learning Foundations for Transitional Kindergarten?
2. What expectations for content should the Commission establish for the 24 units required to teach TK in addition to a credential?
3. Should the Commission consider creating a PreK-3 credential to work across early childhood education and Transitional Kindergarten settings?
4. Should the Commission develop guidance for LEAs and/or an assessment to determine appropriate ECE knowledge and experience equivalent to 24 units of preparation?

## **Part II. Recent Developments in the Field of Early Care and Education in California**

Proposition 82, the Preschool for All Act, was defeated by voters in California in 2006. Since then, ECE stakeholders have worked on a number of fronts to improve ECE programs and conditions for the workforce. These new developments have been designed to move the field toward greater cohesiveness based upon current research, standards, and accountability that promotes developmentally appropriate interactions, environments and instruction. Most of these advances, however, are not currently reflected in the Commission's licensing requirements. The following section highlights some of these efforts.

### *State Level Efforts*

*California Preschool Learning Foundations and Curriculum Frameworks.* Since the 1990's, California's K-12 institutions have aligned curriculum to state-adopted K-12 academic content standards. Similarly, starting in 2008, standards for three and four-year-olds, known as "*Foundations*" (<http://www.cde.ca.gov/sp/cd/re/psframework.asp>), were developed by the California Department of Education (CDE) through its Early Education and Support Division (EESD)—formerly named the Child Development Division and reorganized to include monitoring and oversight for programs for children ages birth through age eight.

The *Foundations* specify the skills and knowledge that children are expected to attain between three and four years in the domain areas of:

- emotional development
- language and literacy
- English-language development
- mathematics
- visual and performing arts
- physical development
- health
- history/social science
- science

The *Foundations* are being implemented in state-funded preschool classrooms with guidance from the Curriculum Frameworks developed for each domain, and have been aligned with the Common Core Kindergarten standards. Work with English learners has been supplemented by a 2009 CDE publication called *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>). Although the *Preschool Foundations and Frameworks* and the *Preschool English Learners* guidelines are part of the work that is ongoing in ECE, they are not yet linked in a formal manner to the Commission’s licensure requirements.

*California Early Childhood Educator Competencies*. In 2011, CDE developed ECE Teacher Competency Areas for four interrelated spheres of responsibility (called contexts) that detail knowledge, skills, actions, and scope of responsibility for each topic within performance areas described in the document (see Table 5). (<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>)

**Table 5. Competency Contexts for Early Care and Education Professionals**

<b>Supporting Early Learning and Development</b>	<b>Planning and Guiding Early Learning and Development</b>	<b>Creating and Maintaining Program Policies and Practices</b>	<b>Advancing the Early Childhood Profession</b>
<b>An early childhood educator who:</b>			
Supports early learning and development experiences, possesses and applies fundamental knowledge, usually in the immediate context of the group or classroom.	Plans and guides early learning and development experiences, possesses and applies broad knowledge, usually in the immediate context of the group or classroom.	Creates and maintains program policies and practices, possesses and applies deep knowledge, usually in the broad context of a program or site, and supervises program staff.	Advances the early childhood profession, models data-informed decision making that often has an impact on policy and practice across programs or in the early care and education field.

In addition, twelve competency areas organize knowledge, skills, and dispositions that collectively define an essential component of effective, high-quality early care and education practice within each context. Although many colleges and universities are using

the competencies or beginning to implement them within their coursework, they are not yet incorporated into the Child Development permit process.

The competency areas developed for each of the above contexts are:

1. Child Development and Learning
2. Culture, Diversity, and Equity
3. Relationships, Interactions, and Guidance
4. Family and Community Engagement
5. Dual-Language Development
6. Observation, Screening, Assessment, and Documentation
7. Special Needs and Inclusion
8. Learning Environments and Curriculum
9. Health, Safety, and Nutrition
10. Leadership in Early Childhood Education
11. Professionalism
12. Administration and Supervision

*The Curriculum Alignment Project (CAP).* In 2005, over 300 faculty members from community colleges and CSUs developed a lower division program of study (The Lower Division 8) supporting early care and education teacher preparation. The eight courses have common titles and course syllabi. Prior to this, only three course topics were required by the Commission with the rest of the 24 units, necessary for the Teacher level of the Child Development Permit, subject to institutional decisions that varied from one program to the next. The Lower Division 8 are eight evidence-based courses that are designed to be the foundational core for all ECE professionals. A mapping tool has been developed for higher education faculty to ensure that these eight courses are aligned with the *Foundations* and the *ECE Teacher Competencies*.

