
4B

Information/Action

Educator Preparation Committee

Child Development Permit: Candidate Performance Expectations and Preparation Program Guidelines

Executive Summary: This agenda item presents the revised Early Childhood Education (ECE) Performance Expectations and Preparation Program Guidelines related to the Child Development Permit for review and potential adoption.

Recommended Action: That the Commission review the revised ECE Teaching Performance Expectations and Preparation Program Guidelines and adopt these or provide further direction to staff regarding these Expectations and Guidelines.

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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.

Child Development Permit: Candidate Performance Expectations and Preparation Program Guidelines

Introduction

This agenda item provides revised ECE Performance Expectations (ECE-PEs) for candidates for a Child Development Permit and Preparation Program Guidelines for preparers of the early childhood education workforce, based on additional input from stakeholders and members of the public. These revised documents are presented for the Commission's review and potential adoption.

Background

At the [June 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. Staff has continued to engage with the field around understanding the roles of current early care and education professionals, the needs for preparation of those entering the workforce, and the capacity of current preparers of the workforce to modify their preparation programs.

At the [November 2018](#) Commission meeting, staff provided updated information on activities since June 2018 in working with early childhood education stakeholders and the public to gain additional input regarding the Performance Expectations and Program Guidelines. This work included:

- **Surveys** regarding the four updated sets of Performance Expectations and the set of Program Guidelines were made publically available for broad-based field input in late May 2018. The opportunity to provide feedback from these surveys was extended to September 2018 to allow for maximum input from the field. This extension resulted in a significantly larger response rate - nearly double the original response rate under the previous deadline.
- **Continued participation with other major stakeholder groups in the field:** Staff has also continued to keep abreast of major developments in the field to ensure that the revised drafts of the Performance Expectations and Program Guidelines, as applicable, are consistent with efforts in the field such as, for example:

["Transforming the Financing of Early Care and Education,"](#) a follow-up publication by the Institutes of Medicine (IOM) and the National Research Council (NRC) that provides information on the economic and social benefits of fully funding a high-quality early childhood education system.

[*“Early Childhood Workforce Index 2018,”*](#) by the Center for the Study of Child Care Employment, University of California, Berkeley. The 2018 issue tracks trends in the ECE workforce since 2016 in the areas of compensation, qualifications, educational and financial supports, work environments, and workforce data.

A draft of the updated position statement of the National Association for the Education of Young Children (NAEYC) on the [*“Professional Standards and Competencies for Early Childhood Educators”*](#) which was driven, in part, by NAEYC’s recent publication [*“Power to the Profession,”*](#) a national initiative to define the ECE profession by defining a framework of “career pathways, knowledge and competencies, qualifications, standards, and compensation.”

[*“Getting Down to Facts II: Current Conditions and Paths Forward for California Schools,”*](#) (GDF II) a national collaborative research project coordinated by Stanford University and Policy Analysis for California Education (PACE). In 36 technical reports and 19 research briefs, GDF II reports on the current condition of California’s PK-12 education system in the areas of student success, governance, personnel, and finance.

The technical report titled [*“Early Childhood Education in California,”*](#) by Dr. Deborah Stipek, who served as the chair of the Commission’s Child Development Permit Advisory Panel. In her report, Dr. Stipek discusses key findings on a variety of important issues, including but not limited to the value, in general, of high-quality preschool for children, their families, and the public; the inconsistent and low requirements for ECE educators; the inconsistent and, in some cases, absent standards for ECE programs serving children and their families; the high cost of ECE programs; and the low wages earned by the ECE workforce.

In synthesizing the information and feedback from these sources, staff notes that while several issues such as pay, the individual situation of candidates, the willingness of workplaces to accommodate supervised fieldwork and practicum opportunities, and the range, scope, and organization of coursework that an individual institution chooses to offer are important considerations in the support and preparation of the ECE workforce they are outside the purview of the Commission. As a result, the Performance Expectations and Program Guidelines have not been revised to address these issues. Staff also notes that employers are understandably concerned about being able to staff their workplaces with enough qualified and licensed individuals and need to have an ongoing, uninterrupted pipeline of early childhood education candidates to draw on to meet their immediate as well as long-term staffing needs. Legislation introduced in the current 2019-20 legislative session may potentially address some of these issues, as may some of the Governor’s budget proposals. In general, there are currently more significant policy efforts relative to supporting and improving the field of ECE than there have been for a number of years.

Overview of the Revised Performance Expectations for Candidates for a Child Development Permit

The Performance Expectations presented in [Appendix A](#) reflect the consensus of a wide range of stakeholders in describing what a well-prepared early childhood educator should know and be able to do at the point of initial licensure. If adopted by the Commission, the Performance Expectations would represent a major shift in the field of early childhood educator preparation and permitting in moving towards a competency-based system for the licensed early childhood education workforce in a manner aligned with the Commission’s customary approach to the preparation of California educators. The Performance Expectations and the Program Guidelines presented in this document set forth a pathway to focus and improve the preparation of those who teach, mentor, lead and assist in California’s subsidized Child Care and Development Programs. When adopted by the Commission, these new standards will set a clear vision of where preparation of the early childhood education workforce should be moving. That said, transitioning the current ECE preparation and permitting system to full implementation of these ECE PEs and Program Guidelines will require time and significant support for preparation programs and the development of some form of accountability system for program quality oversight. As such, the ECE PEs and Program Guidelines are both “aspirational” and sufficiently developed to begin building the other aspects of the system that are necessary to fully achieve their potential to improve quality in the preparation of the ECE workforce.

The current Child Development Permit structure is based largely on seat time, course units, course titles and sequences. The Commission’s customary approach for the preparation and licensing of California educators is based on defining and assessing what candidates know and are able to do in applying their learning to the job role and context of the credential sought. The California Department of Education (CDE) developed and published the *California Early Childhood Educator Competencies (Competencies)* in 2011 to be used as optional guidance for early care and education stakeholders. However, the content includes over 200 topics in four major areas, and thus is too extensive to serve as a manageable set of candidate performance expectations. The draft Performance Expectations presented in [Appendix A](#), however, are congruent with the key focus areas of the *Competencies*, whenever applicable.

The Performance Expectations have been modeled on the format and scope of the *Teaching Performance Expectations* adopted by the Commission for K-12 teacher candidates, as well as on the format and scope of the *Administrator Performance Expectations* adopted by the Commission for administrative services candidates. However, both documents have been entirely re-conceptualized and refocused to address competencies appropriate to early childhood education teachers and administrators as outlined in the California Preschool Curriculum Framework, *California Infant/Toddler* and *Preschool Learning Foundations*, the *California Early Childhood Educator Competencies*, and other resource documents.

The Performance Expectations describe the set of professional knowledge and skills that would be 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 in partnership with families to support

children's learning. The Performance Expectations are not written to the level of what would be expected of a veteran, accomplished practitioner.

Performance Expectations are intended for use by educator preparation programs to inform their program development so that permit candidates may meet the Commission's minimum qualifications for individuals interested in obtaining a Commission-issued license. They are not intended to be used by employers or others who may wish to assess the skills and abilities of the current workforce.

It is important to keep in mind that the Performance Expectations represent a minimum level of competency for a beginner in that particular job category just ready to begin his/her professional practice, and that ongoing professional learning on the job and/or via continuing professional development would be expected to help a permit holder improve on his/her knowledge, skills, and abilities. It is also important to keep in mind that the number and extent of the Performance Expectations must be reasonable so that they are both readily understandable and can be realistically accomplished by candidates during preparation.

By their nature and purpose, the Performance Expectations are primarily at a summary level and do not include the extended level and degree of detail that would customarily be provided in a course syllabus. The Performance Expectations define the competencies for earning a particular Child Development Permit but they do not define how a preparation program structures its program offerings or selects and organizes its course content to help candidates achieve these expectations.

Based on analyses of all of the feedback received to date regarding the prior draft of the Performance Expectations, staff has identified that the field would like to see greater emphasis in the four sets of job role-related competencies (Assisting, Teaching, Mentoring/Coaching, and Administrating) and around five key areas: (a) dual language learners; (b) social-emotional development; (c) the importance of play as learning; (d) working with families and the community; and (e) children ages 0-5 with special needs. Thus, the draft Performance Expectations have been revised to address these key areas, as well as a range of other areas identified in the extensive feedback received and supported by research as skill areas that are associated with success in school.

