
2E

Information/Action

Educator Preparation Committee

Update on the Work of the Commission's Child Development Permit Advisory Panel

Executive Summary: This agenda item presents information on the work of the Commission's Child Development Permit Advisory Panel to review the Child Development Permit Matrix pursuant to the directive to do this work included in the Budget Act of 2015.

Policy Question: Has the Child Development Permit Advisory Panel identified changes to the Child Development Permit structure, requirements, expectations for candidates, and preparation standards for the early childhood workforce that should be circulated to stakeholders for review and feedback?

Recommended Action: That the Commission discuss the emerging recommendations of the Panel and, if warranted, direct staff to conduct a field review of the Child Development Permit Advisory Panel recommendations regarding proposed changes in the Permit requirements, the draft Performance Expectations for the Teacher level of the permit, and the draft Preparation Standards for preparers of this workforce.

Presenters: Phyllis Jacobson, Administrator, Erin Sullivan, Consultant, Professional Services Division, and Deborah Stipek, Chair, Child Development Permit Advisory Panel

Strategic Plan Goal

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.

June 2016

Update on the Work of the Commission's Child Development Permit Advisory Panel

Introduction

This agenda item presents an update on the work of the Commission's Child Development Permit Advisory Panel in its review of the Child Development Permit. The information presented herein represents the results of the panel's work over the course of five meetings held between August 2015 and May 2016. This item includes emerging recommendations of the panel related to (a) the structure and requirements of the Child Development Permit; (b) draft Performance Expectations for the Teacher level of the permit; and (c) draft preparation standards for preparers of the early care and education workforce. The item also includes suggested next steps for the panel and Commission staff.

Background

The education finance budget trailer bill for the 2014-15 State Budget, Senate Bill 858 (Chap. 32, Stats. 2014), was signed by the Governor in June 2014. The bill required the Commission to "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."

Commission staff conducted a study session for the Commission at its August 2014 meeting to provide information about SB 858, the Commission's Child Development Permit (CDP), regulations governing Early Childhood Education (ECE), research in the field of ECE, and the current status of ECE teacher preparation in the U.S. and in California (<http://www.ctc.ca.gov/commission/agendas/201408/2014-08-4E.pdf>). At that time, the Commission directed Executive Director Sandy to establish, when resources allowed, a Child Development Permit Advisory Panel comprised of a broad spectrum of stakeholders and constituents. The purpose of the panel was to review the current structure and requirements for licensure in the field of ECE and, if appropriate, to recommend updates.

In June 2015, Commission staff presented an [agenda item](#) providing an update on the status of the Child Development Permit Advisory Panel (CDP AP). The item reported on the spring 2015 application process for individuals interested in serving as members of the advisory panel. 85 individuals completed the application process and, of these, 20 individuals, representing a broad range of stakeholders, were appointed to the panel. (See Appendix A for a list of CDP AP members and liaisons.)

The CDP AP includes practitioners, employers and preparers, with representation from California four-year institutions of higher education, community colleges (where the majority of ECE

teacher preparation takes place), county offices of education, local education agencies, and public and private child care and development providers. Panelist appointments also reflected to the extent feasible the ethnic and cultural diversity of California public schools.

The work of the CDP AP focused on the following questions:

1. Should the current permit structure be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector, and if so, how?
2. What is the scope of knowledge and skills needed to work in ECE positions that require a Child Development Permit?
3. How can the State best monitor and ensure quality in preparation of the ECE workforce?

Meetings of the CDP AP are publicly announced and interested stakeholders are welcome to attend the panel's meetings. Commission staff developed a webpage to further inform the public of the work of the CDP AP (<http://www.ctc.ca.gov/educator-prep/early-care.html>). Commission staff initially planned to hold four meetings between August and December 2015; however, at the conclusion of the December meeting it was clear that additional panel meetings would be necessary. The CDP AP held its most recent meeting in May 2016. Additional meetings are anticipated in order to complete the review and finalize recommendations for Commission consideration.

Current Regulations Governing Early Childhood Education

In California, three primary sets of laws and regulations establish qualifications for teaching and administrative staff of child care and development programs: Title 22 and Title 5 of the California Code of Regulations, 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](#) 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 serving in 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.

Head Start is a federal program that promotes school readiness for children ages birth to five from low-income families by enhancing young children's cognitive, social and emotional development. 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 2012¹. 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)

¹ <http://caheadstart.org/facts.html>

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 provides an overview of the similarities and differences between Title 22, Title 5, and Head Start.

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

	Title 22	Title 5	Head Start
Jurisdiction	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
Types of Programs	Family child care homes and child care centers	Part-day and full-day preschool classrooms and child development programs	Comprehensive developmental services for low-income children from 3 to 5 years old
# of Educator Classifications	3	6	3
Current Teacher Requirements	12 Units in ECE and six months work experience	<ul style="list-style-type: none"> • 24 units in ECE for Teacher • 12 units in ECE for Associate Teacher 	<ul style="list-style-type: none"> • Associate of Arts in child development • By 2013 50% of teachers were required to hold 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

As evidenced by the background context provided above, the field of early care and education is complex. Just as there are multiple funding streams, programs, and program requirements, there are also multiple providers of preparation for this workforce, including but not limited to community colleges, four-year institutions of higher education and private non-college entities. The Commission does not have jurisdiction over several of these types of providers, for example, the community colleges and private entities such as Montessori. There are also multiple sets of expectations for this workforce which are recommended but not required, including but not limited to robust and extensive sets of competencies and program frameworks developed by the California Department of Education, the National Association for the Education of Young Children, and the Institute of Medicine, among others.

Another set of variables stem from ongoing attempts to organize support for increased funding and increased recognition of the importance of the work practitioners do with young children. Multiple stakeholder groups are actively advocating for and seeking funding increases, status increases, increases in the degree requirements to be an ECE teacher (i.e., requiring a Bachelor's degree) and increases in the salaries paid to this workforce. Proponents of these efforts argue that they represent key fundamental hallmarks of a profession, and reject the counterargument that working with early learners does not require a bachelor's degree. Other stakeholder groups are concerned that increasing the requirements for working in the early childhood field will increase costs, exacerbate a staffing shortage, and undermine diversity in the workforce. The CDP AP members reflected some of these views, and engaged in deep discussion of ways to improve the preparation of the ECE workforce. The draft recommendations in this agenda item reflect support from a majority of panel members, but do not yet represent a full consensus. Concerns about the impact of some of the proposed changes in requirements for the CDP have yet to be resolved, and the panel is seeking feedback from the field and the Commission in order to finalize its recommendations. These recommendations may ultimately take the form of short term "fixes" and/or longer term "aspirations" for improvement in the preparation of the ECE workforce.

