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Information

Educator Preparation Committee

Update on the Review of the Child Development Permit

Executive Summary: This agenda item presents a summary of the work of the Commission's Child Development Permit Advisory Panel (CDP AP) to review the Child Development Permit Matrix, pursuant to the directive to do this work included in the Budget Act of 2015. The item discusses the panel's recommendations for strengthening the permit, draft Performance Expectations for the Teacher level of the Permit, and draft Program Guidelines for preparers of the early care and education workforce. In addition, the item reports on input received from a field review of the panel's recommendations.

Staff Recommendation: For information only

Presenters: Phyllis Jacobson, Administrator, and 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.

February 2017

Update on the Review of the Child Development Permit

Introduction

The Budget Act of 2014 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 state funded child care and development programs. The Commission established an Advisory Panel to conduct this review, commencing in the summer of 2015. An update on the Panel's initial recommendations was presented to the Commission in June 2016, at which time the Commission directed staff to circulate the recommendations for field review. The [Child Development Permit Advisory Panel](#) (CDP AP) reviewed the findings from the field review and finalized its recommendations in January, 2017. This agenda item reports on the final recommendations of the CDP AP, and the results of the field review, and identifies potential next steps for the Commission's consideration.

The Child Development Permit Matrix, last updated in 1994, identifies six levels of service which authorize assistance, teaching, mentoring, site supervision and program administration in state-funded Title 5 child care and development programs. The CDP AP met seven times between September 2015 and January 2017 to examine three questions:

1. Does the current permit structure need to be modified to ensure that ECE teachers and administrators are adequately prepared to work in this sector?
2. What is the scope of knowledge and skill 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?

The Panel's review included an examination of current research about developmentally appropriate practice in the care, development, and education of young children. The Panel also considered current practice, policy, funding, workforce supply and demand in relation to early childhood education in California. In general, the panel's recommendations call for: strengthening the requirements for the various permit levels; eliminating two current permit levels (the Assistant and the Site Supervisor); and clarifying requirements for permit renewal. In addition to these proposed changes in the CDP Matrix that respond to question 1, the Panel worked with staff to develop draft Performance Expectations (Appendix A) for the teacher level of the permit (question 2), as well as a set of draft Program Standards (Appendix B) to support quality in preparation (question 3).

Commission staff circulated surveys during the fall of 2016 seeking feedback on the recommended changes in the permit matrix, draft performance expectations, and draft Program Standards. Respondents were asked to evaluate the potential effects of the recommendations on program quality, recruitment, staffing, retention, and candidates. There was general agreement that the proposed recommendations would increase the overall quality and

preparation of the workforce. However, the survey results also clearly surfaced concerns in the field regarding the potential effects of the recommendations in each of these areas.

These recommendations come at a time when the field of early care and education is still in flux, with multiple funding streams, regulations, sets of competencies, program settings, compensation and funding issues all interacting to affect what could feasibly and effectively be changed in this complex system at the present time. In doing this work, the panel has provided a blueprint that could serve as the first set of guiding changes that would substantially improve the preparation and licensure of the early childhood education workforce and align it better to California's teacher credentialing system. More work is needed to analyze the potential effects of changes recommended by the panel on employers, the workforce, preparers of the workforce, and on the quality of, access to, and cost of early childhood education in California. Thus, it is important to continue working with the field to further understand these and related issues that the panel's work has brought to light. This agenda item presents the panel's recommendations and the response from the field for further consideration and discussion.

Overview of the Item

This item begins with an analysis of the context in which the Panel conducted its review and describes the connection between this work and other parallel initiatives underway that intersect with the review of the Child Development Permit Matrix. The Panel's recommendations are then presented in three distinct but related parts: I) recommendations and survey results related to the structure and requirements for earning a Child Development Permit; II) recommendations and survey results related to draft Performance Expectations for the Teacher level of the permit; and III) recommendations and survey results in relation to draft Program Standards for preparers of the early child care and education workforce. Each section includes a summary of survey responses to the Panel's recommendations. The item closes with a discussion of potential next steps.

Early Child Care and Education: A Complex Field in Flux

The field of early child care and education is complex, both nationwide and in California. There are multiple funding streams, programs, and program requirements (e.g., Title 5, Title 22, Head Start) that shape the delivery of services and programs in this area. 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. 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 (IOM).

In addition, there are also multiple sources of foundational guidance and resource documents in the field. Since the current Child Development Permit requirements were established twenty years ago, California has adopted the Common Core State Standards, developed the *California Preschool Learning Foundations* (2008) and *California Preschool Curriculum Frameworks* (2010),

and a great deal of national research has been released on the brain development, cognitive needs and abilities, social-emotional development, and perceptual and motor development of 0-5 year olds.

Some of the foundational documents reviewed by the Panel include:

- [“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 – a publication representing a national, research-based set of foundational competencies expected of the early child care and education workforce, along with a range of preparation approaches.
- The California Department of Education’s [California Preschool Learning Foundations](#) (2008) and [California Preschool Curriculum Frameworks](#) (2010).
- Course outlines developed by the California Community College’s [Curriculum Alignment Project \(CAP 8\)](#) – 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) intended to facilitate adoption and common use of ECE coursework across multiple California Community College campuses.
- [“Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study”](#) and [“Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in California, 2015”](#) – recent publications from UC Berkeley’s Center for the Study of Child Care Employment that discuss the status of preparation of California’s early child care and education 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).

Many of these resource documents are aligned to and/or consistent with each other, but with some key differences in approach, scope, and length. 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 have resulted in the lack of any one structure of preparation or single set of competencies expected of this workforce.

The ECE field is also impacted at the present time by attempts by multiple stakeholders 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. Proponents of increased degree requirements acknowledge that increasing the requirements for working in the early childhood field will increase costs, and without additional funding and policy changes, would exacerbate a staffing shortage and undermine diversity in the workforce.

The panel was sensitive to these factors during its deliberations and during its attempts to arrive at consensus around the recommendations being presented to the Commission. However, the panel was also aware that the issues of pay, compensation, and status in the area of early care and education are not within the purview of the Commission to address. Thus, there is a continued tension reflected in the recommendations of the panel and referenced in the comments from the field surveys that stems from the desire on the one hand to professionalize the preparation and expectations for the workforce, while at the same time recognizing the difficulty of making additional demands on and requirements for the workforce without also providing higher compensation and stature commensurate with those demands and expectations. This context proved to be a delicate balancing act for the panel's membership when finalizing the recommendations presented in this agenda item.

The panel notes that the recommendations in this agenda item related to the Commission's Child Development Permit Matrix reflect support from a majority of panel members but do not necessarily in all cases represent a full consensus. Concerns about the potential impact of some of the proposed changes in requirements for the CDP remain unresolved, even after the panel's review and discussion of the feedback provided by the field through the Commission's public input field surveys, which are discussed in subsequent sections of this agenda item. In addition, the recommendations concerning the Teacher Level Performance Expectations as well as the Program Standards presented in Parts II and III of this item also reflect support by the majority of the panel members as well as by the majority of respondents to the field surveys.

Simultaneous National Effort in the Field: The Transforming the Workforce for Children Birth through Eight Project (TWB8)

At the same time as the Commission's CDP AP was doing its work, a parallel effort in the field was also taking place at the national level: 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 8: A Unifying Foundation*". The report contained multiple recommendations to achieve a workforce that can meet the needs of children from birth through age 8. 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 IOM initiated a process to develop implementation plans for its recommendations at both the national and state levels. California is one of five participating states in the first round of implementation planning. The California work was led by the California Department of Education and First 5 California. California's action planning team for the TWB8-related work included representation from the Commission, higher education, research, other state government, and early child care and education employers and stakeholders. Two members of and three liaisons to the Commission's Child Development Advisory Panel were also on California's TWB8 action planning team.

Commission staff informed the TWB8 group at its initial meetings 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 areas recommended for state policy work in the TWB8 report would be the focus of California's initial work:

1. *Licensing, Permitting, and Credentialing Requirements*
2. *Professional Pathways and Lattices*
3. *Strengthening Higher Education Capacity*

California's action planning team held several meetings between January and September 2016, to analyze the recommendations from the IOM report and plan for possible implementation in the three core areas indicated above. The action planning team finalized a statewide implementation plan in September 2016. This plan aligns and is consistent with the intent and the direction of the CDP AP work described below.

Part I: Panel Recommendations and Survey Responses related to the Child Development Permit Matrix

During its deliberations and decision making process, the CDP AP viewed some recommendations as practical and able to be applied immediately. It was cognizant, however, that some of its recommendations to increase requirements of Permit candidates would exacerbate current staffing problems, given the current funding context and status of the field. Other public feedback on the recommendations, as described below, also acknowledged that while many of the panel's recommended changes would likely benefit the field and improve the quality of the workforce and the services provided to students, they would create short-term staffing difficulties with or without addressing the compensation issue, and would require significant change on the part of preparation providers and employers.

Recommendations Relating to the Permit Structure. The CDP AP developed a number of recommendations for updating the Child Development Permit structure for the Commission's review and discussion. The panel proposes to condense and refine the current six levels of the permit matrix into four levels structured around the primary job functions of assisting, teaching, coaching and administering in an ECE program. For each level of the permit, the panel recommends that the Commission continue to allow multiple pathways for candidates to meet requirements in order to facilitate entry into and movement within the profession.

Recommendations Relating to Coursework. The majority of panel members felt strongly that the currently required units of coursework and specified three core courses by title (i.e., Child, Family, and Community; Child Development; and Curriculum) for the various levels of the permit restrict the ability of preparation providers to offer a sufficient range of content in ECE/CD necessary to prepare high quality early child care and education workers. The majority of panel members indicated they would like to see an increased number of specified units of coursework at most levels of the permit, a greater focus on clinical practice experiences, and requirements for candidates to demonstrate readiness to work in this field based on Commission-adopted, competency-based performance expectations (see Part II of this agenda item) rather than the current practice of recognizing completion of "core" courses as the sole basis for awarding the permit.

Recommendations Relating to Permit Renewal. In redefining proposed permit renewal requirements, the panel sought to make the current Professional Growth requirement more intentional and meaningful by tying it to ongoing development of an adopted set of candidate 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 that individuals employed in these roles will have a stronger understanding of and experience with supervising and supporting individuals at the other permit levels.

An in-depth discussion of all recommendations by permit level, the panel's rationale for the recommendation, and analysis of input from the field is provided below. **It is important to note**

that if the Commission were to enact changes in the permit requirements, current holders of the Child Development Permit would retain their authorizations as long as their Permits remained valid and would not be subject to new requirements. Thus these recommendations pertain only if adopted, and only to those earning a permit in the future after new requirements are in place.

Survey Findings

Commission staff developed three separate surveys to collect public feedback on the CDP AP recommendations. Survey I addressed proposed changes to the Child Development Permit Matrix. Survey II focused on draft Performance Expectations for the Teacher level of the permit. Survey III addressed draft Program Standards for preparers of the early child care and education workforce.

The surveys were opened on October 24, 2016 and remained open through November 28, 2016. Response to the three surveys was very strong, with Survey I receiving 2,102 responses, Survey II receiving 914 responses, and Survey III receiving 718 responses. Staff analyzed the survey results and presented the analyses to the panel for review and discussion at its January 2017 meeting. After review of and deliberation concerning the feedback from the field, the panel identified a final set of recommendations for the Child Development Permit Matrix. These are broken out by permit level below.

Survey I: Demographics of Respondents

Respondent Category	Number of Respondents	Percent of Respondents
Employer	566	27%
ECE workforce member	511	25%
Other	330	16%
Preparer of the workforce	274	13%
Other public agency staff	166	8%
Private agency staff	141	7%
State agency staff	93	4%

Of the **employers** that responded, the majority identified themselves as private early childhood programs (32%) followed by school districts (19%), other publicly funded ECE programs, Head Start programs, Title 22 programs, private nonprofit programs, and county offices of education. Forty percent of the ECE workforce members identified themselves as program directors, followed by site supervisors (20%), teachers (11%), master teachers (8%), associate teachers and assistants (2% each).

ECE workforce members were mainly at the Program Director permit level (40%), followed by Site Supervisors (20%), Teachers (11%), Master Teachers (8%) Associate Teachers (2%), and Assistants (2%). Eighteen percent identified as “Other” and included regional managers, faculty, coaches, program owners, executive directors, etc.

Responses from **preparers of the workforce** came from community colleges (51%), public and private 4-year institutions of higher education (17%), private preparation programs such as Montessori (12%) and providers of professional development, etc. (19%).

The majority of respondents (67%) indicated having more than 15 years of experience in the field; 90% of the respondents indicated they hold at least one type of Commission issued Child Development Permit, with the next highest number of respondents (13%) indicating they hold a Multiple Subject Credential followed by Administrative Services Credentials (7%), Single Subject Credentials (3%), Education Specialist Credentials (3%), substitute teaching permits (2%), and Pupil Personnel Services Credentials (1%).