Historically, early childhood stakeholders have had little to no experience with the Commission's typical licensure structures, practices and standards documents, since the permit structure has been based primarily on seat time and units. As a result, some survey respondents may have expressed in their feedback unrealistic or extensive expectations for a level of detail and scope of what they would like to see included within the Performance Expectations. Staff has incorporated, however, as much input as is practicable and appropriate to the scope and purpose of the Performance Expectations in the revisions and updates provided in [Appendix A](#).

It is also worth noting that the structure of the Child Development Permit is unique among the Commission's other licenses. The Commission has no other credential or permit that is issued based on developmental stages of specific job roles such as Assisting, Teaching, Mentoring/Coaching, and Administrating.

Staff is also sensitive to the fact that the feedback from employers in particular may understandably be influenced by their pressing need to have sufficient qualified personnel available each day to staff their child development settings, and to meet all of the varied staffing and other site operational criteria established and enforced by the different licensing agencies, programs and funding sources, both state and federal, for which they are also held responsible. Currently they are experiencing a shortage of qualified staff and are worried that increased expectations would exacerbate the shortage.

Organization of the Performance Expectations

The Performance Expectations are organized in terms of four major job roles within the Child Development Permit structure: Assisting, Teaching, Mentoring/Coaching, and Administrating. Staff recognizes that the current Permit structure provides for two additional levels (within the assisting and the administrating categories) that are being incorporated within this four-level organization for the Performance Expectations. Staff notes that the Child Development Permit Advisory Panel has recommended the elimination of these two additional levels, although the Commission has not yet taken any action regarding revisions to the Child Development Permit structure.

To avoid redundancy and unnecessary length, the Performance Expectations for each job role above the Assisting level are built on and assume candidate competency in the Performance Expectations for the job role(s) beneath that level. Staff notes that a number of respondents suggested within their feedback that the same competencies be repeated at each job level, likely in the belief that if all of these were not also specifically mentioned at each level, then they would not be expected of candidates. Staff notes that this type of repetition across levels is not in keeping with the Commission's customary approach to developing its licensure standards, practices, and documents.

In some instances, the Performance Expectations may look the same, or similar, across the job levels. However, at each level of the permit the knowledge, skills, and abilities of permit candidates are expected to broaden and deepen, and thus the particular verbs or other descriptive language about what is expected of candidates relative to these competencies are differentiated even if the basic underlying concepts addressed in these competencies may have remained essentially the same.

The draft revised set of Performance Expectations for the Child Development Permit is provided in [Appendix A](#). The Appendix shows in track changes what has been updated and/or revised from the version of this document previously presented to the Commission in April 2018.

Overview of the Revised Preparation Program Guidelines for Preparers of the Early Childhood Education Workforce

The Program Guidelines, similar to the scope and purpose of the Commission’s other educator preparation program standards, identify what preparation program providers must do to assure the quality of preparation provided to candidates for the Child Development Permit and to help prepare candidates to meet the Performance Expectations. Consistent with the Commission’s customary approach to educator program standards, the Guidelines are focused on specific quality elements and indicators rather than being prescriptive of how programs must organize themselves to provide coursework, fieldwork, and support to candidates. The document is titled as “Program Guidelines” since the programs which prepare the early childhood education workforce are not in the Commission’s Accreditation System and thus this document is presently considered as providing guidelines for early childhood education preparation program for quality and effectiveness purposes.

In the feedback received from the field, stakeholders commented that the administrator preparation programs should have some different or additional guidelines from teacher preparation programs since these programs would be preparing administrators rather than teachers. To address the differences in the focus of early childhood preparation programs that prepare candidates for job roles relating primarily to teaching and those that prepare candidates for job roles relating primarily to administrating, two sets of Program Guidelines are presented in [Appendix B](#). A program that prepares both early childhood teacher candidates and early childhood administrator candidates would need to review and address both sets of Guidelines.

Interested preparers of the early childhood workforce may use the Guidelines to organize their program offerings, to assure that the coursework and fieldwork provided to candidates is sufficient in scope and quality to help the candidates meet the Performance Expectations, and to assure that the preparation provided to the workforce as a whole is largely consistent across the state.

Staff considered feedback from current preparers of the workforce as well as from employers and practitioners when revising the Program Guidelines document previously presented to the Commission. The revised sets of draft Program Guidelines are provided in [Appendix B](#).

Feedback received from current **workforce preparers** showed that these responders are firmly anchored in the work of preparing candidates to focus on young children’s learning, and thus they strongly suggested that the Guidelines should use only language and terminology specific to early childhood education and should avoid language that is or may be perceived by the field as K-12-related language, terminology, and/or focus areas when describing the preparation of the early childhood education workforce.

Similarly, the preparers expressed general concerns about needing flexibility in applying the Program Guidelines to accommodate for the fact that the timing and range of available coursework may differ widely across the variety of community college and four-year institutions

offering preparation for this workforce, and also to accommodate the reality that many early childhood education workers are part-time, poorly paid, have many other responsibilities and demands on their time, do not attend courses full time, and often may not make consistent progress through a preparation pathway as a result of these and other related factors. Staff notes that the Commission has historically not prescribed specific coursework, coursework organization, or program structure in its adopted program standards in order to allow institutions to construct their programs to best fit their community context, needs, and resources, and to allow institutions the academic freedom to develop their own programmatic curriculum and organizational structure consistent with their mission, vision, and goals.

Preparers responding to the survey were also concerned that the Program Guidelines should take into consideration what they see as the reality of the workforce in terms of demographics, lack of funding for their education, family obligations, and lack of bilingual ability and/or cultural knowledge reflective of the young children in ECE program settings. Similarly, they were concerned that there was too much content expected of candidates within the 12-unit sequence typically offered to beginning candidates in this field at the Assistant Teacher level. By identifying Program Guidelines, however, the Commission is moving away from licensure requirements for this workforce that are based on completion of a specified number of semester units.

Further, with regard to supervised field and/or practicum experiences, preparers indicated that they feel the current early childhood workplaces by in large are not sufficiently organized around or lack the training, ability, and/or willingness to accommodate these types of experiences or to provide trained mentor staff during the workday - factors which they feel will hinder their ability to implement or meet the Guidelines effectively. The draft Program Guidelines do not identify a minimum number of hours of supervised field and/or practicum experience specifically because this is a change for preparer institutions and staff believes it is appropriate to allow institutions to first work with these Guidelines (perhaps two to three years), at which time it would be appropriate to revisit the language of the Clinical Practice Guidelines with feedback from the institutions.

They also suggested that the Commission not allow multiple subject credential holders to be master teachers, field supervisors, or program faculty if they do not also have clear evidence of preparation or experience in early childhood education, such as a minimum of 24 hours of applicable coursework in the ECE field.

Feedback from **workforce employers** related to the draft Program Guidelines also focused on several key themes. The responding employers suggested that the Commission should identify or define who would be eligible or considered to be qualified supervisors; should emphasize early childhood developmental progression rather than subject matter learning; and should make sure that candidates are prepared to manage a classroom, develop routines, support children's behavior challenges positively, conduct group time constructively and meaningfully and work collaboratively with other staff. They indicated their suggestions were based on their

experiences with current candidates and new employees whom they felt lacked these competencies when initially hired.

As with the workforce preparers, the employer respondents also felt that multiple subject credentialed teachers should not be included in the Guidelines as they felt that these teachers did not have the appropriate background, preparation, or experience in young children's development, particularly infants and toddlers. Although this would be a change from current practice, it could potentially be accomplished through the regulatory process.

These employers also expressed a desire for the Commission to provide an accountability oversight mechanism for ensuring that the preparation programs are sufficiently preparing candidates to meet the competencies. Finally, employers indicated that despite their other feedback, they felt that workplace pay issues overshadow everything else and should influence any actions that the Commission might take relative to early childhood preparation and licensing.

The draft revised Program Guidelines are provided as a clean copy in [Appendix B](#) and a tracked edits version in [Appendix C](#).

Staff Recommendation

Staff recommends that the Commission review and adopt the revised draft Performance Expectations and Program Guidelines, or provide further guidance to staff if no action is taken.