Meetings of the Child Development Permit Advisory Panel

The CDP AP held five meetings from 2015 to 2016: August, October, November, and December 2015, and May 2016. Over the course of these five meetings, the panel's work was informed by a broad range of current resources in the field, including:

- The California Department of Education's *California Preschool Learning Foundations*² (2008) and *California Preschool Curriculum Frameworks*³ (2010). These documents include a comprehensive and extensive set of multiple competencies expected of the early care and education workforce.
- Course outlines developed by the California Community College's Curriculum Alignment Project (CAP 8)⁴. The Curriculum Alignment Project is an ongoing effort by the California Community Colleges to develop and maintain a common set of course syllabi for an initial set of 8 courses (24 units) and are intended to facilitate adoption and common use of ECE coursework across multiple California Community College campuses. The CAP group, has also recently developed course syllabi for higher levels of the permit, and is beginning development of coursework in summer 2016 for TK (Transitional Kindergarten). The CAP 8 coursework includes, for example, courses in Child Growth and Development; Child, Family and Community; and Curriculum.

² <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

³ <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁴ https://www.childdevelopment.org/cs/cdctc/print/htdocs/services_cap.htm

- “Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation,” a report from the Institute of Medicine and National Research Council of the National Academies released in fall 2015. This document represents a national, research-based set of foundational competencies expected of the early care and education workforce, along with a range of preparation approaches⁵.
- Two recent publications from UC Berkeley’s Center for the Study of Child Care Employment, “Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study”⁶ and “Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in California, 2015,”⁷ that discuss the status of preparation of California’s early child care and development workforce, highlighting the disparities between its preparation and salary within California’s educator preparation system and nationally.
- The program standards for accreditation by the National Association for the Education of Young Children (NAEYC)⁸.

Many of these resource documents are aligned to and/or consistent with each other, but with some key differences in approach, scope, and length. Although the panel discussed and appreciated aspects of each of these resources, the field of early care and education has not coalesced around any one structure of preparation or any single set of competencies expected of this workforce. The multiplicity of similar but different resources and resource documents in the field, along with the wide range of preparers, preparation contexts, and federal and state requirements linked to multiple funding sources and streams, all contribute to the current lack of a unified, coherent statewide system of preparation and of a statewide system to determine the quality of the preparation candidates for the Child Development Permit receive. However, review of these resource documents informed the panel’s discussions and deliberations and set the context for drafting the panel’s recommendations concerning potential revisions to the Child Development Matrix as are provided below in this agenda item.

As a result of its deliberations, the panel identified the following possible areas for improvement within the existing child development permit structure:

a) ***Need for More Preparation Coursework Directly Related to serving as a Practitioner in ECE Settings***

The panel identified a need for more preparation coursework to be directly related to working with young children. Current preparation for the Child Development Permit requires three foundational courses in child development which are not necessarily related to practice: Child/Human Growth and Development; Child, Family and Community; and

⁵ <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>

⁶ <http://www.irle.berkeley.edu/cscce/2014/report-worthy-work-still-unlivable-wages/>

⁷ <http://www.irle.berkeley.edu/cscce/2015/the-state-of-early-childhood-higher-education-in-california/>

⁸ <http://www.naeyc.org/academy/primary/viewstandards>

Curriculum. Within the current permit structure and requirements, any additional units that might be required, depending on the level of the permit being sought, consist of general, unspecified child development/early childhood education courses and specified general education courses. Panel members including some employers, expressed that as a result of this approach, program completers were not necessarily prepared to function in the roles that corresponded to their permit level and that additional staff development was often necessary.

b) ***Need for Preparation to Include Content Related to Working with Infants/Toddlers***

The panel identified the need for preparation to reflect a set of learning foundations for infants and toddlers, giving as an example the *California Preschool Learning Foundations*, released by the California Department of Education in 2008.⁹ The panel was concerned that this content is presently optional within preparation for the permit.

c) ***Need for a Supervised Clinical Practice/Practicum requirement***

The panel believed strongly there was a need for improvement with regard to the current supervised clinical practice or practicum requirement, citing the current “experience” requirement as lacking guidelines and focus and, therefore, leaving it open to being carried out in an inconsistent and possibly arbitrary manner that could leave permit holders inadequately prepared for their future work with early learners.

During its third and fourth meetings in fall 2015, the CDP AP considered appropriate preparation for the Child Development Permit. Given the multiple sets of competency-related documents circulating in the field, staff made an initial attempt to draft a single set of core candidate knowledge and skills for the panel’s consideration using the CAP 8 course descriptions as the foundation and starting point for this work. The CAP 8 were selected as the starting point because within the Commission’s current Verification of Completion¹⁰ process (VOC), programs that verify they use the CAP 8 coursework can help submit candidate applications for a Child Development Permit to the Commission for expedited processing. After careful consideration, however, panel members did not agree that the CAP was the best starting point for developing a unified set of candidate competencies, and staff began to reconceptualize the most effective approach to accomplishing this work (see the TWB8 discussion below).

In December 2015, three small work groups were formed, consisting of 2 CDP AP members each, to help move the panel’s work forward in an expeditious manner by discussing and making recommendations to the full panel on the following topics:

- field and clinical practice experience and/or requirements for each level of the permit;
- professional growth and development expectations for renewing the permit; and
- differential requirements for CDP teachers working with infant-toddler and school age children.

⁹ <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

¹⁰ <http://www.ctc.ca.gov/educator-prep/early-care-files/CDP-VOC-guidebook.pdf>

These subgroups met during May 2016 and reported out at the panel's May 2016 meeting. Their recommendations are reflected in the panel's emerging recommendations (Appendix B).

Simultaneous Development in the Field: the Transforming the Workforce for Children Birth through Age 8 Project (TWB8)

In April 2015, the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academies released the report "Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation."¹¹ The report contained multiple recommendations to achieve a workforce that can meet the needs of children from birth through age 8 (TWB8). The overarching question guiding the research for the work was "How can the science of children's health, learning, and development inform how the workforce supports children from birth through age 8?" The resulting report contained thirteen recommendations that cover state and federal qualification requirements for professional practice, higher education, ongoing professional development, evaluation and assessment of professional practice, leadership, inter-professional practice (particularly between the ECE and health and social services sectors), improving support for implementation (including funding and policymaking at national, state and local levels), and improving the knowledge base and data systems to inform professional learning and workforce development.

After issuing its report, the Institute of Medicine initiated a process to develop implementation plans for the IOM and NRC recommendations at both the national and state levels. California is one of five participating states in the first wave of implementation planning. The California work is being led by the California Department of Education and First 5 California. Commission staff is participating in these meetings.

California's action planning team for the TWB8-related work includes representation from higher education, research, state government, and early child care and education employers and stakeholders. Two members of and three liaisons to the Child Development Advisory Panel are also on California's TWB8 action planning team.

In January 2016, the initial meeting of California's action planning team was held to begin analyzing the recommendations from the IOM report for possible implementation. The timeframe for the work of the action planning team is to finalize a statewide implementation plan in September 2016.

Commission staff informed the TWB8 group about the work of the CDP AP, highlighting the overlap in focus on quality in preparation and licensure and capacity in higher education to prepare the ECE workforce. As a result, the group determined that the first three recommendations in the TWB8 report would constitute California's planning and implementation priorities:

¹¹ <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>

1. Licensing, Permitting, and Credentialing Requirements

This work focuses on current requirements and policies, recommended changes, and process for making changes.

