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Information

Educator Preparation Committee

Update on Work Related to the Child Development Permit

Executive Summary: This agenda item presents an update on the work related to the Commission's Child Development Permit.

Recommended Action: For information only

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.

Update on Work Related to the Child Development Permit

Introduction

This agenda item provides an update on the work related to the Commission’s Child Development Permits.

Background

At the [February 2018](#) Commission meeting staff presented an update on efforts to review and strengthen, as needed, the preparation of individuals for a Child Development Permit and a plan for continuing the work. The item included a description and target completion dates for the associated activities, as shown below:

Activity	Target Completion Date	Status
Work with the Technical Advisory TWB8 work group to finalize draft performance expectations and program guidelines	Spring 2018	Completed
Publish surveys for statewide stakeholder feedback on the draft performance expectations and program guidelines	May/June 2018	Surveys published May 2018
Recruit and identify programs interested in piloting implementation of these two documents within coursework/fieldwork and program operations	Summer 2018	
Provide draft performance expectations and program guidelines, along with technical assistance as needed, to programs interested in “early adopter” implementation	August 2018	
“Early Adopter” programs begin pilot planning and implementation activities	Fall 2018	
Collect initial feedback from “early adopter” programs	December 2018	
Input from the field regarding possible quality assurance mechanisms	Winter 2019	
“Early adopter” programs continue implementation	Spring 2019	
Collect feedback from “early adopter” programs	May/June 2019	
Final draft performance expectations and program guidelines presented for Commission review and potential adoption	Summer 2019	
Potential quality assurance mechanisms presented for initial Commission review	Late Spring/ Summer 2019	
Review and further discussion of CDP AP permit structure recommendations	Summer 2019	

Summary of the Work Leading Up to the Timeline

The final report of recommendations from the Commission's Child Development Permit Advisory Panel (CDP AP) was presented to the Commission at its [February 2017](#) meeting. The recommendations focused on potential changes to the structure of the Child Development Permits as well as to candidate requirements for each of the permit levels. Staff also presented a draft set of performance expectations for the current Teacher level of the permit and draft program guidelines for preparers of the Early Care and Education (ECE) workforce, both of which had been widely shared with the field through review by the CDP AP and feedback from stakeholders through field surveys. Following the presentation, the Commission directed staff to (1) work with the field to determine the potential impact of the Panel's recommendations, (2) continue development of performance expectations that would support needed changes in the Commission's Child Development Permit, and (3) continue work on program guidelines for the programs that prepare this workforce for licensure in California.

Staff returned at the [October 2017](#) Commission meeting with a set of draft performance expectations for the Master Teacher level of the permit and further information on the progress of other parallel efforts in the state to update and improve preparation for ECE professionals, particularly the work of the statewide Transforming the Workforce Birth through Eight (TWB8) workgroup of stakeholders, sponsored by First 5 California and the California Department of Education's Early Learning Division focusing on implementing the recommendations in the 2015 report [Transforming the Workforce for Children Birth through Age 8](#) by the National Institute of Medicine and the National Research Council. Commission staff have been participating in the TWB8 work for the past two years.

At the October 2017 Commission meeting, staff recommended that the Commission temporarily table adoption of any structural changes to the Child Development Permits and continue work on the development of performance expectations and program guidelines in order to consider proposed changes in a more comprehensive context. Staff presented a six-step work plan for continuing the work of updating and strengthening the preparation of the early care and education workforce. The work plan included completing, with input from the field, a draft set of performance expectations focused on four essential jobs performed by the ECE workforce – Assisting, Teaching, Mentoring, and Administrating – along with a draft set of program guidelines for higher education preparation program sponsors. The proposed work plan also included longer-term work to identify and evaluate possible quality assurance mechanisms for workforce preparation programs and, ultimately, revisiting the CDP AP's recommended changes to the permit structure to ensure the permit, performance expectations, program guidelines and any quality assurance mechanism(s) together form a coherent and defensible structure for the quality preparation and support of California's ECE workforce. This implementation plan became the basis for the specific activities and timeline in the table above.

Activities Accomplished in spring 2018

At the [February 2018](#) Commission meeting staff proposed, and the Commission signaled its approval for, an effective and efficient way to support the further development process for

both the performance expectations and the program guidelines by working collaboratively with a smaller Technical Advisory group ([Appendix A](#)) composed of stakeholder members. The Technical Advisory group members included Deborah Stipek, Chair of the Commission's Child Development Permit Advisory Panel, and the TWB8 Higher Education workgroup, augmented with representation from the California Community College Early Childhood Educators (CCCECE) and the California Child Development Administrators Association (CCDAA). The TWB8 Higher Education workgroup has been working on a statewide operational plan for addressing the National Institute of Medicine/National Research Council recommendations. This statewide plan includes collaborating with Commission staff and others to further the work related to the performance expectations and program guidelines. Some of the members of the TWB8 Higher Education workgroup also served as members of the CDP AP, a factor which supports continuity between these related ECE-focused efforts.

Commission staff began planning the work of the Technical Advisory group immediately following the February 2018 Commission meeting. This work was facilitated by the [Glen Price Group](#) (GPG), a known and respected consulting service with a long history of experience in assisting governmental entities and other public sector clients achieve goals in the areas of early childhood education, workforce development, and public education. GPG has facilitated California's TWB8 planning and implementation efforts since late 2015 with support from the David and Lucile Packard Foundation. Three meetings of the Technical Advisory group were convened to facilitate discussions of and feedback related to draft sets of performance expectations for the key four job-related categories (Assisting, Teaching, Mentoring/Coaching, and Administrating) applicable within state-funded ECE programs and a draft set of program guidelines for preparers of this workforce. The current version of these updated draft documents – based on feedback from the Technical Advisory group – are provided in [Appendix B](#) of this agenda item.

Stakeholder surveys regarding the four sets of Teaching Performance Expectations and the set of Program Guidelines were made available to the field for broad-based input in late May 2018. The surveys are currently open and are available for input at the following links:

Assisting: <https://www.surveymonkey.com/r/ECEAssistTPEs>

Teaching: <https://www.surveymonkey.com/r/ECETeacherTPEs>

Master Teaching/Coaching/Mentoring:
<https://www.surveymonkey.com/r/ECEMasterTeacherTPEs>

Administrating: <https://www.surveymonkey.com/r/ECEAdministratorPEs>

ECE Program Guidelines: <https://www.surveymonkey.com/r/ECEProgramGuidelines>

The link to the Commission's ECE webpage, with additional background information regarding this work, is: <https://www.ctc.ca.gov/educator-prep/early-care>

Relationship of the Current Work to the Recommendations of the Child Development Advisory Panel

The Commission’s CDP AP made several recommendations to reduce and consolidate the Permit from six levels to four levels, and to better identify and define the content of preparation for this workforce. The coursework requirements for each level of the Permit are currently expressed as course-credit requirements without a defined core of essential content across preparation providers to guide the development of the knowledge and skills expected of practitioners at the various Permit levels.

Taking into consideration the panel’s recommendations to eliminate the Assistant level of the Permit and to allow for an option for Master Teachers to earn a Site Supervisor permit by completing some additional preparation, staff focused on identifying four key job foci, one capturing the essence of the job responsibilities at each of the four Panel-recommended levels of the Permit:

- Assisting;
- Teaching;
- Master Teaching/Mentoring/Coaching; and
- Administrating.

It is around these four key job foci that the Teaching and the Administrator Performance Expectations were developed to identify and describe the full set of knowledge, skills, and experiences that should form the basis for the robust and effective preparation of candidates for the Permit.

The following table illustrates how the four job foci for the ECE Teaching Performance Expectations and the Administrator Performance Expectations map onto and would inform the content of preparation, in alignment with the CDP AP recommendations should these ultimately be enacted. Staff notes, however, that the Commission has not yet taken action concerning the Panel’s recommendations and will consider these recommendations at a later time.

Proposed 4 Job Roles	Current Child Development Permit	Panel-Recommended Child Development Permit (if enacted by the Commission)
Assisting (Serving as an assistant and/or teacher under the supervision of a lead teacher or master teacher)	Assistant —6 units of ECE or CD	Associate Teacher —12-24 units ECE/CD
	Associate Teacher —12-24 units ECE/CD	
Teaching (Serving as a lead teacher in a state-funded child care and	Teacher —24 units ECE/CD + 16 units GE	Teacher —AA degree in ECE/CD OR 24 units ECE/CD + 16 units GE working toward AA

Proposed 4 Job Roles	Current Child Development Permit	Panel-Recommended Child Development Permit (if enacted by the Commission)
development program)		
Master Teaching/ Mentoring/ Coaching (Serving as a Master Teacher/Mentor/Coach; with additional training, may serve also as a single site administrator)	Master Teacher —24 units ECE/CD, 16 units GE, 6 units specialization, 2 units adult supervision	Master Teacher —B.A. degree in ECE/CD OR B.A. plus 36 units of ECE/CD including 18 semester units of upper division coursework And potentially Site Supervisor - Same requirements as Administrator
Administrating (Serving as an administrator of a single site or for multiple sites)	Site Supervisor —A.A. or 60 units, 24 in ECE/CD. 6 units specialization, 2 units adult supervision	Program Director — B.A. with 15 units of administration, including 6 administrative units, 2 adult supervision units, and 24 semester units of ECE/CD; OR Administrative Services Credential with 12 units ECE/CD and 3 units of supervised field experience in ECE setting; OR Multiple subject Credential with 12 units ECE/CD and 6 units administration; OR M.A. degree in ECE/CD or Child/Human Development including 15 units administration including 6 units administration and 2 units adult supervision
	Program Director — B.A. or 60 units, 24 in ECE/CD. 6 units specialization, 2 units adult supervision	

The work to define performance expectations as the basis for ECE candidate preparation represents a significant shift in approach from the current system. Prior to the work of the CDP AP, the major contacts between this field and the Commission have mainly been around the issuance of Child Development Permits. However, the Commission’s customary processes relating to credentialing involve establishing and adopting candidate competency/performance expectations and developing program standards to assure the quality of the preparation provided to candidates. Bringing these two processes closer together in terms of how ECE permit holders are prepared and licensed and how K-12 teachers are prepared and licensed has been an ongoing learning experience for both Commission staff and the ECE field. Just as this field itself is moving forward with professionalizing the preparation for and expectations of

candidates for the ECE workforce, so have the work and recommendations of the CDP AP become a moving force towards professionalizing the Permit process in alignment with the Commission's responsibilities and customary processes for educator preparation and licensing.