The Lower Division 8 course titles are:

1. Child Growth and Development
2. Child, Family and Community
3. Introduction to Curriculum
4. Principles and Practices of Teaching Young Children
5. Observation and Assessment
6. Health, Safety and Nutrition
7. Teaching in a Diverse Society
8. Practicum

As of spring 2014, all 101 community colleges that offer early childhood education courses for the Child Development Permit in California have agreed to participate in this alignment and 80 have been aligned. In addition, these Lower Division 8 courses have been accepted as the required coursework for the newly-approved Early Childhood Education Transfer Degree for California State Universities (CSU). To date, six CSUs are now accepting this transfer degree. Students who complete an associate degree comprised of the above

courses may enter with junior status at these CSUs, and will be given priority admission to a CSU campus which accepts this transfer degree.

### *Federal ECE Initiatives in California*

The Obama Administration has indicated a strong interest in early education as a top priority. The Administration's efforts in this area include a Preschool for All initiative, investment in state early learning systems through Race to the Top-Early Learning Challenge (RTT-ELC) funding and reforming and expanding Head Start programs.

*Race to the Top-Early Learning Challenge (RTT-ELC).* Through the efforts of the EESD at CDE, California was one of 20 states awarded a Race to the Top-Early Learning Challenge grant (<http://www.cde.ca.gov/sp/cd/rt/>). The federal grant competition awarded states with comprehensive plans to transform early learning systems for children, birth to age five, with better coordination and assessment mechanisms, clearer learning standards, meaningful workforce development, and family engagement initiatives. The California RTT-ELC grant award of \$75 million focuses on improving early learning and development programs for young children in 17 regional consortia. These resources have helped further the efforts to create a required State Advisory Council on Early Learning and Care (SAC), establish a program rating system, and develop a workforce registry.

*The State Advisory Council (SAC).* The SAC is a governor-appointed leadership body that ensures statewide collaboration among early childhood programs that will help to define future policy for children birth to kindergarten. The SAC makes recommendations on the future policy direction for early learning and related services for young children in California (<http://www.cde.ca.gov/sp/cd/ce/>). The SAC is responsible for developing the *Comprehensive Early Learning Plan* which provides key direction for the State in the development of a high-quality birth-to-age-five system that prepares all children with the knowledge and skills they need to achieve long-term success. The Plan is based on extensive research and stakeholder engagement, and is expected to make California's early learning system more coherent and effective (<http://www.cde.ca.gov/sp/cd/ce/documents/compearlylearningplan2013.pdf>).

*Quality Rating and Improvement System (QRIS).* Developed as part of the RTT-ELC, the QRIS provides a rating system to help parents choose an appropriate setting for their children and to encourage programs to continuously improve. In the recently signed budget trailer bill, SB 858, QRIS is described as a system that "provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality; monitors and evaluates the impacts on child outcomes; and disseminates information to parents and the public about program quality."

*Workforce Registry.* Thirty-two states, including California, are either building or are implementing an ECE workforce registry. The registry in California is also part of the RTT-ELC. The Workforce registry is intended as an information system for the early childhood and school-age workforce that:

- Promotes professional growth and development
- Captures data about early childhood and school-age practitioners in a variety of roles
- Is based on state career level systems that provide a framework for professional development
- Places individuals on a career level based upon verified educational information
- Recognizes and honors professional achievements of the early childhood and school-age workforce
- Informs policy makers and partners

California is currently implementing a registry pilot in a few large communities that is showing promise in determining the extent and quality of the ECE workforce in those locations. In order to fully implement this registry, CDE will need the assistance of the Commission to verify individual permits and credentials.

Given the numerous state and federal initiatives that have been launched over the past decade, there is a need to ensure that California's preparation and licensure system is aligned with these efforts, as appropriate.