2. Professional Pathways and Lattices

This work focuses on support for individuals to move along a career ladder/lattice, along with opportunities to enter this field.

3. Strengthening Higher Education Capacity

This work focuses on improving the consistency and quality in preparation, and promoting shared courses for a variety of B-8 professions.

The TWB8 group intersects with and parallels work being undertaken by the Commission's Child Development Advisory Panel, and thus it makes sense that the work being done by the TWB8 group should be informed by the work of the panel and vice versa.

Development of Draft Performance Expectations for the ECE Workforce

Both the CDP AP and the TWB8 group were working simultaneously on the issue of the nature and scope of what should constitute necessary preparation for the ECE workforce. Since the TWB8 work could not move forward expeditiously without a set of underlying competencies for the ECE workforce, and the CDP AP was working on competencies to undergird the requirements for earning a Child Development Permit, staff prioritized the work of developing and coming to agreement across both groups (CDP AP and TWB8) on a single set of expected competencies for each of the levels of the Permit.

As indicated previously, there are a number of sets of candidate competencies serving as the basis for preparation for this workforce across the spectrum of preparation providers. The core competencies proposed for ECE teachers in the Institute of Medicine's report represent a high level view of what is essential, based on extensive review of the research literature and current practice, for states to consider as they organize preparation requirements for this workforce. Based on this set of nationally-focused competencies, Commission staff worked with the Chair of the CDP AP, Deborah Stipek, to draft an initial set of candidate competencies for the Teacher level of the Permit that was informed by the IOM project, as well as by existing California Early Childhood Educator Competencies and discussions at CDP AP meetings. There was common agreement that the field did not need yet another set of competencies to be added to the extensive work already done in California on ECE candidate competencies.

For that reason, Commission staff, with advice and feedback from the Chair of the CDP AP, reoriented the draft competencies based on the IOM research so that instead of providing yet another set of competencies in the field, the document would instead provide a new, first-ever draft set of "performance expectations" for candidates for the Child Development Permit. At the same time, to maximize coherence and connection for California's teaching population across the ECE and K-12 continuum, the *California Standards for the Teaching Profession* were used as the organizing schematic for the draft ECE Teacher level performance expectations. This is an entirely new approach within the ECE field, one that could connect caring for and teaching

California's youngest learners with the continuum of caring for and teaching PK-12 students, and connect the ECE workforce to the larger teacher workforce throughout the state.

By focusing on the expected *performance* of a candidate relative to his/her level of mastery of the set of underlying individual competencies, programs and providers of coursework across the ECE spectrum could continue to organize their preparation as they saw best. Draft candidate performance expectations have been developed only for the Teacher level of the permit at this point, as this level of the Permit provides a foundational benchmark for the levels both below and above it.

Because this is a novel approach in the ECE field, staff vetted the idea and the draft performance expectations for the Teacher level of the permit with multiple stakeholders and in multiple venues, including but not limited to the CDP AP, the TWB8 group, a CDE-sponsored TK group that met in April 2016, and a TK group sponsored by the CSU Chancellor's office that met in May 2016. The idea of using the organizing schematic of the CSTP and the draft performance expectations document were well-received by all parties, and all stakeholders were offered the opportunity to provide feedback and input to the development process to help inform the version of the Teacher-level performance expectations provided in Appendix C of this agenda item for the Commission's review and discussion.

Panel Recommendations Concerning the Child Development Permit Structure

After a thorough review of the documentation and resources presented in this agenda item, the Child Development Permit Advisory Panel developed a number of recommendations for updating the Child Development Permit structure for the Commission's review and discussion. These recommendations, provided in full in Appendix B, are summarized as follows:

- *Child Development Assistant Permit*
The panel recommends **eliminating** this first level of the permit matrix.
- *Child Development Associate Teacher Permit*
The panel recommends **changing the authorization** of this document to ensure that individuals holding an Associate Teacher Permit would serve under the direct supervision of a Lead Teacher. If enacted by the Commission, individuals earning the Associate Teacher Permit would not be allowed to serve as teacher of record or supervise other staff. Further, the panel recommends **updating the specifications of the 12 required units** of ECE/CD currently required, to reflect the use of an adopted set of competencies and also **modifying the experience requirement** to include 50 hours of practicum or clinical practice. The panel also recommends **allowing this permit to be renewed more than one time**, by removing the current limitation that this document may be renewed only once, which was initially intended to move permit holders to the Teacher level of the permit within ten years, and instead require with each five year renewal a total of 180 hours of professional growth activities, with at least 21 hours per year, aligned with adopted competencies.

- Child Development Teacher Permit*

The panel recommends **requiring an AA, AS, AA/AS-T (transfer associate degrees) or comparable degree** in ECE/CD that includes 60 units; **or, for initial issuance, retaining the current requirement of 40 units** that include 24 units of ECE/CD plus 16 units of general education with the requirement that, within the first renewal period, the individual make progress toward the AA, AS, AA/AS-T or complete a minimum of 20 additional units towards a baccalaureate degree in ECE. The panel further recommends that for each five year renewal period, **permit holders complete a total of 180 hours of professional growth activities**, with at least 21 hours per year, including units towards a baccalaureate degree, unless this degree has already been earned.
- Child Development Master Teacher Permit*

The panel recommends **updating the authorization statement** to include authorizing coaching support directly related to quality improvement. The panel also recommends **changing the education requirement to a minimum of a baccalaureate degree** in either ECE/CD or in any other discipline but with the requirement that 36 units must be in ECE/CD including 3 units in adult supervision and 18 units of upper division coursework. Finally the panel recommends that for each five year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.

In support of these draft recommendations, panel members indicated they believed that research published in the years since the requirements for the Child Development Permit were last updated in 1992 had shed new light on the ways in which children birth through age 8 learn and on the importance of quality early learning opportunities for future student success.

The majority of panel members feel strongly that the current required units of coursework and specified core courses for the various levels of the permit restricts the ability of programs to deliver sufficient content in ECE/CD necessary to prepare high quality early care and education workers. Specifically, the majority of panel members would like to see an increased number of specified units of coursework at most levels of the permit, a greater focus on practice, and requirements for candidates to demonstrate readiness to work in this field based on Commission-adopted performance expectations rather than the current practice of recognizing completion of “core” courses as the basis for awarding the permit.

In redefining proposed permit renewal requirements, the panel seeks to make the current Professional Growth requirement more intentional and meaningful by tying it to ongoing development of an adopted set of competencies. By proposing elimination of several currently-allowed options for individuals to qualify for the Site Supervisor and Program Director permits, the panel hopes to ensure the individuals employed on these documents will have a stronger understanding of and experience with individuals at the other permit levels. The panel feels that this would provide a parallel to the requirement that candidates for a preliminary Administrative Services credential must have a prerequisite qualifying teaching or services credential and experience serving on that qualifying permit.

