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Information/Action

Educator Preparation Committee

Update on Work Related to the Child Development Permit

Executive Summary: This agenda item presents an update on work related to the state's Child Development Permit, including recommendations for the Commission's consideration and potential action.

Recommended Action: That the Commission approve the plan for moving the work related to the Child Development Permit forward as presented in this agenda item.

Presenters: Phyllis Jacobson, Administrator, and Erin Sullivan, Consultant, Professional Services Division

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.

October 2017

Update on Work Related to the Child Development Permit

Introduction

This agenda item presents an update on work related to the state's Child Development Permit, including recommendations for the Commission's review and potential action.

Legislative Background

Senate Bill 858 (Chap. 32, Stats. 2014), the education finance budget bill for 2014-15, required the Commission to "review, and update if appropriate, the requirements for the issuance and renewal of permits authorizing service in the care, development, and instruction of children in child care and development programs and permits authorizing supervision of a child care and development program." In response, the Commission appointed a Child Development Permit Advisory Panel (CDP AP) to make recommendations to the Commission relative to the Permit Matrix structure and preparation of the workforce.

The CDP AP held seven meetings between 2015 and 2017. The panel's initial recommendations were presented in a [June 2016 agenda item](#). The panel's final recommendations were presented at the Commission's [February 2017 meeting](#) along with the results of a stakeholder survey on the perceived importance and expected impact of the changes being recommended.

Overview of the CDP AP Recommendations

The Panel made a number of recommendations concerning the structure of the permit and authorizations assigned to each level of the current permit ([Appendix A](#)), including:

- Eliminating both the Assistant and the Site Supervisor levels of the permit;
- Removing the authorization for holders of the Associate level of the permit to serve as the teacher of record and to supervise the work of an Assistant;
- Increasing the education and renewal requirements for several levels of the permit;
- Renaming the Master Teacher and the Program Director levels of the permit; and
- Providing an option for holders of the Master Teacher level of the permit to add an authorization to serve as an Administrator.

In addition, the panel made recommendations to:

- Require coursework for all permit candidates relating to infants and toddlers;
- Develop Performance Expectations for all levels of the permit; and
- Develop Program Guidelines to assist preparation programs to prepare candidates to meet the applicable Performance Expectations once these would be fully developed, field-reviewed, and potentially adopted by the Commission.

Connection with Other Initiatives

The Commission's focus with respect to the Child Development Permit is closely connected to parallel initiatives in the field. These multi-sector initiatives are collaborating to facilitate and

promote improvements in the preparation of the early care and education workforce. Shortly after the panel's first meeting in 2015, the National Institute of Medicine and the National Research Council released their report: [Transforming the Workforce Birth through Eight \(TWB8\)](#). Commission staff, along with multiple other agencies, including but not limited to the California Department of Education, the California Department of Child Care Licensing, First 5 California, the Child Care and Development Training Consortium, the California Community Colleges, and the California State University system, have been engaged in a statewide effort to evaluate the recommendations from this report in relation to California's current policy and practice. The TWB8 is working on an implementation plan that would apply research-based guidance regarding the necessary knowledge, skills, and abilities to support the professional learning of the early care and education workforce within preparation, fieldwork, and practice activities at the state and local levels. Consistent with the recommendations of the CDP AP, a primary focus of California's TWB8 implementation efforts across the sectors has been to look at reframing and refocusing preparation based on the development, and potential Commission adoption of, a set of Performance Expectations for the early care and education workforce and a set of Program Guidelines to support improvements in program coursework, alignment and collaboration across the higher-education based preparers of this workforce. This collaborative work with the TWB8 Core Team member agencies and institutions is expected to continue into 2018.

