

Marlene Zepeda, Ph.D.
California State University, Los Angeles
Professor Emeritus

Thank you for the opportunity to submit comments regarding the status of the ECE-TPEs. Because the ECE-TPEs will be used to prepare early educators to work with California's diverse child population for many years to come, its content to guide the coursework of the CAP 8 is an extremely high-stakes matter. Without a focus on diversity that is reflective of the field's current thinking (e.g, NAEYC's Equity statement), racial, ethnic and English-only bias will be institutionalized in teacher preparation for the foreseeable future.

Here are three major concerns I have about their status.

1. As the ECE-TPEs were adopted in February, 2019 after input from the public that stressed a stronger focus on the needs of Dual Language Learners and their families, the Commission noted that the ECE-TPEs would accommodate comments through revision and stakeholders were reassured that the ECE-TPEs would be a **"living document"**. The document posted on the CTC website does not reflect any changes to the document.
2. As California has moved on from an English-only perspective on language development, the CAP 8 has relied on outdated materials such as the Preschool Foundations Volume 1 published in 2008 (of which I was the lead author) and the ECE Teacher Competencies published in 2011. These documents were developed during a historical time period when the focus was on English language development over bilingualism and multilingualism.
3. Given that California voters overwhelmingly passed Proposition 58, (the California Education for a Global Economy Initiative) and the California English Learner Roadmap adopted by the State board of Education made changes to the Education Code to advance bilingualism and multilingualism, the ECE-TPEs must reflect this new era in the education of California's children.
4. Given the lack of explicit home language support within the ECE-TEPs, any assessment process and pilot that is used to inform the ECE-TEPs must be explicitly examined by DLL experts.



June 15, 2020
Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95811

RE: **Agenda Item 2E**
CTC Meeting June 18, 2020

Thank you for the Commission staff's update on work status related to the CD Permit, projected work related to the ECE-TPEs, and consideration of the CD Permit Advisory Panel's recommendations, submitted in 2017. We also acknowledge the challenges of working in the time of COVID-19 and look forward to continued collaboration.

ECE-TPEs: CAP Survey of Drafted CAP Course Outline Language in Alignment of ECE-TPEs

We appreciate the Commission's acknowledgement that the ECE-TPEs are "a living document," and the expectation that the ECE-TPEs and ECE-APEs will continue to be informed by the field (CTC, February 2019). The extension of the CAP-led survey deadline is very valuable to increase higher education response to the CAP-led draft revisions' survey of CAP course syllabi language and their alignment with the ECE-TPEs. It is also important that the survey clearly inform respondents what are the actual draft changes to the CAP courses. At this point, it is unclear what is changed and how they align with the TPEs. The survey was emailed to many CCC faculty members, some 4-year college and university faculty members, but many faculty members have not yet received the survey. We urge the CTC to distribute the survey to reach all CCC early childhood/child development (EC/CD) preparation programs, all EC/CD CSU, UC, and private university programs, particularly, all baccalaureate IHE programs that articulate the classic CAP-8 courses into their transfer programs.

Piloting of the TPEs and CTC Proposed Next Steps:

We are pleased that \$3 million has been allocated in the PDG-R grant "over the next three years to promote the implementation of the ECE TPEs and the Program Guidelines (EPC 2E-16)." We strongly urge that planned ECE-TPE piloting efforts at institutions of higher education be conducted - and their outcomes reported - before beginning: (1) the proposed implementation of ECE-TPEs into coursework and preparation programs, (2) the establishment (or finalizing) of preparation program guidelines and a program quality review process, and (3) the development of ECE TPAs.

COVID-19 makes pilot programs and integration of ECE-TPEs more challenging for faculty and administrators in IHE preparation programs, programs which are facing continued online teaching, at least through fall 2020. This period can provide the opportunity and the time needed to plan collaboratively with a wide range of faculty from volunteer 2-year and 4-year programs



PEACH4ECE.org



info@PEACH4ECE.org



[@PEACH4ECE](https://www.facebook.com/PEACH4ECE)



[@PEACH4ECE](https://twitter.com/PEACH4ECE)



[PEACH4ECE](https://www.instagram.com/PEACH4ECE)



and others in related roles. This extra time is critical for identifying the tasks involved in implementing a coordinated sequence of steps and ensuring robust, and systematic stakeholder involvement and data analysis to design a robust and representative pilot program. This carefully planned process and the contributions by multiple stakeholders and CTC staff would support development of a long-term, sustainable set of practices that can accurately inform policy outcomes. This process also provides the opportunity to get wider participation and more buy-in across all IHE systems (CCC, CSU, UC, and private universities).

CD Permit Advisory Panel Recommendations

COVID-19 has abruptly changed our California state budget priorities for 2020-21. Public IHE EC/CD professional preparation programs face funding cuts and related support services and professional development support (e.g., CECMP, FIP) face reduction, or elimination of, state funding. Our work and enthusiasm in supporting quality teacher preparation programs continues, nonetheless.

We thank CTC for including the Child Development Permit Advisory Panel's (CDP AP) 2017 recommendations for revision in Item 2E. It is critically important for CTC to continue planning for review and consideration of the CDP AP recommendations, which were thoughtfully developed with a representative team, over a two-year period. Even as COVID-19 has pushed agenda items into a different schedule, we ask: What opportunities are available in the era of COVID-19 for study by the CTC, to prepare for the implementation of the Child Development Advisory Panel's recommendations?

PEACH, which includes faculty members from over 80 IHEs in California, remains available to collaborate with the CTC and contribute to the efforts described in Agenda Item 1H in today's CTC meeting, and to consider COVID-19 accommodations. Items 1H and 2E suggest related research and policy development, which are areas of PEACH expertise. Specifically, PEACH can support identification of standard language for induction programs and increase understanding of the impact and implications of COVID-19's new health and safety policy restrictions, as related to ECE children's programs in EC/CD practicum/clinical practice/field experience.

Thank You!

We thank the Commissioners and the CTC staff for your ongoing commitment to supporting EC/CD preparation programs and the preparation of EC/CD students to work with California's youngest children and their families in early learning and development programs. We are also grateful for the continuing opportunity that you have afforded PEACH IHE members to support state goals around EC/CD teacher preparation.