### **Part III. National Trends and State Comparisons**

#### *National Trends*

A number of national organizations and research centers have emerged publicly in support of increased attention to the early years. Among these are the Council of Chief State School Officers (CCSSO), NCATE/CAEP (National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation), The National Governors Association, The Pew Research Center, and The Research and Development (RAND) Corporation. A summary of their statements and links to these documents can be found in Appendix A.

#### *State Comparisons*

In August, 2013, the Commission directed staff to work with stakeholders to examine the manner in which other states were addressing early childhood education teacher preparation and licensure needs.

In response to this request, data were collected and analyzed by Randi Wolfe, Ph.D., an early childhood consultant supported by the E3 Institute of WestEd. Five states were selected for study: Illinois, Massachusetts, New Jersey, New York and Oklahoma. These particular states were chosen because of similarities in demographics and population (e.g., New York) and/or their status as successful pioneers in the area of ECE teacher preparation, licensing and credentialing (e.g., Oklahoma).

What follows is a summary of the data collected. Specifically, the information includes:

- A concise comparison of the structure and details of the five states' ECE credentials
- Comparative information on degree, licensing and testing requirements associated with the ECE credential
- Clinical and/or student teaching requirements associated with the ECE credential
- A brief history on the five states' systems for preparing ECE teachers

**5-State Comparison of Credentials:  
Required Degrees and Age/Grade Spans for Early Childhood and Elementary**

STATE	% OF 4-YR-OLDS SERVED	DEGREE REQUIRED	AGE/GRADE SPAN: EARLY CHILDHOOD CREDENTIAL	AGE/GRADE SPAN: ELEM CREDENTIAL
IL	22 %	BA	<b>CREDENTIAL:</b> Professional Educator License with ECE Endorsement <b>AGE/GRADE SPAN:</b> Birth-Grade 3	Kindergarten - Grade 9
MA	12 %	BA	<b>CREDENTIAL:</b> Professional Certification <b>AGE/GRADE SPAN:</b> Preschool-Grade 2 <ul style="list-style-type: none"> <li>▪ Infant-Toddler or Preschool Teacher</li> <li>▪ Lead Infant-Toddler or Preschool Teacher</li> <li>▪ Director I and Director II</li> </ul>	Grades 1-6
NJ	20 %	BA	<b>CREDENTIAL:</b> Early Childhood Certification <b>AGE/GRADE SPAN:</b> Preschool-Grade 3	Kindergarten - Grade 6
NY	25 %	<ul style="list-style-type: none"> <li>▪ BA for Initial Certification</li> <li>▪ MA for Professional Certification</li> </ul>	<b>CREDENTIAL:</b> Early Childhood Certification <b>AGE/GRADE SPAN:</b> Birth-Grade 2 (Early Childhood)	Grades 1-6 (Childhood Education)
OK	56 %	<p><u>Option 1:</u> BA</p> <p><u>Option 2:</u> BA in any area, 5 years Head Start teaching, current CDA</p> <p><u>Option 3:</u> BA in Child Development or Family Relations with emphasis on birth-age 3 development</p>	<p><b>CREDENTIALS:</b></p> <ul style="list-style-type: none"> <li>▪ Early Childhood Certification</li> <li>▪ 4-Year-Olds &amp; Younger Certificate</li> <li>▪ Certificate to Teach Infants, Toddlers, 3-Year-Olds</li> </ul> <p><b>AGE/GRADE SPAN:</b></p> <ul style="list-style-type: none"> <li>▪ Generalist/Early Childhood (ages 3-8)</li> <li>▪ 4-Year-Olds and Younger (for teaching in public schools)</li> <li>▪ Infants, Toddlers, 3-Yr-Olds (standard teaching certificate)</li> </ul>	Generalist / Middle Childhood (ages 7-12)

## **ECE Credential: Degree and License Requirements for Lead/Head Teachers**

### **ILLINOIS**

- BA degree and completion of a state-approved teacher education program
- Initial Certification (4 years); Standard Certification (5 years, renewable); Master Certification (10 years, renewable)