Next Steps in the Work Relating to the Child Development Permit

Governor Newsom has identified early childhood education as a significant area of focus for his administration. The Legislature has also signaled, through the introduction of several legislative proposals, an intent to improve quality, access and investment in this area. Adopting new standards for the preparation and licensure of early childhood educators, in the form of the ECE PEs and Program Guidelines under consideration in this agenda item, is part of this larger and more comprehensive effort and could be very useful as other initiatives, statutory changes and investment strategies are considered by the policy community. Implementation of new ECE-PEs and Guidelines will need to coordinate with the larger agenda that emerges over the coming months. Specific next steps for the Commission, once ECE PEs and Program Guidelines have been adopted, include working with stakeholders to:

1. Update the Child Development Permit structure, [Appendix D](#), based on the ECE PEs and the recommendations of the Child Development Permit Advisory Panel (CDP AP).
2. Consider the need for and potential uses of the Commission's currently dormant ECE Specialist Teaching Credential, and update it as needed to align with the new ECE PEs and revised Child Development Permit.
3. Identify and analyze potential approaches for addressing the Commission's role in program accountability. The Commission does not currently exercise oversight for

programs that prepare individuals to earn the Child Development Permit. Candidates for a Permit submit applications and undergo a transcript review to determine that they have completed the requisite number of courses in the expected content areas, but there is no state oversight process to define or ensure uniform quality in the preparation of prospective permit holders. The field has indicated an interest in an accountability mechanism from the Commission to assure early childhood preparation program quality. The Commission presently lacks the staff and resources to include these programs in the Commission's Accreditation system. Staff will work with the field to develop accountability options for the Commission's consideration at a future Commission meeting.

Appendix A

Draft ECE Teaching Performance Expectations Based on the California Standards for the Teaching Profession February 2019

Introduction to the Teaching Performance Expectations Documents for the Job Foci of Assisting, Teaching, and Master Teaching within Early Childhood Education

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* (ECE-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 performance expectations in this document has been specifically adapted to apply to the work of those serving in the job role of assisting, teaching, and mentoring/coaching in ECE programs and to address teaching and learning for California’s youngest learners from birth through age 8.

Each set of ECE-TPEs includes a narrative that provides the context and intent of the related performance expectations as well as a set of elements that identify key aspects of beginning performance. The numbering and order of the six sets of performance expectations within each ECE-TPE document do not indicate relative importance or value; all ECE-TPEs are considered equally important and valuable. In addition, the order of the elements listed under each of the

six sets of performance expectations within each ECE-TPE do not indicate relative importance or value.

The *ECE Teaching Performance Expectations* (ECE-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 ECE-TPEs by successfully completing course work and engaging in fieldwork/clinical practice in the Early Childhood (ECE) setting. The ECE-TPEs are intended to guide preparation program development; candidate competency with respect to the ECE-TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The ECE-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 ECE-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 ECE-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 ECE-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 ECE Teaching Performance Expectations
February 2019

Job Role Addressed by this set of 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).

Early Childhood Education Teaching Performance Expectations (ECE-TPEs)

ECE-TPE 1

Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 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, and dual 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, and the importance of working collaboratively in partnership with families to support young children’s growth and development, including health, safety, and nutritional practices that support a positive environment for learning. Candidates understand how these elements interact to facilitate development and learning, including the integral and interactive 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, and socioeconomic 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 young 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 to support young children with special needs.

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 identify~~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 as partners in a mutually respectful, collaborative, culturally responsive 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 of young first, second, and dual language learners as guided and/or as directed ~~ed~~ 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 helping young children access, understand, and respond to the language of schooling. They appropriately apply practices for English language development to assist children in achieving literacy in English as well as to support the home language if other than 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 language English proficiency and academic achievement developmental learning, 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.

Elements

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

- a) ~~Explain~~Understand the typical progression of young children’s cognitive development, social-emotional skills, first, second and dual language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health. ~~Describe the~~ major characteristics of typical and atypical child development
- b) ~~Understand~~Explain the integral role in and effects of teachers, family, culture, language, and the community on children’s development
- c) ~~Understand~~Describe biological and environmental factors (including gender orientation, gender roles and home culture) that influence young children’s development and learning
- d) Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- e) 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
- f) Communicate and collaborate in partnership appropriately with families in a culturally appropriate and responsive manner to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher
- g) ~~Understand~~Explain 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
- h) ~~Understand~~Describe 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
- i) 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

ECE-TPE 2

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

ECE-TPE 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. In addition, they explain the importance of early language development and social-emotional development for infants and toddlers, and emphasize the value of family engagement and collaborative partnerships that support children's development during this critical early time period in young children's lives.

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 learningacademic backgrounds, children come to school withbring a wide range of life experiences that both support and may also 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's s 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.

Elements

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

- a) Establish positive primary relationships with young children and positive relationships with children's families

- b) 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
- c) Assist in promoting children’s positive social behavior and self-regulation
- d) Understand developmentally-appropriate expectations for young children’s behavior
- e) Assist in implementing strategies to prevent and/or address young children’s challenging behaviors, and strategies to help children learn to resolve conflicts
- f) Understand-Describe 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
- g) 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
- h) Describe elements of effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children’s development and learning
- i) Understand-Explain how an effective home-school-family partnership supports children’s development and learning

ECE-TPE 3

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

ECE-TPE 3: Narrative

As guided and/or directed by the Teacher and/or the Master Teacher, 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 consistent with California’s Infant/Toddler Learning Foundations and the Preschool Learning Foundations, in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first, second, and dual language learners, English language development, mathematics, physical development, health, history-social science, and visual and performing arts. ~~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.~~ In addition, they understand how to modify and adjust instruction in accordance with children’s individualized learning plans for young children with special needs.

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 and implement 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.

Elements

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

- a) Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- b) 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~~ across the curriculum
- c) ~~Understand~~ Describe typical learning trajectories in different domains of development and their implications for curriculum design and developmentally appropriate learning activities
- d) Understand and demonstrate how to interact with children in ways that support their ~~content~~ learning and developing skills
- e) 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, including implementing individualized learning plans for young children with special needs
- f) Appropriately implement learning experiences that are developmentally-, c~~c~~ulturally- and linguistically-appropriate, engaging, and supportive of children's learning ~~in each content domain~~
- g) Assist in setting individualized, developmentally-appropriate learning goals and objectives for ~~content learning~~ young children in the early childhood setting
- h) Understand common early childhood curricular approaches, including their alignment to the California ~~Infant~~ Infant-Toddler ~~Development and Learning Foundations~~ and *Preschool Learning Foundations* and the principles put forth in the California Early Development and L~~L~~earning System-based Curriculum Review Tool from the California Department of Education

- i) ~~Assist in planning effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their development and learning~~ Demonstrate observational skills in documenting young children's development and learning
- j) 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

ECE-TPE 4

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

ECE-TPE 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 education 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 Foundations* 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.

Elements

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

- a) 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
- b) 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, growth and development
- c) Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum
- d) Understand information from assessment data about children's current status with respect to the *Infant/Toddler* and *Preschool Learning Early Learning Foundations*
- e) Understand the range and characteristics of typical and atypical development from birth through adolescence to help plan learning experiences for children
- f) Assist in implementing learning experiences that are 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~~
- g) 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 first, second, 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
- h) ~~Understand~~ Explain 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, and dual- language acquisition, as well as children's diverse learning styles, motivations, interests, skills, physical, emotional, social and cognitive development

- i) ~~Understand~~ Explain 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
- j) ~~Understand~~ Describe 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
- k) Assist in developing specific plans for engaging and partnering with families in supporting children's growth and development
- l) Integrate movement and kinesthetic experiences within learning experiences to support young children's development and learning
- m) ~~Understand~~ Describe appropriate strategies for supporting home language for the youngest learners
- n) ~~Understand~~ Describe appropriate strategies for supporting dual language learners in developing ~~English~~ language and literacy skills for infants, toddlers, and preschool age children
- o) Describe 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
- p) 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

ECE-TPE 5

Assessing and Documenting Young Children's Development and Learning

ECE-TPE 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-learning and developmental progress. They help support children in learning how to review peer work- and self-assess their own work.