Policy Discussion Concerning the Child Development Advisory Panel's Recommendations

The CDP AP articulated a bold vision for the preparation of the early learning workforce, with the goal of improving the quality of early care and development. Their recommendations address one component of a complex system that has been the subject of a great deal of discussion in the policy community for many years. Some of the CDP AP's recommendations generated strong reaction and concern from the field. Employers in particular expressed concern that some of the panel's proposed changes to the structure of the Permit would make it more difficult to staff their programs and centers, and undermine their ability to comply with external regulations such as Head Start requirements for mandated staff ratios and responsibilities that are based on the current permit structure. Recommendations to increase unit requirements and professional development responsibilities for earning and renewing a permit generated concern about increasing the time and costs it would take for individuals to prepare and enter the early childhood workforce, which could have a negative impact on supply and/or access to state funded child care and development programs in the current context.

Other Panel recommendations would strengthen and improve preparation of this workforce in the near term - which was the guiding vision of the Panel - without having a negative impact on workforce supply or other external factors. As reported in the [February 2017 agenda item](#), many in the field responded positively to the Panel's recommendation that the Commission strengthen preparation by (1) articulating the necessary knowledge, skills, and abilities of the early learning workforce at all levels of the permit, and (2) developing and adopting Program Guidelines for preparers of this workforce. There was positive response to the conceptual idea of framing the permit structure and the permit authorizations in ways that would help candidates and programs focus on the specific types of knowledge, skills, and abilities needed to effectively assist, teach, coach, and administrate within the early learning setting. Responses to the field survey were also

positive concerning the need to provide specific training in key content areas, for example, working with infants and toddlers. Without undertaking the major structural changes in the permit recommended by the Panel at this time, the Commission nevertheless has an opportunity to improve the quality and depth of preparation required for the current child development permit by developing and adopting new Performance Expectations and Program Guidelines, as discussed more fully below.

Panel members provided their best professional advice in describing the highest level of quality to aim for in the preparation of the workforce for early care and education settings. Given the concerns expressed by the field regarding the potential effects of implementing the Panel-recommended changes to the child development permit structure and requirements, the cost of implementing these changes, and the current lack of infrastructure to support many of these changes, staff is not recommending that the Commission adopt any structural changes to the Permit at the present time. However, staff is recommending that the Commission move forward with the development and adoption of Program Guidelines and Performance Expectations for Permit candidates. Identifying the fundamental competencies for the early care and education workforce and the program qualities important to helping the workforce gain the knowledge, skills, and abilities to master these competencies is a logical first step to improve the preparation of the early care and education workforce.

Progress on the Development of Performance Expectations for the Child Development Permit

Staff drafted a set of Performance Expectations (i.e., candidate competencies) for the Teacher Level of the Permit and initially presented them to the Commission at the [June 2016 meeting](#). Consistent with Commission practice, a field survey was conducted during October and November 2016 to obtain feedback from the field on the draft Teacher Level Performance Expectations. The results from that field survey and an amended version of the Teacher Level Performance Expectations were included in the [February 2017 agenda item](#). These Performance Expectations (Appendix B) were developed with informed expert input from the field and are aligned with multiple foundational sets of standards and competencies. These included the following:

- The Commission’s [California Standards for the Teaching Profession](#);
- 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 \(CAP\)](#) – 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) plus expanded coursework for early care and education administrators and others intended to facilitate adoption and common use of ECE coursework across multiple California Community College campuses;
- [Program standards](#) for accreditation by the National Association for the Education of Young Children (NAEYC) and their [Standards for Initial and for Advanced Early Childhood Professional Preparation](#); and

- Competencies identified in the 2015 report [Transforming the Workforce for Children Birth through Age 8](#) by the National Institute of Medicine and the National Research Council.

Upon review of the Teacher Level Performance Expectations, and, based on positive input from the field concerning the quality and utility of the Performance Expectations, the Commission directed staff to continue to expand the Performance Expectations to additional levels of the permit. The next step of this work has been to develop a draft set of Performance Expectations for the Master Teacher Level of the permit. Based on the recommendations of the CDP AP, the expectations for candidates for the Master Teacher Level of the permit have been refocused to include competencies specifically related to the job-related mentoring/coaching roles required of candidates for this level of the permit. Draft Master Teacher Performance Expectations are provided in Appendix B for the Commission's review, and are shown side by side with the Teacher Level Performance Expectations to facilitate comparison of the knowledge, skills, and abilities for these two permit levels.