### **MASSACHUSETTS**

- If BA degree is from a recognized educator preparation program, graduate receives Initial License (valid for 5 years)
- If the BA degree is earned in another area, graduate receives a Preliminary Educators License (valid for 5 years), and must complete a post-bachelor's educator preparation program in order to receive the Initial License
  - Regardless of degree, 12 credits in Early Childhood Education are required

### **NEW JERSEY**

- Completion of a BA degree with a major in the liberal arts, sciences, or a minimum of 60 liberal arts credits (includes such areas as philosophy, history, literature, sociology, science, mathematics, or world language)
- Completion of an ECE teacher preparation program that culminates in student teaching
- Provisional Certificate awarded initially. After completion of the Provisional Teacher program (mentoring, classroom experience, etc.), candidate gets recommended for a Standard Certificate

### **NEW YORK**

- BA degree required, including:
  - 30 semester hours of General Core in Liberal Arts and Sciences; 30 semester hours of Content Core in Liberal Arts and Sciences; 21 semester hours of Pedagogical Core
- Initial Certification (valid for 3 years); Professional Certification (requires a Master's Degree; continuously valid with completion of required professional development hours on a 5-year cycle)

### **OKLAHOMA**

- BA degree and completion of an accredited teacher certification program
- Standard Certificate awarded (valid for 5 years)

**Examinations Required to Obtain the Degree and/or Credential  
in Order to Work as a Head/Lead Teacher**

**ILLINOIS**

- Illinois Certification Testing System (ICTS) Basic Skills Test
- ICTS Content Area Test prior to student teaching
- Assessment of Professional Teaching test (APT) – Birth to Grade 3

**MASSACHUSETTS**

- Massachusetts Tests for Educator Licensure (MTEL)
  - General: Communication and Literacy Skills
  - Subject matter: Foundations of Reading
  - Subject matter: Early Childhood

**NEW JERSEY**

- Praxis II Subject Assessment/Specialty Area test(s)
- Exam in physiology, hygiene and substance abuse

**NEW YORK**

- New York State Teacher Certification Examinations' LAST (Liberal Arts & Sciences Test)
- Assessment of Teaching Skills-Written (ATS-W) – Birth-Grade 6
- Multi-subject Content Specialty Test

**OKLAHOMA**

- Basic skills test before student teaching
- Oklahoma General Education Test (OGET) – critical thinking and general education knowledge
- Oklahoma Subject Area Test (OSAT) in Early Childhood – subject matter knowledge
- Oklahoma Professional Teaching Exam (OPTE) – professional knowledge and skills

## **Credential Requirements: Clinical and/or Student Teaching**

### **ILLINOIS**

- 100 clock hours of pre-student teaching clinical experience
- 5 semester hours or 10 weeks of student teaching

### **MASSACHUSETTS**

- 300 hours supervised practicum or equivalent, including 100 hours in preK–Kinder and 200 hours in grades 1-2
  - At least one setting must include children with disabilities
- Equivalencies include:
  - 36 months of experience with a High School Diploma or GED
  - 27 months of experience with a CDA or Montessori credential
  - 18 months of experience with an AA degree in ECE or a related field
  - 27 months of experience with an AA degree in an unrelated field
  - 9 months of experience with a BA degree or advanced degree in ECE or a related field
  - 18 months of experience with a BA degree or advanced degree in an unrelated field

### **NEW JERSEY**

- Equivalent of 1 semester full-time experience in an early childhood education setting

### **NEW YORK**

- 40 days college-supervised teaching or as an employed teacher within the range of grades and subject area of certificate
- Alternatively, at least 40 days of paid full-time teaching experience or two years of paid experience as a New York State licensed Teaching Assistant in the subject area and at the developmental/grade level appropriate to the certificate

### **OKLAHOMA**

- Varies by requirements of each accredited teacher certification program

## How Long Certification Programs Have Been in Place

### ILLINOIS – 2013

- ECE Certification has been in place since the 1990's
- In 2013, the State of Illinois revamped the entire system of teacher certification – including ECE Certification
- Moved from 60 Educator Certificates and Endorsements to 3 Licenses
  - Professional Educator License
  - Educator License with Stipulations
  - Substitute Teaching License