Respondents were also asked to identify the primary setting or focus of their work responsibilities. Those data are depicted in the following table:

Primary Setting or Focus of Work Responsibilities	Number of Respondents	Percent of Respondents
State-funded preschool	605	34%
Private program	301	17%
Head Start	212	12%
Title 22 program	175	10%
Infant-toddler program	105	6%
Other publicly-funded ECE program	88	5%
Statewide ECE curriculum or other services/supports	66	4%
State agency statewide oversight, monitoring, and/or consulting, multiple program types and/or locations	54	3%
Home-based program	50	3%
Transitional Kindergarten	47	3%
Statewide advocacy group or organization	34	2%
School age program	25	1%
Before/after school program	21	1%
State agency statewide oversight, monitoring, and/or consulting, single ECE program type and/or location	16	1%

Geographically, respondents were representatively distributed with the greatest number coming from the South Coast, including Los Angeles, Ventura, Orange and San Diego counties (29%) followed by the San Francisco Bay Area (22%), Northern California (20%), the Central Valley (13%), the Inland Empire (9%), the Central Coast (5%) and the Capitol Area (3%).

Survey Feedback Regarding the Potential Impact of the Panel’s Recommendations as a Whole

Respondents were asked to indicate their view about the potential impacts of the panel’s recommendations as a whole. Survey feedback, including written comments, indicate that the field believes that changes to the Child Development Permit are necessary and will result in a

better prepared, higher quality workforce for California’s youngest learners and will move the field toward greater professionalism. However, the field also indicates that, in the short term, these changes are likely to place a greater strain on the existing ECE staffing shortage and the cost of operating any ECE program, whether public or private. Concerns about exacerbating the staffing shortage are based on the belief that without some sort of financial incentive (increased wages, professional development stipends, grants, etc.) permit holders and candidates will not be able to afford the additional coursework and those that do obtain a higher levels of education will seek better-paying employment in other fields. Following is what respondents from the field indicated, with the response option receiving the highest percentage of respondents highlighted:

*Q: Taken as a whole, the Panel’s recommendations would likely have which of the following effects on **recruitment of staff** for available positions:*

Response Option	Number of Respondents	Percentage of Respondents
Positive impact	483	32%
Negative impact	620	40%
No impact	81	4%
Don’t know/Not sure	381	25%

*Q: Taken as a whole, the Panel’s recommendations would likely have which of the following effects on **retention of staff**:*

Response Option	Number of Respondents	Percentage of Respondents
Positive impact	449	29%
Negative impact	545	35%
No impact	116	7%
Don’t know/Not sure	440	28%

*Q: Taken as a whole, the Panel’s recommendations would likely have which of the following effects on **potential candidates for the permit**:*

Response Option	Number of Respondents	Percentage of Respondents
Increase the number of potential candidates	225	15%
Negative impact on the number of potential candidates	771	50%
No impact on the number of potential candidates	129	8%
Don’t know/Not sure	426	28%

*Q: Taken as a whole, the Panel’s recommendations would likely have which of the following effects on the **ECE workforce**:*

Response Option	Number of Respondents	Percentage of Respondents
Increase the quality of the ECE workforce	887	57%
Negative impact on the quality of the ECE workforce	297	19%
No impact on the quality of the ECE workforce	96	6%
Don’t know/Not sure	272	18%

The following pages are organized by permit level and include a table showing the current permit requirements alongside the recommendations of the CDP AP. The panel’s recommendations reflect the current practice of recognizing multiple routes to the permit, and each route was included in the survey for feedback. For each level of the permit, the table is followed by a summary of the panel’s rationale for its recommendation(s) and charts depicting the feedback from the stakeholder survey. In instances where stakeholders were not clearly in either agreement or disagreement with the recommendation, a bar chart is included with the pie chart that shows the feedback broken out by constituency. Finally, following the charts of survey results is a brief summary of the comment feedback on each survey question. An expanded selection of the comments received on the survey items can be found at this link: <http://www.ctc.ca.gov/educator-prep/early-care.html>.

Recommendations Related to the Assistant Level of the Permit

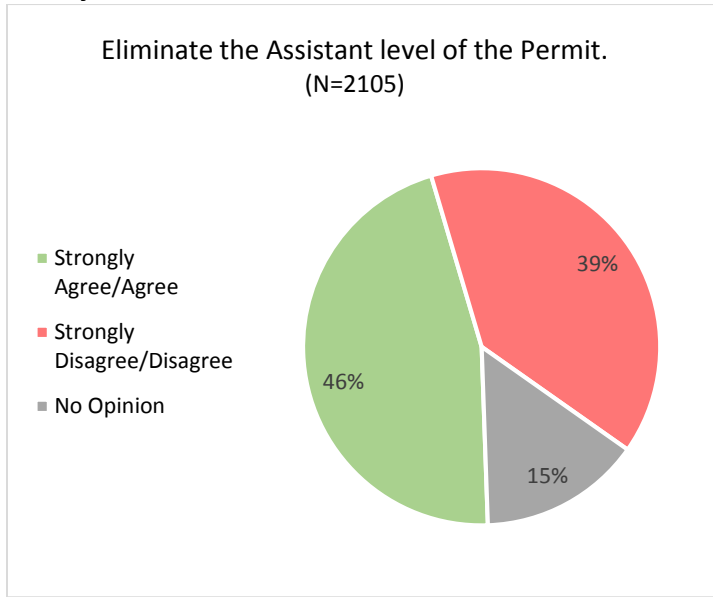
	Current Requirements	CDP AP Recommendations*
Authorization	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher or higher Child Development Permit holder.	<i>Eliminate this level of the permit.</i>
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	

* Note: The use of italics in this column of the panel recommendations throughout the agenda item indicates the final recommendation of the panel as determined at the January 9, 2017 meeting.

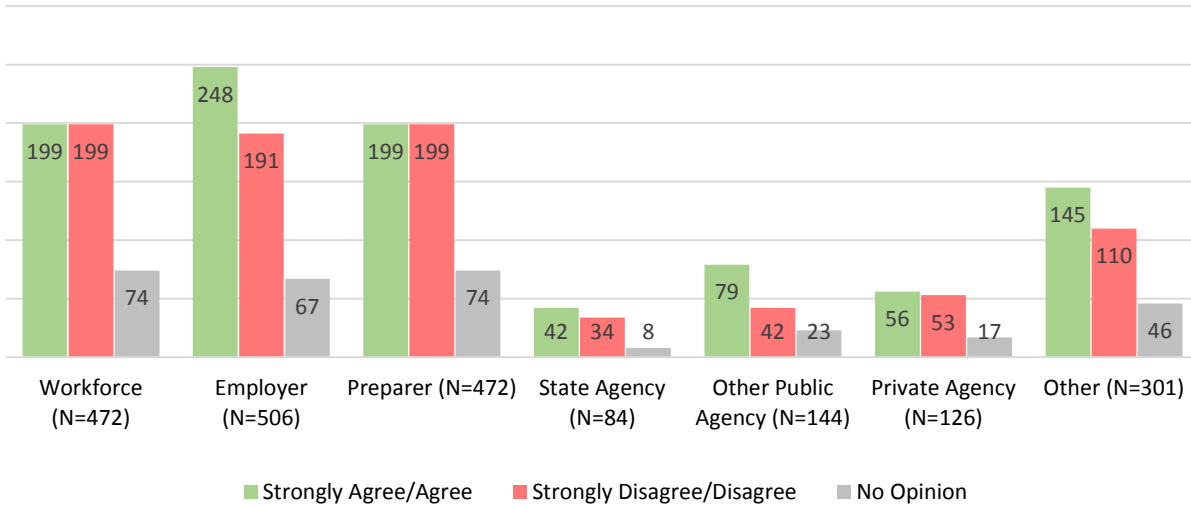
Panel Rationale:

The current initial level of the permit requires only 6 semester units of ECE/CD coursework. The panel felt that 6 semester units is insufficient preparation for an individual to earn a document, even one with a limited authorization. The panel also believed that the application process was an expense for candidates and was time consuming for both the candidate and the employer.

Survey Results:



Eliminate the Assistant level of the Permit



While it may appear that Employers are much more in agreement with this recommendation than the Workforce or Preparer communities, when then N is taken into consideration the data show that 49% of Employers and 42% of the Workforce and the Preparer communities are in favor. For the other constituencies, 50% of State Agency respondents, 55% of Other Public Agency respondents, 44% of Private Agency respondents and 48% of Others are in agreement with this recommendation. Of those who responded within each group, 42% of the Workforce, 38% of Employers, 42% of Preparers, 40% of State Agency, 29% of Other Public Agency, 42% of Private Agency and 37% of Other disagree with this recommendation.

Comments in support of this recommendation indicate that individuals at the Assistant level – who are only required to have 6 semester units of child development or ECE coursework – are either not qualified enough to be hired, are not legal to hire by programs operating under Title 22 regulations, or are likely to move to the next permit level so quickly that the paperwork to apply for the permit is not worth the time and money for the employer to complete. Some respondents indicated that they can more easily hire this person as a classroom aide or substitute and use them in the same capacity in the classroom as someone with an Assistant permit.

Respondents who disagreed with this recommendation stated that the Assistant permit serves as a good entry point on the Matrix that allows individuals on an ECE career path to feel as if they have accomplished a first step, that individuals who earn this permit are thus encouraged to continue their professional development within the Matrix structure, and that holding a permit qualifies holders to begin receiving coaching and professional development on the job. Approximately 1250 Assistant permits are issued each year.

It should be noted that eliminating this level of the Permit would mean that the entry level of the Permit would require an individual to meet the requirements for the Associate Teacher level before they would be issued any document; however, individuals can be hired as aides without having to hold a document issued by the Commission.

Recommendations Related to the Associate Teacher Level of the Permit

	Current Requirements	CDP AP 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, <i>and assist in the instruction of</i> , children in a child care and development program <i>under the supervision and leadership of an individual with a Teacher level or higher Child Development Permit. An Associate Teacher serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.</i>
Education	Option 1: Complete 12 semester units of ECE/CD, including core courses Option 2: 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. <i>Eliminate the option for a holder of the CDA Credential to earn this permit.</i>
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; <i>or 50 hours of supervised clinical practice</i>

	Current Requirements	CDP AP 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.	<i>No limit on the number of times the permit can be renewed. For each 5 year renewal, complete 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

Panel Rationale:

The panel felt that the Associate Teacher permit, which requires 12 semester units of ECE/CD coursework, was the appropriate entry level permit. The panel did not feel, however, that 12 semester units constitute sufficient preparation to authorize these individuals to serve as teacher of record in a classroom or to act in a supervisory role for other adults in the classroom, which the current Matrix authorizes them to do. Therefore, the panel recommended that an Associate Teacher work under the supervision and direction of someone at the Teacher permit level or higher.

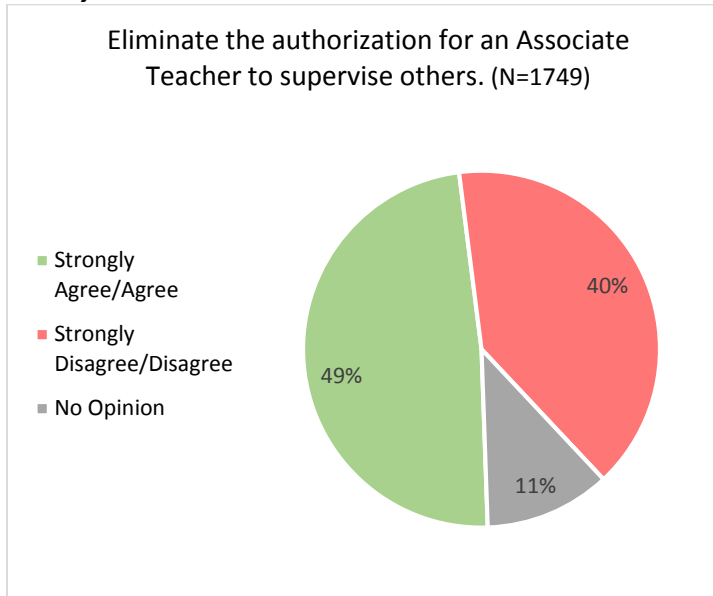
Due to the increase in the number infants and toddlers (i.e., birth-3 year olds) being served in child care centers and the growing body of research regarding how to effectively support and promote the development of this age group, the panel recommended that all levels of the Child Development Permit matrix require a minimum level of knowledge to work with this population. Since permit holders do not automatically receive this preparation as part of the core courses currently required by the matrix, the panel felt that all individuals working with infants and toddlers, regardless of permit level, should have at least 3 semester units of coursework specific to the development and care of infants and toddlers, and that this requirement should be specified within each level of the revised Matrix.

The panel also recommended that the permit requirements include, wherever possible and feasible, supervised clinical practice to help candidates understand how to translate coursework into on the job performance. However, the panel also recognized that elimination of the Assistant permit level might make this practice more difficult to accomplish. The presence of numerous non-Permitted individuals such as classroom aide and parent volunteers providing services in early care and development settings could provide the opportunity for candidates to obtain the 50 days of experience specified for the Associate Teacher in the revised Matrix (Appendix A). Thus, the panel felt that candidates would have two options for meeting the service and clinical practice requirement for this level of the permit. The panel also recommended eliminating the option for candidates to meet the education requirements by obtaining a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition.