Identifying the Content of Preparation for the ECE Workforce: The work around developing the Early Childhood Teaching and Administrator Performance Expectations recognizes and values the importance of addressing Early Childhood Education work for California's youngest learners and their specialized developmental and learning needs, as parallel to but distinct from the work of K-12 teachers focusing on students of school age and beyond. This work also provides the foundation for a parallel career development structure for the Early Childhood workforce similar to the Learning to Teach Continuum applicable to the K-12 workforce.

In keeping with this approach, the stakeholders that worked with Commission staff to develop Performance Expectations indicated that these sets of candidate expectations should also be identified as "Teaching Performance Expectations" and as "Administrator Performance Expectations" even though they are encompassing the work of Permit holders rather than credentialed K-12 teachers. At the same time, however, staff and stakeholders purposefully modified the content of the ECE TPEs to be fully reflective of the work of an early childhood educator rather than that of a K-12 teacher or administrator. These modifications are expressed in the content of each set of the ECE Teaching and the Administrator Performance Expectations, and their appropriateness for the ECE workforce is one of the questions included in the surveys currently out for input from stakeholders and the field.

Identifying the Intended Purpose and Content of the Program Guidelines: There are currently no Commission-established requirements regarding the organization or quality of programs of preparation that lead to the Child Development Permit. The Commission evaluates applications for the Permit based on the review of a candidate's transcript to ensure that required course titles and unit/credit requirements have been met. Standards for the preparation of this workforce that address either performance expectations for the license or the organization and quality of preparation programs have not previously been developed or adopted by the Commission. The majority of the preparation for the Child Development Permit is offered through community colleges and the California State University system, and may be offered as part of degree or certification programs. The scope and quality of these programs is currently locally determined by each institution offering ECE preparation. One available option for ECE preparation providers, however, is to connect with the Curriculum Alignment Project (CAP) located at Saddleback Community College and sponsored by the Child Care Training and Development Consortium. The CAP supports transfer and curriculum consistency in the foundational preparation of early childhood education students. Regionally accredited community colleges, CSUs, and private universities can participate in the alignment process and be recognized statewide by CAP as partners in creating streamlined pathways to degree completion. In recent years, the Child Development Permit application review process has been streamlined for candidates who have completed their preparation at institutions that have chosen to align their coursework and curriculum with the CAP.

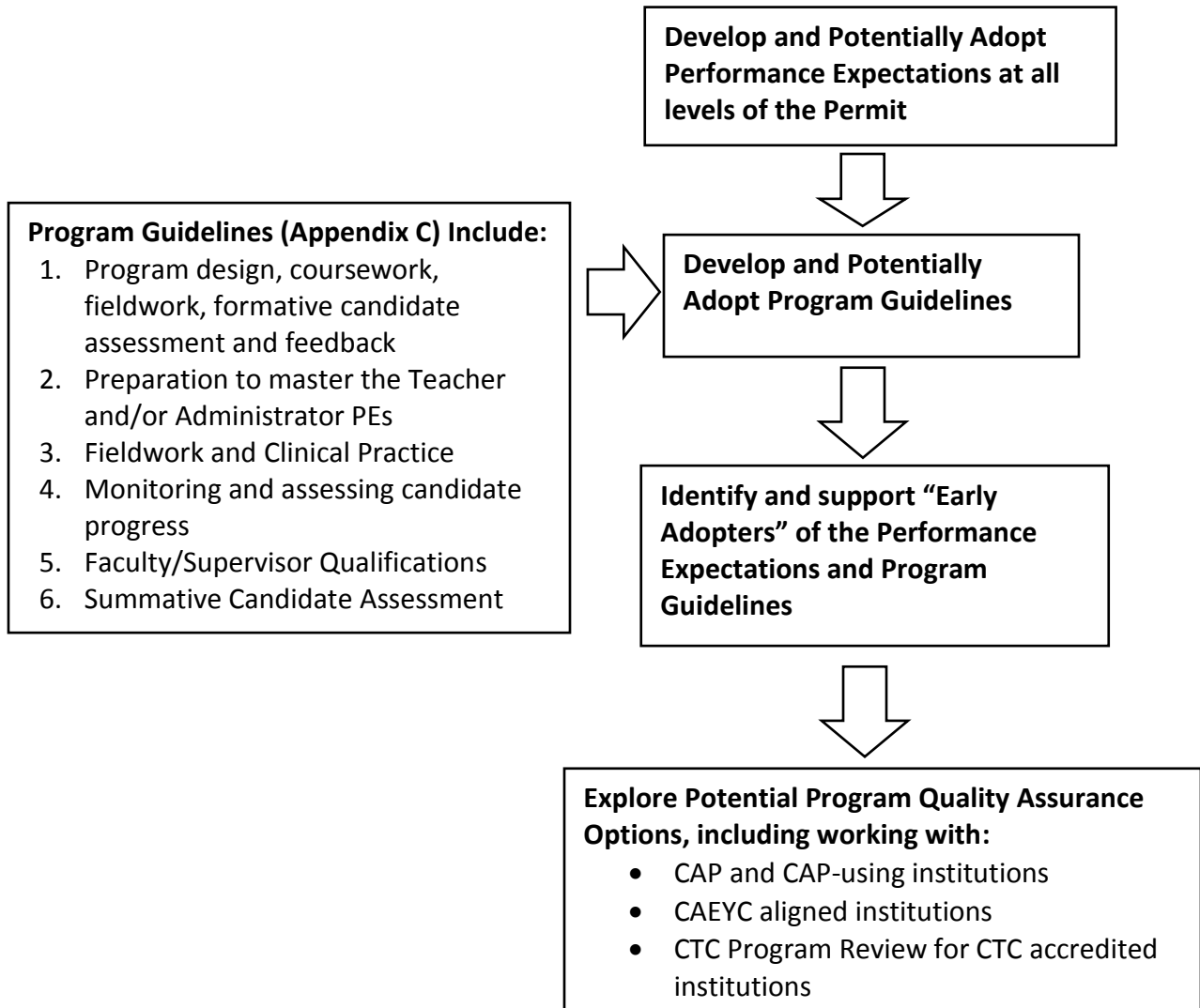
The Commission's development of performance expectations and program guidelines in the context of early childhood education preparation raises the question of the purpose and the ultimate objective of doing this work now, as well as of how this work might move forward following stakeholder input on the currently available surveys. The Commission's CDP AP made some specific recommendations concerning how the permit should be restructured, and how the expectations of the level of knowledge and skills of the ECE workforce could be upgraded as this field becomes more professionalized. Moving the current system of preparation of the ECE workforce from a unit-based, coursework title approach that relies mainly on "seat time" to determine candidate readiness for a child development permit to a system that focuses instead on preparing candidates to demonstrate defined competencies of what they know and are able to do in the ECE setting with children, families, and other adults would represent a significant shift for preparers of this workforce, and help move forward this aspect of the panel's recommendations in a manner consistent with the Commission's customary approach to licensing.

The draft Program Guidelines were circulated to the field in 2017 for a first look and input. Based on positive input from the field, the Guidelines were further refined through the TWB8 Technical Assistance work group and are now out for broad-based field review. Consistent with the move to bring preparation and permitting into closer alignment with the Commission's system of educator licensing, these Guidelines were modeled on the Commission's adopted Teacher Preparation Program Standards and adapted to be applicable to ECE preparers, and provide a common set of quality criteria for the preparers of the ECE workforce.

This proposed process is outlined in the graphic on the following page.

Moving the Work Forward: The Commission as well as stakeholders need some time to experience how the Performance Expectations and the Program Guidelines can efficiently and effectively be implemented in order to understand their implications and effects on the ECE preparation and licensing systems. In addition, this information would also help Commission staff understand and gain experience in ways to provide technical assistance as needed to ECE preparation programs transitioning to a performance-based system. Further, some of the expectations under the proposed updated permit system recommended by the Commission's CDP AP, including but not limited to expanded expectations for field experience/practicum/clinical practice for candidates, and expanded roles for those mentoring candidates such as Master Teachers and faculty supervisors, need to be tried out through experience and feedback from stakeholders to better inform future Commission decisions regarding the preparation and licensing of this workforce. To that end, staff is proposing the "Early Adopter" approach outlined following the graphic.

Proposed Model for Transition to a Performance Outcomes Based System for Early Childhood Educator Preparation from a Credit/Unit/Seat Time System



"Early Adoption" Planning and Implementation Process: In order to encourage and jump start the process of trying out ways to transition from the unit-based, "seat-time" approach to a competency and performance-based approach for preparation of the ECE workforce, it might be helpful to think in terms of "early adoption" opportunities for preparers. Preparation program sponsors would be invited to voluntarily redesign their coursework in response to the performance expectations and implement the program guidelines. These early adopters would serve as exemplars for others and provide invaluable feedback to the Commission, as indicated above. Commission staff are currently working with the philanthropic community to see if there might be an interest in supporting "early adopters" of the Program Guidelines and Performance Expectations.

A Word About Quality Assurance

Once a system of performance-based ECE preparation is in place, the question of how to verify quality and consistency in implementation arises. The Commission could explore potential quality assurance mechanisms such as, for example, working with the Curriculum Alignment Program (CAP), and/or the California members of the National Association for the Education of Young Children (NAEYC), and other preparers such as the CSU that are accredited by the Commission to offer educator preparation for input on designing a workable, feasible system of quality assurance. The Commission is presently neither funded nor staffed to include ECE preparation programs in the current accreditation system, so a different but perhaps parallel approach might be feasible. These considerations, however, are at the very beginning stages and are not part of the immediate work to be accomplished in 2018-19, as detailed below.