### MASSACHUSETTS – 2006

- Current system has been in place since at least 2006 (unable to find information before that)
- Three levels of Early Education and Care Professional Certification
  - Infant-Toddler or Preschool Teacher
  - Lead Infant-Toddler or Preschool Teacher
  - Director I and Director II

### NEW JERSEY – 2000

- Preschool teachers must have a 4-year degree and an ECE credential
- Preschool teachers in public schools have pay parity with K-5 teachers

### NEW YORK – 2004

- Instituted EC certification (birth-grade 2)
- Replaced a pre-K–grade 6 certification

### OKLAHOMA – 1998

- Education Reform and Funding Act
  - Moved preschool funding to the K-12 funding formula, effectively expanding public schooling to a P-12 system
  - Requires preschool teachers to hold a BA and EC certification regardless of setting (e.g., public schools, Head Start, community-based organizations)
  - Requires wage parity with school-age teachers
  - Serves all 4-year-olds regardless of income

For additional information on Program Standards for ECE Teacher Preparation Programs for these states see Appendix B. ECE focused websites for these five states are provided in Appendix C. Links to Teacher Preparation Licensing bodies for these states are provided in Appendix D.

This agenda item has provided information about ECE in California, recent efforts regarding ECE both in California and nationally, and information from five states. To be effective, teachers of California's youngest students need to understand how children develop and learn, how to engage families in their children's development, and how to support both children and families before the children begin formal public schooling.

**Staff Recommendation**

Pending the availability of funds, staff recommends that the Commission direct the Executive Director to appoint an Early Child Education Advisory Panel to review and develop recommendations for Commission consideration regarding preparation and licensure for the Child Development Permits and Transitional Kindergarten as mandated in the 2014-15 State Budget. In addition, the Advisory Panel would review and provide other recommendations, as appropriate, related to the preparation of educators of students birth through age eight.

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### National Research and Technical Assistance Organizations in Support of ECE

Below are some of the organizations that have registered support for increased ECE teacher preparation requirements with links to, and summaries of, the publications:

#### **The Council of Chief State School Officers (CCSSO)**

*A Quiet Crisis: The Urgent Need to Build Early Childhood Systems and Quality Programs for Children Birth to Age Five* (2009)

[http://www.ccsso.org/Documents/2009/Policy\\_Statement\\_A\\_Quiet\\_Crisis\\_2009.pdf](http://www.ccsso.org/Documents/2009/Policy_Statement_A_Quiet_Crisis_2009.pdf)

CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. The CCSSO report concluded that:

- Building a 21<sup>st</sup> century learning system begins with a strong foundation of early childhood programs for all children.
- If we fail to fully include the early years in reform, we will miss tremendous opportunities to tackle the root causes of inequity and underachievement.
- We yield the strongest returns when we focus on the years from birth to age five and have a very strong link to quality K–3 education.
- Uniform standards for children’s learning, program quality, and teachers are needed to establish a consistent level of high-quality, developmentally appropriate early learning opportunities across all early childhood programs and settings.

#### **NCATE (CAEP)**

*The Road Less Traveled—How the Developmental Sciences Can Prepare Educators to Improve Student Achievement: Policy Recommendations* (2010)

<http://www.ncate.org/LinkClick.aspx?fileticket=gY3FtiptMSo%3D>

The National Council for the Accreditation of Teacher Education (NCATE), now known as the Council for the Accreditation of Educator Preparation (CAEP), created a National Expert Panel on Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs. The Panel met four times between 2008-2009 and produced two commissioned papers.

This work was preceded by collaboration between the National Institute of Child Health and Human Development and NCATE to determine the current level of integration of child and adolescent development in educator preparation programs and the current state of developmental sciences knowledge. The effort found gaps between what is known and what is taught in educator preparation programs. The report was then written in order to produce the following recommendations for the education and education policy communities:

- **Educator preparation programs** should ensure that candidates possess contemporary knowledge of child and adolescent development and understand its effective application in the PreK-12 classroom.