The next step in the development process will be to conduct a field review of the new draft Master Teacher Level Performance Expectations to obtain expert input from the field while continuing to develop the Performance Expectations for the remaining levels of the Permit, and to bring an updated version of these Performance Expectations back to the Commission for review and potential adoption at a future meeting. It is expected that the development, field review, and final drafts of the full set of Performance Expectations for all Permit levels will be completed and brought back to the Commission in early 2018.

Progress on the Development of Program Guidelines for Preparers of the Early Care and Education Workforce

The members of the CDP AP panel, as well as the TWB8 work group, have both supported the development of Program Guidelines as a means of identifying quality in the preparation of the early care and education workforce, and as a means of program improvement for preparers of this workforce. Staff worked with members of the CDP AP to develop a set of draft Program Guidelines ([Appendix C](#)) for preparers of the early learning workforce that also underwent a field review during October and November 2016 for expert input and received very positive feedback from the field, as documented in the [February 2017 agenda item](#).

At the present time, the higher education preparers of the early care and education workforce are actively inventorying content and sequences of their coursework and articulation across programs, and promoting statewide alignment of content while still preserving each institution's individual approach to organizing and implementing curriculum and instruction. Commission staff have received feedback that the preparers of the early care and education workforce are eager for the Commission to adopt the Performance Expectations and Program Guidelines to help frame and support this work.

To this end, with Commission approval, staff would like to make the current Performance Expectations for the Teacher and Master Teacher Levels of the Permit and the Program Guidelines available to preparers of the early care and education workforce for initial use as part

of a “pre-implementation” process so that the field can begin working with these foundational documents and can provide focused feedback regarding their quality and utility in supporting and advancing the preparation of this workforce. If the Commission so approves, this critical feedback from a field implementation will help guide the development and refinement of the full set of Performance Expectations and the final set of Program Guidelines to be brought back to the Commission for potential adoption in 2018.

Approaches to Quality Assurance

The Performance Expectations and Program Guidelines would be used by the field to initially guide and focus preparation of the early care and education workforce across the multiple preparation program providers. Currently, the Commission has been using a “[Verification of Completion](#)” (VOC) process that is based on accepting coursework completed by candidates for the Child Development Permit. This voluntary process was initiated in 2004 as an alternative to the Commission’s course-by-course transcript review of each CDP candidate’s application. The Commission invited representatives from community colleges and four-year college or university programs, representatives from the California Department of Education, and representatives from the Child Development Training Consortium that supports the CAP coursework to help structure this process that allows preparing institutions to submit standard program courses for Child Development Permits and verify that a candidate has completed all of the requirements. Through this process the Commission assists candidates by providing early assurance that they will receive the Permit, thus reducing the number of rejected applications, and streamlining the Permit process at the Commission. Applications submitted through the VOC receive priority processing.

The current VOC process is based primarily on completion of 24 units of coursework, the content of which has been defined and brought into alignment by participating institutions. The Commission has not, to date, adopted standards that identify important qualities of effective preparation or the knowledge, skills, and abilities needed by Child Development Permit holders. Following the release and early field use of the proposed Performance Expectations and the Program Guidelines, staff suggests that it would be appropriate to work with stakeholders to refocus the VOC process on alignment and quality assurance within early care and education preparation, and bring an update along with analyses of potential options to the Commission at a future meeting.

Taken as a whole, development of Performance Expectations and aligned Program Guidelines would bring California into a new era of defining quality and supporting consistency in the professional preparation of the early care and education workforce, and would bring this system into better alignment with educator preparation across the spectrum of permits and credentials issued by the Commission.