Next Steps for 2018-19

1. Staff is continuing efforts to collaborate with the field regarding the work relating to the Child Development Permit, and anticipates returning to the Commission at its November 2018 meeting with an analysis of the feedback from the statewide stakeholder survey, revised final draft performance expectations and program guidelines updated based on the feedback, and a plan for next steps to encourage “early adopters” interested in moving forward with planning and implementation activities around both the Performance Expectations and the Program Guidelines.
2. Inform the field about “early adopter” opportunities to receive technical assistance and move forward with modifying coursework to incorporate preparation for candidates to address the Teaching and/or the Administrator Performance Expectations
3. Work with “early adopters” to seek funding to support program and course development, provide technical assistance and collect feedback regarding the implementation of the TPEs and/or the Administrator PEs.

Staff Request

Staff requests any further direction the Commission might have concerning the proposed work relating to the Child Development Permit presented in this agenda item.

Appendix A
Members of the Expanded TWB8 Higher Education Workgroup

Name	Affiliation
Jan Fish	PEACH; CSUN; LACOE ECE Workforce Consortium
Cecelia Fisher-Dahms	CDE, EESD
Nancy Hurlbut	California State University, Pomona; PEACH
June Millovich	Saddleback College; Child Care Consortium Training Project/CAP
Chris Sciarrino	Early Learning Lab
Debi Silverman	First 5 California, Training and Quality Improvement
Chana Wynne Swan	First 5 California
Elizabeth Golchert	CDE, EESD
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Deborah Stipek	Chair, CDP AP
Barbara Tamialis	CCCECE
Nina Buthee	CCDAA
Phyllis Jacobson	CTC
Erin Sullivan	CTC

Appendix B

Draft Performance Expectations Based on the California Standards for the Teaching Profession

Introduction to the Performance Expectations Documents for the Job Foci of Assisting, Teaching, and Master Teaching

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 Early Childhood Education (ECE) context, “students” is understood to refer to “young children,” from birth through age 8. The remainder of this document uses the term “children” in place of “students” unless the language of the CSTP is referenced.*

Organization: These documents use the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California practitioner in the four key job roles addressed by the Early Childhood Education Teaching Performance Expectations (TPEs). The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to grades K-12, the content of the standards in this document has been specifically adapted to apply to the work of those serving in the job role of ECE assistant teaching, and to address teaching and learning for California’s youngest learners birth-age 8.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of beginning performance. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the order of the elements within each TPE do not indicate relative importance or value.

The *Teaching Performance Expectations* (TPEs) represent the body of knowledge, skills, and abilities that beginning California Early Childhood practitioners in their respective job roles should have the opportunity to learn and practice in preparation programs in California. These practitioners demonstrate their knowledge of the TPEs by successfully completing course work

and engaging in fieldwork/clinical practice in the Early Childhood (ECE) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's *Preschool Learning Foundations*, California's *Infant Toddler Development and Learning Foundations*, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the *Transforming the Workforce for Children Birth Through Age 8* national report. They require Beginning California practitioners to demonstrate the knowledge, skills, and abilities to provide safe, healthy, developmentally appropriate, inclusive and supportive learning environments to meet the needs of every young child in his/her ECE setting, and to understand and apply child development as well as pedagogical theories, principles, and practices for the comprehensive education of children who are English learners, dual language learners, and Standard English learners.

Details about expectations for knowledge, skills, and performance for each of the four key job roles are provided through the specific TPE elements and narratives provided within each of the six CSTP Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of TPEs, reference is made to "children." This phrase is intended as a widely inclusive term that references **all** children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of "children" applies whenever and wherever the phrase "all children" is used in these standards and TPEs.

Source Documents: The Standards and Performance Expectations contained in these documents are grounded in several key source documents in the field, as adapted to apply to beginning practitioners at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood practitioner would know or be able to do. The documents and standards cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce.

The source documents, in alphabetical order, are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012

- *The California Infant Toddler Development and Learning Foundations, California Department of Education, 2009*
- *The California Preschool Learning Foundations, volumes 1-3, California Department of Education, 2008*
- *The California Standards for the Teaching Profession, California Commission on Teacher Credentialing, 2009*
- *The NAEYC Professional Preparation Standards, National Association for the Education of Young Children, 2010*
- *The Teaching Performance Expectations, California Commission on Teacher Credentialing, rev. 2016*
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation. Institute of Medicine and National Research Council of the National Academies, 2015*

Assistant Teaching in the Early Childhood Setting
Draft Standards and Teaching Performance Expectations
April 2018

Job Role Addressed by this set of Standards and Performance Expectations: Assisting/Teaching in an ECE setting. A California practitioner in the job role of ECE assistant teaching assists in providing service in the care, development, and instruction of children in a child care and development program (currently the Associate Teacher level of the Permit).

Standards and Teaching Performance Expectations

Standard 1

Engaging and Supporting All Young Children in Development and Learning

Standard 1: Narrative

Beginning California practitioners in the job role of ECE assistant teaching 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., first and second language acquisition and development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health. They also understand the primary role of the family in the development and learning of their children. Candidates understand how these elements interact to facilitate development and learning, including the integral role in and effects of teachers, family, culture, and the community on children’s development.

Beginning California practitioners in the job role of ECE assistant teaching develop knowledge of the demographics, cultural and linguistic backgrounds, and perspectives of the children and families served within the EC setting. They understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions. They also understand, with guidance and direction, how to assist the Teacher and/or the Master Teacher in helping to mitigate the negative effects of chronic stress and exposure to trauma on children’s development, learning, and behavior. Beginning California practitioners in the job role of ECE assistant teaching are able to recognize or identify with guidance from the Teacher and/or the Master Teacher when additional screening and services may be needed from other professionals in the early childhood setting.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of how to collaborating with families, colleagues and the community to support young children’s development and learning, and understand how to find out about the locally-available care and education services for children and families as well as services in closely related sectors such as health, mental health and social services. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and know how to assist the Teacher and/or the Master Teacher to set goals with families that prepare them to

engage in complementary behaviors and activities at home, in the EC setting, and in the community that enhance children's development and early learning.

Beginning California practitioners in the job role of ECE assistant teaching have a beginning understanding of theories, principles, and practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English as guided and/or as direction by Teachers and/or Master Teachers. They understand appropriate pedagogical approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They assist children in achieving literacy in English. Beginning California practitioners in the job role of ECE assistant teaching understand pedagogical theories and principles and practices for the development of children' academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of using knowledge of a child's background and assessment of prior development and learning both in English and the home language, if applicable, to implement differentiated child-centered learning experiences under the guidance and/or direction of the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand and assist in implementing learning experiences based on the child's level of English proficiency and academic achievement, as well as supporting learning in the home language within the ECE setting. Additionally, they understand the difference among children whose learning need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning California practitioners in the job role of ECE assistant teaching help assure that children understand what they are to do during both child-initiated and teacher-planned learning experiences and assist in monitoring and documenting children's progress towards developmental and learning goals.

Standard 1: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Understand the typical progression of young children's cognitive and linguistic development, (including first- and second language development, emerging literacy, mathematics and scientific concepts, visual and performing arts), physical and social-emotional development
- Understand the characteristics of typical and atypical child development
- Understand the integral role in and effects of teachers, family, culture, language, and the community on children's development
- Understand biological and environmental factors (including gender orientation, gender

roles and home culture) that influence young children’s development and learning

- Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”) and cultural, language, and socioeconomic backgrounds, to help engage them in learning
- Communicate and collaborate appropriately with families to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher
- Understand how to recognize and consult with the Teacher and/or Master Teacher when a child may need additional diagnosis and services, and how to identify the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to assist in supporting their physical and emotional well-being, growth, development, and learning within the early childhood setting
- Assist in monitoring children’s development and learning and adjust learning experiences as guided or directed by the Teacher and/or the Master Teacher so that children continue to be actively engaged in their learning

Standard 2

Creating and Maintaining Effective Environments for Young Children’s Development and Learning

Standard 2: Narrative

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the skills, with guidance and/or direction from the Teacher and/or the Master Teacher, to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. They understand how to 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 help ensure consistency, predictability, maximize access to learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the ability to promote children’s positive social and emotional development and development of self-regulation while following guidance and/or direction from the Teacher and/or the Master Teacher to help mitigate challenging behaviors in ways that reflect an understanding of the multiple developmental, biological and environmental factors that affect behavior. They recognize the effects of complex factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children’s

development and learning, and they are able to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They help manage effective learning environments (physical space, materials, activities, schedules, routines, and, in concert with the Teacher and/or the Master Teacher classroom management) that promote children's learning.

Beginning California practitioners in the job role of ECE assistant teaching understand that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, children come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California practitioners in the job role of ECE assistant teaching help create with guidance and/or direction from the Teacher and/or Master Teacher, healthy learning environments by promoting the development and maintenance of positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they assist in implementing these practices as appropriate to the developmental levels of children to provide a safe and engaging classroom climate.

Beginning California practitioners in the job role of ECE assistant teaching understand the role of children's peer interactions in promoting each other's learning and the importance of peer relationships in establishing a positive climate of learning. They help support all children' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where children feel they belong and feel safe to communicate.

Standard 2: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Establish positive primary relationships with young children and positive relationships with children's families
- Follow 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, and adjust these as necessary to meet children's developmental and/or learning needs
- Assist in promoting children's positive social behavior and self-regulation
- Understand developmentally-appropriate expectations for young children's behavior
- Assist in implementing strategies to prevent and/or address young children's challenging behaviors, and strategies to help children learn to resolve conflicts
- Understand the effects of factors outside the setting on children's social-emotional well-being and, with guidance and/or direction from the Teacher and/or the Master Teacher, are able to adjust the environment as well as classroom practice to help children and, as directed, to collaborate with families and service providers as appropriate
- Promote children's social-emotional growth, development, and individual self-regulation using positive confirmations, interventions and supports to foster a caring community

- where each child feel safe and is treated fairly and respectfully by adults and peers
- Describe elements of effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning
 - Understand how an effective home-school-family partnership supports children’s development and learning

Standard 3
**Understanding and Organizing Content Knowledge for Young Children’s
Development and Learning**

Standard 3: Narrative

Beginning California practitioners in the job role of ECE assistant teaching have the skills to assist in implementing a linguistically- and developmentally-appropriate curriculum and learning experiences in early language acquisition and literacy, mathematics and mathematical reasoning, science and scientific reasoning, and visual and performing arts, as guided and/or directed by the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate how to assist in setting appropriate individualized goals and objectives to advance young children’s development and learning within and across the curriculum. They are familiar with California’s *Infant Toddler and Preschool Learning Foundations* that provide guidance for the development and learning of the state’s young learners and they understand their implications for planning the care, development, and learning experiences for all young children in the ECE setting.