Elements

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

- a) Demonstrate understanding of commonly-used early childhood developmental, screening and formative assessment strategies
- b) Demonstrate understanding of the characteristics and purposes of formative and summative measures of young children's development
- c) Demonstrate understanding of the key characteristics of culturally and linguistically appropriate assessments
- d) Demonstrate understanding of how to interpret, with guidance and assistance from the Teacher and/or the Master Teacher, basic assessment findings from formative and summative assessments
- e) Describe how assessment results can be used to inform planning and learning experiences
- f) Demonstrate understanding of how to work with specialists to interpret and understand assessment results from formative and summative assessments for children with special needs
- g) 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
- h) 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
- i) Demonstrate understanding of how to Interpret English learners' first, second, 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

ECE-TPE 6

Developing as a Professional Early Childhood Educator

ECE-TPE 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.

Elements

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

- a) Explain historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- c) Reflect on practice, discuss with colleagues, and use this information to help improve their own pedagogical practices in the ECE context
- d) Demonstrate the ability to co-plan and co-teach with others such as Teachers, Master Teachers, and others in the ECE setting
- e) Collaborate and communicate effectively with other professionals, where applicable
- f) Demonstrate how to organize, communicate and coordinate the work of aides in the

early childhood setting

- g) Demonstrate how to provide constructive performance feedback to adults under their supervision
- h) Demonstrate how to communicate effectively with one's own supervisors
- i) Demonstrate their commitment to their own learning by taking advantage of available professional development learning opportunities
- j) 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
- k) Exhibit caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- l) 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
- m) Conduct themselves with integrity and model ethical conduct for themselves and others

Early Childhood Teacher
Draft Teaching Performance Expectations
February 2019

Job Role Addressed by this set of 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.

Teaching Performance Expectations

ECE-TPE 1

Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 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 and dual~~ 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, and the importance of working collaboratively in partnership with families to support young children’s growth and development, including health, safety, and nutritional practices that support a positive environment for learning. They understand how these elements interact to facilitate development and learning, including the integral and interactive 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, linguistic, and socioeconomic 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 young children’s 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 to support young children with special needs.

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 as partners in a mutually respectful, collaborative, culturally responsive 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 young first, second, and dual language learners. 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 helping young children access, understand, and respond to the language of schooling, 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 as well as to support the home language if other than English. ~~Beginning California Early Childhood Teachers 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.~~

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 developing literacy in Standard English. They are able to determine communicative intent, particularly with children at emerging and developing/expanding language English proficiency levels and with children who may have an identified disability affecting their ability to acquire Standard English proficiency who have special needs.

Beginning California Early Childhood Teachers design and implement learning experiences based on the child's level of language English proficiency and academic achievement developmental learning, keeping in mind that children's/the child's individual needs vary and may be multifaceted. Additionally, they understand how to support young children's dual language development as well as how to support young children's home language, if other than English. 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.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Describe the typical progression of young children’s cognitive development, social-emotional skills first, second and dual language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health. ~~cognitive (including first and second language development, emerging literacy, mathematics and scientific concepts), physical and social-emotional development~~
- b) Differentiate characteristics of typical and atypical child development
- c) Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children’s development
- d) Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children’s development
- e) Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- f) 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
- g) Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning
- h) 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
- i) Understand Describe 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
- j) Provide a supportive learning environment for children's first, ~~and/or~~ second and dual language learning and 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~~
- k) Monitor children’s development and learning and adjust learning experiences while teaching so that children continue to be actively engaged in their learning

ECE-TPE 2

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

ECE-TPE 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. In addition, they understand the importance of early language development and social-emotional development for infants and toddlers, and emphasize the value of family engagement and collaborative partnerships that support children's development during this critical early time period in young children's lives.

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 learningacademic backgrounds, children come-bring-to-school with a wide range of life experiences that both support and may also 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. They support all children's 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.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Establish positive primary relationships with young children and positive relationships with children's families
- b) 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

- c) Demonstrate the ability to promote children’s positive social behavior and self-regulation
- d) Set developmentally-appropriate expectations for young children’s behavior
- e) Identify and implement strategies to prevent and/or address young children’s challenging behaviors, and implement strategies to help children learn to resolve conflicts
- f) 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
- g) 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
- h) Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children’s development and learning
- i) Explain how an effective home-school-family connection supports children’s development and learning
- j) Explain/Understand how to identify resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile

ECE-TPE 3

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

ECE-TPE 3: Narrative

Consistent with California’s Infant/Toddler Learning Foundations and the Preschool Learning Foundations, Beginning California Early Childhood Teachers demonstrate the ability to design and implement a culturally-, linguistically- and developmentally-appropriate curriculum in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first, second, and dual language learners, English language development, mathematics, physical development, health, history-social science, and visual and performing arts. ~~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. In addition, they understand how to modify and adjust instruction in accordance with children’s individualized learning plans for young children with special needs.

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 of 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.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- b) Demonstrate understanding of the ~~Understand and apply~~ the principles of effective instruction and facilitation by applying these principles in each content domain when planning and organizing curriculum and learning experiences
- c) Describe typical learning trajectories in different domains of development and their implications for curriculum design and developmentally-appropriate learning activities
- d) Understand and demonstrate how to interact with children in ways that support their content learning and developing skills
- e) Demonstrate the observational skills necessary to appropriately document the effectiveness of the learning activities and use this information to adjust instruction as appropriate
- f) 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, as well as how to adjust the curriculum and learning activities to address children’s individualized learning plans for young children with special needs
- g) Identify key content appropriate for young children as ~~contained~~ identified in the California *Infant/Toddler and Preschool Foundations and Curriculum Framework* for planning developmentally appropriate curriculum and learning experiences for young children
- h) Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children’s learning ~~in each content domain~~
- i) 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
- j) Set individualized goals and objectives for content learning for young children in the early childhood setting
 - k) Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California [Infant/Toddler Learning Foundations](#) and the [Preschool Learning Foundations](#) as well as the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
 - l) 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~~
 - m) 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

ECE-TPE 4

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

ECE-TPE 4: Narrative

Beginning California Early Childhood Teachers are knowledgeable of effective teaching strategies in early childhood ~~education 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 [providing](#) 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, health, safety, and nutrition) 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 Infant/Toddler Foundations and Preschool Learning Foundations Early Learning Foundations and their underlying principles. They provide access and help teachers develop or improve their knowledge and skills to 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.

Elements

Beginning California Early Childhood Teachers are able to:

- a) 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
- b) 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, growth and development
- c) Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum
- d) 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
- e) Understand and apply knowledge of the range and characteristics of typical and atypical Early Childhood growth and development from birth through adolescence to help inform planning learning experiences for all children
- f) Design and implement learning experiences that are intentionally 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
- g) 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~~ first, second, and dual language learners
 - appropriate modifications for children with disabilities
 - opportunities for children to support each other in learning
 - use of community resources and services as applicable
- h) 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- and dual language acquisition, as well as children’s diverse learning styles, motivations, interests, skills, social and cognitive development
- i) 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
- j) Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues and Master/mentor teachers as available
- k) Develop specific plans for engaging and partnering with families in supporting children’s growth and development
- l) Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
- m) Describe appropriate strategies for supporting home language for the youngest learners
- n) 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~~
- o) Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities access the curriculum
- p) Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with other identified social-emotional needs and children who are gifted and talented access the curriculum
- q) 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

ECE-TPE 5

Assessing and Documenting Young Children’s Development and Learning

ECE-TPE 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 learning** and developmental progress. They support children in learning how to peer- and self-assess their work.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies
- b) Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children
- c) Choose and/or use program- or site-identified formative assessment strategies appropriate for assessing a particular skill
- d) Identify and describe the key characteristics of culturally- and linguistically-appropriate assessments
- e) Interpret basic assessment findings from formative and summative assessments, seeking assistance as needed from colleagues or other professionals in the early childhood setting
- f) Describe how to apply assessment results to inform planning and learning experiences
- g) 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
- h) Collect and analyze assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time
- i) Work with specialists to interpret assessment results from formative and summative assessments ~~for children with special needs to distinguish between children whose first language is English, English learners, Standard English learners, and children with~~

~~language or other disabilities~~

- j) Interpret ~~English learners'-first-, second-, 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

ECE-TPE 6

Developing as a Professional Early Childhood Educator

ECE-TPE 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.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's and families'

well-being as the central concern

- c) Reflect on practice and use this information to improve teaching and learning in the EC context
- d) Demonstrate the ability to co-plan and co-teach with others such as other teachers, Master/mentor teachers, and others in the ECE setting
- e) Collaborate and communicate effectively with other professionals, where applicable
- f) Demonstrate effective strategies for supporting adult learning related to the teaching of young children
- g) Demonstrate how to organize and direct the work of other adults in the early childhood setting
- h) Demonstrate how to provide constructive performance feedback to adults
- i) Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors
- j) Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors
- k) Demonstrate their commitment to their own learning by taking advantage of available learning opportunities
- l) 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
- m) Exhibit positive dispositions of caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- n) 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
- o) Conduct themselves with integrity and model ethical conduct for themselves and others

Early Childhood Master Teacher/Mentor/Coach
Draft Teaching Performance Expectations
February 2019

Job Role Addressed by this set of 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.