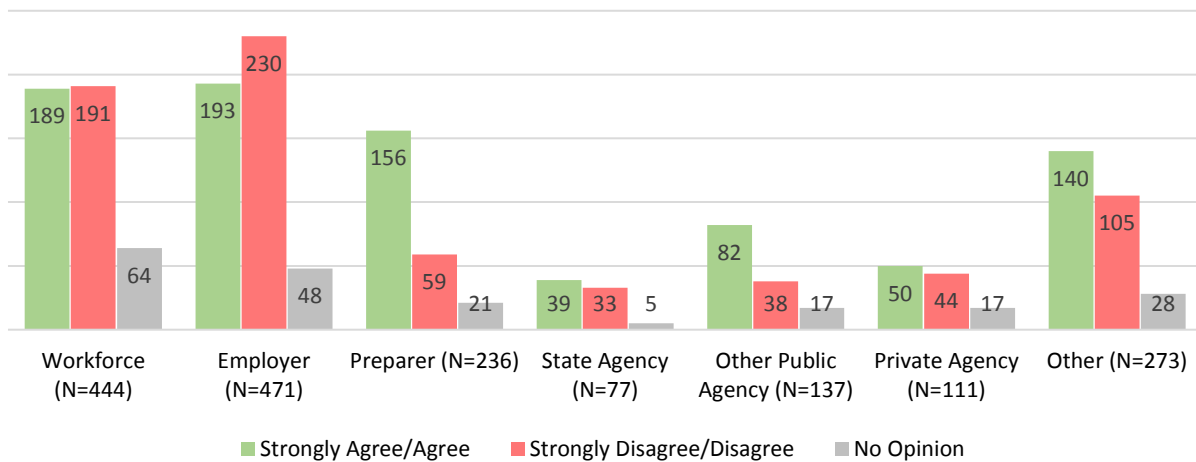
The panel was in agreement that individuals should be able to remain at the Associate Teacher level of the permit and not be required to move up to the Teacher level of the permit, since some individuals do not want to take on that level of responsibility. Thus, the panel is recommending that the current restriction be lifted on the number of times the Associate Teacher permit can be

renewed, and the renewal requirements for the Associate Teacher be aligned with the other levels of the permit. Panel members agreed to the 105 hours of professional growth activities for each five-year renewal period of this permit, although a few preferred not specifying a minimum number of units per year in order to accommodate the individual situations of the permit holders.

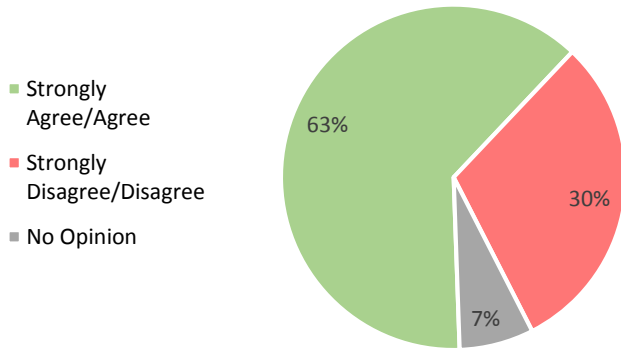
Survey Results:



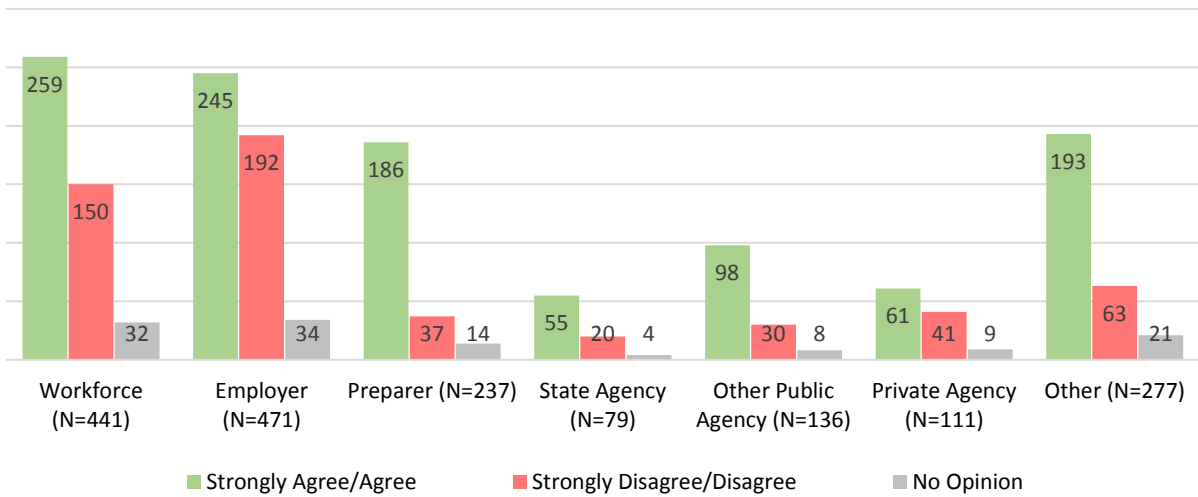
Eliminate the authorization for an Associate Teacher to supervise others.



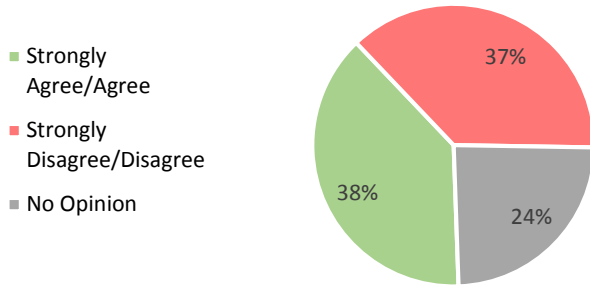
Require direct supervision of an Associate Teacher by an individual holding a Teacher Permit or higher Permit level. (N=1752)



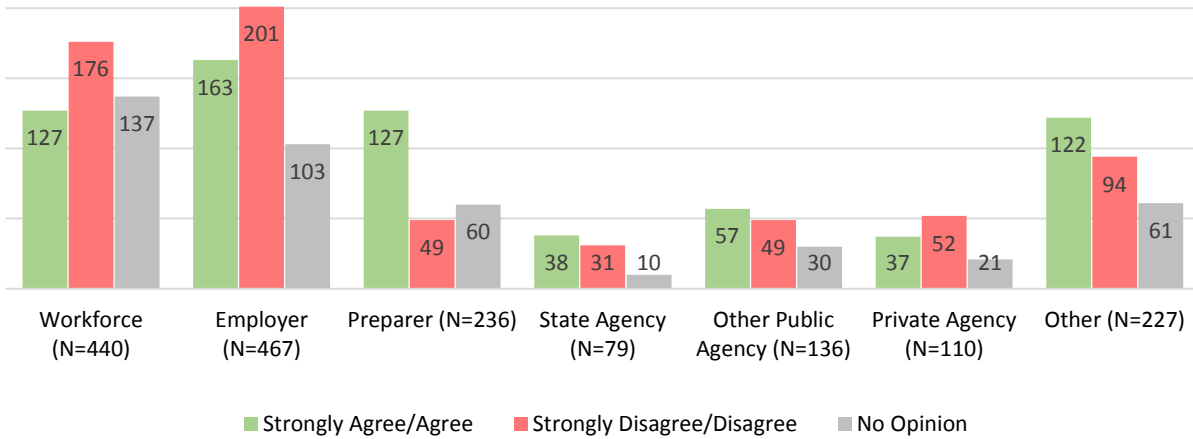
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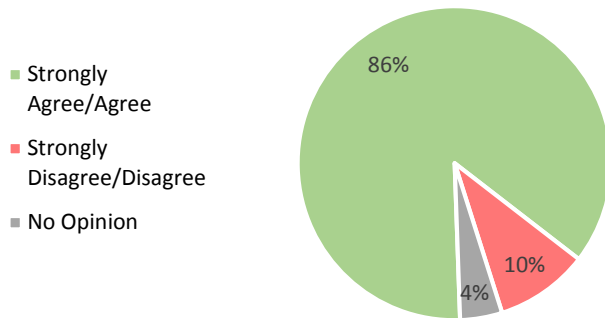
Eliminate the option for the Associate Teacher to possess a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition in order to meet the Education requirement. (N=1745)



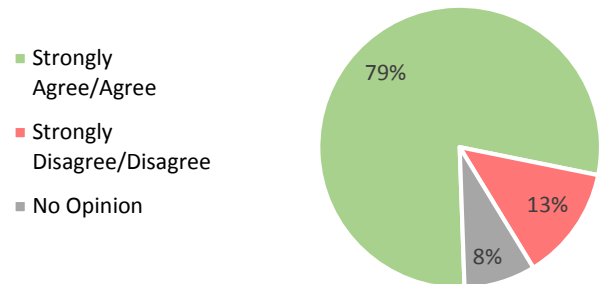
Eliminate the option for the Associate Teacher to possess a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition in order to meet the Education requirement.



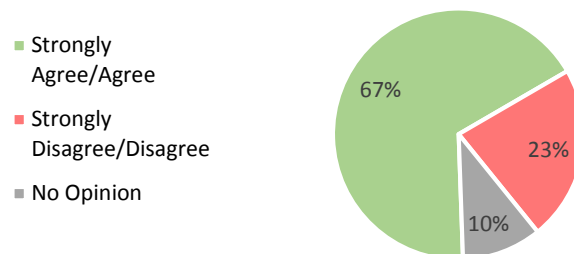
Require Associate Teachers serving children ages birth-3 to have 3 units of coursework specific to the development and care of infants and toddlers. (N=1753)



Require Associate Teachers to have 50 days of 3+hours per day of experience within the past two years or 50 hours of practicum or clinical experience to meet the Experience requirement for the Permit. (N=1749)



Remove the limits on the number of times the Permit can be renewed and for each 5 year renewal require completion of 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies. (N=1752)



With the exception of two of the panel’s recommendations, the stakeholder community was largely in agreement with proposed changes to the Associate Teacher level of the Permit. The two areas where there was divided opinion were the recommendations to eliminate the authorization of an Associate Teacher to supervise others and to eliminate the option for candidates to meet the education requirements by obtaining a Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition.

Feedback on the recommendation to eliminate the authorization for Associate Teachers to supervise others came from all constituencies within the survey. Comments in support of

eliminating this authorization were few and did not indicate a common opinion of why respondents agreed with this recommendation. Sample comments are provided below:

“Associate teacher permit holders should not be authorized to supervise an assistant teacher but can supervise an aide or intern.” *(ECE workforce member)*

“I feel that this level should be considered an "assistant" teacher and that individuals holding this permit level should not be responsible for the sole planning and implementation of lessons. Individuals holding this permit should NOT be allowed or encouraged to supervise, regardless of experience.” *(Employer of ECE staff)*

Comments in opposition to this recommendation generally focused on the increased costs associated with the loss of flexibility and subsequent need for additional staffing if Associate Teachers are not permitted to supervise others. Respondents also indicated that the limit in the authorized scope of work could also result in lowered wages for these individuals. Sample comments are provided below:

“My organization depends almost entirely on Associate Level teachers and their ability to supervise others. There is a Master Teacher in each classroom but they cannot be present in the room (not to mention indoors and outdoors) at all times. Associate level teachers provide support for the Master Teacher and also fill in the gaps when the Master teacher has to be out of the room.” *(Employer of ECE staff)*

“Associate Teachers provide supports for Teachers and Master Teachers to complete obligations off the floor for short periods of time throughout the day. If they were unable to supervise assistants then you would need to hire additional Teachers or Master Teachers in order to complete assigned tasks. I would also be open to standards such as "supervise assistants for no longer than 2 hours in one day and must have a Master Teacher in record". *(Preparer of the workforce)*

The panel reviewed the field input and decided to stay with its initial recommendation to eliminate the authority of Associate Teachers to supervise others. However, the panel acknowledged that it was not its intention that the Associate Teacher be under constant supervision, never to be left alone with others in the classroom. The Panel recognized that if its recommended changes to this level of the permit were enacted, Associate Teacher Permit holders would still need to retain a limited supervisory role for limited periods of time, depending on site circumstances and availability of staff.

The recommendation to eliminate the Child Development Associate (CDA) credential issued by the Council on Early Childhood Professional Recognition received evenly divided support and opposition. The majority of practitioners and employers did not support this recommendation, while the majority of preparers, and a slight majority of state agencies and other public agencies supported the elimination of this option for earning an Associate Teacher level of the CDP. Some sample comments are provided below:

The only substantive comment in support of the recommendation was the following:

“CDA not significant in CA where majority of CAP aligned community colleges have coursework readily available. CDA not sensible when elements of QRIS encourage degree acquisition.” *(Preparer of the workforce)*

Comments opposing the recommendation to eliminate the CDA option noted the high standards of the CDA credential requirements.

“The CDA is a nationally recognized credential that provides foundation knowledge AND importantly, can be provided in any language requested. It is critical to recognize the importance and value of a diverse ECE teaching workforce, and many colleges in California do not provide courses in a language other than English or are limited to a few additional languages.” *(Other)*

“CDA is a competency based assessment which includes a requirement of 480 hours experience working with children in the specific age setting.” *(Preparer of the workforce)*

Despite these mixed results, the panel maintained its recommendation to eliminate this path to the permit because it was viewed to reflect insufficient preparation.