For infants and toddlers, they assist in implementing the four developmental domains identified within the California Early Development and Learning System from the California Department of Education (social-emotional, cognitive, linguistic, and physical). They are familiar with developmentally-appropriate pedagogy for key content areas in the early childhood curriculum.

As guided and/or as directed by the Teacher and/or the Master Teacher, Beginning California practitioners in the job role of ECE assistant teaching implement learning experiences and sequences that focus on key concepts and highlight connections, relationships, and themes of the content areas across the early childhood curriculum. They integrate the appropriate use of technology within instruction. They understand how to work collaboratively as well as in consultation with colleagues to help support children’ development and engagement with learning.

Standard 3: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- Apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the principles of effective pedagogy and learning experiences in each content domain
- Understand typical learning trajectories in different domains of development and their implications for curriculum design
- Understand and demonstrate how to interact with children in ways that support their content learning and developing skills
- Understand how to adjust learning experiences to meet the needs of all young children and to effectively engage children’s varying developmental and skill levels, learning styles, strengths and needs
- Appropriately implement learning experiences that are developmentally-, Culturally- and linguistically-appropriate, engaging, and supportive of children’s learning in each content domain
- Assist in setting individualized goals and objectives for content learning for young children in the early childhood setting
- Understand common early childhood curricular approaches, including their alignment to the California *Infant-Toddler Development and Learning Foundations* and *Preschool Learning Foundations* and the principles put forth in the California Early Development and Learning System-based Curriculum Review Tool from the California Department of Education
- Assist in planning effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their development and learning
- Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences

Standard 4

Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

Standard 4: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of effective pedagogical strategies in early childhood content areas when implementing developmental and learning experiences for children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that stimulate and facilitate children’s development and learning.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of children’s cultural, linguistic, ethnic, economic perspectives and characteristics, skill levels, and first- and second-language acquisition when implementing

learning experiences, and play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current materials, resources, methods and technologies in designing and implementing learning experiences to promote children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help advance the development and learning of children who are dual language learners. They understand and apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the use of inclusive pedagogical practices, universal design, accessibility, and differentiation/adaptation of learning experiences and environments to help advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or developmental delays. They help create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, small and large group activities and interactions, materials, equipment, activities, classroom management) that promote children's learning, and they involve families at home and in the community with the curriculum to support children's growth and development, as guided and/or as directed by the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand how to effectively use content area knowledge, content pedagogy, and children's learning goals to assist in planning and providing appropriate learning experiences and assessment for young children. They understand the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Infant Toddler and Preschool Early Learning Foundations and their underlying principles. They help provide access to learning experiences and key content concepts for all children by assisting in removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children's needs, as guided and/or directed by the Teacher and/or the Master Teacher.

Standard 4: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Help plan learning experiences in content areas, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- Understand 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
- Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum
- Understand information from assessment data about children's current status with respect to the *Infant Toddler and Preschool Learning Early Learning Foundations*
- Understand the range and characteristics of typical and atypical development from birth through adolescence to help plan learning experiences for children

- Assist in implementing learning experiences that are developmentally appropriate, engaging, and playful, as well as assessments that reflect the interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the content area of learning
- Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:
 - appropriate use of technology, including assistive technology
 - use of developmentally-, linguistically-, and culturally-appropriate learning experiences
 - learning materials, and learning resources for all children, including the full range of English and dual language learners
 - appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)
 - opportunities for children to support each other in learning
 - use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher
- Understand how specific learning experiences would be differentiated/adapted to address specific individual children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and second-language acquisition, as well as children’s diverse learning styles, motivations, interests, skills, physical, emotional, social and cognitive development
- Understand how to plan learning experiences that incorporate child-initiated and teacher-guided play interactions, daily routines, teacher-focused conversations, and teacher-focused interactions, within the context of a supportive classroom environment, that work in concert to support young children’s development and learning
- Understand how to access resources for planning and implementing learning environments and learning experiences, including using the expertise of the Teacher and/or the Master Teacher as well as other colleagues as available in the early childhood setting
- Assist in developing specific plans for engaging and partnering with families in supporting children’s growth and development
- Integrate movement and kinesthetic experiences within learning experiences to support young children’s development and learning
- Understand appropriate strategies for supporting home language for the youngest learners
- Understand appropriate strategies for supporting dual language learners in developing English language and literacy skills for infants, toddlers, and preschool age children
- Understand appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young dual language learners access all learning

experiences

- Understand appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities and or advanced abilities (i.e., gifted and talented) access appropriate learning experiences
- Demonstrate effective planning of learning experiences and the use of pedagogical practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education

Standard 5

Assessing and Documenting Young Children’s Development and Learning

Standard 5: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand basic principles for observing, documenting, and interpreting children’s developmental progress in all domains, play and social interactions. They understand assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California’s *Infant Toddler and Preschool Learning Foundations*. Beginning California practitioners in the job role of ECE assistant teaching help implement assessments for formal and informal use, as applicable and as guided and/or directed by the Teacher and/or the Master Teacher, consistent with policies and practices of the early childhood setting to document children’s developmental progress and to guide their curriculum and pedagogical practices. They understand how to work collaboratively with the Teacher and/or the Master Teacher to interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate with the Teacher and/or the Master Teacher to use observational and other measurement results to gauge individual children’s developmental progression. They understand how assessments can provide useful information regarding how current pedagogical strategies are working for individual children, and to understand appropriate differentiation/adaptations and improvements in pedagogical practices. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate assessment results understandably and appropriately to children and families, as guided and/or as directed by the Teacher and/or the Master Teacher, within applicable policies and procedures of the early childhood setting.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use multiple ways to inform their judgment about what a child knows and is able to do, and to document children’s cognitive and developmental progress. They help support children in learning how to review peer work- and self-assess their own work.

Standard 5: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Demonstrate understanding of commonly-used early childhood developmental,

screening and formative assessment strategies

- Demonstrate understanding of the characteristics and purposes of formative and summative measures of young children’s development
- Demonstrate understanding of the key characteristics of culturally and linguistically appropriate assessments
- Demonstrate understand of how to interpret, with guidance and assistance from the Teacher and/or the Master Teacher, basic assessment findings from formative and summative assessments
- Describe how assessment results can be used to inform planning and learning experiences
- Develop a sample communication appropriate for children and families regarding results of children’s developmental assessments and outcomes, as consistent with policies and practices within the early childhood setting
- Describe how to collect and analyze assessment data from multiple measures and sources to plan and modify learning environments and learning experiences to document children's learning over time
- Demonstrate understanding of how to Interpret English learners' and dual language learners’ assessment results to identify their level of proficiency in English as well as in their primary language, as applicable, as well as how to use this information in helping to plan learning experiences and sequences

Standard 6

Developing as a Professional Early Childhood Educator

Standard 6: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate and communicate effectively with Teachers, Master Teachers, supervisors and other professionals in the early childhood setting to facilitate mutual understanding, coordinated efforts and collective contributions to support children’s development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help organize the work of other adults such as assistants and/or aides in the ECE setting. They understand how adults learn, and how to collaborate with the Teacher and/or the Master Teacher to give constructive feedback and otherwise support their effectiveness in carrying out their assigned responsibilities with children and families in the program. Beginning California practitioners in the job role of ECE assistant teaching are committed to continually developing their own skills as teachers.

Beginning California practitioners in the job role of ECE assistant teaching seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, reflective practice, and observations of their work in the early childhood setting. They are

aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for their own ongoing professional learning. Beginning California practitioners in the job role of ECE assistant teaching develop an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for helping to improve children's learning outcomes. They hold high expectations for all children's optimal development.

Standard 6: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Explain historical and current early childhood education perspectives, theories, program types and philosophies
- Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- Reflect on practice, discuss with colleagues, and use this information to help improve their own pedagogical practices in the ECE context
- Demonstrate the ability to co-plan and co-teach with others such as Teachers, Master Teachers, and others in the ECE setting
- Collaborate and communicate effectively with other professionals, where applicable
- Demonstrate how to organize, communicate and coordinate the work of aides in the early childhood setting
- Demonstrate how to provide constructive performance feedback to adults under their supervision
- Demonstrate how to communicate effectively with one's own supervisors
- Demonstrate their commitment to their own learning by taking advantage of available professional development learning opportunities
- Recognize their own values as well as their implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect their pedagogical practices and professional relationships with colleagues, and work to mitigate any negative impact on the teaching and learning of children or on partnerships with families
- Exhibit caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- Demonstrate professional responsibility for helping children's learning and classroom management, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families
- Conduct themselves with integrity and model ethical conduct for themselves and others

Early Childhood Teacher
Draft Standards and Teaching Performance Expectations
April 2018

Job Role Addressed by this set of Standards and Performance Expectations: Teaching in an ECE setting. An Early Childhood Teacher provides service in the care, development, and instruction of children in a child care and development program and may also supervise the work of other adults in the specific ECE setting.

Standards and Teaching Performance Expectations

Standard 1

Engaging and Supporting All Young Children in Development and Learning

Standard 1: Narrative

Beginning California Early Childhood Teachers are knowledgeable of the typical and atypical progression of young children’s cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., first and second language development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health. They also understand the primary role of the family in the development and learning of their children. They understand how these elements interact to facilitate development and learning, including the integral role in and effects of teachers, family, culture, and the community on children’s development.

Beginning California Early Childhood Teachers are knowledgeable of the demographics, cultural backgrounds, and perspectives of the children and families served within the ECE setting. They understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions. They also understand how to help mitigate the negative effects of chronic stress and exposure to trauma on development, learning, and behavior. Beginning California Early Childhood Teachers recognize when additional screening and services may be needed from other professionals in the early childhood setting.