Teaching Performance Expectations

ECE-TPE 1

Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 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 and can help teachers develop or improve their knowledge of 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 model incorporating knowledge of the demographics, cultural, -linguistic and socio-economic background, and perspectives of the children and families served within the ECE setting, and can explain and help teachers develop or improve their knowledge of the role and influence of culture on young children’s development. Beginning Master Teachers/Mentors/Coaches understand-can explain and can help teachers develop or improve their knowledge of-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 help teachers 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, as well as help teachers understand and take appropriate action, when additional diagnosis and services may be needed from-by other professionals in the early childhood setting.

Beginning Master Teachers/Mentors/Coaches model collaborative partnerships 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 apply 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 as well as help guide teachers in using these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning Master Teachers/Mentors/Coaches model communicat~~ing~~e and connect~~ing~~e with families in a mutually respectful, collaborative, culturally responsive and reciprocal way, and they model sett~~ing~~e 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 model the application of comprehensive language instruction of young first, second, and dual language learners. They understand and model appropriate pedagogical approaches and programs for developing language proficiency and helping young children access, understand, and respond to the language of schooling. They appropriately apply and help teachers develop or improve the knowledge and skills of how to apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English as well as to support the home language if other than English.

~~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 model and help teachers develop or improve their ability to use use knowledge of a child's 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~~developing literacy in~~ English.

Beginning Master Teachers/Mentors/Coaches design and implement, and help teachers develop or improve their knowledge and skills of how to design and implement, learning experiences based on the child's level of language proficiency and developmental learning, keeping in mind that children’s individual needs vary and may be multifaceted. Additionally, they demonstrate and help teachers understand how to support young children’s dual language

development as well as how to support young children’s home language, if other than English.

Beginning Master Teachers/Mentors/Coaches model and help teachers how to develop or improve their knowledge and skills of assuring that children understand what they are expected to do during learning experiences and monitor student progress toward learning goals.

Elements

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

- a) Describe the typical progression of young children’s cognitive development, social-emotional skills, ~~(including first, second, –and dualsecond~~ language development, ~~emerging~~ literacy, ~~and~~ mathematics, ~~and scientific concepts), general learning competencies, physical development, and mental, emotional, and physical health ~~physical and social-emotional development~~~~
- b) Differentiate characteristics of typical and atypical child development
- c) Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children’s development
- d) Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children’s development
- e) Describe the demographics and the cultural and linguistics background and perspectives of the children and families served within in the early childhood setting
- f) 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
- g) Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning
- h) 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
- i) ~~Understand-Describe~~ 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
- j) ~~Provide a supportive learning environment for children's first, and/or second, and dual language learning and 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~~
- j) Monitor children’s development and learning, and adjust learning experiences while teaching so that children continue to be actively engaged in their learning
- k) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to engaging and supporting all young children in development and learning

ECE-TPE 2

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

ECE-TPE 2: Narrative

Beginning Master Teachers/Mentors/Coaches demonstrate the ability to establish model and assist teachers to develop 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 demonstrate, model, and help teachers develop and/or improve their knowledge and skills of 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 ensure predictability and learning opportunities, and to maintain active engagement and a sense of emotional security and support in the learning environment. In addition, they model and help teachers understand the importance of early language development and social-emotional development for infants and toddlers, and emphasize the value of family engagement and collaborative partnerships that support children's development during this critical early time period in young children's lives.

Beginning Master Teachers/Mentors/Coaches demonstrate and help teachers develop and/or improve their knowledge and skills of how to ~~the ability~~ to promote positive social and emotional development and self-regulation for children 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 and help teachers 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 demonstrate and model ~~creat~~ing and ~~manag~~ing effective learning environments (physical space, materials, activities, classroom management) that promote student learning.

Beginning Master Teachers/Mentors/Coaches recognize and help teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic-learning backgrounds, children come to school with~~bring~~ a wide range of life experiences that both support and may 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 model and help teachers 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 recognize understand and help teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They model and help teachers 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.

Elements

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

- a) Establish positive primary relationships with young children and positive, respectful relationships with children's families
- b) ~~Develop~~ Implement 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
- c) ~~Demonstrate the ability to P~~ promote children's positive social behavior and self-regulation
- d) Set developmentally-appropriate expectations for young children's behavior
- e) ~~Identify and implement~~ Implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts
- f) 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
- g) 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
- h) Incorporate elements of potentially effective, developmentally-appropriate learning environments (physical space, schedule and routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children's learning
- i) ~~Explain how~~ Establish an effective home-school-family connection that supports children's development and learning and explain effective ~~describe~~ strategies for engaging families productively
- j) ~~Explain how to access~~ Access community resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile
- k) ~~Describe~~ Explain how an effective home-school-family connection interacts to support children's development and learning
- k) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to creating and maintaining effective environments for young children's development and learning

ECE-TPE 3

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

ECE-TPE 3: Narrative

~~Beginning Master Teachers/Mentors/Coaches Consistent with California's Infant/Toddler Learning Foundations and the Preschool Learning Foundations, beginning California Master Teachers/Mentors/Coaches demonstrate and help teachers develop and/or improve their knowledge and skills of how to design and implement a culturally-, linguistically- and developmentally-appropriate curriculum in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first, second, and dual language learners, English language development, mathematics, physical development, health, history-social science, and visual and performing arts. They incorporate and help teachers incorporate knowledge of typical learning trajectories and plan a developmentally appropriate scope and sequence of learning goals, learning experiences, and pedagogical strategies. In addition, they understand and help teachers develop their knowledge and skills of how to modify and adjust instruction in accordance with children's individualized learning plans for young children with special needs.~~

~~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 and help teachers develop or improve their knowledge and skills of how to set appropriate individualized goals and objectives to advance young children's development and learning ~~within and across Standards and subject areas~~ areas across the curriculum. ~~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 and can explain to teachers 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 and help teachers develop or improve their knowledge and skill of how to design developmental and learning experiences and sequences that highlight connections, relationships, and themes ~~across the foundational content areas of~~ across 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 model and help teachers 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.

Elements

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

- a) Demonstrate expert discipline-based knowledge in the content areas appropriate for young children
- b) Use principles of effective instruction and facilitation by applying these principles to planning and organizing curriculum and learning experiences
- c) Explain typical learning trajectories in different domains of development and their implications for curriculum design and developmentally-appropriate learning activities
- d) Demonstrate how to interact with children in ways that support their content learning and developing skills
- e) Demonstrate the observational skills of appropriately documenting the effectiveness of the learning activities and use this information to adjust instruction as appropriate
- f) 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, as well as how to adjust the curriculum and learning activities to address children's individualized learning plans for young children with special needs
- g) Use key content appropriate for young children as contained in the California *Infant/Toddler and Preschool Foundations and Curriculum Framework* for planning developmentally appropriate curriculum and learning experiences for young children
- h) Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children's learning
- i) 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
- j) Set individualized goals and objectives for content learning for young children in the early childhood setting
- k) Explain the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California *Infant/Toddler Learning Foundations* and the *Preschool Learning Foundations* as well as the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
- l) 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
- m) 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
- n) Explain and apply concepts relating to children's learning trajectories, including goals,