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- **Accrediting bodies** should adopt standards for educator preparation programs that incorporate specific evidence of candidates' mastery of the core competencies associated with knowledge of child and adolescent development.
- **States** should ensure that the knowledge base of child/adolescent development is integrated into all routes to teaching.
- When relevant, explicit use of "knowledge and application of the contemporary developmental sciences knowledge" should be added to review criteria for **U.S. Department of Education** grant programs, particularly those that pertain to educator preparation and evaluation and to school turn-around. (p. 4)

The report concluded with the following statement: "We must ensure that policymakers at the federal, state, and local levels, as well as other decision makers involved in the preparation of educators, understand that developmental science is not 'fluff' that can be considered optional or an add-on to an educator preparation curriculum. If we don't act now to integrate development sciences knowledge into preparation programs, we may lose another generation of learners." (p. 4).

Note: When California teacher preparation programs choose to go through NCATE/CAEP accreditation as well as California accreditation, their early childhood bachelor's and master's degree programs are reviewed by NCATE/CAEP but are not reviewed by the Commission.

### **The National Governors Association (NGA)**

*A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade* (2013)

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>

Founded in 1908, NGA is the collective voice of the nation's governors and one of Washington, D.C.'s, most respected public policy organizations. Its members are the governors of the 55 states, territories, and commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors.

In the 2013 publication the NGA makes a strong point that starting at kindergarten to promote reading proficiency is too late. Research shows that participation in high-quality ECE programs can increase children's language and literacy skills before school entry and through at least the elementary grades. The report provided governors and other policymakers five actions they can take to adopt policies and change systems to better ensure that all children are on track to be strong readers by the end of third grade:

**Action 1:** Adopt comprehensive language and literacy standards and curricula for early care and education programs and kindergarten through third grade (K-3).

**Action 2:** Expand access to high-quality child care, pre-kindergarten (pre-K), and full-day kindergarten.

**Action 3:** Engage and support parents as partners in early language and literacy development.

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**Action 4:** Equip professionals providing care and education with the skills and knowledge to support early language and literacy development.

**Action 5:** Develop mechanisms to promote continuous improvement and accountability.

### **The Pew Research Center**

*Transforming Public Education: Pathway to a Pre-K-12 Future* (2011)

<http://www.pewtrusts.org/en/research-and-analysis/reports/2011/09/26/transforming-public-education-pathway-to-a-prek12-future>

The Pew Research Center is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping America and the world. It conducts public opinion polling, demographic research, media content analysis and other empirical social science research. Pew Research does not take policy positions. In its 2011 report, the Center provides commentary and direction for a Pre-K-12 public school system.

According to the 2011 Pew report under the “Teacher Training” subhead, NCATE is concerned about “the lack of attention to child development principles among teacher preparation programs and has called on schools of education and state leaders to reform teacher education curricula and practicum experiences so that social-emotional and approaches-to-learning skills are a more prominent part of the required coursework” (p. 17).

At the same time, the report states, “...training programs for early childhood educators should embrace more robust content on children’s early literacy, math and science skills to complement the traditional focus on social-emotional development” (p. 17). In most states, “the early learning system is composed of disparate programs, funding streams and governance structures. This keeps it disconnected from public education and presents enormous and unnecessary challenges to parents and families” (p. 20). The report concludes with: “To realize the Pre-K-12 vision, many components of the education system must change. States will need to align the goals, standards, funding streams, professional development, governance structures, teacher assessments and training programs and other infrastructure across all grades, schools and systems. Despite the magnitude of the effort, if reform is guided by rigorous research and best practices, then each new policy will support subsequent steps until the transformation of public education is achieved” (p. 23).