Development of Draft Preparation Standards

To help move the work forward relating to the third question to be addressed by the CDP AP relative to monitoring and ensuring quality in the preparation of the ECE workforce, staff next considered how to address these quality-related issues. Currently there is no Commission-based quality monitoring mechanism in place for preparation providers, whether preparation is provided via an organized program or is offered primarily as stand-alone coursework. The Permit structure has never been part of the Commission's accreditation system. Among other reasons, a primary preparer of this workforce is the Community College system, and the Commission's authority does not extend to this segment of the IHE community.

In 2000, a pilot project attempted to use the then-current accreditation system as a means of approving ECE preparation providers. Approximately 12 providers, including community colleges, public and private IHEs, and independent providers such as Montessori participated in the pilot. They submitted documents for review, and a team conducted site visits to each provider. While most participants found the process valuable, the Commission did not have the staff or the resources to bring all of these providers into the accreditation system and thus the pilot ended. The current VOC process, which allows programs using the CAP 8 coursework to provide expedited processing of candidate applications for the Child Development Permit, was subsequently instituted. However, this process is based primarily on looking at coursework titles and does not provide any description of or focus on what would constitute quality in preparation of the ECE workforce.

To that end, staff adapted the current set of program standards for Multiple and Single Subject teacher preparation programs to the context of preparation for the Child Development Permit. The result of this work is a new, first-ever draft set of ECE Preparation Standards that attempts to define important program features that impact quality in preparation of the ECE workforce. The document is titled "preparation standards" to maximize the document's applicability and utility across the spectrum of ECE preparation providers. This draft document has also been vetted with the same stakeholders and at the same meetings as the draft candidate performance expectations, and input received has been incorporated in the draft document provided in Appendix D for the Commission's review and discussion.

This work has the potential to reorient and improve on the current VOC process to provide a feasible, more rigorous mechanism for the Commission to review and approve preparation provided by a range of providers who can demonstrate that they meet the proposed draft ECE Preparation Standards, and to provide guidance to the field as to what constitutes quality preparation for this workforce, to replace the current VOC process that looks only at coursework titles and transcripts. The CDP AP has not finalized recommendations regarding an approach to monitoring quality in preparation, but they have reviewed and endorsed the draft preparation standards in Appendix D as a first step.

Summary Overview of the Panel's Emerging Recommendations

At the beginning of this agenda item, three framing questions for the work of the panel were posed:

1. Should the current permit structure be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector, and if so, how?
2. What is the scope of knowledge and skills needed to work in ECE positions that require a Child Development Permit?
3. How can the State best monitor and ensure quality in preparation of the ECE workforce?

With respect to the first question, the panel has reviewed the current requirements for the Child Development Permit Matrix, and has made a series of recommendations presented above concerning potential changes to the Matrix for the Commission's review and discussion. The panel awaits feedback from the Commission regarding these recommendations.

With respect to the second question, the panel has considered the scope, range and utility of multiple competency documents in the field, has deliberated at length, and has coalesced around a set of draft Performance Outcomes for the Teacher level of the permit that represents the panel's consensus on the scope of knowledge and skills needed to work at the Teacher level of the Child Development Permit. The panel and staff await input from the Commission regarding the direction this work has taken, and whether the Commission wishes the work to be expanded to the remaining levels of the Child Development Permit using this same approach.

With respect to the third question, the panel has reviewed and coalesced around a set of draft preparation standards for the Permit that have not previously existed. This draft set of standards is seen as an initial step for the Commission to look at the quality of preparation provided to this workforce and as a potential replacement for or addition to the current VOC process that now looks only at course titles on transcripts in order to determine if a candidate qualifies for the Permit.

Framing Questions for Commission Discussion

- *Is the recommendation supported by research?*

There is emerging clarity in both research and practice, synthesized by the Institute of Medicine report, regarding the competencies necessary to provide quality care and instruction for children from birth through 8. Whether an ECE teacher needs to hold an AA, BA or MA in order to develop the level of competency necessary to effectively serve young learners is less clear, however. There are those in the field, including a number of CDP AP panel members, who advocate for the bachelor's degree as a minimum requirement for ECE teachers. The panel is not recommending that the Commission adopt the BA as a minimum requirement for the teacher level of the permit; the panel is recommending, however, that the current professional growth requirements for renewal of the permit move teachers toward higher degree attainment. It remains an open question if simply holding a degree is a necessary or effective requirement for all ECE teachers unless the content and focus of the degree preparation includes the area of early care and education of young children. Some experts caution against setting arbitrary minimum degree requirements rather than requiring ECE teachers to complete deliberate, focused preparation in child care and development that is supported by

research. The performance expectations in Appendix C draw from the IOM competencies and have been reoriented to adapt to California's approach to defining teaching performance expectations. The permit requirements recommended by the panel, however, continue to specify units of coursework completed, degrees, and hours of field experience. As the Commission considers these recommendations, it would be helpful to keep in mind that the performance expectations, similar to the *Teaching Performance Expectations* within multiple and single subject teacher preparation, are intended to help bring clarity and focus to preparation.

- *How would the recommendation impact the quality of the ECE workforce?*

The panel's recommendations would increase requirements for renewal of the teacher level of the permit, reduce the scope of the authorization for the associate teacher, and increase initial requirements for the master teacher, site supervisor and program director levels of the permit. These changes would require an additional investment of time, effort, and financial resources on the part of aspiring permit holders at the affected permit levels. In general, the intent of the panel is to sharpen and increase these requirements in order to improve the preparation of the ECE workforce to work effectively with young children from birth through age 8. The proposed performance expectations have strong potential to improve quality in preparation, but the overall impacts of these changes are difficult to predict. Circulating these recommendations for field review will shed light on how the field (employers, practitioners, preparers, parents, and other stakeholders) perceive the need to sharpen performance expectations for the ECE profession and the extent to which increasing unit/degree requirements is perceived to be necessary.

- *Would the recommendation affect the ECE workforce supply?*

There is an existing tension in the field between improving the quality of the workforce through increased requirements around education and/or degree attainment for the levels of the permit and the resulting potential for constricting the supply of personnel in the ECE workforce, were these requirements to be increased. Employers in particular could be affected by a constricted workforce supply if the requirements for the position relative to the salary and working conditions are seen by current and/or potential ECE workers as too onerous or not worth the cost/investment. In addition, one recommendation would limit the authorization of the associate teacher for individuals obtaining a new associate teacher permit in the future, and could potentially affect future staffing of ECE classrooms and settings where programs have been using the associate teacher as the lead teacher. The authorization of Individuals currently holding an associate teacher permit, however, would not be affected by this change as long as the individual's permit remains valid. Circulating these recommendations for field review will help shed light on this issue.

- *Is implementation of the recommendation feasible at this time given current conditions in the field, or is it more aspirational in nature?*

Implementation will require adjustments in both programs and in community colleges and universities that prepare the ECE workforce. Widespread field review of these recommendations will help shed light on the feasibility of the recommendations, and may assist the panel and the Commission in determining which of its recommendations are critical to move forward with at this time and which should be part of a longer term plan to improve preparation of the ECE workforce.

