



***Principles, Resolutions & Intentions March 2010***

- Principle 1: The Child Development discipline and the Early Care and Education (ECE) profession are informed by fields such as anthropology, sociology, ethology, and psychology.
- Principle 2: The Early Care and Education profession embodies constructivist strategies that are based on understanding of children, child development, and the many influences on learning.
- Principle 3: Standards for children's outcomes must be based upon reasonable expectations of normative development and must be flexible enough to accommodate diverse educational approaches, ECE settings, and varying family influences and childrearing styles.
- Principle 4: Standards and foundations reflect developmental goals that are achieved through a variety of curricula and processes for individual children.
- Principle 5: ECE practices should be based upon observation and appropriate assessment of children's skills, knowledge, and dispositions, rather than on the chronological age of the children.
- Principle 6: To be effective in today's ECE settings, teachers must have a deep understanding of 1) children's development within each domain, 2) the interaction among different domains, and 3) the child's environment, including familial, cultural, linguistic, and historical influences.
- Principle 7: Informed ECE experiences must be varied and developmentally appropriate to facilitate development and increase children's potential for future success.
- Principle 8: Degree programs at accredited colleges and/or universities are the essential core of effective professional preparation. Highly-qualified ECE professionals hold academic degrees.

Given the extensive knowledge, science, and experience that we have about how children develop and learn, as well as our commitment to a highly-qualified workforce to support young learners, **we resolve that:**

1. Higher education is the core of professional preparation for Early Care and Education professionals;
2. Community Colleges and the California State University are collaborative segments of the integrated system of public higher education;
3. It is valuable to have non-unit-bearing experiences for purposes of enrichment, ongoing learning, and maintaining currency in the field.



### **We intend to work collaboratively to:**

1. Achieve transferability of the California Community Colleges Curriculum Alignment Project (CAP) Lower-Division 8 core courses to the California State University;
2. Include all accredited institutions of California higher education in our integrated system;
3. Further identify the content and pathways of associate, baccalaureate, and master degrees.

### ***Competencies, Experiences, and Education for Pre-Elementary Settings***

Child Development and Early Care and Education faculty have set forth a certification framework for ECE professionals. This vision of a California professional pathway resulted from the Higher Education Colloquium for ECE in March 2010. This framework was informed by examples of career ladders and pathways from other states and included multiple considerations and perspectives.

The certification framework is prefaced by these understandings:

- Family Child Care Providers participate at all 7 levels
- This pathway applies to early care and education professionals (not pre-professionals, such as work-study students, or volunteers)
- Specialized education/preparation is recommended for those working with and in programs that serve:
  - Infants/toddlers
  - Preschool age children
  - Children with special needs
  - English language learners
  - Administrators and supervisors
- All courses must be completed through accredited institutions of higher education and with a grade of "C" or better: units refer to semester units
- Although titles are important they are generally not included in this grid due to the need to further clarify and define them
- The grid indicates minimum levels of preparation regardless of position held, for example:
  - A baccalaureate in CD/ECE with 48 units (or equivalent competencies) is equivalent to the associate degree requirement in Level 3
  - A masters with 48 units (or equivalent competencies) is equivalent to the baccalaureate requirement in Level 4

Certification Level	Education	Experience	CDD Competencies	Status/Title	Discussion Notes
	<12		None		This refers to all sectors. Must have C or better in all classes
1	12 <i>CAP units or equivalent competencies</i>		Level 1	Entry Level for working with children	The first 24 units refer to the CAP Core 8 (or equivalent competencies) In center settings, a pre-professional person who works under supervision of classroom teacher
2	24 <i>CAP units or equivalent competencies</i>	Will have completed practicum as part of 24			Should GE be included? Practicum should be supervised experience in an approved setting Need to identify appropriate practicum for FCC
3	AA/AS <i>Minimum CAP 24 units or equivalent competencies</i>	100 days (3 hrs+/day of supervised/mentored experience in licensed facility)	Level 2		Cannot include only unsupervised work experience; may include periodic feedback/mentoring May require expansion of statewide mentoring system
4	BA/BS in CD/ECE <i>Minimum 48 units CD/ECE; 24 CAP &amp; 24 upper-division or equivalent competencies</i>	Upper-division practicum	Level 3	Teacher	HS requires BA/BS NAEYC requires BA/BS This creates better foundation for salary parity with K-12 and power in world Practicum does not necessarily mean lab placement; does require class component
5	BA/BS +	Mentored/supported specialized experience			+ can be specialization, administration, etc. Could include credential (ideally embedded w/in BA/BS, but if not added here) Emphasis could be supervision/administration, etc
6	MA/MS	Appropriate internship		Level 4	
7	PhD/EdD	Independent research			