- developmental progressions, and learning experiences, tasks and strategies
- o) Demonstrate sufficient discipline-based knowledge to design appropriate environments and learning experiences for young children across the content areas of the curriculum.
 - p) Design and develop model learning experiences and activities that are developmentally- and linguistically-appropriate, engaging, and that support children's learning in each foundational content area
 - q) Interact and model interacting with children in ways that support and enhance their content learning and developing skills
 - r) Use and model the use of 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
 - s) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to understanding and organizing content knowledge for young children's development and learning
- ~~a) Establish positive primary relationships with young children and positive relationships with children's families~~
 - ~~b) 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~~
 - ~~c) Demonstrate the ability to promote children's positive social behavior and self-regulation~~
 - ~~d) Set developmentally appropriate expectations for young children's behavior~~
 - ~~e) Identify and implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts~~
 - ~~f) 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~~
 - ~~g) 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.~~
 - ~~h) Describe elements of potentially effective, developmentally appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children's learning~~
 - ~~i) Explain how an effective home-school-family connection supports children's development and learning~~
 - ~~j) Know how to access resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile~~
 - ~~k) Explain and apply concepts relating to children's learning trajectories, including goals, developmental progressions, and learning experiences, tasks and strategies~~
 - ~~l) Demonstrate sufficient discipline-based knowledge to design appropriate environments and learning experiences for young children across the content areas of the curriculum.~~

- ~~m) 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~~
- ~~n) Interact with children in ways that support and enhance their content learning and developing skills~~
- ~~o) Identify key content appropriate for young children as contained in the California *Infant Toddler and Preschool Learning Foundations*~~
- ~~p) 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~~

ECE-TPE 4

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

ECE-TPE 4: Narrative

Beginning Master Teachers/Mentors/Coaches ~~are knowledgeable of~~ implement and model 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 and help teachers develop or improve their knowledge and skills of how to apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and providing instruction to children. They consistently demonstrate and model for teachers nurturing, responsive and developmentally-appropriate interactions with children that facilitate children's development and learning.

Beginning Master Teachers/Mentors/Coaches use and help teachers develop or improve their knowledge and skills of how to 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 model applying this foundational knowledge when planning and implementing care, developmental, and learning experiences for all young children.

Beginning Master Teachers/Mentors/Coaches incorporate and help teachers develop or improve their knowledge and skills of how to incorporate knowledge of children's cultural, linguistic, ethnic, economic characteristics, skill levels, and first, second, and dual language acquisition when planning learning experiences, and they create and help teachers understand how to create ~~, ability, and first and second language acquisition factors when planning learning experiences, and they also incorporate~~ play-based/active investigations for children. The model and help teachers develop or improve their knowledge and skills of how to use inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs and children with disabilities or learning delays. curriculum models and approaches applicable to curriculum and learning experiences provided to young children. Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their knowledge and

skills of how to 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 and help teachers develop or improve their knowledge and skills of how to 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 model and help teachers develop or improve their knowledge and skills of understand how to setting appropriate learning goals for children and ~~to~~ effectively usinge 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 *Infant/Toddler Foundations and Preschool Learning Foundations* and their underlying principles. They provide and help teachers develop or improve their knowledge and skills of how to 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 and help teachers develop or improve their responsiveness to children experiencing chronic stress/adversity. Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their knowledge of how to create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management, health, safety, and nutrition) 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 Preschool 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.

Elements

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

- a) 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
- b) Apply knowledge of child growth and development to design linguistically, culturally and developmentally-appropriate learning experiences
- c) 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)
- d) Demonstrate appropriate pedagogy for each of the key foundational content areas and skill areas in early ~~academic~~-learning
- e) Demonstrate the ability to consider factors such as cultural, linguistic, ethnic, economic, ability and gender diversity, and first, ~~and~~ second, ~~and dual~~ -language acquisition with respect to planning developmentally-appropriate learning
- f) Use information from assessment data about children's current *Infant Toddler and Preschool Learning Foundations*-related skills to determine learning needs and goals and to make ~~plans for children's short-term~~ learning experiences ~~plans~~
- g) Explain the implications of language proficiency and cultural background for ~~planning~~ both short-term and long-term learning experiences ~~planning~~
- h) 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
- i) 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
- j) 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 ~~and special needs;~~
 - opportunities for children to support each other in learning; and
 - use of community resources and services as applicable.

- k) 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, and dual -language acquisition, as well as children's diverse learning styles, motivations, interests, skills, social and cognitive development
- l) 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
- m) Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues
- n) Develop specific plans for engaging families in supporting children's growth and development
- o) Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning
- p) Describe appropriate strategies for supporting home language for young children~~for the youngest learners~~
- ~~q) Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for young children~~
- ~~r) Describe appropriate learning experiences strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum~~
- ~~s) Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with disabilities access the curriculum~~
- ~~t) 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~~
- ~~u) Use the California *Infant Toddler* and *Preschool Learning Foundations* resources from the California Department of Education to plan learning experiences and developmentally-appropriate assessments~~
- ~~v) _____ 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~~
- ~~w) _____ Plan for children's diverse learning styles, motivations, interests, and abilities~~
- ~~x) _____ Build on child-initiated activities to contribute to children's academic, social and emotional learning~~
- ~~y) _____ Plan for family engagement to support children's growth and development~~
- ~~z) _____ Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning~~
- ~~aa) _____ Use a variety of technology and media, and explain the applicability of these technologies and media within early childhood learning experiences~~
- ~~ab) _____ Plan, develop, and assist others to implement curriculum within the EC program.~~
- ~~ac) _____ Plan, develop, and implement effective professional development and learning experiences for EC program staff relating to curriculum development and effective~~

ECE-TPE 5**Assessing and Documenting Young Children's Development and Learning****ECE-TPE 5: Narrative**

Beginning Master Teachers/Mentors/Coaches apply and help teachers develop their knowledge and skills to 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 model appropriately selecting ing and/or designing ing 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 model the use and appropriately interpretation of 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 and demonstrate to teachers 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 model communicatinge 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 model the use of 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 model supporting children in developmentally-appropriate ways of learning how to peer- and self-assess their work.

Elements

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

- a) Appropriately implement commonly-used early childhood screening and formative assessment strategies
- b) Explain the characteristics and purposes of formative and summative assessments of young children
- c) 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
- d) Identify and describe the key characteristics of developmentally, culturally- and linguistically -appropriate assessments
- e) Interpret basic assessment findings from formative and summative assessments of young children

- f) 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
- g) 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
- h) 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
- i) Apply assessment results to inform planning and learning experiences
- j) Communicate effectively with children, families, co-teachers and administrators regarding student assessment outcomes, within applicable policies and practices of the early childhood setting
- jj) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to assessing and documenting young children's development and learning

ECE-TPE 6

Developing as a Professional Early Childhood Educator

ECE-TPE 6: Narrative

Beginning Master Teachers/Mentors/Coaches explain, compare and contrast and help teachers understand and apply current and historical early childhood education perspectives, theories, program types, and philosophies. They describe and help teachers develop or improve their knowledge and skills to use 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.

Elements

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

- a) Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's well-being as the central concern
- c) Reflect on practice and use this information to improve teaching and learning in the ECE context
- d) Describe ways to collaborate and communicate with other professionals
- e) Understand effective strategies for supporting adult learning related to the teaching of young children
- f) Demonstrate the ability to co-plan and co-teach with other Early Childhood Permit holders such as teachers and others in the EC setting
- g) Demonstrate how to organize and supervise, mentor, and/or coach, as appropriate, the work of other adults in the early childhood setting
- h) Demonstrate how to provide constructive performance feedback to adults
- i) Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors
- j) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting
- k) 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)

- l) 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)
- m) 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 Administrator Performance Expectations
February 2019

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-CAPEs) 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-CAPEs 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-CAPEs 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-CAPEs 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-CAPEs, 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-CAPEs.

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 and 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.

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

ECE-CAPE 1

Program Development and Administration

ECE-CAPE 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~~, health, safety, and nutrition operations components; managing, leading, and supporting the staff in a variety of settings and program types; assuring that the program site provides a safe, healthy, respectful 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.