Next Steps for the Child Development Advisory Panel

Although the CDP AP has accomplished a great deal, some work remains. In particular, the draft recommendations for the Site Supervisor and Program Director levels of the Child Development Permit developed by the panel in fall 2015 (see below) have yet to be finalized by the panel.

- *Child Development Site Supervisor*

The panel recommends **updating the authorization statement** to include coaching support directly related to quality improvement. The panel also recommends **changing the education requirement from an AA to a minimum of a baccalaureate degree** in either ECE/CD or in any other discipline but with the requirement that 36 units must be in ECE/CD, including 3 units in adult supervision and 18 units of upper division coursework. The panel further recommends **eliminating the current options for obtaining this permit for specified individuals**, including individuals with either a general education teaching credential or an Administrative Services Credential, plus 12 units of ECE/CD that include 3 units of supervised field experience. Finally, the panel recommends that for each five year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.

- *Child Development Program Director*

The panel recommends **updating the authorization** to include coaching support directly related to quality improvement. The panel also recommends **making the current education requirement of a minimum of a baccalaureate degree more specific** such that it includes 15 units of management, administration, supervision, leadership or policy coursework; 24 units of ECE/CD that includes coursework in the subject area of infants and toddler; and 210 hours of clinical experience. The panel recommends **eliminating the current option for obtaining the permit for specified individuals**, including individuals with a general education teaching credential 12 units of ECE/CD, 3 units of supervised field experience and 6 units of adult supervision, and individuals with a Master's degree in ECE/CD or Child/Human Development. Finally, the panel recommends that for each five year renewal period, **permit holders complete a total of 180 hours of professional growth activities** aligned with adopted competencies, with at least 21 hours per year.

As indicated earlier in this item, it is expected that the CDP AP will need at least two additional meetings in order to complete its work. The panel would also like the opportunity to review and discuss feedback on its recommendations obtained through the Commission's discussion as well as through stakeholder comments during the June 2016 Commission meeting. If so directed by

the Commission, staff would subsequently circulate the proposed changes to the Permit Matrix, the teacher expectations, and the draft preparation standards for broader field review, bring input from the field review back to the panel and to the Commission for further review and discussion, and then make any final recommendations and/or provide any further explanations, rationales, and/or clarifications that may be requested by the Commission prior to adoption by the Commission of any changes to the Child Development Permit Matrix and associated performance expectations and preparation standards.

Staff Recommendations

1. Staff recommends that the Commission review and discuss the recommendations from the Child Development Advisory Panel concerning proposed changes to the Child Development Permit Matrix (Appendix B) and provide feedback to the CDP AP. The Commission may also direct staff to proceed to a field review of the proposed recommendations, including any modifications made by the Commission, to obtain further input from stakeholders.
2. Staff recommends that the Commission review and discuss the draft Performance Expectations for the Teacher level of the Permit (Appendix C) and provide direction to staff as to whether this work is consistent with Commission expectations, and, if the Commission finds this work should continue, direct staff to proceed to a field review of the draft Performance Expectations, including any modifications made by the Commission, to obtain further input from stakeholders.
3. Staff recommends that the Commission review and discuss the draft ECE Preparation Standards (Appendix D) and provide direction to staff as to whether this work is consistent with Commission expectations, and, if the Commission finds this work should continue, direct staff to proceed to a field review of the draft Preparation Standards, including any modifications made by the Commission, to obtain further input from stakeholders.

Next Steps

If the Commission directs staff to proceed to a field review of the Child Development Permit Advisory Panel's recommendations and one or both of the draft documents provided in this agenda item, staff would move this work forward and bring back to the Commission a subsequent agenda item incorporating feedback from the field for Commission review and potential action.

If the Commission directs staff to continue working on these recommendations and on the draft documents, staff would proceed accordingly and would bring back to the Commission a subsequent agenda item for the Commission's consideration and further direction to staff.

Appendix A
Child Development Permit Advisory Panel Members and Liaisons

PANEL MEMBERS		
Deborah Stipek, Chair	Dean	Stanford University, Stanford Graduate School of Education
Sharla Brechbill	2 nd Grade Teacher	Two Rock Union Elementary School District
Kate Browne	Faculty	California Community Colleges and Ex Officio member, Commission on Teacher Credentialing
Jan DeLapp	Faculty	American River College, Health and Education Department
Lucia Garay	Executive Director	San Diego County Office of Education, Early Education Programs and Services
Catherine Goins	Assistant Superintendent	Placer County Office of Education, Early Education and Administration
Joel Gordon	Dean (Retired)	Santa Rosa Junior College, Child Development Department
Guillermina Hernandez	Program Coordinator	UC Riverside Extension, Early Childhood Education Program
Nancy Hurlbut	Associate Dean	CalPoly, Pomona, College of Education and Integrative Studies
Mary Jane Maguire-Fong	Faculty (Retired, Adjunct)	American River College, Health and Education Department
Valerie Marquez	Lead Teacher/Site Supervisor	Redondo Beach Unified School District, Edison Center, South Bay Adult School
Carola Matera	Assistant Professor of Early Childhood Studies	CSU Channel Islands, School of Education
Elaine Merriweather	Vice President	California Federation of Teachers, Early Childhood/TK-12 Committee
Kim Norman	Faculty	CSU Fullerton, Department of Elementary and Bilingual Education
Erin Rosselli	Kindergarten Teacher	Orange Unified School District, Panorama Elementary School
Vilma Serrano	Transitional Kindergarten Teacher	Oakland Unified School District, Melrose Leadership Academy
Pedro Sousa	Site Director; Mentor Teacher Evaluator	Santa Clara Unified, California Early Childhood Mentor Program
Sherri Springer	Program Director	Happy Kids Preschool and Child Care Center, Cameron Park, CA
Marcy Whitebook	Director/Senior Researcher	UC Berkeley, Center for the Study of Child Care Employment
Kisha Williamson	Faculty	Mount San Antonio College, Child Development Department
Julianne Zvalo-Martyn	Faculty	Brandman University, School of Education

PANEL LIAISONS		
Camille Maben	Executive Director	First 5 California
Cecelia Fisher-Dahms	Administrator	Early Education and Support Division, CA Dept. of Education
Sheila Self	Consultant	Special Education Division, CA Dept. of Education
Peter Mangione	Co-Director	Center for Child & Family Studies, WestEd

Appendix B
Child Development Permit Matrix:
Summary of CDP AP Recommendations

Assistant

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher or higher Child Development Permit holder.	Eliminate this level of the permit.
Education	Option 1: Complete 6 semester units ECE/CD Option2: Complete an approved HERO or ROP program in Child Development Related Occupations.	
Experience	None	
Renewal	105 hours of professional growth activities	

Associate Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Assistant, and an aide.	Authorizes the holder to provide service in the care and development, and assist in the instruction of, children in a child care and development program under the direct supervision and leadership of an individual with a Teacher level or higher Child Development Permit.
Education	Option 1: Complete 12 semester units of ECE/CD, including core courses Option2: Possess a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition.	12 units ECE/CD Associate Teachers serving ages birth to 3 shall have 3 units of coursework specific to the development and care of infants and toddlers
Experience	For Option 1 only: 50 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 2 years including at least 100 days of supervising adults.	50 days of 3+ hours per day within the last 2 years; or 50 hours of practicum or clinical practice [TBD]

	Current Matrix	Revision Recommendations
Renewal	The Associate Teacher Permit is issued for 5 years and is renewable only once. To renew, the holder must complete at least 15 semester units toward the Teacher Permit. By the end of the 10 year period, the holder must meet the requirements for the Teacher Permit.	No limit on the number of times the permit can be renewed. For each 5 year renewal, complete 180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.

Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant, and an aide.	No change.
Education	Option 1: Complete 24 semester units of ECE/CD, including core courses; plus 16 semester units in general education, including at least one course in each of the following areas: humanities and/or fine arts, social sciences, math and/or science, and English and/or language arts. Option 2: Possess an associate degree or higher in ECE/CD or a related field.	Option 1: Possess an associate degree (AA/AS/AS-T) in ECE/CD or comparable degree in ECE/CD that includes 60 semester units. Option 2: Complete 40 semester units (including 24 units ECE/CD, plus 16 units general education) for the initial permit. Renewal requires meeting the Option 1 requirements within the first renewal period, or 20 additional units applicable towards a baccalaureate degree. For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.
Experience	For Option 1 only: 175 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience to include a minimum number of hours of student teaching for both options.*</i>
Renewal	105 hours of professional growth activities	180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies, including units toward a baccalaureate degree, if not already completed.

Master Teacher

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.	Revise the authorization statement to reflect coaching support related to quality improvement.
Education	Option 1: Complete 24 semester units of ECE/CD, including core courses, plus 16 semester units in general education, 6 semester units in one area of ECE/CD specialization, and 2 semester units of adult supervision coursework. Option 2: Possess a BA or higher with 12 semester units of ECE/CD, plus 3 semester units of supervised field experience in an ECE/CD setting.	Option 1: Possess a baccalaureate degree in ECE/CD Option 2: Possess a baccalaureate degree in any discipline with 36 semester units of ECE/CD, including adult supervision and 18 semester units of upper division coursework. For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.
Experience	For Option 1 only: 350 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience to include a minimum number of hours of student teaching for both options.*</i>
Renewal	105 hours of professional growth activities	180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.

Site Supervisor*

	Current Matrix	Revision Recommendations
Authorization	Authorizes the holder to supervise a child care and development program operating a single site; provide services 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.	<i>Revise the authorization statement to reflect coaching support related to quality improvement.</i>
Education	Option 1: Possess an associate degree (or 60 units) including 24 semester units of ECE/CD, including core courses, and 16	<i>Option 1: Possess a baccalaureate degree in ECE/CD</i>

	Current Matrix	Revision Recommendations
	<p>semester units in general education; plus 6 semester units in administration and supervision of child care and development programs and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess a baccalaureate or higher degree including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 3: Possess an Administrative Services Credential including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 4: Possess a Multiple Subject teaching credential or a Single Subject teaching credential in Home Economics including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p>	<p><i>Option 2: Possess a baccalaureate degree in any discipline with 36 semester units of ECE/CD, including adult supervision and 18 semester units of upper division coursework.</i></p> <p><i>For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.</i></p>
Experience	For Option 1 only: 350 days of 3+ hours per day in an instructional capacity in a child care and development program within the last 4 years including at least 100 days of supervising adults.	<i>210 hours of clinical experience</i>
Renewal	105 hours of professional growth activities	<i>180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

Program Director*

	Current CDP Matrix	Advisory Panel Discussion and Decisions
Authorization	Authorizes the holder to supervise a child care and development program operated in a single site or multiple sites; provide services 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.	<i>Revise the authorization statement to reflect coaching support related to quality improvement.</i>

	Current CDP Matrix	Advisory Panel Discussion and Decisions
Education	<p>Option 1: Possess a baccalaureate or higher degree including 24 semester units of ECE/CD, including core courses, and 16 semester units in general education; plus 6 semester units in administration and supervision of child care and development programs and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess an Administrative Services Credential including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting.</p> <p>Option 3: Possess a Multiple Subject teaching credential or a Single Subject teaching credential in Home Economics including 12 semester units of ECE/CD; plus 3 semester units of supervised field experience in an ECE/CD setting and 6 semester units in administration and supervision of child care and development programs.</p> <p>Option 4: Possess a Master's degree or higher in ECE/CD, child/human development, or a closely related field.</p>	<p><i>Possess a baccalaureate or higher degree with 15 semester units in management/administration/supervision /leadership/policy and at least 24 units ECE/CD including coursework related to serving infants and toddlers.</i></p>
Experience	For Option 1 only: One year of Site Supervisor experience.	<i>210 hours of clinical experience</i>
Renewal	105 hours of professional growth activities	<i>180 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

**The panel has not finalized discussion around the recommendation for 210 hours or clinical experience for the Teacher and Master Teacher levels of the permit.*

***The panel has not finalized its discussion of the Site Supervisor and Program Director levels of the permit; the recommendations reflect the work of the panel through its December 2015 meeting.*

Appendix C
Performance Expectations for the Child Development Teacher-Level Permit
May 16, 2016

The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

**in the ECE context, “students” is understood to refer to “young children,” from birth through age 8*

Introduction to this Document

This document presents the six Standards of the *California Standards for the Teaching Profession* as applied to the set of knowledge, skills, and performance expectations for candidates at the Child Development Permit (CDP) Teacher level. Within the document, a narrative explanation of the set of expected knowledge and skills is provided, followed by a summary in bulleted form of the key performance expectations for each Standard at the level of the beginning CDP Teacher.

Throughout this set of Standards, reference is made to “all young children.” This phrase is intended as a widely inclusive term that references **all** children served in Early Childhood Education (ECE) settings. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, advanced abilities, and differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and/or geographic origin.

The range of children in California ECE settings also includes young children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of “all children” applies whenever and wherever the phrase “all children” is used in these Standards.