### **The RAND (Research And Development) Corporation**

*A Golden Opportunity: Advancing California's Early Care and Education Workforce Professional Development System* (2012)

[http://www.rand.org/content/dam/rand/pubs/monographs/2012/RAND\\_MG1188.pdf](http://www.rand.org/content/dam/rand/pubs/monographs/2012/RAND_MG1188.pdf)

The RAND Corporation is a nonprofit global policy think tank financed by the U.S. government and private endowment corporations including the healthcare industry, universities and private individuals. The organization has expanded to working with other governments, private foundations, international organizations, and commercial organizations on a host of issues. The abstract for the report states:

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In an effort to inform preschool policy in California, an interdisciplinary team of RAND researchers conducted a multiyear study of preschool education known as the California Preschool Study. One of the recommendations from that study was the need for a more in-depth analysis of the effectiveness of the early care and education (ECE) workforce professional development system (PDS) in California. This study aims to provide a comprehensive synthesis of what is known and what is not known about key dimensions of the state's ECE workforce PDS and the resulting outcomes. It finds that California has taken steps to implement components of a comprehensive ECE workforce PDS but further advances are needed. In addition, information gaps mean that it is not possible to identify inefficiencies in the current system. The study provides a set of recommendations for improving the system's effectiveness by making better use of existing resources and by improving the ability of the PDS to prepare and support the ECE workforce (p. iii).

One of RAND's key findings is that center-based caregivers scored relatively high on average in terms of providing a well-managed environment for learning and being emotionally supportive and engaging. However, they scored poorly on average in terms of promoting higher order thinking skills, providing quality feedback, and developing students' language skills. In this report, RAND made several recommendations.

California should provide:

- Increased resources to California institutions of higher education to:
  - Expand lower-division programs
  - Develop more upper-division and graduate programs
  - Hire more full-time ECE faculty
  - Attract and retain a more culturally and linguistically diverse faculty
  - Update and revamp the courses of study in ECE that they offer
- Increased resources to California institutions of higher education to:
  - Serve a diverse and rising ECE student population
  - Create new incentives to encourage students to pursue degrees in early childhood education
- A statewide process with the authority to:
  - Create a blueprint for a well-articulated higher education system for ECE teachers
  - Develop a comprehensive set of ECE teacher skills and competencies
  - Design a relevant ECE teacher certification system
  - Promote improved ECE teacher compensation
- A concerted effort to build public awareness of:
  - The knowledge and skills required for working effectively with young children
  - Why advanced levels of education are necessary and appropriate for ECE teachers
  - The need to increase compensation, to better attract and retain ECE teachers

## APPENDIX B

### Comparison of Program Standards for ECE Teacher Preparation Programs

#### **NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS – EARLY CHILDHOOD GENERALIST STANDARDS (2012)**

[http://www.nbpts.org/sites/default/files/documents/certificates/NB-Standards/nbpts-certificate-ec-gen-standards\\_09.23.13.pdf](http://www.nbpts.org/sites/default/files/documents/certificates/NB-Standards/nbpts-certificate-ec-gen-standards_09.23.13.pdf)

1. Using Knowledge of Child Development to Understand the Whole Child
2. Partnering with Families and Communities
3. Fostering Equity, Fairness, and Appreciation of Diversity
4. Knowing Subject Matter for Teaching Young Children
5. Assessing Children’s Development and Learning
6. Managing the Environment for Development and Learning
7. Planning for Development and Learning
8. Implementing Instruction for Development and Learning
9. Reflecting on Teaching Young Children
10. Exemplifying Professionalism and Contributing to the Profession

#### **ILLINOIS PROFESSIONAL TEACHING STANDARDS (2012)**

<http://www.iwu.edu/edstudies/teachers/2012-illinois-professional-teaching-standards.pdf>

1. Teaching Diverse Students
2. Content Area and Pedagogical Knowledge
3. Planning for Differentiated Instruction
4. Learning Environment
5. Instructional Delivery
6. Reading, Writing, and Oral Communication
7. Assessment
8. Collaborative Relationships
9. Professionalism, Leadership, and Advocacy

#### **MASSACHUSETTS CORE COMPETENCIES (2010)**

[http://www.eec.state.ma.us/docs1/prof\\_devel/core\\_comp\\_packet.pdf](http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf)

1. Understanding the Growth and Development of Children and Youth
2. Guiding and Interacting with Children and Youth
3. Partnering with Families and Communities
4. Health, Safety, and Nutrition
5. Learning Environments and Implementing Curriculum
6. Observation, Assessment, and Documentation
7. Program Planning and Development
8. Professionalism and Leadership

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### NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS (2004)