Recommendations Related to the Teacher Level of the Permit

	Current Requirements	CDP AP 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.	<i>Revise the authorization statement to include: A Teacher serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.</i>
Education	<p>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.</p> <p>Option 2: Possess an associate degree or higher in ECE/CD or a related field.</p>	<p>Option 1: <i>Possess an associate degree (AA/AS/AS-T) in ECE/CD or comparable degree in ECE/CD that includes 60 semester units.</i></p> <p>Option 2: <i>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 completing 20 additional units towards a baccalaureate degree.</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: 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.	For each five year renewal, complete 105 hours, <i>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.</i>

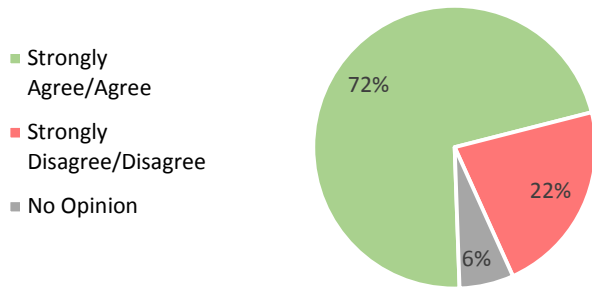
Panel Rationale:

As indicated above, the panel believed all levels of the Child Development Permit matrix should be required to include a minimum level of preparation for working effectively with the infant/toddler population (3 semester units).

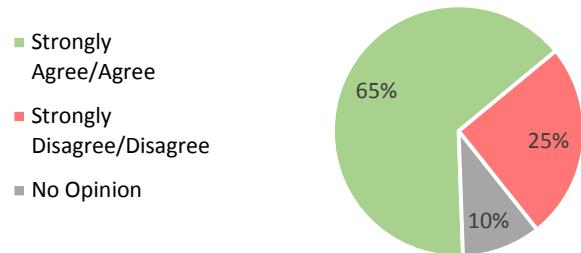
While the panel was in favor of requiring a baccalaureate degree for the Teacher permit level, the panel conceded that in the present context this would be an unmanageable leap from the current permit requirements. They were in strong agreement, however, that individuals at this level of the permit who are supervising others, creating lesson plans, and leading the instruction and activities of a classroom should have a minimum of an Associate’s degree either in ECE/CD or with a majority of units in ECE/CD, and that they should be working toward a Bachelor’s degree. Option two retains the current requirements for earning a Teacher Permit but provides a ramp up to the Associate’s and Bachelor’s degrees through the proposed renewal requirements.

Survey Results:

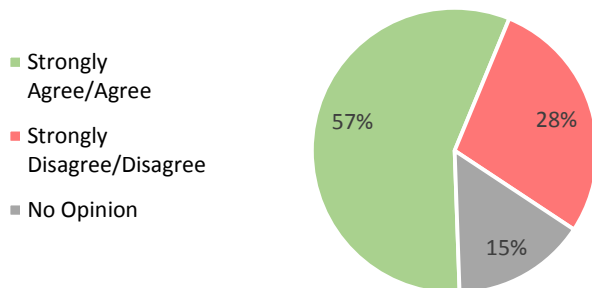
For Option 1 of the Education requirements, require possession of an Associate Degree (AA/AS/AS-T) in ECE/Child Development or comparable degree in ECE/CD that includes 60 semester units. (N=1634)



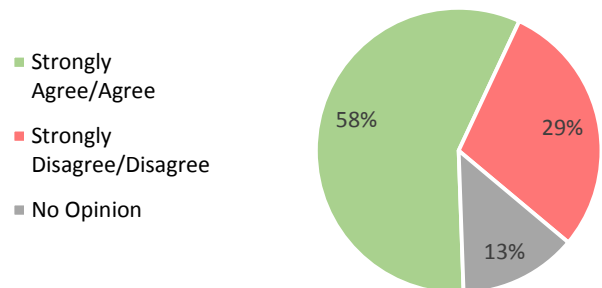
For Option 2 of the Education requirements, require completion of 40 semester units, including 24 units ECE/CD, plus 16 units general education, for the initial permit. For permit renewal, require meeting the Option 1 requirements within the first renewal



For the Experience requirement, require 210 hours of clinical experience, to include a minimum number of hours of student teaching for both Option 1 and Option 2. (N=1630)



For permit renewal, require meeting the Option 1 requirements within the first renewal period, or 20 additional units applicable towards a baccalaureate degree. (N=1625)



The comments of respondents on all four recommendations related to the Teacher level of the permit demonstrated a common theme: requiring more education or even a minimum AA/AS degree for this level of the permit will likely improve the preparation of the workforce but may not be feasible at this time. These reasons include the lack of affordability of additional coursework and/or degrees for workforce members, thus potentially forcing them out of the field if additional education were required; or the likelihood that workforce members who could afford and who obtained the additional education would then likely seek out better paying jobs. Responses from the field also mention increased costs to parents because as education requirements increase, salary levels would likely commensurately increase. Additionally, within the field there are competing priorities relating to balancing the requirements of coursework and

experience. Many in the field feel that experience cannot be replaced by coursework, while others advocate for the research-based foundation provided by coursework.

Comments in support of the recommendations include:

“AA Degree or higher in ECE should be the minimum requirement.” *(Employer of ECE staff)*

“I like the option 2 idea in which renewal requirements would be applicable towards a BA.” *(Other public agency staff)*

Comments in opposition to the recommendations include:

“I work with many people who are trying to obtain or maintain permits. They struggle to complete the classes they need while working and raising families at the same time. This proposal is so different from the current matrix and would cause quite a hardship on some people that I would not be happy to see it written up as an unwavering expectation. There is very little financial payoff for a person to go forward and get their degrees ECE. Most are trying to maintain their permits so they can continue working. Also, it’s more and more difficult to find a way to complete the student teaching aspect of this requirement.” *(Preparer of the workforce)*

“There are no options for student teaching or clinical experience in our very rural counties.” *(Employer of ECE staff)*

Recommendations Related to the Master Teacher Level of the Permit

In addition to the recommendations summarized within the table below, the panel made these two general recommendations:

- Change the document title from “Master Teacher” to “Teaching Specialist.”
- Develop an option to allow the Teaching Specialist to add an Administrator authorization in order to serve as a Site Supervisor.

	Current Requirements	CDP AP 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.	<i>Revise the authorization statement to reflect coaching support related to quality improvement and to include the following: A Teaching Specialist serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.</i>
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	<i>Option 1: Possess a baccalaureate degree in ECE/CD Option 2: Possess a baccalaureate degree in any discipline with 36</i>

	Current Requirements	CDP AP Recommendations
	<p>area of ECE/CD specialization, and 2 semester units of adult supervision coursework.</p> <p>Option 2: Possess a baccalaureate or higher degree with 12 semester units of ECE/CD, plus 3 semester units of supervised field experience in an ECE/CD setting.</p>	<p><i>semester units of ECE/CD, including 18 semester units of upper division coursework.</i></p> <p><i>Require for both options: Coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age; 2 semester units of adult supervision; and 6 semester units in a concentration area.</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>2 years of experience while holding a Child Development Teacher Permit.</i>
Renewal	105 hours of professional growth activities.	For each five year renewal, complete 105 hours, <i>with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

Panel Rationale:

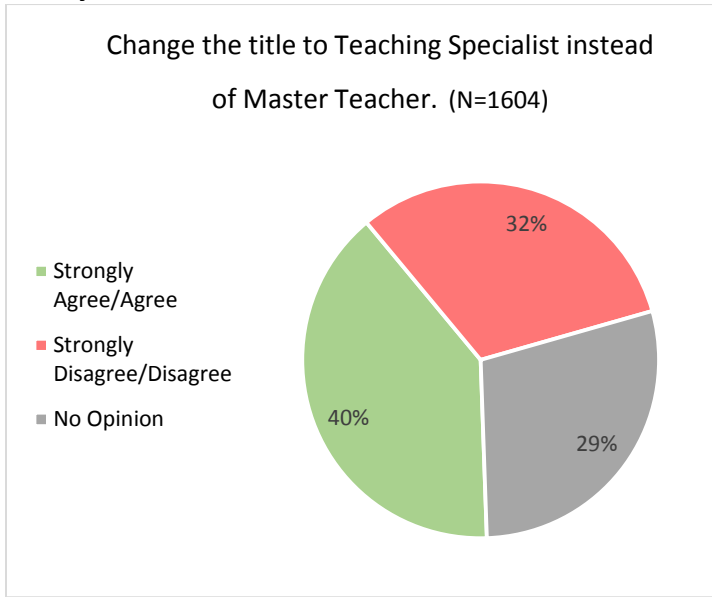
The panel felt that the prior title of “Master Teacher” did not sufficiently encompass the intended role of this position to provide coaching support relating to improving the quality of instruction in the ECE setting, and thus is recommending a change in title to “Teaching Specialist” to focus on the primacy of that role within the ECE setting.

In addition, the panel also wanted to recognize the advanced preparation required at this level of the Matrix and thus recommends that a Teaching Specialist be able to add an authorization to serve as a Site Administrator for a single program site. This approach is intended by the panel to add staffing flexibility as well as an upward path for the Teaching Specialist permit holder. The panel also noted that for this recommendation to become effective, requirements for the Site Administrator added authorization would need to be developed and adopted by the Commission.

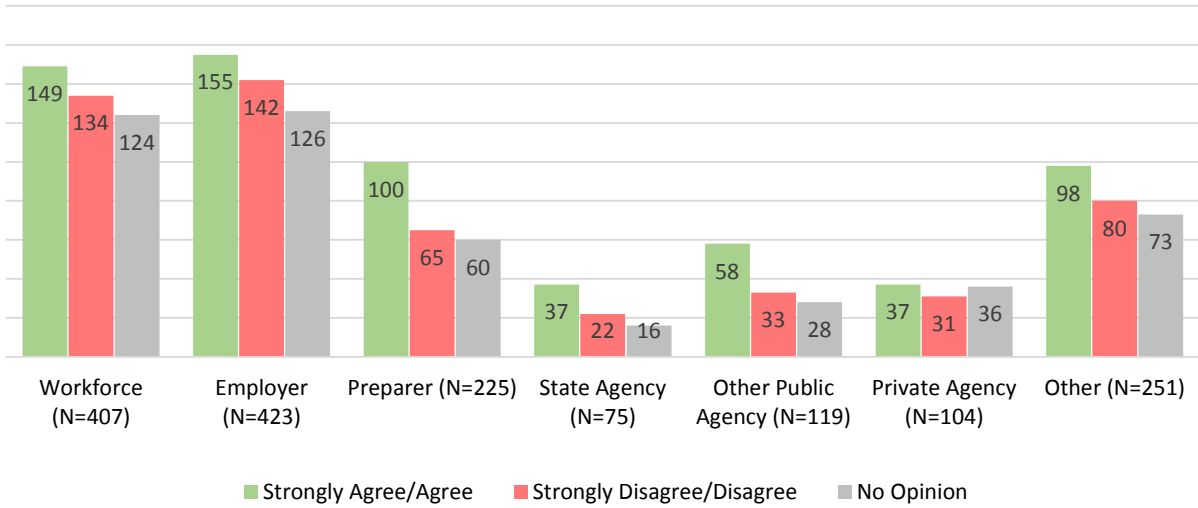
The panel recommended requiring a Bachelor’s Degree, either in ECE/CD or in any discipline if the individual also has 36 units of ECE/CD and 18 units of upper division coursework. The panel saw this approach as upgrading the former requirements that under the current Option 1 allows an individual with less than a Bachelor’s Degree to serve as a Master Teacher.

The panel also felt that an individual serving in the role of a Teaching Specialist should have a minimum of two years of experience while serving on a Child Development Permit.

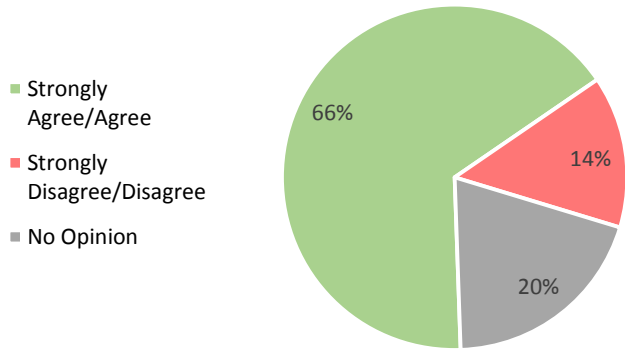
Survey Results:



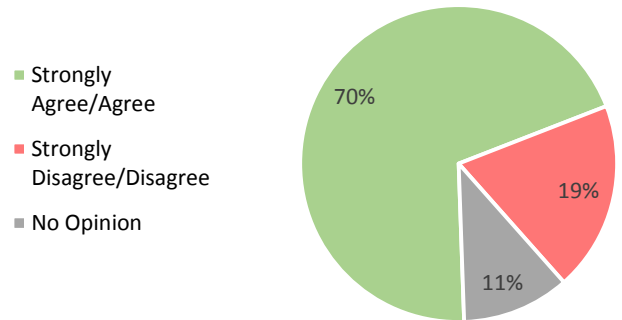
Change the title to Teaching Specialist instead of Master Teacher.