Elements

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

- a) 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
- b) Demonstrate an understanding of the range and the types of laws, regulations, and policies applicable to ECE program operations and program types
- c) Demonstrate the skills to design, develop, implement, and assess a high quality ECE program in accordance with all applicable laws, regulations, and policies
- d) Implement effective methods of ECE program administration within and across sites, as

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

ECE-CAPE 2

Personnel Management for Early Childhood Programs

ECE-CAPE 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.

Elements

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

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

ECE-CAPE 3

Business and Fiscal Management for Early Childhood Education Programs

ECE-CAPE 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 and nutrition 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.

Elements

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

- a) 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 and nutrition services, and physical facilities management and maintenance
- b) 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
- c) Demonstrate effective procedures for developing, administering, monitoring, and maintaining a program budget
- d) Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an EC setting
- e) Develop and implement policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures
- f) Implement the business- and fiscal-related processes of strategic planning, including start up and needs assessment, budgeting, and record keeping
- g) Identify and appropriately address issues requiring approval, input, or guidance from a board, advisory council, or other governing body within the given program structure
- h) 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)

ECE-CAPE 4

Personnel Development for Early Childhood Programs

ECE-CAPE 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.

Elements

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

- a) Support and engage in ongoing reflective practice and reflective leadership
- b) 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
- c) Assist staff in developing personalized professional growth plans based on state-adopted professional growth requirements as well as on identified individual needs
- d) Provide professional activities for staff, as well as Identify and help staff access other appropriate professional development resources and opportunities
- e) Provide effective feedback to staff on their performance and supervise others delegated to do so in the program setting, as applicable
- f) Demonstrate support for the staff's instructional and professional growth and development efforts and activities
- g) Identify advantages and disadvantages of different leadership styles to promote and help support leadership development and opportunities for staff
- h) Differentiate between the knowledge and skills needed to lead, mentor, and coach staff in the ECE setting
- i) Support best practices in mentoring and coaching for the staff
- j) Recognize and identify professional biases, signs of trauma, and manifestations of mental illness in children.
- k) Support culturally responsive, positive and restorative strategies to address the diverse needs of all children and their families
- l) 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
- m) 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
- n) Implement effective strategies and methods for promoting learning for adults within the ECE program to enhance staff competencies

Appendix B
Commission on Teacher Credentialing
DRAFT Early Childhood Education Preparation Program Guidelines
February 2019

**Part I: Guidelines for Programs Preparing Candidates for Assisting, Teaching, and
Mentoring/Coaching Job Roles**

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 supporting learning for dual language learners as well as for children with special needs; understanding and supporting the value of play in early childhood learning; understanding and analyzing students’ developmental progression and learning to inform environments and curriculum to meet student learning needs; 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 program 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 (ECE-TPEs)*

The *Early Childhood Education Teaching Performance Expectations (ECE-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 components of preparation must provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as offered by the candidates' preparation program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the full range of the ECE-TPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers assess candidates' performance in relation to the ECE-TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the ECE-TPEs.

Guideline 3: Opportunities to Learn and to Practice

A. Fieldwork/Practicum/Clinical Practice Experiences

The program's organized 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 as appropriate and as available.

The program provides each candidate with an opportunity to understand and apply theories and principles of educational equity for purposes of creating and supporting more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies; and (d) come to understand the role of the leader in creating equitable learning opportunities and outcomes in early childhood education settings. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help to address any identified inequity.

The program prepares candidates to improve growth, development, and learning for all young children by examining teaching, learning, student engagement, family and community involvement, and other supports in the early childhood setting that support learning and access for all young children. The program ensures candidates understand the importance of building on young children's strengths and assets as a foundation for supporting children's growth,

development, and learning, especially young children who are English learners, dual language learners, and students with special needs.

Fieldwork provides opportunities for all candidates to observe early childhood classrooms and settings that are committed to and that exemplify developmentally-, culturally- and linguistically-appropriate and effective practices 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 identified 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 appropriate to the developmental range of young children ages 0-5. For infants and toddlers, consistent with California's *Infant/Toddler Learning Foundations*, these would include but not necessarily be limited to curriculum areas such as social-emotional development, language development, cognitive development, and perceptual and motor development. For young children, consistent with California's *Preschool Learning Foundations*, these would include but not necessarily be limited to social-emotional development, early language and literacy development for first, second, and dual language learners, English language development, Mathematics, physical development, health, history-social science, and visual and performing arts. Candidates are able to observe a range of early childhood assessments of learning as well as of social-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 program coursework and fieldwork provided to candidates must include program-supervised early field experiences, guided observations in 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. The clinical supervision and support for candidates provided by the program must include at least one in-person site visit, and may also include video capture or synchronous video observation in addition.

B. Criteria for Field Work/Practicum/Clinical Practice Placements

Sites selected for candidate experiences should demonstrate commitment to developmentally-, culturally- and linguistically--appropriate and effective practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of

students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different student age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection. The sites selected should have a qualified Master Teacher and a qualified Site Supervisor or Program Director.

Guideline 4: Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements

Program faculty, program supervisors, and ECE program-employed supervisors, as applicable, monitor and support candidates during their progress towards mastering the PEs as well as towards meeting the requirements for the Permit level sought. Evidence regarding candidate progress and performance is used to guide the advisement and assistance support that must be provided by the program to each candidate. Appropriate information is accessible to guide candidates' meeting of all program requirements in a time frame consistent with each candidate's individual situation, goals, and chosen career pathway.

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, including knowledge of effective practice. 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. The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the PEs as well as other requirements for the Permit being sought, and provide informal formative evidence of the program's effectiveness in helping candidates accomplish the Performance Expectations, which can be used to inform program adjustments

Part II: Guidelines for Programs Preparing Candidates for Administrator-Related Job Roles

Guideline 1: Early Childhood Education Preparation Program Design

The program prepares prospective early childhood administrators to serve effectively as site and program leaders for a variety of early childhood programs and settings. The program's design is based on a sound rationale informed by theory and research in early childhood education, adult learning theory, and current business, health, nutrition, and safety principles as applicable to early childhood education settings.

The preparation provided to candidates is designed to address the range of early childhood administrator performance expectations so that the early care and education administrator workforce will develop the knowledge and skills to work effectively with staff, young children, other adults in the early education setting, families, and external agencies and funding sources. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate practices for the care and education of young children ages 0-5 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.

The program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. In addition, the program ensures that candidates understand environmental contexts, organizational culture, the multicultural, multi-ethnic, and multilingual family and societal context within which programs operate, and the influence and effects of these factors on human behavior and on young children's learning.

The preparation program 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 Administrator Performance Expectations (ECE-CAPEs)*

The *Early Childhood Administrator Performance Expectations* (PEs) describe the set of professional knowledge and skills expected of a beginning level Child Development administrator relative to the permit level sought by the candidate in order to effectively support the growth, development, and learning of all young children; the growth, development and professional development of program staff; and work collaboratively with families to support children's learning.

The coursework and fieldwork/practicum/clinical practice components of preparation must provide opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as offered by the candidates' preparation program, pedagogical assignments are increasingly complex and challenging. The scope of the coursework and fieldwork assignments (a) addresses the full range of the ECE-CAPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-CAPEs. As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers assess candidates' performance in relation to the ECE-CAPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the ECE-CAPEs.

Guideline 3: Opportunities to Learn and to Practice

A. Fieldwork/Practicum/Clinical Practice Experiences

The program's organized 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 in California early care and education programs and settings. These experiences may be within the candidate's ECE workplace as appropriate and as available.

Fieldwork provides opportunities for all candidates to observe early childhood classrooms and settings that are committed to and that exemplify developmentally-, culturally- and linguistically-appropriate and effective practices and to observe the application of theoretical administrative concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities of an early childhood education administrator consistent with the level of the administrator permit sought.

The clinical supervision and support for candidates provided by the program must include at least one in-person site visit, and may also include in addition 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 and effective practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different student age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection. The sites selected should have a qualified Master Teacher and a qualified Site Supervisor or Program Director. The sites should also meet all health, safety, and fiscal responsibility requirements of local, state, and/or federal law, as applicable.

Guideline 4: Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements

Program faculty, program supervisors, and ECE program-employed supervisors, as applicable, monitor and support candidates during their progress towards mastering the ECE-CAPEs as well as towards meeting the requirements for the Permit level sought. Evidence regarding candidate progress and performance is used to guide the advisement and assistance support that must be provided by the program to each candidate. Appropriate information is accessible to guide candidates' meeting of all program requirements in a time frame consistent with each candidate's individual situation, goals, and chosen career pathway.