Beginning California Early Childhood Teachers collaborate with families, colleagues and the community to support young children’s development and learning, and are knowledgeable of the locally-available care and education services for children and families as well as services in closely related sectors such as health and social services. They know how to access and effectively use these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning California Early Childhood Teachers communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and know how 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.

Beginning California Early Childhood Teachers understand and apply theories, principles, and practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English. They understand and use appropriate

pedagogical approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English. Beginning California Early Childhood Teachers understand and apply pedagogical theories and principles and practices for the development of children' academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas.

Beginning California Early Childhood Teachers use knowledge of a child's background and assessment of prior learning both in English and the home language, if applicable, to differentiate child-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the child in comprehension and production of Standard English. They are able to determine communicative intent, particularly with children at emerging and expanding English proficiency levels and with children who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning California Early Childhood Teachers design and implement learning experiences based on the child's level of English proficiency and academic achievement, keeping in mind that the child's individual needs vary and may be multifaceted. Additionally, they understand the difference among children whose learning need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning California Early Childhood Teachers assure that children understand what they are to do during learning experiences and monitor children's progress toward learning goals.

Standard 1: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Describe the typical progression of young children's cognitive (including first- and second language development, emerging literacy, mathematics and scientific concepts), physical and social-emotional development
- Differentiate characteristics of typical and atypical child development
- Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children's development
- Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children's development
- Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting
- Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge ("funds of knowledge") and cultural, language, and socioeconomic backgrounds, to engage them in learning

- Communicate and collaborate with families to support young children’s development and learning
- Describe how to recognize when a child may need additional diagnosis and services, and demonstrate awareness of the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting
- Provide a supportive learning environment for children's first and/or second language acquisition by using research-based pedagogical approaches and demonstrate an understanding of the difference among children whose only instructional need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability
- Monitor children’s development and learning and adjust learning experiences while teaching so that children continue to be actively engaged in their learning

Standard 2

Creating and Maintaining Effective Environments for Young Children’s Development and Learning

Standard 2: Narrative

Beginning California Early Childhood Teachers demonstrate the skills to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. They understand how to and 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, maximize learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment.

Beginning California Early Childhood Teachers 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. They are able to 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 development and learning, and how to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They create and manage effective learning environments (physical space, materials, activities, classroom management) that promote children’s learning.

Beginning California Early Childhood Teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, children come to school with a wide

range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California Early Childhood Teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning California Early Childhood Teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. Beginning They support all children' mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

Standard 2: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Establish positive primary relationships with young children and positive relationships with children's families
- 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, and adjust these as necessary to meet children's developmental and/or learning needs
- Demonstrate the ability to promote children's positive social behavior and self-regulation
- Set developmentally-appropriate expectations for young children's behavior
- Identify 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 are able to adjust the environment as well as classroom practice to help children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each child is treated fairly and respectfully by adults and peers
- Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children's learning
- Explain how an effective home-school-family connection supports children's development and learning
- Understand how to identify resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile

Standard 3

Understanding and Organizing Content Knowledge for Young Children’s Development and Learning

Standard 3: Narrative

Beginning California Early Childhood Teachers demonstrate the ability to design and implement a linguistically- and developmentally-appropriate curriculum in early language and literacy, mathematics and mathematical reasoning, scientific reasoning and visual and performing arts. They demonstrate knowledge of typical learning trajectories in each content area and are able to plan a developmentally appropriate scope and sequence of learning goals, learning experiences, and pedagogical strategies.

Beginning California Early Childhood Teachers set appropriate individualized goals and objectives to advance young children’s development and learning within and across the curriculum. They are familiar with California’s *Infant Toddler and Preschool Learning Foundations* that provide guidance for the development and learning of the state’s young learners and they understand their implications for planning the care, development, and learning experiences for all young children.

For infants and toddlers, they implement the four domains identified within the California Early Development and Learning System from the California Department of Education. They are familiar with the strengths and limitations early childhood curricular approaches, and with developmentally-appropriate pedagogy for key content areas in the early childhood curriculum.

Beginning California Early Childhood Teachers design developmental and learning experiences and sequences that highlight connections, relationships, and themes of the content areas across the early childhood curriculum, and they integrate the appropriate use of technology within instruction. They work with colleagues through collaboration and consultation to support children’ engagement with learning. They also apply developmentally--appropriate pedagogical practices for the development of literacy, academic language, comprehension, and knowledge in the content areas of the early childhood curriculum for all children.

Standard 3: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- Understand and apply the principles of effective instruction and facilitation in each content domain when planning and organizing curriculum and learning experiences
- Describe typical learning trajectories in different domains of development and their implications for curriculum design
- Understand and demonstrate how to interact with children in ways that support their content learning and developing skills

- Understand and demonstrate how to adjust a curriculum to meet the needs of young children and 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 experiences for young children
- Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children’s learning in each content domain
- Use knowledge about children and learning goals to organize the curriculum to facilitate children’s understanding of key content area concepts and make accommodations and/or modifications as needed to promote children’s access to the curriculum
- 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 their alignment to the California *Preschool Learning Foundations* and the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
- Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their learning development
- Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language relative to content areas within developmentally-appropriate learning experiences to promote the knowledge of all children, including the full range of English learners, Standard English learners, children with disabilities, and children with other learning needs
- Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children’s equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting

Standard 4

Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

Standard 4: Narrative

Beginning California Early Childhood Teachers are knowledgeable of effective teaching strategies in early childhood content areas when planning instruction and designing developmental and learning experiences for all young children. They also apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and instruction to children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that facilitate children’s development and learning.

Beginning California Early Childhood Teachers apply knowledge of children’s cultural, linguistic, ethnic, economic characteristics, skill levels, and first- and second-language acquisition when

planning learning experiences, and they create play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current technologies in learning experiences to promote children's learning.

Beginning California Early Childhood Teachers advance the development and learning of children who are dual language learners. They understand and apply the use of inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays. They create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management) that promote children's learning, and they involve families at home and in the community with the curriculum to support children's growth and development.

Beginning California Early Childhood Teachers understand how to effectively use content area knowledge, content pedagogy, and children's learning goals to design appropriate developmental and learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Early Learning Foundations and their underlying principles. They provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children's needs.

Standard 4: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Plan developmental and learning experiences in content areas, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- 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
- Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum
- Use information from assessment data about children's current status with respect to the *Infant Toddler and Preschool Learning Early Learning Foundations*, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children
- Understand and apply knowledge of the range and characteristics of typical and atypical Early Childhood from birth through adolescence to help inform planning learning experiences for all children
- Design and implement learning experiences that are intentionally developmentally appropriate, engaging, and playful, as well assessments that reflect the

interconnectedness of content areas and related children’s skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the content area of learning

- Plan, design, implement and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:
 - appropriate use of instructional technology, including assistive technology
 - use of developmentally, linguistically, and culturally appropriate learning experiences
 - learning materials, and learning resources for all children, including the full range of English learners
 - appropriate modifications for children with disabilities
 - opportunities for children to support each other in learning
 - use of community resources and services as applicable
- Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and second-language acquisition, as well as children’s diverse learning styles, motivations, interests, skills, social and cognitive development
- Demonstrate planning that incorporates child-initiated and teacher-guided play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children’s development and learning
- Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues and Master/mentor teachers as available
- Develop specific plans for engaging and partnering with families in supporting children’s growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
- 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 infants, toddlers, and preschool age children
- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities access the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum
- Demonstrate effective planning of learning experiences and the use of educational practices based on observation, assessments, and the California Early Development and learning system resources from the California Department of Education

Standard 5

Assessing and Documenting Young Children's Development and Learning

Standard 5: Narrative

Beginning California Early Childhood Teachers understand and apply basic principles for observing, documenting, and interpreting children's development as the context for curriculum development in all domains, play and social interactions. They know how to select assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California's *Infant Toddler and Preschool Learning Foundations*. Beginning California Early Childhood Teachers select and/or design assessments for formal and informal use, as applicable, and consistent with policies and practices of the early childhood setting to document children's progress and to guide their curriculum and pedagogical practices. They use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California Early Childhood Teachers use observational and other assessment results to understand individual children's developmental progression. They also know how to use assessments to determine whether current pedagogical strategies are working for individual children, and to guide adaptations and improvements in pedagogical practices. Beginning California Early Childhood Teachers communicate assessment results understandably and appropriately to children and families, within applicable policies and procedures of the early childhood setting.

Beginning California Early Childhood Teachers use multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children's academic and developmental progress. They support children in learning how to peer- and self-assess their work.

Standard 5: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- 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/or use program- or site-identified 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, seeking assistance as needed from colleagues or other professionals in the early childhood setting
- Describe how to apply assessment results to inform planning and learning experiences
- Develop a sample communication appropriate for children and families regarding children's assessment outcomes, as consistent with policies and practices within the early childhood setting

- Collect and analyze assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between children whose first language is English, English learners, Standard English learners, and children with language or other disabilities
- Interpret English learners' and dual language learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning learning experiences and sequences

Standard 6

Developing as a Professional Early Childhood Educator

Standard 6: Narrative

Beginning California Early Childhood Teachers are familiar with current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California Early Childhood Teachers understand how to collaborate and communicate effectively with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children's learning and outcomes.

Beginning California Early Childhood Teachers organize and supervise the work of other adults such as assistants and/or aides in the ECE setting. 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. They know how to communicate effectively with the program staff they may supervise, the program's Master Teacher(s) and administrator(s). They understand the importance of gathering and providing 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 program/site administrator(s). Beginning California Early Childhood Teachers are committed to continually developing their own skills as teachers.

Beginning California Early Childhood Teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning California Early Childhood Teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for all children's learning outcomes. They hold high expectations for all children.