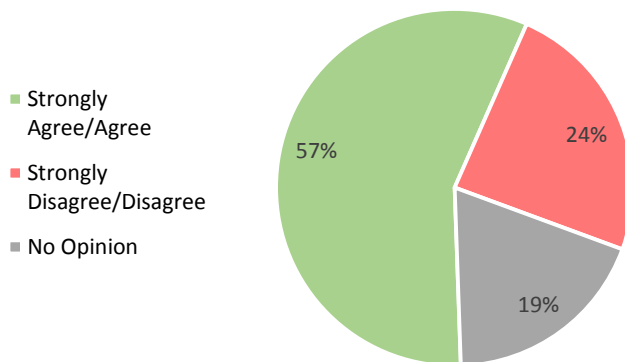
Revise the authorization statement to reflect coaching support related to quality improvement. (N=1594)



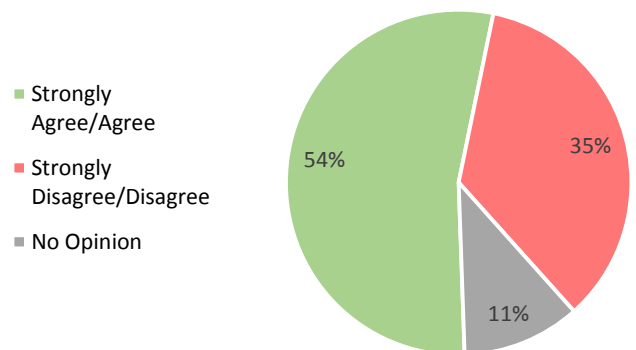
Course work related to pedagogy must address the full developmental range. (infant/toddler, preschool, school age) (N=1601)



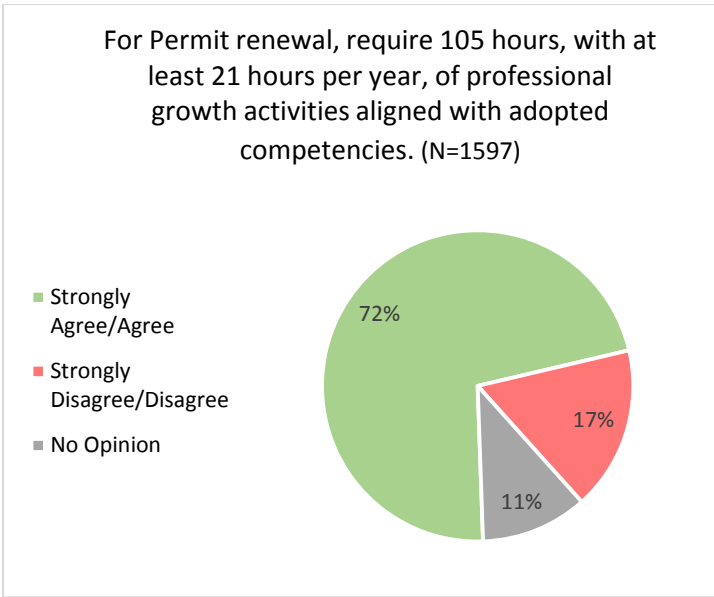
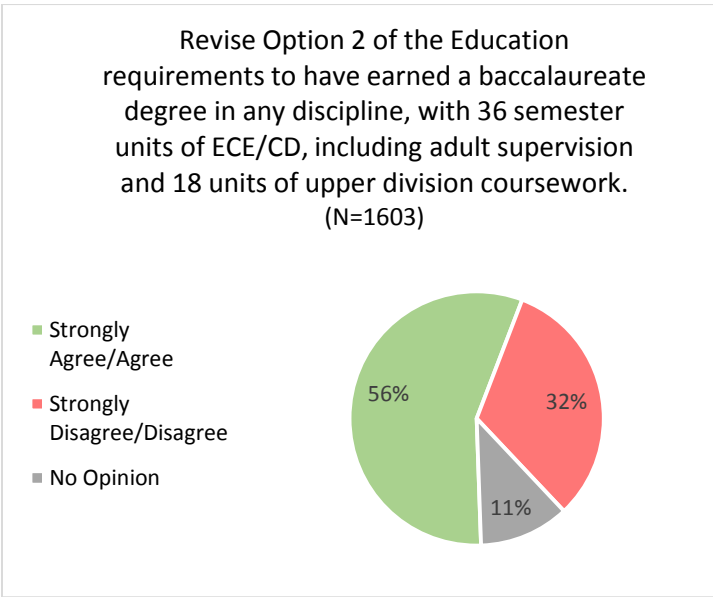
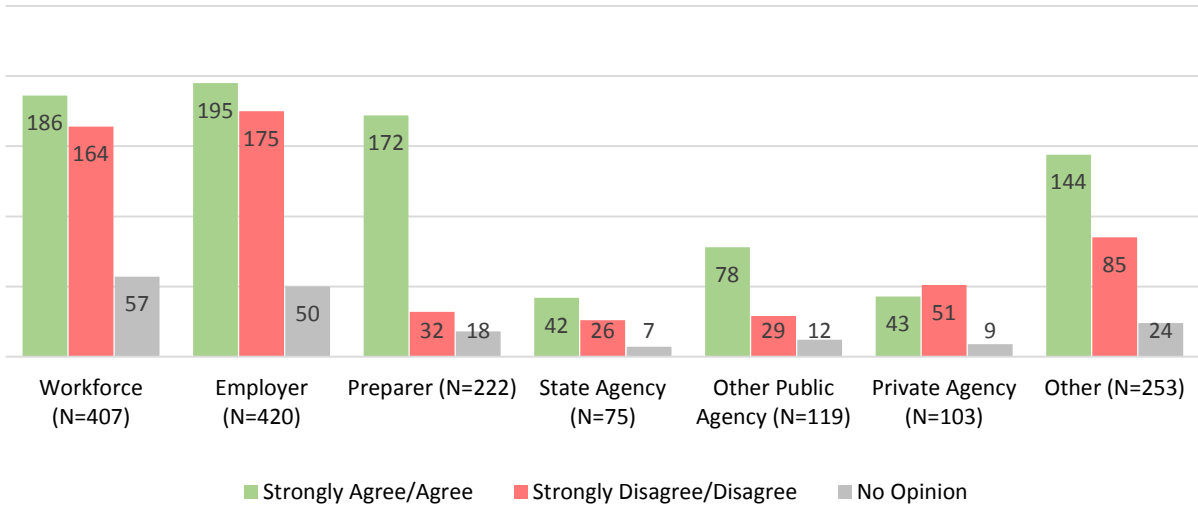
Require two years of experience as a CDP Teacher. (N=1578)

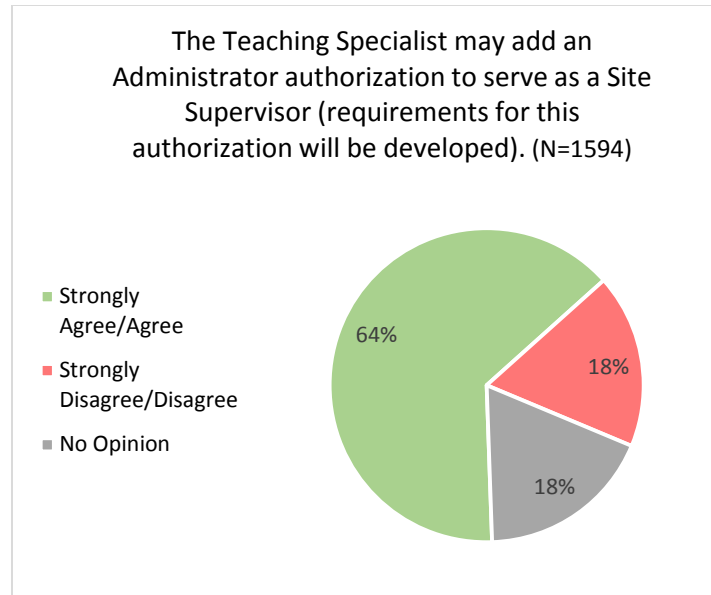


Revise Option 1 of the Education requirements to have earned a baccalaureate degree in ECE/CD. (N=1603)



Revise Option 1 of the Education requirements to have earned a baccalaureate degree in ECE/CD.





Survey respondents were fairly evenly divided in their support for or opposition to changing the name of this permit from “Master Teacher to “Teaching Specialist”. Comments in support of the proposed name change:

“I think the Master Teacher level is just a frivolous title. Teaching specialist makes the position a good interim position between teacher and site supervisor.” (*Other*)

“I agree that the master teacher is more of a specialist rather than a “master” teacher.” (*Preparer*)

“I like the name change to better fit this role of one to improve quality and coach others.” (*ECE workforce member*)

There were a greater number of comments in opposition to the proposed name change. Many respondents indicated that the term “Teaching Specialist” connotes to them a non-teaching position, or could potentially cause confusion with the use of the term “Specialist” as used within the PK-12 credential structure. Below are selected comments in opposition:

“I would like to keep the Master Teacher Permit instead of Teaching Specialist Permit. Teachers in ECE are not specialists, but teachers. I believe specialists hold higher degrees than just AA or BA. Teachers are not about to diagnose anyone and so teachers are not specialists.” (*ECE workforce member*)

“The title Master Teacher conveys the required skill and deserved respect better than Teaching Specialist.” (*ECE workforce member*)

“Title should remain “Master Teacher.” Terms should align with elementary and other teachers. Teaching specialist does not sound like a master teacher which would be a well-

qualified educator. Teaching specialist sounds like a specialist that would come into the classroom to work with children separately or to support the master teacher. (*Other*)

Two-thirds of respondents supported the proposed change in authorization to reflect coaching support related to quality improvement. Only one respondent provided a comment in support, indicating that this level of the permit should serve only as a coach and not have the duties of a site supervisor.

Commenters opposed to the recommendation to change the authorization statement indicated some confusion as to the role of a coach within the ECE setting, and/or that they do not think it is appropriate to assign coaching duties to the Master Teacher. Two sample comments are provided below:

“Tying the site coaching function to a particular permit is unwise. It limits the pool of those who might effectively fill the coach function; and academic content alone does not guarantee that the permit holder has coaching disposition/competence.” (*Other public agency staff*)

“Given the complexities of who has access to coaches and the variability of quality and expertise in coaching work, I think it is neither appropriate nor necessary to add “coaching support related to quality improvement” to the permit matrix.” (*Preparer*)

More than half the survey respondents supported the proposed requirement of two years experience prior to advancement to Teaching Specialist. Commenters opposed to the recommendation indicated they felt the requirement was unnecessary and/or the amount of required prerequisite experience could be reduced. Here are two sample comments:

“I do not agree that teachers should be required to have a permit for two years before applying for a Master Teacher permit. Currently, I have teachers who received their Bachelor’s Degree and were able to get a Master Teacher permit. They did not have a permit before but were teacher assistants at our school previously. Requiring them to have a permit for 2 years before applying for the Master Teacher permit would not have allowed us to give them as much authorization as we did.” (*ECE workforce member*)

“I think one year experience could in some cases be sufficient. If the agency or company wants to require 2, let it be their own internal policies and procedures.” (*Preparer*)

Regarding the recommendation to require a Baccalaureate Degree in ECE/CD for Option 1 for the Master Teacher permit, respondents in support generally indicated they liked the idea of a degree in ECE/CD but some also thought other related degrees should be considered as well. Commenters in opposition to the requirement indicated they felt that a well-prepared AA degree candidate from a community college program should be an allowable option, as “...some of our best teachers come out of community college since it is more specialized. Our B.A. teachers are working towards teaching credentials for public school and often have a more “instructional” approach rather than developmental.” (*Employer*)

Seventy-two percent (72%) of respondents supported the recommendation to require 105 hours for renewal of the permit every five years, with at least 21 hours per year. One commenter in support indicated a preference for a higher number of hours of professional development within 5 years. Commenters not in support of the recommendation suggested that the number of hours was excessive, comparing the proposed requirements to that of nurses, who have to complete 32 hours over two years. Some commenters indicated they did not understand what professional development “aligned with adopted competences” referred to or would look like. Some commenters cited individual circumstances such as health, funding, and family responsibilities that might preclude or make it difficult for workforce members to meet the 21 hours per year requirement. Finally, some commenters cited the lack of available appropriate credit hours at the postsecondary level.