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 hold or have the qualifications to be eligible for a Site Supervisor or Program Director level permit, or above, or hold a valid California Multiple Subject credential along with prior applicable experience in ECE settings and/or programs.

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 Administrator Performance Expectations for the intended level of the Child Development Permit. The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the ECE-CAPEs as well as other requirements for the Permit being sought, and provide informal formative evidence of the program's effectiveness in helping candidates accomplish the Performance Expectations.

Appendix C
Commission on Teacher Credentialing
DRAFT Early Childhood Education Preparation Program Guidelines
February 2019

Part I: Guidelines for Programs Preparing Candidates for Assisting, Teaching, and Mentoring/Coaching Job Roles

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 supporting learning for dual language learners as well as for children with special needs; understanding and supporting the value of play in early childhood learning; understanding and analyzing students’ developmental progression and learning achievement outcomes to improve learning to inform environments and curriculum to meet student learning needs; 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 program 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 (ECE-TPEs)*

The *Early Childhood Education Teaching Performance Expectations (ECE-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 components of preparation must provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as offered by the candidates' preparation program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the full range of the ECE-TPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers assess candidates' performance in relation to the ECE-TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the ECE-TPEs.

Guideline 3: Opportunities to Learn and to Practice

A. Fieldwork/Practicum/Clinical Practice Experiences

The program's organized 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 as if appropriate and as available.

The program provides each candidate with an opportunity to understand and apply theories and principles of educational equity for purposes of creating and supporting more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies; and (d) come to understand the role of the leader in creating equitable learning opportunities and outcomes in early childhood education settings. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help to address any identified inequity.

The program prepares candidates to improve growth, development, and learning for all young children by examining teaching, learning, student engagement, family and community involvement, and other supports in the early childhood setting that support learning and access for all young children. The program ensures candidates understand the importance of building on young children's strengths and assets as a foundation for supporting children's growth,

development, and learning, especially young children who are English learners, dual language learners, and students with special needs.

Fieldwork provides opportunities for all candidates ~~to observe a variety of~~ early childhood classrooms and settings that are committed to and that exemplify developmentally-, culturally- and linguistically-appropriate and effective practices 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 ~~identified 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 appropriate to the developmental range of young children ages 0-5. For infants and toddlers, consistent with California's Infant/Toddler Learning Foundations, these would include but not necessarily be limited to curriculum areas such as social-emotional development, language development, cognitive development, and perceptual and motor development. For young children, consistent with California's Preschool Learning Foundations, these would include but not necessarily be limited to social-emotional development, ~~of subject matter areas, including~~ early language and literacy development for first, ~~and second, and dual~~ language learners, English language development, Mathematics, science, technology, engineering, social studies, physical development, health, history-social science, and visual and performing arts, ~~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 sociosocial-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 program coursework and fieldwork provided to candidates must include program-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. The clinical supervision and support for candidates provided by the program ~~must~~ include at least one in-person site visit, and may also include video capture or synchronous video observation in addition.

B. Criteria for Field Work/Practicum/Clinical Practice Placements

Sites selected for candidate experiences should demonstrate commitment to developmentally-culturally- and linguistically--appropriate [and effective](#) 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 [student](#) age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection. ~~Selected~~ [The sites selected](#) should have a [fully](#) qualified Master Teacher and a [fully](#) qualified ~~-Site~~ [Supervisor or Program Director](#).~~administrator.~~

Guideline 4: Monitoring [and](#), Supporting ~~and~~ Assessing Candidate Progress towards Meeting Child Development Permit Requirements

Program faculty, program supervisors, and ECE program-employed supervisors, [as applicable](#), monitor and support candidates during their progress towards mastering the PEs [as well as towards meeting the requirements for the Permit level sought](#). Evidence regarding candidate progress and performance is used to guide [the](#) advisement and assistance [support efforts that must be provided by the program to each candidate](#). ~~The program provides support and assistance to candidates.~~ Appropriate information is accessible to guide candidates' meeting of all program requirements [in a time frame consistent with each candidate's individual situation, goals, and chosen career pathway](#).

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, [including knowledge of effective practice](#). 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. [The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the PEs as well as other requirements for the Permit being sought, and provide informal formative evidence of the program's effectiveness in helping candidates accomplish the Performance Expectations, which can be used to inform program adjustments.](#)

~~Examples of performance-based assessments could include, but are not limited to, the following examples:~~

- ~~● 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.~~

Part II: Guidelines for Programs Preparing Candidates for Administrator-Related Job Roles

Guideline 1: Early Childhood Education Preparation Program Design

The program prepares prospective early childhood administrators to serve effectively as site and program leaders for a variety of early childhood programs and settings. The program's design is based on a sound rationale informed by theory and research in early childhood education, adult learning theory, and current business, health, nutrition, and safety principles as applicable to early childhood education settings.

The preparation provided to candidates is designed to address the range of early childhood administrator performance expectations so that the early care and education administrator workforce will develop the knowledge and skills to work effectively with staff, young children, other adults in the early education setting, families, and external agencies and funding sources. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate practices for the care and education of young children ages 0-5 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.

The program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. In addition, the program ensures that candidates understand environmental contexts, organizational culture, the multicultural, multi-ethnic, and multilingual family and societal context within which programs operate, and the influence and effects of these factors on human behavior and on young children's learning.

The preparation program 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 Administrator Performance Expectations (APEs)

The *Early Childhood Administrator Performance Expectations* (PEs) describe the set of professional knowledge and skills expected of a beginning level Child Development administrator relative to the permit level sought by the candidate in order to effectively support the growth, development, and learning of all young children; the growth, development and professional development of program staff; and work collaboratively with families to support children's learning.

The coursework and fieldwork/practicum/clinical practice components of preparation must provide opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as offered by the candidates' preparation program, pedagogical assignments are increasingly complex and challenging. The scope of the coursework and fieldwork assignments (a) addresses the full range of the ECE-CAPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-CAPEs. As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers assess candidates' performance in relation to the ECE-CAPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the ECE-CAPEs.

Guideline 3: Opportunities to Learn and to Practice

A. Fieldwork/Practicum/Clinical Practice Experiences

The program's organized 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 in California early care and education programs and settings. These experiences may be within the candidate's ECE workplace as appropriate and as available.

Fieldwork provides opportunities for all candidates to observe early childhood classrooms and settings that are committed to and that exemplify developmentally-, culturally- and linguistically-appropriate and effective practices and to observe the application of theoretical administrative concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities of an early childhood education administrator consistent with the level of the administrator permit sought.

The clinical supervision and support for candidates provided by the program must include at least one in-person site visit, and may also include in addition 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 and effective practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different student age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection. The sites selected should have a qualified Master Teacher and a qualified Site Supervisor or Program Director. The sites should also meet all health, safety, and fiscal responsibility requirements of local, state, and/or federal law, as applicable.

Guideline 4: Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements

Program faculty, program supervisors, and ECE program-employed supervisors, as applicable, monitor and support candidates during their progress towards mastering the ECE-CAPEs as well as towards meeting the requirements for the Permit level sought. Evidence regarding candidate progress and performance is used to guide the advisement and assistance support that must be provided by the program to each candidate. Appropriate information is accessible to guide candidates' meeting of all program requirements in a time frame consistent with each candidate's individual situation, goals, and chosen career pathway.

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 hold or have the qualifications to be eligible for a Site Supervisor or Program Director level permit, or above, or hold a valid California Multiple Subject credential along with prior applicable experience in ECE settings and/or programs.

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 Administrator Performance Expectations for the intended level of the Child Development Permit. The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the ECE-CAPEs as well as other requirements for the Permit being sought, and provide informal formative evidence of the program's effectiveness in helping candidates accomplish the Performance Expectations.

Appendix D

The following table illustrates how the four job foci for the ECE Performance Expectations map onto and would inform the content of preparation, in alignment with the CDP AP recommendations should these ultimately be adopted.

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 development program)	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
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
Administering (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., 24 units ECE/CD, 6 units administration and supervision of ECE programs, 2 units adult supervision	