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p style="text-align: center;">1 Engaging and Supporting All Young Children in Learning and Development</p>	<p style="text-align: center;">Standard 1: Narrative</p> <p>Candidates develop knowledge of the typical and atypical progression of young children’s cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., language, literacy, mathematics), general learning competencies, physical development, and health. Candidates understand how these elements interact to facilitate learning and development, including the integral role of teachers, family, culture, and the community in children’s development.</p> <p>Candidates develop knowledge of the demographics, cultural background, and perspectives of the children and families served, and can describe the role and influence of culture on young children’s development. Candidates understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions that facilitate development and learning. Candidates also understand and can address and mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Candidates also recognize when additional diagnosis and services may be needed.</p> <p>Candidates understand how to collaborate with families and the community to support young children’s development and learning, and understand the locally-available support services for children and families. Candidates are able to use their knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services to access and effectively use these resources as needed. Candidates understand how to communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and to set goals with families that prepare them to engage in complementary behaviors and activities at home and in the community that enhance children’s development and early learning</p> <p style="text-align: center;">Standard 1: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Describe the typical progression of young children’s cognitive, physical and social-emotional skills • Differentiate characteristics of typical and atypical child development

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<ul style="list-style-type: none"> • Describe and discuss the integral role of teachers, family, culture, and the community in children’s development • Identify and describe biological and environmental factors that influence young children’s development • Describe the demographics and the cultural background and perspectives of the children and families served in the early childhood setting • Communicate and collaborate with families to support young children’s development and learning • Describe how to recognize when additional diagnosis and services may be needed • Understand the types of locally-available support services for children and families • For candidates working or intending to work in an Infant/Toddler setting, understand the unique care, development, and learning needs of the youngest children and how to support their growth, development, and learning
<p style="text-align: center;">2 Creating and Maintaining Effective Environments for Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 2: Narrative</p> <p>Candidates demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. Candidates understand how to consistently use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to ensure predictability and learning opportunities, and to maintain active engagement and a sense of emotional security and support in the learning environment.</p> <p>Candidates demonstrate the ability to promote positive social and emotional development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. Candidates have the ability to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, substance abuse, experience of violence in the home or community) that affect children’s learning and development, and how to adjust the learning environment as well as instructional practice to support children experiencing these effects.</p> <p style="text-align: center;">Standard 2: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Establish positive primary relationships with young children

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<ul style="list-style-type: none"> • Develop productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children • Demonstrate the ability to promote children’s positive social behavior and self-regulation • Set developmentally-appropriate expectations for young children’s behavior • Recognize and implement strategies to prevent and/or address young children’s challenging behaviors, and implement strategies to help children learn to resolve conflicts • Recognize the effects of factors outside the setting on children’s social-emotional well-being and understand how to adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers • Describe elements of potentially effective learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning • Recognize how an effective home-school-family connection interacts to support children’s learning and development
<p style="text-align: center;">3</p> <p>Understanding and Organizing Content Knowledge for Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 3: Narrative</p> <p>Candidates develop an understanding of content and concepts important in early learning of major subject-matter areas, including linguistically- and developmentally-appropriate curriculum in early language and literacy, mathematics and mathematical reasoning, science, technology, engineering, arts, and history and social sciences. Candidates demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and instructional tasks and strategies) and become proficient in each of the Standards and specific subject matter areas. Candidates learn to set appropriate individualized goals and objectives to advance young children’s development and learning within and across Standards and subject areas For infants and toddlers, candidates implement the four foundational domains identified within the California Early Learning and Development System from the California Department of Education. Candidates are familiar with the strengths and limitations of commonly-used early childhood curricula, and with appropriate subject matter pedagogy for key subject areas in the early childhood curriculum.</p> <p style="text-align: center;">Standard 3: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Have sufficient discipline-based knowledge to teach content to young children

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<ul style="list-style-type: none"> • Know the principles of effective instruction and facilitation in each content domain • Know how to design activities that are developmentally appropriate, engaging, and support young children’s learning in each content domain • Know how to interact with children in ways that support their content learning and developing skills • Know how to individualize activities and instruction to address differences in young children’s skill levels and learning styles • Identify key content appropriate for young children as identified in the California Infant/Toddler and Preschool Foundations and Curriculum Framework for planning developmentally appropriate curriculum and learning activities for young children • Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum • Plan setting individualized goals and objectives for content learning for young children in the early childhood setting • Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including the California Early Learning and Development System-based curriculum from the California Department of Education
<p style="text-align: center;">4</p> <p style="text-align: center;">Planning Instruction and Designing Learning and Development Experiences for All Young Children</p>	<p style="text-align: center;">Standard 4: Narrative</p> <p>Candidates understand how to use their knowledge of child growth and development and a range of instructional and caregiving practices, when designing and providing developmentally-appropriate curriculum and instruction to students, including implementing curricula and approaches that engage children through nurturing, responsive interactions and facilitated learning and development in all Standards in ways appropriate to children’s levels of development. Candidates are familiar with California’s infant/toddler and Preschool Foundations and Curriculum Framework that provide guidance for the development and learning of the state’s young children and they apply this foundational knowledge when planning the care, development, and learning experiences for all young children.</p> <p>Candidates apply knowledge of factors such as cultural, linguistic, ethnic, economic, ability, first- and second-language acquisition when planning lessons, and they also apply knowledge of play-based/active investigation curriculum models and approaches applicable to curriculum and instruction provided to young children.</p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p>Candidates understand how to leverage different kinds of current technologies in curricula and instructional practice to promote children’s learning.</p> <p>Candidates understand how to advance the learning and development of children who are dual language learners. They understand the use of inclusive instruction, universal design, accessibility, and adaptation to advance the learning and development of children who have specialized developmental or learning needs such as children with disabilities or learning delays. In addition, candidates understand how to be responsive to children experiencing chronic stress/adversity. Candidates understand how to create and manage effective learning environments (physical space, adult-child interactions, materials, equipment, activities, classroom management) that promote student learning, and they understand how to involve families at home and in the community with the curriculum to support children’s growth and development.</p> <p style="text-align: center;">Standard 4: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Explain concepts relating to children’s learning trajectories, including goals, developmental progressions, and instructional tasks and strategies • Describe general principles of effective pedagogy for young children, including ways in which children’s play as a teacher-guided, child-centered intentional learning opportunity can contribute to children’s academic learning. • Apply knowledge of child growth and development to design developmentally-appropriate lesson plans • Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, creative expression, language and communication, socialization, self-regulation, and self-help skills for all children) • Demonstrate the ability to consider factors such as cultural, linguistic, ethnic, economic, ability and gender diversity, and first- and second-language acquisition with respect to instructional planning • Demonstrate planning that incorporates the contexts of focused play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children’s learning and development • Apply knowledge of how to plan for children’s diverse learning styles, motivations, interests, and abilities