<http://www.rowan.edu/colleges/education/programs/teachered/undergraduate/documents/standards.pdf>

1. Subject Matter Knowledge
2. Human Growth and Development
3. Diverse Learners
4. Instructional Planning and Strategies
5. Assessment
6. Learning Environment
7. Special Needs
8. Communication
9. Collaboration and Partnerships
10. Professional Development

### NEW YORK CORE BODY OF KNOWLEDGE (3<sup>rd</sup> edition)

<http://www.earlychildhood.org/pdfs/corebody.pdf>

1. Child Growth and Development
2. Family and Community Relationships
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Safety, and Nutrition
6. Professionalism and Leadership
7. Administration and Management

### OKLAHOMA CORE COMPETENCIES FOR EARLY CHILDHOOD PRACTITIONERS (2008)

[http://www.okdhs.org/NR/rdonlyres/4E5897A2-8FE9-424B-B863-DD5E8F1FA997/0/0891\\_OklahomaCoreCompetenciesforEarlyChildhoodPractitioners\\_occs\\_05012011.pdf](http://www.okdhs.org/NR/rdonlyres/4E5897A2-8FE9-424B-B863-DD5E8F1FA997/0/0891_OklahomaCoreCompetenciesforEarlyChildhoodPractitioners_occs_05012011.pdf)

1. Child Growth and Development
2. Health, Safety and Nutrition
3. Child Observation and Assessment
4. Family and Community Partnerships
5. Learning Environments and Curriculum
6. Interactions with Children
7. Program Planning, Development and Evaluation
8. Professionalism and Leadership

## APPENDIX C

### Useful Websites

#### **TEACH: MAKE A DIFFERENCE (USC Rossier School of Education)**

- State-specific information about teacher education, professional preparation pathways, degree requirements, certification tests, etc., for every state in the country (<http://teach.com>)

#### **ILLINOIS**

- Illinois Licensure Requirements and Content Endorsement Requirements ([http://www.isbe.net/licensure/requirements/endsmt\\_struct.pdf](http://www.isbe.net/licensure/requirements/endsmt_struct.pdf))
- Illinois Administrative Code: Standards for Endorsements in Early Childhood and Elementary Education ([www.isbe.net/rules/archive/pdfs/26ark.pdf](http://www.isbe.net/rules/archive/pdfs/26ark.pdf))

#### **MASSACHUSETTS**

- Department of Early Education and Care – Professional Qualification Certification Application (<http://www.mass.gov/edu/docs/eec/prof-development/eec-certificationapp.pdf>)
- Massachusetts Department of Early Education & Care (<http://www.mass.gov/edu/government/departments-and-boards/departments-of-early-education-and-care>)

#### **NEW JERSEY**

- Preschool Through Grade 3 Standard Certificate Requirements (<http://www.state.nj.us/education/educators/license/endorsements/1013S.pdf>)
- State of New Jersey Department of Education – Licensure and Credentials (<http://www.state.nj.us/education/educators/license>)

#### **NEW YORK**

- Office of Teaching Initiatives – Certification (<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>)

#### **OKLAHOMA**

- State Department of Education – Teacher Certification (<http://www.ok.gov/sde/teacher-certification>)

## APPENDIX D

### Teacher Preparation Licensing Bodies (i.e., CTC Equivalents)

#### ILLINOIS

State Board of Education

<http://www.isbe.net/licensure/html/endorsement.htm>

#### MASSACHUSETTS

Massachusetts Department of Early Education and Care

<http://www.mass.gov/edu/docs/eec/research-planning/state-planning/eec-strategic-plan.pdf>

#### NEW JERSEY

State Board of Examiners

<http://www.state.nj.us/education/educators/license/sbe2.htm>

#### NEW YORK

New York State Education Department – Office of Teaching Initiatives

<http://www.highered.nysed.gov/tcert/>

#### OKLAHOMA

Oklahoma Commission for Teacher Preparation

[http://www.ok.gov/octp/About\\_OCTP/index.html](http://www.ok.gov/octp/About_OCTP/index.html)

**NOTE:** The structures in NJ and OK most closely resemble the CTC structure in California.