Recommendations Related to the Site Supervisor Level of the Permit

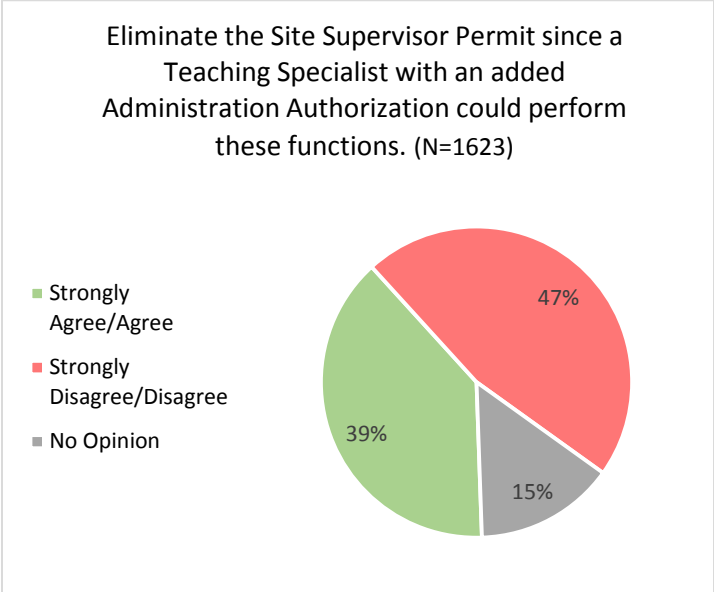
	Current Requirements	CDP AP Recommendations
Authorization	Authorizes the holder to supervise a child care and development program operating a single site; provide services in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.	
Education	<p>Option 1: Possess an associate degree (or 60 units) 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 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 teacher 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>	<i>Eliminate this level of the permit; allow the Master Teacher/Teaching Specialist to add an administrative authorization and provide these services as needed.</i>
Experience	For Option 1 only: 350 days of 3+ hours per day in an instructional capacity in a child care and	

	Current Requirements	CDP AP Recommendations
	development program within the last 4 years including at least 100 days of supervising adults.	
Renewal	105 hours of professional growth activities.	

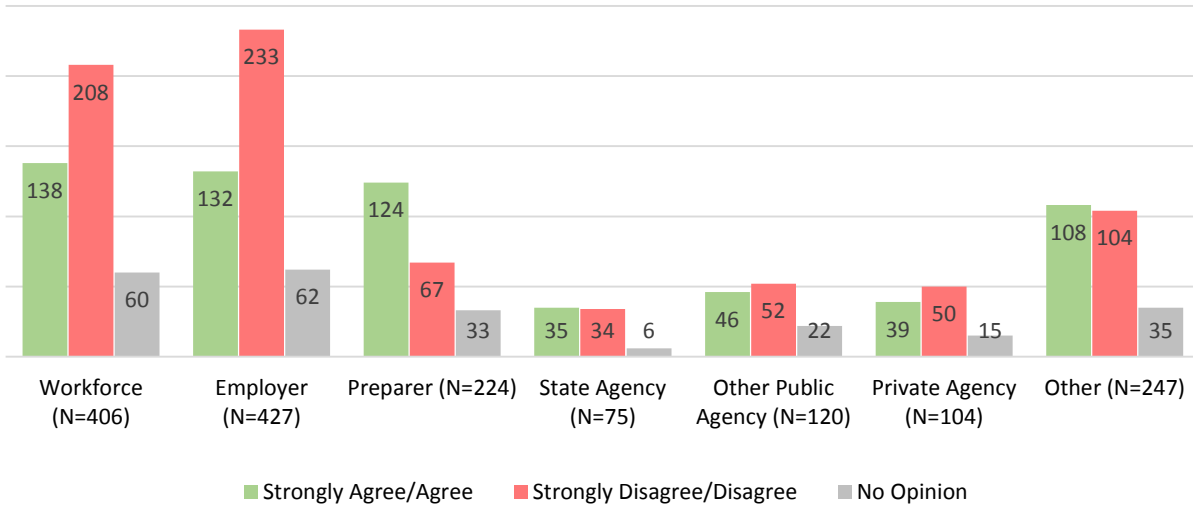
Panel Rationale:

The panel felt that the responsibilities of this level of the position, and the requirements for the position, were sufficiently close to the Master Teacher level that in order to provide both flexibility for employers and advancement for Master Teacher permit holders, the Site Supervisor level of the permit could be eliminated in favor of establishing an added authorization for the Master Teacher interested in an administration-oriented role. The panel also felt that supervisors needed classroom experience, and that therefore the added authorization approach would assure that site supervisors had that background in classroom teaching.

Survey Results:



Eliminate the Site Supervisor Permit since a Teaching Specialist with an added Administration Authorization could perform these functions.



Most employer and workforce survey respondents did not support the idea of eliminating the Site Supervisor level of the permit. The few commenters in support of the recommendation to eliminate the Site Supervisor level indicated they felt the current matrix implies that the Master Teacher is at a lower level than the site supervisor, and that teachers should have the option of specializing in administration or curriculum/child development. Some employers indicated they do not have the option of employing or having a position for a site supervisor because the school principal serves in this role for school-sited programs.

Commenters opposed to eliminating the Site Supervisor permit level felt strongly that a teaching path and a supervisory/administrative path are not the same, require different skill sets and attract different types of people. Some comments suggested that this approach might put Title 22-governed programs out of compliance with requirements, and possibly Title 5-governed programs as well. One commenter suggested that the Site Supervisor permit provides for "...a clear delineation between those that can lead a site and those that can lead children."

Recommendations Related to the Program Director Level of the Permit

The panel made the following general recommendation:

- Change the document title from "Program Director" to "Program Administrator."

	Current Requirements	CDP AP Recommendations
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	<i>Revise the authorization statement to include coaching support related to quality improvement and to include the following: A Program Director serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of</i>

	Current Requirements	CDP AP Recommendations
	curriculum and staff development in a child care and development program.	<i>infants and toddlers.</i>
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>Option 1: Possess a baccalaureate degree or higher with 15 semester units of management/administration/supervision/leadership/policy including 6 administrative units, 2 adult supervision units and 24 semester units of ECE/CD including coursework related to serving infants and toddlers.</i></p> <p>Option 2: Possess an Administrative Services credential with 12 semester units in ECE/CD and 3 semester units of supervised field experience in an ECE setting.</p> <p><i>Option 3: Possess a Multiple Subject teaching credential with units and field experience as listed in Option 2, with 12 semester units that include specification of areas of competency needed for ECE/CD and 6 semester units of administration.</i></p> <p><i>Option 4: Possess a master's degree in ECE/CD or Child/Human Development that includes 15 semester units of management/administration/supervision/leadership/policy including 6 administration units and 2 adult supervision units.</i></p>
Experience	For Option 1 only: One year of Site Supervisor experience.	<i>5 years of experience as a teacher of ages birth to 12.</i>
Renewal	105 hours of professional growth activities.	For each five year renewal, complete 105 hours, <i>with at least 21 hours per year, of professional growth activities aligned with adopted competencies.</i>

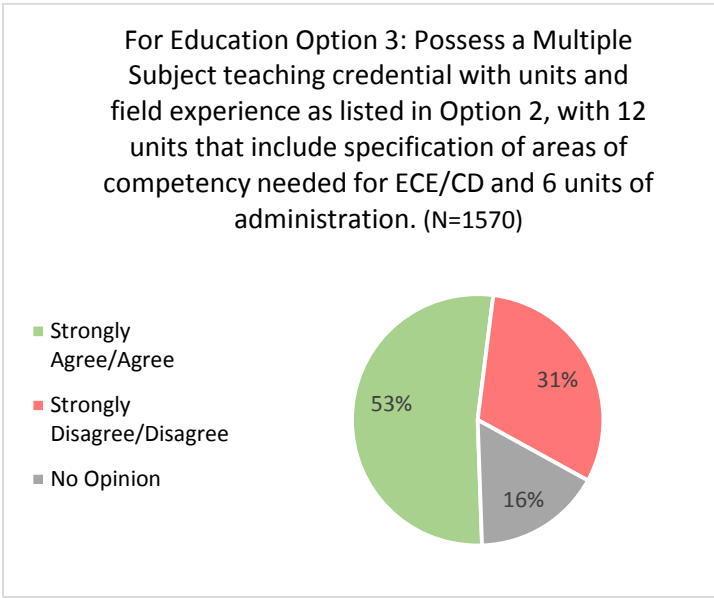
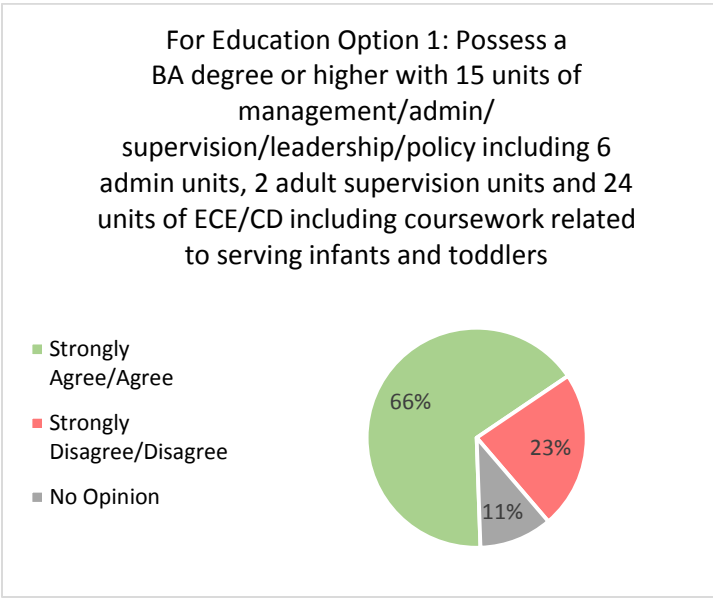
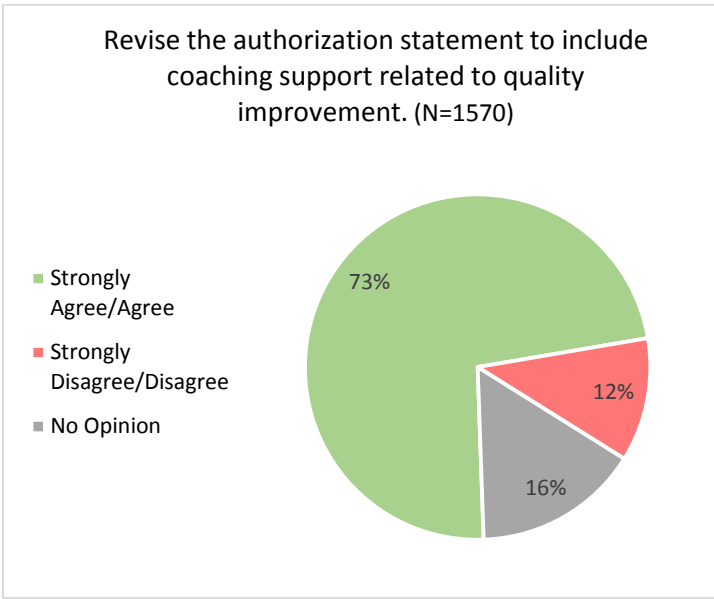
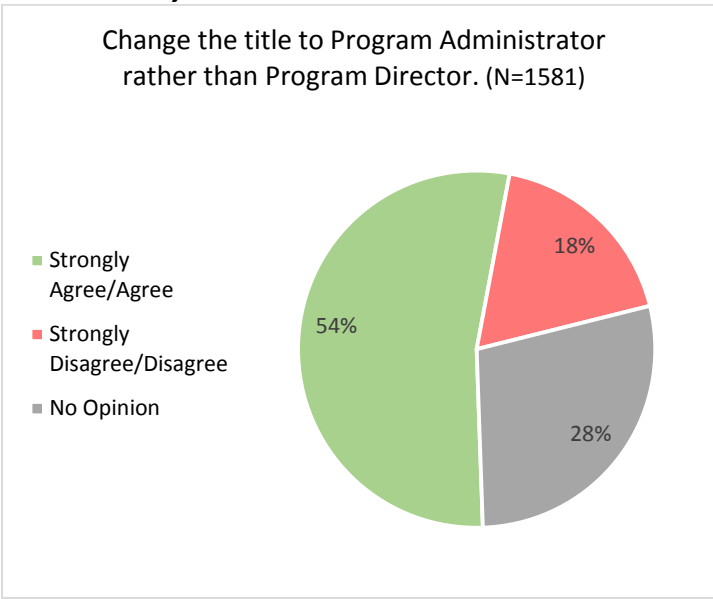
Panel Rationale:

The panel felt that changing the title of “Program Director” to “Program Administrator” better reflects the administrative role and responsibilities expected of this level of the permit and brings the terminology into alignment with its counterpart in the K-12 credentialing structure. This alignment is further enhanced by the panel’s recommended changes to all options of the education requirement to strengthen candidate preparation in the areas of management, administration, supervision, leadership and/or policy.

The panel chose to eliminate from education Option 3 the provision for candidates who hold a Single Subject credential in Home Economics, based on the belief that a candidate would not have sufficiently broad subject matter knowledge needed to work with preschool aged children.

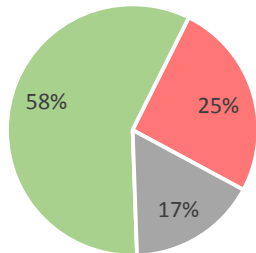
The panel also felt that an individual serving in the role of a Program Administrator should have at least five years of experience teaching students aged birth to 12. While birth to 8 is the typical age range for individuals working in the ECE field, the panel felt that its changes to the education requirements for this level of the permit ensure that candidates would have sufficient experience with ECE and, therefore, did not feel that it is essential that experience be limited to birth to 8 year olds.