Standard 6: Teaching Performance Expectations

Beginning California Early Childhood Teachers are able to:

- Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- Reflect on practice and use this information to improve teaching and learning in the EC context
- Demonstrate the ability to co-plan and co-teach with others such as other teachers, Master/mentor teachers, and others in the ECE setting
- Collaborate and communicate effectively with other professionals, where applicable
- Demonstrate effective strategies for supporting adult learning related to the teaching of young children
- Demonstrate how to organize and direct the work of other adults in the early childhood setting
- 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
- Demonstrate their commitment to their own learning by taking advantage of available learning opportunities
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of children
- Exhibit positive dispositions of caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- Demonstrate professional responsibility for all aspects of children's learning and classroom management, including responsibility for the learning outcomes of all children, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families
- Conduct themselves with integrity and model ethical conduct for themselves and others

Early Childhood Master Teacher/Mentor/Coach
Draft Standards and Teaching Performance Expectations
April 2018

Job Role Addressed by this set of Standards and Teaching Performance Expectations: Teaching, Coaching and Mentoring in an ECE setting. An Early Childhood Master Teacher/Mentor/Coach provides service in the care, development, and instruction of children in a child care and development program, assists in the professional learning, growth and development of other program staff through coaching and mentoring activities, and may also supervise the work of other adults in the specific ECE setting.

Standards and Teaching Performance Expectations

Standard 1

Engaging and Supporting All Young Children in Development and Learning

Standard 1: Narrative

Beginning Master Teachers/Mentors/Coaches 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., first and second language development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health in their planning, learning experiences, and interactions with young children. Beginning Master Teachers/Mentors/Coaches can explain how these elements interact to facilitate development and learning, including the integral role of teachers, family, culture, and the community in children’s development.

Beginning Master Teachers/Mentors/Coaches incorporate knowledge of the demographics, cultural background, and perspectives of the children and families served within the ECE setting, and can explain the role and influence of culture on young children’s development. Beginning Master Teachers/Mentors/Coaches 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. Beginning Master Teachers/Mentors/Coaches also understand and can take steps to mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Beginning Master Teachers/Mentors/Coaches also recognize and take appropriate action when additional diagnosis and services may be needed by other professionals in the early childhood setting.

Beginning Master Teachers/Mentors/Coaches collaborate with families, colleagues and the community to support young children’s development and learning, and are familiar with the locally-available support services for children and families. Beginning Master Teachers/Mentors/Coaches 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 and within applicable policies and procedures of their early childhood setting. Beginning Master Teachers/Mentors/Coaches communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and 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.

Beginning Master Teachers/Mentors/Coaches understand and apply theories, principles, and pedagogical practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English. They understand and use appropriate pedagogical approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English. Beginning Master Teachers/Mentors/Coaches understand and apply pedagogical theories and principles and practices for the development of children's academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas of the core curriculum.

Beginning Master Teachers/Mentors/Coaches use knowledge of a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate student-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English.

Beginning Master Teachers/Mentors/Coaches assure that children understand what they are expected to do during learning experiences and monitor student progress toward learning goals.

Standard 1: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Describe the typical progression of young children’s cognitive (including first- and second language development, emerging literacy, and mathematics and scientific concepts), physical and social-emotional development
- Differentiate characteristics of typical and atypical child development
- Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children’s development
- Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children’s development
- Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting
- Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”) and

cultural, language, and socioeconomic backgrounds, to engage them in learning

- Communicate and collaborate with families to support young children’s development and learning
- Describe how to recognize when a child may need additional diagnosis and services, and identify the types of services that may be available for children with an identified disability or other special need within applicable policies of the early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting
- Provide a supportive learning environment for children's first and/or second language acquisition by using research-based learning approaches and demonstrate an understanding of the difference among children whose learning need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability
- Monitor children’s development and learning, and adjust learning experiences while teaching so that children continue to be actively engaged in their learning

Standard 2

Creating and Maintaining Effective Environments for Young Children’s Development and Learning

Standard 2: Narrative

Beginning Master Teachers/Mentors/Coaches demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language, as well as language appropriate for colleagues and families within the early childhood setting. Beginning Master Teachers/Mentors/Coaches 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.

Beginning Master Teachers/Mentors/Coaches 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. Beginning Master Teachers/Mentors/Coaches 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 development and learning, and adjust the learning environment, schedule and routines as well as learning experiences practice to support children experiencing these effects. They create and manage effective learning environments (physical space, materials, activities, classroom management) that promote student learning.

Beginning Master Teachers/Mentors/Coaches recognize that in addition to individual cultural,

linguistic, socioeconomic and academic backgrounds, children come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning Master Teachers/Mentors/Coaches create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families to the learning environment, using routines and procedures that maximize student engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning Master Teachers/Mentors/Coaches understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

Standard 2: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Establish positive primary relationships with young children and positive, respectful relationships with children's families
- 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, and adjust these as necessary to meet children's developmental and/or learning needs
- Demonstrate the ability to promote children's positive social behavior and self-regulation
- Set developmentally-appropriate expectations for young children's behavior
- Identify 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 adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each student is treated fairly and respectfully by adults and peers
- Incorporate elements of potentially effective, developmentally-appropriate learning environments (physical space, schedule and routines, materials, activities, equipment, classroom management) that promote young children's learning
- Explain how an effective home-school-family connection supports children's development and learning and describe strategies for engaging families productively
- Explain how to access community resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are

medically fragile

- Describe how an effective home-school-family connection interacts to support children's development and learning

Standard 3

Understanding and Organizing Content Knowledge for Young Children's Development and Learning

Standard 3: Narrative

Beginning Master Teachers/Mentors/Coaches are knowledgeable about content and concepts important in early learning and building the foundation for learning of content areas, and they design and develop linguistically- and developmentally-appropriate curriculum in early language acquisition and literacy, mathematics and mathematical reasoning, scientific reasoning technology, engineering, visual and performing arts, and history and social sciences. Beginning Early Childhood Master Teachers/Mentors/Coaches demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and learning tasks and strategies) and are proficient in each of the Standards and specific subject-matter areas.

Beginning Early Childhood Master Teachers/Mentors/Coaches 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, Beginning Master Teachers/Mentors/Coaches implement the four foundational domains identified within the *California Infant Toddler and Preschool Learning Foundations* from the California Department of Education. They understand both the strengths and limitations of common-used early childhood curricula, and appropriate pedagogy for key foundational content areas in the early childhood curriculum to support children's development and learning.

Beginning Master Teachers/Mentors/Coaches design developmental and learning experiences and sequences that highlight connections, relationships, and themes across the foundational content areas of the early childhood curriculum, and they integrate the appropriate use of technology within learning experiences. They work with colleagues through collaboration and consultation to support children's engagement with learning experiences. They also apply appropriate pedagogical practices for the development of emerging literacy, academic language, comprehension, and knowledge in the foundational content areas of the early childhood curriculum for all children.

Standard 3: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Establish positive primary relationships with young children and positive relationships with children's families
- 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, and to adjust these as necessary to meet children's developmental and/or learning needs

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Demonstrate the ability to promote children's positive social behavior and self-regulation
- Set developmentally-appropriate expectations for young children's behavior
- Identify 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 are able to adjust the environment as well as classroom practice to help children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children's learning
- Explain how an effective home-school-family connection supports children's development and learning
- Know how to access resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile
- Explain and apply concepts relating to children's learning trajectories, including goals, developmental progressions, and learning experiences, tasks and strategies
- Demonstrate sufficient discipline-based knowledge to design appropriate environments and learning experiences for young children across the content areas of the curriculum.
- Design and develop learning experiences and activities that are developmentally- and linguistically-appropriate, engaging, and that support children's learning in each foundational content area
- Interact with children in ways that support and enhance their content learning and developing skills
- Identify key content appropriate for young children as contained in the *California Infant Toddler and Preschool Learning Foundations*
- Use knowledge about children's learning goals to organize the curriculum to facilitate student understanding of major foundational concepts within the content areas of the curriculum

Standard 4

Planning Instruction and Designing Developmental and Learning Experiences

for All Young Children

Standard 4: Narrative

Beginning Master Teachers/Mentors/Coaches are knowledgeable of effective teaching strategies in early childhood foundational content areas when planning instruction and designing developmental and learning experiences for all young children. They also apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and instruction to children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that facilitate children's development and learning.

Beginning Master Teachers/Mentors/Coaches use California's *infant/toddler and Preschool Learning Foundations* to provide guidance for the development and learning of the state's young learners and they apply this foundational knowledge when planning and implementing care, developmental, and learning experiences for all young children.

Beginning Master Teachers/Mentors/Coaches incorporate cultural, linguistic, ethnic, economic, ability, and first- and second-language acquisition factors when planning learning experiences, and they also incorporate play-based/active investigation curriculum models and approaches applicable to curriculum and learning experiences provided to young children. Beginning Master Teachers/Mentors/Coaches leverage different kinds of developmentally-appropriate current technologies in curricula and pedagogical practice to promote children's learning. Beginning Master Teachers/Mentors/Coaches are able to design and develop linguistically, culturally, and developmentally appropriate curriculum for the EC program.

Beginning Master Teachers/Mentors/Coaches advance the development and learning of children who are dual language learners, selecting and applying pedagogical strategies consistent with appropriate and effective early first- and second- language development and acquisition principles and practices.

Beginning Master Teachers/Mentors/Coaches understand how to set appropriate learning goals for children and to effectively use content-specific pedagogy to design appropriate learning experiences and assessment for all young children. They design and implement learning experiences and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, Mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's *Preschool Learning Foundations* and their underlying principles. They provide access to the curriculum for all children by removing barriers and using a range of appropriate learning experiences strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches understand the purpose and implement the use of inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays. In addition, Beginning Master

Teachers/Mentors/Coaches are responsive to children experiencing chronic stress/adversity. Beginning Master Teachers/Mentors/Coaches create and manage effective learning environments (physical space, schedules and routines, 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.

Beginning California Early Childhood Master Teachers/Mentors/Coaches understand how to effectively use foundational content knowledge, content pedagogy, and learning goals to design appropriate learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in emerging literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Early Learning Foundations and their underlying principles. They provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches are able to design, develop, and implement professional development and learning experiences for the ECE program staff to help staff develop their own capabilities relative to effective curriculum development and teaching strategies for young children as applicable to their job responsibilities in the ECE setting.