Proposed Implementation Plan

Staff proposes the following plan for implementing some of the CDP AP recommendations related to the Child Development Permit:

1. Release the draft Performance Expectations for the Teacher and Master Teacher Level of the Permit and the draft Program Guidelines to colleges and universities that prepare the early care and education workforce for use in guiding development, alignment, and local implementation of coursework as part of a “pre-implementation” process to obtain feedback from the field regarding the quality and utility of these documents and processes.
2. Conduct a field review of the Master Teacher Level Performance Expectations and revise these Performance Expectations as needed.
3. Complete the development of Performance Expectations for the other Permit levels, conduct a field review, obtain input from the “pre-implementation” process, and bring the full set of updated Performance Expectations to the Commission for potential adoption.
4. Conduct a final review of the Program Guidelines based on feedback from the “pre-implementation” process and bring a final version of the Program Guidelines to the Commission for potential adoption.
5. Work with the field to evaluate existing local, regional and statewide mechanisms to determine how best to assure quality in the preparation of future Permit holders.
6. Revisit the CDP AP’s recommendations for structural changes in the permit based on field review following implementation of and practice with the Program Guidelines and the Performance Expectations.

Staff Recommendations:

- a) Staff recommends that the Commission review and endorse the proposed steps described in this agenda item to move forward with the recommendations of the CDP AP.
- b) Staff requests that the Commission review and provide feedback regarding the draft Master Teacher Level Performance Expectations, as provided in Appendix B of this agenda item, and direct staff if appropriate to proceed to a field review of this set of Performance Expectations.

Next Steps

The six-step plan provided above reflects a coordinated and logical approach to updating and improving the quality of preparation for the Commission’s Child Development Permits. As previously directed by the Commission, staff will continue development work on the Performance Expectations for all Permit levels, including obtaining input from the field as well as from the “pre-implementation” process if approved by the Commission, and will bring the full set of additional draft Performance Expectations to the Commission in the coming months for review and potential adoption.

In addition, staff will also bring a final draft set of Program Guidelines to the Commission in the coming months for review and potential adoption.

As the field works with the Performance Expectations and Program Guidelines, Commission staff will work with programs and program sponsors who are the major providers of early care and education preparation coursework as well as with the TWB8 core group members to determine the most appropriate quality assurance processes for this field. Staff would bring this topic and an analysis of the proposed quality assurance mechanisms at a future meeting for Commission consideration.

Staff will continue to work with the field to remain current on developments in the area of early care and education.



Appendix A

CURRENT CHILD DEVELOPMENT PERMIT MATRIX

| TITLE | CHILD DEV EDUCATION | EXPERIENCE REQUIREMENT | CHILD DEV ALTERNATIVE QUALIFICATIONS | AUTHORIZATION | FIVE YEAR RENEWAL |
|-----------------------------|---|--|--|--|--|
| Assistant (Optional) | 6 units of Early Childhood Education (ECE) or Child Development (CD) | None | Accredited HERO program (incl. ROP) | Assist in the instruction of children under supervision of Associate Teacher or above. | 105 hours of professional growth |
| Associate Teacher | 12 units ECE/CD including core courses | 50 days of 3+ hours per day within 2 years | Child Dev. Associate (CDA) Credential | May provide instruction and supervise Assistant. | One renewal with 15 units; must meet CD Teacher Permit requirements within 10 years. |
| Teacher | 24 units ECE/CD including core courses* + 16 GE units. | 175 days of 3+ hours per day within 4 years | AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting | May provide instruction and supervise all above (including Aide) | 105 hours of professional growth |
| Master Teacher | 24 units ECE/CD including core courses* + 16 GE units, + 6 specialization units; + 2 adult supervision units. | 350 days of 3+ hours per day within 4 years | BA or higher w/12 units of ECE, + 3 units supervised field experience in ECE setting | May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development. | 105 hours of professional growth |
| Site Supervisor | AA (or 60 units) with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision. | 350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults | BA or higher w/12 units of ECE, + 3 units supervised field experience in ECE setting; or a Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field experience in ECE setting | May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development. | 105 hours of professional growth |
| Program Director | BA with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision. | Site supervisor status and one program year of site supervisor experience. | Teaching or Admin. credential w/12 units of ECE, + 3 units supervised field experience in ECE setting; Master's Degree in ECE | May supervise multiple-site program; provide instruction; and serve as coordinator of curriculum and staff development | |