Survey Results:



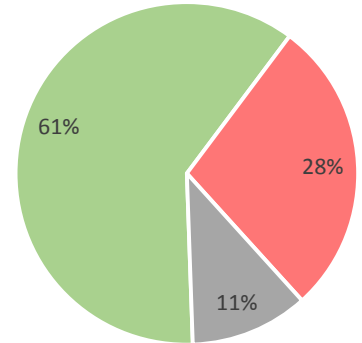
For Education Option 4: Possess a master’s degree in ECE/CD or Child/Human Development that includes 15 units of management/administration/supervision/leadership/policy including 6 administration units and 2 adult supervision units. (N=1569)

- Strongly Agree/Agree
- Strongly Disagree/Disagree
- No Opinion



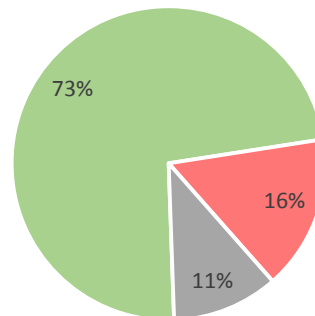
For the experience requirement, require five years of experience as a teacher ages birth to 12. (N=1566)

- Strongly Agree/Agree
- Strongly Disagree/Disagree
- No Opinion



For Permit renewal, require 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies. (N=1561)

- Strongly Agree/Agree
- Strongly Disagree/Disagree
- No Opinion



More than half the survey respondents supported the recommendation to change the name of this permit level from “Program Director” to “Program Administrator.” Some respondents, however, expressed a concern that doing so might cause a potential confusion with the Commission’s “Administrative” credential (i.e., the Administrative Services Credential), with an implication that holders of this permit level might also be authorized to work in a PK-12 setting. Some respondents indicated they felt the title of “Administrator” connoted a lower level position than the prior “Director.” Other respondents indicated the title change implied to them that the person would be distant from the program, in an office not necessarily connected with on-site services. Finally, some respondents questioned if this title would be in alignment with either Title 5-governed or Title 22-governed programs, and would at minimum require changing contractual paperwork and other related elements.

The majority of survey respondents supported changing the authorization statement to include coaching support related to quality improvement. Commenters in opposition expressed some of the same concerns as for the Master Teacher (Teaching Specialist) level. Some commenters were unclear if individuals providing coaching should have the Teaching Specialist permit, or the Program Administrator permit, or needed both. Other commenters were not clear what “quality improvement” referred to, or if it referred to the CDE’s Quality Rating Improvement System (QRIS)¹, or something else. Finally, some commenters expressed the idea that all administrators should not have to also be coaches, and that the coaching duties and responsibilities should be separate from administrative and supervisory duties.

With respect to the education requirement for Option 1 (requiring a B.A. degree with 15 semester units in management/administration/supervision/leadership/policy, etc.) some respondents favored the addition of coursework in the areas of management/administration/supervision/leadership while expressing concerns that these types and numbers of units may not be readily available within current course offerings leading to the CDP preparation, or may not be offered at all by preparers. Some commenters wanted the Commission to specify that these units must be related to ECE/CD and not some other area of management. Still other commenters expressed the idea that the units should also provide knowledge of business administration for the higher levels of the permit, since these permit holders typically are responsible for administering all aspects of ECE program sites. Here are some sample comments:

“Limited classes are offered in management/administration/supervision /leadership/policy. New classes would need to be developed or classes like small business budgeting, basic HR policies, conflict resolution would need to be accepted from the business programs of the local colleges.” (*Employer*)

“15 semester units in administration will create a barrier to many students. Even lowering this to 21 units would make this option more affordable and time-efficient. Many business courses that would work well for the administrative units are 1 or 2 units, so getting up to 15 would take a great deal of time, especially when these courses may not be offered very often. Six units beyond the six ECE administration units will be plenty to make sure the program administrator is fully qualified.” (*Preparer*)

“While in agreement, courses would need to be developed for the management/administration/supervision/leadership and policy specific to ECE programs. I am not aware of more than 8 units being offered in these areas at CSUs or Community Colleges. Current admin credential programs do not address the needs of ECE programs.” (*Preparer*)

Respondents also expressed support for the idea under Option 4 of requiring a Master’s Degree (58%), but expressed concerns about narrowing the allowable major only to ECE/CD/Child/Human Development. Here are some sample comments:

¹ <http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>

“I particularly disagree with Option 4 requirement re: 15 units of Admin/Leadership policy. This represents at least 5 courses-half of a master’s program that excludes some current areas of research and concerns – I do agree quality is and should be added to this responsibility, but this seems to be moving towards a much narrower and prescriptive masters degree.”
(Preparer)

“I agree that under option 1 a B.A. with 18 units in management and so on but not for option 4 for M.A. holders. There is more freedom in choosing courses for a B.A. but not for M.A. programs. I received an M.A. in EC but the program did not include 15 units in management or other topics. Changing option 4 to require an M.A. and the 15 units would require most people to receive an M.A. and then take extra courses outside of the program in order to meet requirements in option 4. *(ECE workforce member)*

“Though option 4 is good, it should also include Master’s Degree in education.” “I think the Master’s Degree can be more broad to include business, administration, education as well.”
(Employers)

The majority of respondents (73%) supported the recommendation to require 105 hours of professional growth activities for this level of the permit. Some respondents indicated that there were not enough applicable opportunities for professional growth at this level, however, and that the time commitment of a Program Director would hinder the ability to complete 105 hours over five years, or even 21 hours per year. There was some concern expressed over tying the professional growth to “adopted competencies” as it was not clear what this referred to.

Finally, 61% of respondents supported the recommendation to require five years experience at the teacher level serving children ages birth to 12. Comments in opposition to this recommendation indicated they felt this was excessive, and suggested that three years would be sufficient. Some questioned the “birth to 12” span, indicating that the span should be birth to 8 years instead.

Part II: Teacher Level Performance Expectations

Introduction

Part I of this agenda item presented recommendations made by the Child Development Advisory Panel to update and strengthen the Commission's Child Development Permit Matrix. This section addresses the issue of identifying performance expectations for the early care and education workforce at each level of the permit.

The approach to quality expectations for the performance of candidates as described below focuses on the development and potential implementation of a set of Performance Expectations for each level of the Permit that would perform a role and function analogous to how the *Teaching Performance Expectations* (TPEs) function within the PK-12 preparation and licensure system. In essence, the Performance Expectations could become TPEs applicable to the early care and education workforce.

Development of Draft Performance Expectations for the ECE Workforce

Candidate competencies serve to identify what candidates are expected to be able to do on the job. As indicated previously, a number of entities – the National Academy of Sciences Institute of Medicine, the National Association for the Education of Young Children, the California Department of Education Child Development Division -- have developed guiding documents articulating the knowledge, skills and abilities needed by early childhood educators. The [core competencies proposed for ECE teachers by the Institute of Medicine's \(IOM\)](#) represent a high level synthesis of what is considered 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, research-based 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, which align at a high level with the extensive CDE developed California Early Childhood Educator Competencies. There was common agreement among the members of the CDP AP that a streamlined and manageable set of candidate competencies based on existing work could be helpful in improving ECE preparation.

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, which are included in Appendix B. This is a new approach for California, one that would 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.

Because this is a novel approach in the ECE field, staff developed draft Performance Expectations for the Teacher level of the permit only. This level of the Permit serves as a foundational benchmark for the levels both below and above it on the Permit Matrix, and if the idea of basing the CDP on a set of performance expectations makes sense, then they will be developed for the other levels of the permit as well. Staff presented the draft performance expectations for CDP teachers to 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 draft performance expectations organized under the CSTP 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 B of this agenda item.

The ECE field is accustomed to using credit hours as the organizing schema for specifying requirements for earning the Child Development Permit. As a first step to reorienting the ECE field towards a system of preparation where the expected competencies of Child Development Permit candidates would undergird how preparation is organized, staff developed the draft set of Performance Expectations to inform the content of these credit hours

Pursuant to Commission direction at the June 2016 Commission meeting, staff circulated a field review survey to obtain feedback on the draft performance expectations during the fall of 2016. A total of 902 individuals completed part or all of the survey.

Demographics of Respondents

Respondent Category	Number of Respondents	Percent of Respondents
Employer	250	28%
Preparer	133	15%
ECE workforce member	216	24%
State agency staff	43	5%
Other public agency staff	71	8%
Private agency staff	80	7%
Other	129	14%

Respondents indicated their primary setting or focus of work responsibilities was the following:

Respondent Primary Work Setting	Number of Respondents	Percent of Respondents
State-funded Preschool	247	29%
Title 22 program	81	10%
Transitional Kindergarten	21	3%
Infant-toddler program	36	5%
School-age program	16	2%
Before/after school program	8	1%
Head Start	82	10%
Other publicly-funded ECE program	26	3%
Home-based program	24	3%
State agency statewide oversight, single program type	10	1%
State agency oversight, multiple programs	35	4%

Respondent Primary Work Setting	Number of Respondents	Percent of Respondents
Statewide advocacy group/organization	14	2%
Statewide ECE curriculum or other services/supports	31	4%
Private program	28	3%
Other type of public/private program	180	21%

Seventy percent of respondents had more than 15 years of experience in the field. Southern California had the most number of respondents (261), followed by the San Francisco Bay area (193), Northern California (164), the Central Valley (100), the Inland Empire (74), the Central Coast (42), and the Capitol area (30).

Forty-four percent of respondents indicated they held a Master’s Degree, followed by 35% of respondents who indicated they held a Bachelor’s Degree, and 10% who indicated they held a high school diploma as their highest level of academic achievement. Two percent of respondents indicated they had no degree. The overwhelming majority of respondents (91%) indicated they held a Child Development Permit, and the overwhelming majority of respondents (92%) indicated they were female.

Field Input Regarding the Teacher Level Performance Expectations

Response from the field across all segments was highly positive about the Teacher Level Performance Expectations, as shown in the table below.

Survey Statement	Strongly Agree/Agree	Disagree/Strongly Disagree	No Opinion
The Performance Expectations as a whole reflect knowledge, skills, and abilities needed by a practitioner at the Teacher level of the Matrix.	85%	9%	6%
The Performance Expectations as a whole are sufficiently comprehensive to encompass the job of a Child Development Teacher.	82%	11%	7%
The language of the Performance Expectations as a whole is clear.	76%	13%	11%
Implementing the Performance Expectations as a whole would improve the quality of the preparation of the ECE workforce.	77%	11%	122%
Implementing the Performance Expectations as a whole would provide guidance to preparation programs for designing and implementing curriculum and practical/field experiences for Permit candidates.	80%	11%	9%
The Commission should develop and implement Performance Expectations for all Permit levels.	72%	16%	12%

Survey Statement	Strongly Agree/Agree	Disagree/Strongly Disagree	No Opinion
The level and rigor of the Performance Expectations are appropriate for the work of an ECE teacher.	70%	17%	13%

Respondents had the opportunity to provide comments regarding the Performance Expectations as a whole. Overall, the majority of positive comments were from respondents indicating they are preparers of the workforce. Here are a few supportive sample comments:

“The expectations are clear to me as a veteran in the field with a Master’s Degree. I would like to see this document used within the ECE students’ course of study so that they become familiar with it along their journey in the field.” *(Preparer)*

“Faculty have been concerned for years about students passing courses but not having the dispositions to be an effective teacher. This would remedy that loophole.” *(Preparer)*

“This is an essential step to professionalizing the ECE workforce. While they may need additional clarification, these expectations are critical towards improving quality in the classroom for the children across the state.” *(Other Public Agency Staff Member)*

Some respondents, however, expressed concerns regarding compensation and the relationship between low compensation and high expectations for the preparation and performance of the workforce. Several respondents indicated unfamiliarity with the concept and/or the process of implementing and assessing educator performance expectations. Several respondents indicated they were unclear about the relationship between the Performance Expectations and the CDE’s extensive set of competencies in the ECE field.

Here are a few sample comments from respondents who expressed concerns:

“Too rigorous from an underpaid workforce perspective.” *(Other)*

“...Most important question would be who is going to be in charge of evaluating these performance expectations? Will they be familiar with each center, or will they be a state bureaucrat that works at a desk?” *(Employer)*

“It is unclear how the performance standards would be used to assess knowledge of candidates. Would these competencies be embedded into coursework? If so, the mandate of the foundations and frameworks can limit academic freedom of higher education faculty and should be listed as an option rather than a requirement. Would there be an exam or a review of the candidate to qualify? This needs some explanation of how the competencies would be used prior to agreeing on what the competencies are.” *(Preparer)*

Part III: Program Standards

Introduction

In addition to (1) changes to the Child Development Permit Matrix and (2) development of Performance Expectations for each level of the permit, the panel worked on a set of program standards (Appendix C) that could provide guidance to preparation programs leading to the permit.

Currently there is no Commission-based or Commission-approved 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.

