

As requested by the Commission on Teacher Credentialing at its December 2010 meeting, a meeting has been scheduled at the Commission offices on May 9, 2011 from 1:00-3:00 p.m. for interested stakeholders to learn about and present ideas on the possible approval of alternative providers for ECE course work. The agenda item that initiated this discussion can be accessed here: <http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-6B.pdf>. The discussion on this item can be heard here: <http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-agenda.html> (Item 6b).

Talking Points: CTC Meeting Alternative Providers for ECE Course Work

I'd like to thank all of you for an opportunity to address the issue of alternative providers for ECE coursework. On behalf of the CSU Chancellor's Office, I'd like to offer the following issues and concerns we have as CTC explores this agenda item.

Transitional Kindergarten- As the state moves into the direction of transitional kindergarten, the education preparation of early childhood teachers will become ever more important. Preschool teachers who would like to be able to work in a transitional K setting and achieve pay parity with K-12 educators will need to complete a teaching credential. This creates an incredible opportunity for the field; however, we need to ensure that preschool teachers come well prepared with courses that will count toward helping them get fully certified.

Regional Accreditation- As mentioned in the Agenda Item, *Regional accreditation provides a level of assurance that the institution proposing to offer the educator preparation program has the institutional capacity to provide the promised services. It allows the Commission's accreditation system to focus on issues related to implementing effective and high quality educator preparation programs. The precursor review for regional accreditation allows the Commission to have a reasonable assurance that students will receive the educational services promised by the institution.* When regional accreditation cannot be assumed, then the work of the commission in assuring a level of acceptable quality will be increased, putting the commission in the position of having to act as a regional accreditation body, as well as ensuring high quality for teacher preparation. It also becomes less likely that these conditions will remain in effect beyond the original review.

Workforce Development- As the state looks to ways to ensure workforce development in Early Care and Education in order to reduce turnover rates and improve quality of care, the issue of pay parity for preschool teachers with that of K-12 teachers needs to be addressed. We know many teachers leave the preschool classroom in order to go into K-12 to receive better pay and benefits. Since pay parity has to be balanced with similar education outcomes, we need to be careful not to create a system of units being granted by non-regionally accredited entities that would then not be accepted into a BA program. Those units should be part of the continuing education professional development opportunities that teachers are expected to engage in. We need to ensure we are not creating a confusing system for students where they receive units that count in some situations, but not in others. We need to make certain that educational

preparation is based on a foundation of transferable units to a degree that is recognized nationwide.

Quality of Care- As the nation and the state look to improve quality of care, there has to be a strong distinction between initial educator preparation and continuing preparation. What is accepted as quality preparation and continuing professional development has to be easily distinguishable to the field. Both are needed for excellent quality of care for young children, but should not be confused. Continuing professional development, that is tailored to local needs and contexts, is very important and plays an important role in meeting the diverse needs of parents and students. However, these professional development opportunities need to build on a foundation of educational excellence that will ensure quality, transferability, and transparency. Students need to know that units that are accepted for the AA Degree will help advance them to a BA Degree and eventually a teaching credential, if they choose that path.