Appendix B

Performance Expectations for the Child Development Teacher-Level and Master Teacher-Level Permit

(Note: the Teacher Level Performance Expectations have previously undergone a Field Review and are presented here for reference purposes)

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 and Master Teacher levels. 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 and Master 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.

| Narrative and Performance Expectations | | |
|---|--|--|
| CSTP Standard | Teacher Level | Master Teacher Level |
| 1 Engaging and Supporting All Young Children in Learning and Development | <p>Standard 1: Narrative 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</p> | <p>Standard 1: Narrative Candidates incorporate 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 in their planning, instruction, and interactions with young children. Candidates can explain 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 incorporate knowledge of the demographics, cultural background, and perspectives of the children and families served, and can explain the role and influence of culture on young children’s development. Candidates understand and can explain 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 take steps to mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Candidates also recognize and take appropriate action when additional diagnosis and services may be needed.</p> <p>Candidates collaborate with families and the community to support young children’s development and learning, and are familiar with 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 communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and set goals with</p> |

| Narrative and Performance Expectations | | |
|--|---|---|
| CSTP Standard | Teacher Level | Master Teacher Level |
| | <p>and in the community that enhance children’s development and early learning.</p> <p>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 • 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>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>Standard 1: Performance Expectations</p> <p><i>Candidates for the CDP Master 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 • Describe and discuss the integral role of teachers, family, culture, and the community in children’s development • Identify and describe biological and environmental factors (including gender roles) 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 effectively and in a culturally and linguistically appropriate manner 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 California’s youngest |

| Narrative and Performance Expectations | | |
|---|--|---|
| CSTP Standard | Teacher Level | Master Teacher Level |
| | | children and how to support their growth, development, and learning |
| <p>2 Creating and Maintaining Effective Environments for Young Children's Learning and Development</p> | <p>Standard 2: Narrative 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>Standard 2: Performance Expectations <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 • 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 | <p>Standard 2: Narrative Candidates demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. Candidates 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 recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children's learning and development, and adjust the learning environment as well as instructional practice to support children experiencing these effects.</p> <p>Standard 2: Performance Expectations <i>Candidates for the CDP Master Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Establish positive primary relationships with young children • 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 |

| Narrative and Performance Expectations | | |
|---|--|--|
| CSTP Standard | Teacher Level | Master Teacher Level |
| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 • Describe how an effective home-school-family connection interacts to support children’s learning and development. |
| <p>3 Understanding and Organizing Content Knowledge for Young Children’s Learning and Development</p> | <p>Standard 3: Narrative 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</p> | <p>Standard 3: Narrative Candidates are knowledgeable about 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 are proficient in each of the Standards and specific subject-matter areas. Candidates set appropriate</p> |

| Narrative and Performance Expectations | | |
|--|---|---|
| CSTP Standard | Teacher Level | Master Teacher Level |
| | <p>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>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 • 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 | <p>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 understand both the strengths and limitations of common-used early childhood curricula, and appropriate subject matter pedagogy for key subject areas in the early childhood curriculum.</p> <p>Standard 3: Performance Expectations</p> <p><i>Candidates for the CDP Master Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Demonstrate sufficient discipline-based knowledge to teach content to young children • Describe and implement the principles of effective instruction and facilitation in each content domain • Design and implement activities that are developmentally appropriate, engaging, and support students learning in each content domain • Interact with children in ways that support their content learning and developing skills • 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 |