Standard 4: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Describe and apply general principles of effective pedagogy for young children, including ways in which children's play as both child-initiated and 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 linguistically, culturally and developmentally-appropriate learning experiences
- 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 appropriate pedagogy for each of the key foundational content areas and skill areas in early academic learning
- 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 planning developmentally-appropriate learning
- Use information from assessment data about children' current *Infant Toddler and Preschool Learning Foundations*-related skills to determine learning needs and goals and to make short-term learning experiences plans
- Explain the implications of language proficiency and cultural background for both short-term and long-term learning experiences planning
- Apply knowledge of the range and characteristics of typical and atypical child

development from birth through age 8 to help inform both short-term and long-term planning and learning experiences for all children

- Design and implement learning experiences and developmentally-appropriate assessment that reflects the interconnectedness of foundational content areas and related children’s skills development in emerging literacy, Mathematics, science, and other foundational content areas across the curriculum
- Plan, design, implement and monitor learning experiences, making effective use of learning time to maximize learning opportunities for all children by removing barriers and providing access through learning experiences strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - use of developmentally, linguistically, and culturally appropriate learning experiences, instructional materials, and learning resources for all children, including the full range of English learners;
 - appropriate modifications for children with disabilities;
 - opportunities for children to support each other in learning; and
 - use of community resources and services as applicable.
- Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and second-language acquisition, as well as children’s diverse learning styles, motivations, interests, skills, social and cognitive development
- Demonstrate planning that incorporates focused play interactions, consistent daily routines, and focused conversations interactions, along with a supportive classroom environment, that work in concert to support young children’s development and learning
- Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues
- Develop specific plans for engaging families in supporting children’s growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
- 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 young children
- Describe appropriate learning experiences strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with disabilities access the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum
- Use the *California Infant Toddler and Preschool Learning Foundations* resources from the California Department of Education to plan learning experiences and developmentally-appropriate assessments

- Demonstrate planning that incorporates the contexts of child- and teacher-initiated 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 development and learning
- Plan for children’s diverse learning styles, motivations, interests, and abilities
- Build on child-initiated activities to contribute to children’s academic, social and emotional learning
- Plan for family engagement to support children’s growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
- Use a variety of technology and media, and explain the applicability of these technologies and media within early childhood learning experiences
- Plan, develop, and assist others to implement curriculum within the EC program.
- Plan, develop, and implement effective professional development and learning experiences for EC program staff relating to curriculum development and effective lesson planning

Standard 5

Assessing and Documenting Young Children’s Development and Learning

Standard 5: Narrative

Beginning Master Teachers/Mentors/Coaches apply basic principles for observing, documenting, and interpreting children’s development in all domains in the context of learning experiences, play and social interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with the California *Infant Toddler and Preschool Learning Foundations*. Beginning Master Teachers/Mentors/Coaches appropriately select and/or design assessments for formal and informal use, as applicable, to support their curriculum and pedagogical practices, and to document children’s progress, as consistent with policies and practices of the early childhood setting. Beginning Master Teachers/Mentors/Coaches use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies to improve pedagogical planning and learning experiences.

Beginning Master Teachers/Mentors/Coaches explain how observational and other 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 pedagogical practices. Beginning Master Teachers/Mentors/Coaches communicate assessment results understandably and appropriately to children, families, and others, within the policies and practices of the early childhood setting.

Beginning Master Teachers/Mentors/Coaches use multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children’s academic and developmental progress. They support children in developmentally-appropriate ways of learning how to peer- and self-assess their work.

Standard 5: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- 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 and for tracking children’s learning in all foundational content and skill areas
- Identify and describe the key characteristics of developmentally, culturally- and linguistically -appropriate assessments
- Interpret basic assessment findings from formative and summative assessments of young children
- Collect and analyze assessment data from multiple measures and sources, including observations and direct interactions with children, and from family members-to plan and modify learning experiences and document children's learning over time
- Work with specialists as needed or as appropriate to interpret assessment results from formative and summative assessments to distinguish between children whose first language is English and children with language or other disabilities
- Interpret dual and English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning learning experiences and setting individualized learning and related goals for children
- Apply assessment results to inform planning and learning experiences
- Communicate effectively with children, families, co-teachers and administrators regarding student assessment outcomes, within applicable policies and practices of the early childhood setting

Standard 6

Developing as a Professional Early Childhood Educator

Standard 6: Narrative

Beginning Master Teachers/Mentors/Coaches explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. They describe effective ways to collaborate and communicate with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children’s learning and outcomes.

Beginning Master Teachers/Mentors/Coaches effectively organize and supervise the work of other adults such as assistants and aides within the EC setting. They understand how adults learn, and how to give constructive feedback and otherwise support professional development to increase teachers’ and other staff members’ effectiveness in carrying out their assigned responsibilities with children and families in the early childhood setting. Beginning Master

Teachers/Mentors/Coaches understand how to apply this knowledge in working with all staff members to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, mentor, and/or coach. They are committed to their own continuing professional growth and learning as early care and education professionals.

Beginning Master Teachers/Mentors/Coaches 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. They 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.

Beginning Master Teachers/Mentors/Coaches understand how to gather and provide information as appropriate about both the effectiveness of the learning environment, curriculum, routines and schedules, and the effectiveness of the personnel whom they may assist, mentor, coach, and/or supervise to the program's higher level administrators.

Beginning Master Teachers/Mentors/Coaches seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Mentor Teacher Beginning Master Teachers/Mentors/Coaches demonstrate an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for all children's learning outcomes. They hold high expectations for all children, staff, and themselves.

Standard 6: Teaching Performance Expectations

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- Act in an ethical manner, with honesty and integrity, and with children's well-being as the central concern
- 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 Early Childhood Permit holders such as teachers and others in the EC setting
- Demonstrate how to organize and supervise, mentor, and/or coach, as appropriate, the

work of other adults in the early childhood setting

- 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, 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 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)
- 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 in the early childhood setting

Early Childhood Education Administrator
Draft Standards and Administrator Performance Expectations
April 2018

Based on the *Early Childhood Educator Competencies* and the *California Administrator Performance Expectations*

Standards for Early Childhood Education Program Administration and Supervision

Standard 1: Program Development and Administration

Standard 2: Personnel Management for Early Childhood Education Programs

Standard 3: Business and Fiscal Management for Early Childhood Education Programs

Standard 4: Personnel Development for Early Childhood Education Programs

Introduction to this Document

Organization: This document includes *Early Childhood Education Administrator Performance Expectations* (ECE APEs) for early childhood education professionals intending to work in the capacity of an early childhood education (ECE) administrator, whether in the role of supervising a single program site or multiple program sites. Administrator Performance Expectations represent the body of knowledge and skills that beginning California early childhood practitioners in the job role of an administrator should have the opportunity to learn and practice in preparation programs in California.

Beginning California practitioners in the job role of an ECE administrator learn and demonstrate their knowledge and skills related to the Administrator Performance Expectations in the context of successfully completing coursework and engaging in fieldwork/clinical practice related to the performance expectations in an early childhood education setting. Administrator Performance Expectations are intended to guide the development of preparation programs offered by institutions of higher education; the level of a permit candidate's competency with respect to the Administrator Performance Expectations is assessed by the preparation programs during coursework and fieldwork/clinical practice experiences.

The organization of the ECE APEs is based primarily on an analysis of the content of the Child Development Permit-related preparatory coursework provided through the California Community Colleges and the California State University for candidates for a Site Supervisor/Program Director permit. This coursework is grounded in and reflects the California Department of Education's *Early Childhood Educator Competencies*, which were developed collaboratively by the early childhood community and represent concepts that form the basis for teaching and administering effective early childhood education programs in California.

In addition to these foundational sources, the ECE APEs are also aligned with the recommendations regarding the general competencies and knowledge needed by early childhood education leaders as presented in the national report *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*, issued in 2015 by the Institute of Medicine and the National Research Council of the National Academies.

The ECE APEs are research-based, aligned to and informed by the source documents cited below. They require beginning California practitioners in the job role of administrator to demonstrate the knowledge and skills to establish and/or maintain developmentally appropriate, safe and healthy learning environments that support young children's development across all domains and that meet the needs of each young child; to effectively support, promote, and maintain the program's fiscal, business, and management operations in accordance with applicable laws, regulations, policies, and procedures; to recruit, hire, support, evaluate, and retain/dismiss personnel in accordance with applicable laws, regulations, policies and procedures; and to effectively represent the program publicly to children, families, and the larger community.

Details about expectations for the knowledge and performance of beginning California practitioners in the job role of administrator are provided through the specific performance expectation narratives and elements provided within each of the four Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of ECE APEs, reference is made to "children." This phrase is intended as a widely inclusive term that references **all** young children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement. "All children" is inclusive of children regardless of ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, and children who are dual language learners who are developing language proficiency in English as well as their home language. This inclusive definition of "all children" applies whenever and wherever the phrase "all children" is used in these standards and ECE APEs.

Source Documents: The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California practitioners in the job role of administrator at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood Administrator would know or be able to do. The publications cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce. The source documents are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The Infant/Toddler Learning & Development Program Guidelines*, California Department of Education, 2018
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Institute of Medicine and National Research Council of the National Academies, 2015
- *The California Preschool Program Guidelines*, California Department of Education, 2015

- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Community Colleges Curriculum Alignment Project – Expansion*, Child Development Training Consortium, 2013
- *The NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010
- *The California Administrator Performance Expectations*, California Commission on Teacher Credentialing, 2017

Job Role Addressed by this set of Standards and Performance Expectations: Administrating in an ECE setting. A California practitioner in the job role of administrator may supervise a single site program and/or multiple programs; provide service in the care, development, and learning of children in a child care and development program; supervise the work of other adults in an ECE setting; and serve as coordinator of curriculum and staff development.

Standards and Expectations for California Practitioners in the Job Role of An Early Childhood Education Administrator

Standard 1 Program Development and Administration

Standard 1: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about the mission, philosophy, and values of the early childhood education (ECE) program they lead. They demonstrate effective practices for developing, administering, and evaluating the quality of early childhood programs, including developing and implementing the program's design, overseeing the program's fiscal and business operations; managing, leading, and supporting the staff in a variety of settings and program types; assuring that the program site provides a safe, healthy, and caring environment for children and staff in accordance with all applicable laws, regulations, and policies; and evaluating the effectiveness of the program in providing quality learning opportunities for all young children in their early childhood setting. They understand how to use multiple sources of assessment data to appropriately and effectively make program modifications to improve outcomes for children and to inform program decisions and policies.