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<ul style="list-style-type: none"> • Apply knowledge of how to plan for family engagement to support children’s growth and development • Integrate movement and kinesthetic experiences within the curriculum to help young children’s learning and development • Use a variety of technology and media, and discuss the applicability of these technologies and media within early childhood instruction • Describe appropriate strategies for supporting home language for the youngest learners • Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for preschool age children • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young dual language learners access the curriculum • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with disabilities access the curriculum • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum. • Demonstrate effective lesson planning and the use of educational practices based on observation, assessments, and the California Early Learning and Development system resources from the California Department of Education.
<p style="text-align: center;">5</p> <p>Assessing and Documenting Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 5: Narrative</p> <p>Candidates understand basic principles for observing, documenting, and interpreting children’s play and interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, and relevant, reliable and valid across a variety of populations, Standards and Foundations, as applicable, and assessment purposes. Candidates are able to appropriately select and/or design assessments for formal and informal use, as applicable, to support their curriculum and instructional practices, and to document children’s progress. Candidates understand how to use and interpret the results of a range of both informal and formal assessment tools and strategies. Candidates learn to explain how assessment results can be used to understand individual children’s developmental progression and to determine whether needs are being met, and they understand how to use this information to individualize, adapt, and improve</p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p>instructional practices. Candidates are able to communicate assessment results understandably and appropriately to children and families.</p> <p style="text-align: center;">Standard 5: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies • Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children • Choose and use formative assessment strategies appropriate for assessing a particular skill • Identify and describe the key characteristics of culturally and linguistically appropriate assessments • Interpret basic assessment findings from formative and summative assessments • Describe how to apply assessment results to inform planning and instruction • Develop a sample communication appropriate for children and families regarding student assessment outcomes
<p style="text-align: center;">6 Developing as a Professional Early Childhood Educator</p>	<p style="text-align: center;">Standard 6: Narrative</p> <p>Candidates can explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. Candidates understand effective ways to collaborate and communicate with both supervisors and professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.</p> <p>Candidates understand how to organize and supervise the work of Associate Teachers, Assistants, and Aides within the ECE program. They understand how adults learn, and how to give constructive feedback and otherwise support their professional development to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program. Candidates understand how to apply this knowledge in working with the Associate Teachers, Assistants, and Aides to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, the program’s Master Teacher(s) and the Site Supervisor. They understand how to gather and</p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p data-bbox="468 237 1896 310">provide information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Master Teacher(s) and/or the Site Supervisor, as appropriate.</p> <p data-bbox="926 354 1436 386" style="text-align: center;">Standard 6: Performance Expectations</p> <p data-bbox="468 394 1199 427"><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul data-bbox="516 435 1890 984" style="list-style-type: none"> • Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies • Act in an ethical manner • Reflect on practice and use this information to improve teaching and learning in the ECE context • Describe ways to collaborate and communicate with other professionals • Understand effective strategies for supporting adult learning related to the teaching of young children • Demonstrate the ability to co-plan and co-teach with other Child Development Permit holders such as other teachers, Master/mentor teachers, and others in the ECE setting • Demonstrate how to organize and supervise the work of other adults in the early childhood classroom • Demonstrate how to provide constructive performance feedback to adults • Demonstrate how to communicate effectively with staff being supervised and with one’s own supervisors • Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one’s supervisors

Appendix D

Draft Preparation Standards for Early Childhood Education

Standard 1: Design of Early Childhood Education Preparation

The preparation provided to candidates is designed to address the range of candidate performance expectations so that the early care and education workforce will develop the knowledge, skills, and dispositions to work effectively with all children from birth through age 8 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate, bias-free practices for the care and education of young children as well as for collaborating effectively with families to support their children’s development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively promote learning for all California young children, key elements within the curriculum include typical and atypical child growth and development from birth through age eight; developmentally-, linguistically-, and culturally-appropriate pedagogy for young children in key content areas as identified in the California Infant/Toddler and Preschool Foundations and Curriculum Framework; understanding the learning trajectories of young children; designing and implementing developmentally-, linguistically- and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children. The preparation design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of the Child Development Permit. (see also Standard 6).

Standard 2: Preparing Candidates to Master the *Performance Expectations* (PEs)

The *Performance Expectations* (PEs) describe the set of professional knowledge, skills and abilities expected of a beginning level Child Development Teacher in order to effectively support the growth, development, and learning of all young children and to work collaboratively with families to support children’s learning.

The coursework and fieldwork/practicum/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other assessments of their competence with respect to the PEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess

candidates' performance in relation to the PEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PEs.

Standard 3: Opportunities to Learn and to Practice

A. Fieldwork/Practicum/Clinical Practice Experiences

The program's Fieldwork/Practicum/Clinical Practice experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with young children in California early care and education settings. These experiences may be within the candidate's ECE workplace if appropriate and as available.

Fieldwork provides opportunities for candidates to observe a variety of early childhood classrooms and settings and to select focus students for deeper observational study, including children who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are dual language learners; and (d) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for children during both class and play time. Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in early learning of subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe a range of early childhood assessments of learning as well as of socio-emotional growth and development. Candidates are also able to observe how ECE personnel organize and supervise the work of other adults in the early care and education setting.

The range of supervised experiences provided to candidates must include supervised early field experiences, guided observations in a variety of ECE settings, and practice teaching (i.e., co-planning and co-teaching, or guided teaching), among others. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or ECE settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating ECE teachers understand their role and expectations. Clinical supervision and support for candidates may include an in-person site visit, video capture or synchronous video observation.

B. Criteria for Field Work/Practicum/Clinical Practice Placements

Sites selected for candidate experiences should demonstrate commitment to developmentally- and culturally-appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Selected sites should have a fully qualified master/mentor teacher and a fully qualified site administrator.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Child Development Permit Requirements

Program faculty, program supervisors, and ECE program-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance 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' satisfaction of all program requirements.

Standard 5: Faculty Qualifications

Coursework is provided by qualified faculty members who have relevant knowledge and experience in the field of early care and education. Faculty members must have a minimum of a Master's degree or equivalent. Faculty should also have an understanding of adult learning theory in order to work effectively with the early care and education workforce and to effectively supervise fieldwork, practicum, and/or clinical practices experiences for candidates.

Standard 6: Assessment of Candidate Competency

Candidates are assessed through a coherent set of performance-based activities focusing on the adopted Performance Expectations for the intended level of the Child Development Permit. Examples of performance-based assessments could include

- Asking candidates to describe observations of focus children in their clinical placements and what the candidate learned about each child's development on dimensions such as language skills, behavior, academic skills, and special needs, if applicable
- Providing candidates with case studies of children and asking the candidate to discuss the child with regard to what they have learned about child growth and development and implications for supporting the child's learning and other developmental needs
- Asking candidates to draw on their coursework, observations and experiences to explain the conditions that promote early learning of young children in a particular developmental dimension (e.g., social-emotional, language, literacy, math)
- Asking candidates to explain the influence of external factors that affect children and families and to provide examples if available from their clinical site observations
- Asking candidates to describe a key concept from a major ECE curriculum area and to develop a plan to support young children in building this concept
- Asking candidates to explain how they would adapt a particular activity or learning experience to support dual language learners
- Asking candidates to practice setting instructional and developmental goals for a focus young child in a fieldwork/practicum/clinical practice setting, or based on a case study of a young child
- Asking candidates to describe how a teacher in the fieldwork/practicum/clinical practice setting created daily routines that invited children to use developing skills and concepts
- Asking candidates to describe how a teacher in the fieldwork/practicum/clinical practice setting created and managed an effective classroom environment

- Asking candidates to explain basic concepts of first and second language acquisition, and to describe appropriate strategies to support children’s language acquisition
- Asking candidates to describe how they would use technology and media within ECE instruction to achieve particular learning goals
- Asking candidates to describe and provide examples of some commonly-used early childhood assessments
- Asking candidates to interpret findings from a formative early childhood assessment and suggest follow-up instruction