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. A draft set of Program Standards was developed, pilot participants submitted standards response 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 authority, sufficient staff or the resources to bring all of these providers into the accreditation system and thus the pilot ended. The current "Verification of Completion" (VOC) process used for recommendations of candidates for the permit, which allows programs using the CAP 8 course outlines to recommend candidates for the Child Development Permit to the Commission for expedited processing of their application, was subsequently instituted.

Program standards are typically used by the Commission to frame expectations for the organization of preparation leading to some form of license. In considering the question of how the State can best monitor and ensure quality in preparation of the ECE workforce, the panel and staff turned to the program standards for Multiple and Single Subject teacher preparation programs to determine whether this approach might help frame appropriate expectations for program quality in ECE. The result of this work is a set of ECE Program Standards to define important program features that impact quality in preparation of the ECE workforce. This draft document has also been shared with the same stakeholders and at the same meetings as the draft candidate Performance Expectations, and input received has been incorporated in the current version of the Standards. The Program Standards have also undergone a field review pursuant to Commission direction to obtain input from the field (see below).

"Program Standards" vs. "Program Guidelines"

Within the Commission's Accreditation System, "Program Standards" define the qualities and requirements for preparation providers that want to be accredited by the Commission to offer professional preparation for California credential candidates. These standards are not voluntary in nature; all program sponsors must address and implement these standards in order to be eligible to offer educator preparation. It is not clear, however, if within the context of ECE

preparation the Program Standards would be voluntary or would at some point in the future become mandatory for preparation providers. For this reason, and because ECE preparation is not currently included within the Commission’s Accreditation System, it has been suggested that the ECE “Program Standards” should be renamed instead as “Program Guidelines” if they move forward for use in the field.

Field Survey Regarding the Program Standards

At the June 2016 Commission meeting, the Commission directed staff to move forward with a field review of the draft Program Standards. The field review survey closed at the end of November, 2016. A total of 712 individuals completed part or all of the survey.

Demographics of Respondents

Respondent Category	Number of Respondents	Percent of Respondents
Employer	183	26%
Preparer	117	16%
ECE workforce member	184	26%
State agency staff	33	5%
Other public agency staff	58	8%
Private agency staff	46	7%
Other	91	13%

Respondents indicated their primary setting or focus of work responsibilities was the following:

Respondent Primary Work Setting	Number of Respondents	Percent of Respondents
State-funded Preschool	190	31%
Title 22 program	68	11%
Transitional Kindergarten	18	3%
Infant-toddler program	33	5%
School-age program	13	2%
Before/after school program	7	1%
Head Start	72	12%
Other publicly-funded ECE program	31	5%
Home-based program	15	2%
State agency statewide oversight, single program type	15	2%
State agency oversight, multiple programs	28	5%
Statewide advocacy group/organization	11	2%
Statewide ECE curriculum or other services/supports	22	4%
Private program	101	16%
Did not indicate	88	12%

Sixty-six percent of respondents had more than 15 years of experience in the field. Southern California had the most number of respondents (215), followed by Northern California (139), San Francisco Bay area (136), the Central Valley (79), the Inland Empire (59), the Central Coast (31), and the Capitol area (24).

Forty-three percent of respondents indicated they held a Master’s Degree, followed by 37% of respondents who indicated they held a Bachelor’s Degree, and 10% who indicated they held a high school diploma as their highest level of academic achievement. Three percent of respondents indicated they had no degree. The overwhelming majority of respondents (92 %) indicated they held a Child Development Permit, and the overwhelming majority of respondents (92%) indicated they were female.

Field Input Regarding the Program Standards

Response from the field across all segments was highly positive about the Program Standards, as shown in the table below.

Survey Statement	Strongly Agree/Agree	Disagree/Strongly Disagree	No Opinion
The Program Standards as a whole reflect high-quality standards for the preparation of the ECE workforce.	85%	8%	7%
The Program Standards as a whole are sufficiently comprehensive.	78%	12%	11%
The language of the Program Standards as a whole is clear.	72%	13%	12%
The Program Standards as a whole are appropriately ambitious.	65%	16%	16%
Implementing the Program Standards as a whole would improve the quality of the preparation of the ECE workforce.	74%	15%	11%
Implementing the Program Standards as a whole would provide guidance to preparation programs for designing and implementing curriculum and practical/field experiences for Permit candidates	76%	13%	11%
Current preparation programs already meet the Program Standards as a whole.	46%	31%	23%

Respondents had the opportunity to provide comments regarding the Program Standards as a whole. Overall, the majority of supportive comments indicated that the Program Standards were comprehensive and a good first step towards improving preparation programs. Several respondents expressed the idea that the Program Standards were “well-done” and “comprehensive” and provided “ a comprehensive road map” but at the same time could be difficult to implement or even unachievable given the current academic status of both ECE program faculty and of ECE candidates. Here are a few sample supportive comments:

“This is a good step towards improving preparation programs to prepare teachers for the reality of the proficiency level required to enhance young children’s learning” (*Employer*)

“I absolutely love how specific it is. These are real time skills that are needed.” (*Workforce member*)

“Program Standards such as these must be integrated on community college, college and university campuses throughout the state. Current tertiary preparation programs for early childhood teachers are abysmal.” (*Workforce Member*)

“Thank you! It’s about time.” (*Preparer*)

“This is an excellent next step in aligning ECE with Elementary preparation and bringing it more into the CTC system.” (*Preparer*)

Some respondents, however, expressed a range of concerns, including concerns about the current quality of preparation as well as of individual faculty members. Other respondents appear to have misunderstood the purpose of Program Standards and incorrectly assumed they would apply to individual candidates rather than to program sponsors. Some respondents cited concerns about potentially limiting the academic freedom of programs and of faculty to teach what and how they wanted. Some employers expressed concerns about potentially discouraging candidates from entering the field due to perceived overly high expectations. Several respondents expressed there would be need to provide funding and training in order for programs to understand and begin to implement Program Standards. Finally, other respondents expressed questions concerning how implementation and monitoring of the Program Standards would be accomplished.

Here are a few sample comments from respondents who expressed concerns:

“The Program Standards need to be introduced to students attending ECE classes. We also need to have trainings for staff who have completed their degrees years ago and are not familiar with the Program Standards.” (*Employer*)

“Please do not make it more difficult for teachers to enter the ECE field. We need to find a way to get teachers into the system with 0 units and work up to being qualified.” (*Employer*)

“Faculty having a master’s degree is unrealistic at this time, there are many highly qualified mentors that have their AA.” (*Employer*)

“College curriculum and program development is the purview of faculty not the CDE [sic]. This attempt to circumvent ED Code and Title [sic] is absolutely an overstepping of the authority of this council and the CDE.” (*Other publicly-funded program*)

“They are a necessary step, but not ambitious enough to substantially change the teacher preparation pipeline. A timeline to implement such standards would be important along with action plan to address content and/or areas of experience that are currently lacking. There’s also no mention of the need for faculty to remain current about the needs/tools in the classrooms and how that would be incorporated to teacher prep programs. A standard about continuous program assessment/improvement would minimally acknowledge that new information should be incorporated and that status-quo preparation is not sufficient. *(Other publicly funded program)*

Additional Considerations and Next Steps

The Advisory Panel’s work has resulted in multiple recommendations relating to the Permit Matrix that could significantly impact how the ECE workforce is prepared in the future to work in early care and education settings. These recommendations are complex, comprehensive, and extensively detailed, which makes it challenging to discuss implications for preparation and professional practice, and identify potential impacts as a whole on the ECE communities.

While it is clear that implementing the full set of recommendations would strengthen preparation of the workforce to work effectively with California’s youngest learners, it is equally clear from both the Panel’s discussions and input from the field survey that the recommendations would have at least a short term impact on recruitment and staffing.

One framing question that could be helpful to the Commission’s discussion is to consider whether the recommendations necessarily need to be moved forward and implemented on an all-or-nothing basis. As the Panel itself recognized, some of the recommendations might be able to move forward in the current context, others might be feasible in the shorter term, while still others might be feasible in the longer term. Some recommendations might be sufficiently aspirational in nature that implementation is not feasible until or unless conditions in the field change significantly in terms of staffing and funding. Proposed changes in the structure of and requirements for the Permit itself need further analysis to determine which, if any, pieces can move forward, and on what timelines. That analysis will need to include a focus on the impact of changes on supply and demand that may affect the ability to staff early care and education programs, and identify to the extent possible approaches that would support effective implementation while minimizing potential negative impacts on the field. The overall coherence of the Permit structure will also need to be examined to determine whether piece by piece implementation is viable.

It could potentially be feasible, however, to move forward at this time with two other aspects of the Panel’s work. The field was strongly supportive of developing performance expectations for the permit and of developing program standards or guidelines to guide preparation. Developing and implementing performance expectations and program guidelines would establish a good foundation for improving preparation for the workforce and identifying needed competencies to perform the job role of an ECE teacher effectively. These types of tools – performance expectations and guidelines – are used in every other credential area to accredit preparation. The Commission does not currently accredit preparation leading to the Child

Development Permit, and to do so would have a significant impact on the Commission's accreditation system. Although how these tools might be used to improve Commission oversight and monitoring of preparation for the CDP needs further discussion and analysis, fully developing and adopting them for the purpose of guidance could be an appropriate and effective short term strategy for making improvements in these areas.

Based on the Commission's discussion during the February 2017 meeting, staff will continue to consult with stakeholders, develop a deeper analysis of the potential impacts of the Panel's recommendations, and return to the Commission with implementation options and timelines to consider at a future meeting.

Appendix A
Proposed Revised Child Development Permit Matrix

	Associate Teacher	Teacher	Teaching Specialist	Program Administrator
Authorization	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. An Associate Teacher serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.	Revise the authorization statement to include: A Teacher serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.	Revise the authorization statement to reflect coaching support related to quality improvement and to include the following: A Teaching Specialist serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.	Revise the authorization statement to reflect coaching support related to quality improvement and to include the following: A Teaching Specialist serving ages birth through 3 shall have completed 3 units of coursework specific to the development and care of infants and toddlers.

	Associate Teacher	Teacher	Teaching Specialist	Program Administrator
Education	<p>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</p>	<p>Option 1: Possess an associate degree (AA/AS/AS-T) in ECE/CD or comparable degree in ECE/CD that includes 60 semester units.</p> <p>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 towards a baccalaureate degree.</p> <p>For both options, coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age.</p>	<p>Option 1: Possess a baccalaureate degree in ECE/CD</p> <p>Option 2: Possess a baccalaureate degree in any discipline with 36 semester units of ECE/CD, including 18 semester units of upper division coursework.</p> <p>Require for both options: Coursework related to pedagogy shall address the full developmental range: infant/toddler, preschool, and school-age; 2 semester units of adult supervision; and 6 semester units in a concentration area.</p>	<p>Option 1: Possess a baccalaureate degree or higher with 15 units of management/administration/supervision/leadership/policy including 6 administrative units, 2 adult supervision units and 24 units of ECE/CD including coursework related to serving infants and toddlers.</p> <p>Option 2: No change to the current Option 2.</p> <p>Option 3: Possess a Multiple Subject teaching credential with units and field experience as listed in Option 2, with 12 units that include specification of areas of competency needed for ECE/CD and 6 units of administration.</p> <p>Option 4: Possess a master's degree in ECE/CD or Child/Human Development that includes 15 units of management/administration/supervision/leadership/policy including 6 administration units and 2 adult supervision units.</p>

	Associate Teacher	Teacher	Teaching Specialist	Program Administrator
Experience	50 days of 3+ hours per day within the last 2 years; or 50 hours of supervised clinical practice.	210 hours of clinical experience to include a minimum number of hours of student teaching for both options.	2 years of experience while holding a Child Development Teacher Permit	5 years of experience as a teacher of ages birth to 12
Renewal	No limit on the number of times the permit can be renewed. For each 5 year renewal, complete 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.	For each five year renewal, complete 105 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.	For each five year renewal, complete 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.	For each five year renewal, complete 105 hours, with at least 21 hours per year, of professional growth activities aligned with adopted competencies.

Appendix B
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 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 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="466 235 1890 305">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 383" style="text-align: center;">Standard 6: Performance Expectations</p> <p data-bbox="466 391 1199 420"><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul data-bbox="516 431 1885 977" style="list-style-type: none"> <li data-bbox="516 431 1885 505">• Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies <li data-bbox="516 513 884 542">• Act in an ethical manner <li data-bbox="516 550 1808 579">• Reflect on practice and use this information to improve teaching and learning in the ECE context <li data-bbox="516 587 1499 617">• Describe ways to collaborate and communicate with other professionals <li data-bbox="516 625 1885 654">• Understand effective strategies for supporting adult learning related to the teaching of young children <li data-bbox="516 662 1885 735">• 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 <li data-bbox="516 743 1885 773">• Demonstrate how to organize and supervise the work of other adults in the early childhood classroom <li data-bbox="516 781 1528 810">• Demonstrate how to provide constructive performance feedback to adults <li data-bbox="516 818 1776 891">• Demonstrate how to communicate effectively with staff being supervised and with one’s own supervisors <li data-bbox="516 899 1759 977">• Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one’s supervisors

Appendix C

Draft Program 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