| Narrative and Performance Expectations | | |
|--|---|---|
| CSTP Standard | Teacher Level | Master Teacher Level |
| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Set 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>Standard 4: Narrative 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. 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</p> | <p>Standard 4: Narrative 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. 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</p> |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <p>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>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 | <p>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>Candidates are responsive to children experiencing chronic stress/adversity. Candidates create and manage effective learning environments (physical space, adult-child interactions, materials, equipment, activities, classroom management) that promote student learning, and they involve families at home and in the community with the curriculum to support children’s growth and development.</p> <p>Standard 4: Performance Expectations</p> <p><i>Candidates for the CDP Master 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, children-centered intentional learning opportunity can contribute to children’s academic learning. • Apply knowledge of child growth and development to design developmentally-appropriate lesson plans |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <p>first- and second-language acquisition with respect to instructional planning</p> <ul style="list-style-type: none"> • 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 • 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 | <ul style="list-style-type: none"> • Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, 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 • Plan for children’s diverse learning styles, motivations, interests, and abilities • 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 explain the applicability of these technologies and media within early childhood instruction • Describe appropriate strategies for supporting home language for California’s youngest learners • Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for preschool age children |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young dual language learners access to 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>5 Assessing and Documenting Young Children’s Learning and Development</p> | <p>Standard 5: Narrative 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,</p> | <p>Standard 5: Narrative Candidates apply 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 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 use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies. Candidates explain how assessment results can be used to understand individual children’s developmental progression and to determine whether needs are being met, and they use this information to individualize, adapt, and improve instructional practices. Candidates communicate assessment</p> |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <p>and improve instructional practices. Candidates are able to communicate assessment results understandably and appropriately to children and families.</p> <p>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>results understandably and appropriately to children and families.</p> <p>Standard 5: Performance Expectations</p> <p><i>Candidates for the CDP Master Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Appropriately implement commonly-used early childhood screening and formative assessment strategies • Explain 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 • Apply assessment results to inform planning and instruction • Implement communication approaches appropriate for children and families regarding student assessment outcomes |
| <p>6</p> <p>Developing as a Professional Early Childhood Educator</p> | <p>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>Standard 6: Narrative</p> <p>Candidates explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. Candidates describe 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> |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <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 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>Standard 6: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies • Act in an ethical manner • Reflect on practice and use this information to improve teaching and learning in the ECE context • Describe ways to collaborate and communicate with other professionals • Understand effective strategies for supporting adult learning related to the teaching of young children | <p>Candidates effectively 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 professional development to increase teachers' effectiveness in carrying out their assigned responsibilities with children and families in the early childhood setting. 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.</p> <p>Candidates understand the essential knowledge and skills necessary to serve as a mentor and as a coach. They are able to explain the key differences between the roles of mentoring and of coaching in a job setting. Candidates understand and respect the confidentiality of personal information about the individuals being mentored and/or coached. They organize and provide both mentoring and coaching support to the teaching staff as appropriate and as needed and/or as directed within the early childhood setting.</p> <p>They understand how to gather and provide information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Site Supervisor and/or the Program Director, as appropriate.</p> <p>Standard 6: Performance Expectations</p> <p><i>Candidates for the CDP Master Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | <ul style="list-style-type: none"> • Demonstrate the ability to co-plan and co-teach with other Child Development Permit holders such as other teachers, Master/mentor teachers, and others in the ECE setting • Demonstrate how to organize and supervise the work of other adults in the early childhood classroom • Demonstrate how to provide constructive performance feedback to adults • Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors • Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors | <ul style="list-style-type: none"> • Act in an ethical manner • Reflect on practice and use this information to improve teaching and learning in the ECE context • Describe ways to collaborate and communicate with other professionals • Understand effective strategies for supporting adult learning related to the teaching of young children • Demonstrate the ability to co-plan and co-teach with other Child Development Permit holders such as teachers and others in the ECE setting • Demonstrate how to organize and supervise the work of other adults in the early childhood classroom • Demonstrate how to provide constructive performance feedback to adults • Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors • Identify and explain the key differences between mentoring and coaching in a professional development context within the early childhood setting. • Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting • Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and |

| Narrative and Performance Expectations | | |
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| CSTP Standard | Teacher Level | Master Teacher Level |
| | | <p>supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession)</p> <ul style="list-style-type: none"> • Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate) • Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors |

Appendix C

Draft Program Guidelines for Early Childhood Education

Guideline 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).

Guideline 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.

Guideline 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, should offer the opportunity to interact with different age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection.

Selected sites should have a fully qualified master/mentor teacher and a fully qualified site administrator.

Guideline 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 PEs. 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.

Guideline 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.

Guideline 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.