Beginning California practitioners in the job role of an ECE administrator address program staffing needs based on their knowledge of appropriate staffing in the early childhood setting(s) they lead. They prepare program, fiscal, and other required reports for funding and oversight agencies as well as for other agencies as needed. They model and carry out their legal and ethical responsibilities, and demonstrate professional behavior appropriate to the leadership role within ECE programs and settings. They demonstrate reflective practice, good time management skills, and positive professional, family, and community relationships.

Beginning California practitioners in the job role of an ECE administrator represent the program(s) they lead through outreach, collaborative efforts, and positive communications with colleagues, families, the community, and other service providers to support the program and to provide enhanced learning opportunities for young children.

Standard 1: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Demonstrate an understanding of a variety of ECE program structures, philosophies, settings, and curricular models and approaches that may be used or implemented within a high-quality early childhood education program
- Demonstrate an understanding of the range and the types of laws, regulations, and policies applicable to ECE program operations and program types
- Demonstrate the skills to design, develop, implement, and assess a high quality ECE program in accordance with all applicable laws, regulations, and policies
- Implement effective methods of ECE program administration

- Implement effective methods for establishing and maintaining a positive program climate
- Assure that effective routines and schedules are established and maintained within an ECE program that help facilitate young children’s learning
- Identify and address issues of diversity and inclusion applicable within ECE programs and settings
- Apply methods and tools, including multiple, valid sources of assessment and other data, for program evaluation and improvement purposes
- Demonstrate effective leadership strategies to ensure equity and respect for children, families, staff and colleagues of the program
- Prepare and submit program, fiscal, and other reports, as required
- Represent the program effectively to families, the community, funding and oversight agencies, and other early childhood providers collaborating with the program
- Initiate collaborative arrangements with other agencies and services providers to support the program and its staff, and to provide enhanced learning opportunities for children
- Initiate outreach efforts to families and the community to collaboratively support children’s growth, development, and learning
- Demonstrate effective public speaking skills with a variety of audiences within the early childhood community
- Demonstrate collaborative leadership skills and effective strategies for working with staff, families, the community, and other constituencies within the early childhood setting

Standard 2
Personnel Management for Early Childhood Programs

Standard 2: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about principles and practices of personnel management and leadership within ECE programs. They are knowledgeable about applicable laws, regulations, and program policies regarding the hiring, supervision, evaluation, retention and termination of program staff, including components of hiring practices, staff observation practices, professional development and support of staff, and staff evaluation practices. They are able to train staff on the program’s operational policies, procedures, and handbooks, and assure that the staff is knowledgeable about applicable mandated reporting requirements. They are able to design and implement strategies for staff team building, and for dealing with conflict that may arise among staff members, between staff and families, or in other program related contexts.

Beginning California practitioners in the job role of an ECE administrator are able to provide effective leadership and support for the ongoing learning and skill development of staff that will enhance instructional and other learning and development opportunities for children.

Standard 2: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Demonstrate an understanding of the key roles of program staff and the required staff qualifications
- Demonstrate effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate
- Implement principles, practices, and applicable local, state, and national laws, regulations, and policies governing the hiring, compensation, management, evaluation, retention, and termination of employees
- Develop and/or implement processes of recruiting, hiring, and evaluating ECE program personnel consistent with applicable personnel laws, regulations, and policies
- Identify and appropriately use formal and informal staff observation and evaluation tools consistent with applicable policies and procedures of the early childhood setting
- Demonstrate an understanding of the program's policies, procedures, and handbooks
- Implement policies and practices to assure that staff is knowledgeable about local, state, and national provisions applicable to mandated reporting requirements
- Demonstrate team building and conflict resolution skills that reflect an awareness of various cultural, linguistic, or other unique characteristics of program staff
- Assure the immediate as well as the long-term staffing of the early childhood setting with qualified, effective personnel
- Provide effective leadership and support to the staff to enhance instructional and other learning opportunities for children

Standard 3

Business and Fiscal Management for Early Childhood Education Programs

Standard 3: Narrative

Beginning California practitioners in the job role of an administrator administer the ECE program(s) in accordance with applicable health and safety codes, including but not limited to provisions of the Americans with Disabilities Act (ADA). They are able to develop and oversee the program budget and fiscal management and recordkeeping processes, including food services, strategic planning, budgeting, record keeping, funding, and facilities management, maintenance and repair of the facility/facilities as applicable, to assure the ongoing effective, cost-efficient operation of the program. They advocate for the program(s) as needed to assure the resources necessary to appropriately meet the business and fiscal needs of the early childhood setting(s). They prepare budget documents, make budget adjustments as needed, and report as required concerning the fiscal stability of the program(s), and assure that the program does not exceed its allocated operational funding. They assure that the necessary human and material resources needed to operate and maintain the program are available in a timely manner.

Standard 3: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Comply with local, state, and national provisions applicable to administration of an ECE program, including but not limited to meeting ADA requirements, health and safety regulations, emergency preparedness procedures, food services, and physical facilities management and maintenance
- Identify issues and processes of compliance with regulations and regulatory systems relating to ECE programs, and take effective action to address these issues as needed
- Demonstrate effective procedures for developing, administering, monitoring, and maintaining a program budget
- Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an EC setting
- Develop and implement policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures
- Implement the business- and fiscal-related processes of strategic planning, including start up and needs assessment, budgeting, and record keeping
- Identify and appropriately address issues requiring approval, input, or guidance from a board, advisory council, or other governing body within the given program structure
- Demonstrate the ability to advocate for the program, its accomplishments and its needs, as appropriate and within policies and procedures of the early childhood setting(s)

Standard 4 Personnel Development for Early Childhood Programs

Standard 4: Narrative

Beginning California practitioners in the job role of an ECE administrator provide leadership for the professional growth and development of staff. They stay informed regarding current research in the field of early childhood education, early development and learning, and pedagogical practices. They can help staff recognize professional biases. They help staff recognize signs of child trauma, physical needs or emotional stress. They promote culturally responsive, positive, and restorative strategies to address the diverse needs of all children and their families.

Beginning California practitioners in the job role of an ECE administrator provide, as well as facilitate, connections to and support for professional development opportunities, including planning and implementing relevant professional development opportunities and quality improvement efforts that reflect current knowledge of child development and of effective, high-quality curricular and pedagogical practices. They are responsive to staff-identified as well as administrator-identified staff needs for professional development and support. They facilitate observations, mentoring, coaching and other professional learning opportunities for themselves as well as for staff.

Beginning California practitioners in the job role of an ECE administrator appropriately use observational methods and other evaluation strategies to assess the quality of staff's pedagogical practices and interactions, to recognize effectiveness of staff efforts, and identify

and address areas in need of improvement. They understand how to use multiple sources of assessment data appropriately and effectively to make adjustments to inform professional learning. They understand and can recognize and appreciate different leadership styles. They encourage and help develop leadership skills among staff through modeling, coaching, and mentoring. Under their leadership, candidates support collaboration opportunities for themselves and their staff to increase their understanding of and facilitate linkages among different kinds of providers of health, education, social services, or other community services for children and families in the early childhood setting.

Standard 4: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Support and engage in ongoing reflective practice and reflective leadership
- Identify and use appropriately observational and other evaluation strategies to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement
- Assist staff in developing personalized professional growth plans based on state-adopted professional growth requirements as well as on identified individual needs
- Provide professional activities for staff, as well as Identify and help staff access other appropriate professional development resources and opportunities
- Provide effective feedback to staff on their performance and supervise others delegated to do so in the program setting, as applicable
- Demonstrate support for the staff's instructional and professional growth and development efforts and activities
- Identify advantages and disadvantages of different leadership styles to promote and help support leadership development and opportunities for staff
- Differentiate between the knowledge and skills needed to lead, mentor, and coach staff in the ECE setting
- Support best practices in mentoring and coaching for the staff
- Recognize and identify professional biases, signs of trauma, and manifestations of mental illness in children.
- Support culturally responsive, positive and restorative strategies to address the diverse needs of all children and their families
- Support collaborative efforts among the staff to increase understanding of and access to other appropriate resources to promote staff development and enhance learning opportunities for children
- Identify appropriate agency and community resources available to the program and its families, and explain the interrelationship of these providers and how to access these resources, when and as applicable, to support the learning, growth, and development of young children
- Implement effective strategies and methods for promoting learning for adults within the ECE program to enhance staff competencies

Appendix C
Commission on Teacher Credentialing
DRAFT Early Childhood Education Preparation Program Guidelines
April 2018

Guideline 1: Early Childhood Education Preparation Program Design

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 and skills 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 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, racial bias, 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 *Early Childhood Education Teaching Performance Expectations (TPEs)*

The *Early Childhood Education Teaching Performance Expectations (TPEs)* describe the set of professional knowledge and skills expected of a beginning level Child Development practitioner relative to the permit level sought by the candidate 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 Teaching 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 TPEs 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 TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

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, as appropriate to the level of the preparation program and the level of the permit sought by the candidate, 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 instructional 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, as consistent with California's Infant/Toddler and Preschool Learning Foundations from the California Department of Education. 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 included in the fieldwork 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, as appropriate for the intended level of the Child Development Permit. Candidates should have experiences with a variety 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-culturally- and linguistically--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 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. Appropriate information is accessible to guide candidates' meeting of all program requirements.

Guideline 5: Faculty and Supervisor 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 in early childhood education. 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.

Supervisors of field experience should be a Master Teacher or have the qualifications to be eligible for a Master Teacher level permit, or above, or hold a valid California Multiple Subject credential.

Guideline 6: Assessment of Candidate Competency

Candidates are assessed by the preparation program 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, but are not limited to, the following examples:

- 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 and children with other specific learning needs
- 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 conduct and interpret findings from a formative early childhood assessment and suggest follow-up instruction.