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Information

Educator Preparation Committee

Update on the Work of the Early Childhood Education Design Teams under the Preschool Development Grant-Renewal and Proposed Program Quality Peer Review Process

Executive Summary: This agenda item provides an update on the work accomplished to date by the Early Childhood Education (ECE) Teaching Performance Assessment and the Program Quality Peer Review Design Teams under the Preschool Development Grant-Renewal (PDG-R) and presents the proposed Program Quality Peer Review process developed by the Peer Review Design Team. The item reports on activities of both Design Teams during the six-month period since the most recent update to the Commission in February 2021 and discusses next steps in this work as well as related work in alignment with the state’s Master Plan for Early Learning and Care relative to the Child Development Permit and implementation of universal transitional kindergarten.

Recommended Action: For information only

Presenters: Phyllis Jacobson, Administrator, Cassandra Henderson and Debra Keeler, Consultants, Professional Services Division, Amy Reising, Chief Deputy Director, and June Millovich, CAP Co-Director and Faculty Member, Saddleback Community College

Strategic Plan Goals

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California’s diverse student population.

Update on the Work of the Early Childhood Education Design Teams under the Preschool Development Grant-Renewal and Proposed Program Quality Peer Review Process

Introduction

This agenda item provides an update on the work accomplished to date by the Early Childhood Education (ECE) Teaching Performance Assessment Design Team and the Program Quality Peer Review Design Team under the Preschool Development Grant-Renewal (PDG-R) and presents the proposed Program Quality Peer Review process developed by the Peer Review Design Team. The item reports on activities for both Design Teams during the six-month period between the most recent prior update to the Commission on Teacher Credentialing (Commission) in February 2021 and discusses next steps in this work as well as related work in alignment with the state's Master Plan for Early Learning and Care relative to the Child Development Permit and implementation of universal transitional kindergarten.

Overview

The [February 2021](#) Commission agenda item described the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R) on a statewide basis. The tools being designed under the PDG-R grant lay the foundation for improving preparation and licensure of the early childhood workforce. Currently, the Child Development Permit (CDP) is not subject to standards or any form of state level program review or accreditation and does not include any form of performance assessment to support development of candidate competence prior to licensure. If the piloting of the PDG-R tools is successful, then the Commission may elect to shift the evaluation of applications for a CDP from a reliance on "seat-time" and transcript analysis to a competency-based system of preparation and program quality review. This shift in focus is called for in the Master Plan for Early Learning and Care and would bring the CDP into alignment with all other credential areas.

The work of the two ECE Design Teams reported in this agenda item represents two key interrelated components intended to work purposefully together as fundamental elements of a competency-based ECE preparation and licensure system. The Commission has previously set the contextual frame for this work through developing and adopting in 2019 the first-ever set of [ECE Teaching Performance Expectations](#) for Child Development Permit candidates along with the first-ever set of [Program Guidelines](#) (standards) for ECE preparation programs at postsecondary institutions that prepare this workforce. The ECE Teaching Performance Assessment currently under development through the PDG-R grant resources will be available for formative use in ECE preparation programs to provide evidence of the demonstrated competency of ECE child development Teacher permit candidates to work effectively with young children and their families/guardians. The ECE Pilots currently underway within the 55 ECE preparation programs at two- and four-year institutions of higher education that have volunteered to work towards implementing TPE-aligned curriculum and the adopted Program

Guidelines, as well as try out the new formative performance assessment, will help assure that candidates are being well-prepared and supported to meet these competencies through multiple learning opportunities, practice, and program-based assessments within their coursework and field experiences/practicum.

Consistent with the direction provided by California's 2020 [Master Plan for Early Learning and Care](#), Commission staff have organized a series of ECE pilots, described in more detail below in this agenda item, to encourage two- and four-year institutions of higher education that prepare the early childhood workforce to participate in the transformative work of moving towards TPE-aligned curriculum and instruction as well as towards meeting the Commission's adopted Program Guidelines. These institutions are also expected to participate as requested in piloting the ECE Teaching Performance Assessment tasks, and to participate in piloting the new Program Quality Peer Review process presented later in this agenda item.

Background

The Child Development Permit structure serves as a reference for the work described in this agenda item. The Commission issues six levels of Child Development Permits: 1) Assistant; 2) Associate Teacher; 3) Teacher; 4) Master Teacher; 5) Site Supervisor; and 6) Program Director. Each permit level has its own set of issuance requirements that build from one level to the next, authorizing the holder to perform different levels of service in state-subsidized Child Care and Development Programs. The current six-level CDP structure, including the requirements for earning each level of the permit, is provided in [Appendix A](#). More detailed information about Child Development Permits is available in [CL-797 leaflet](#) on the Commission's website. Information about the number of Child Development Permits issued over the last five years is provided in [Appendix B](#).

The early care and education workforce is prepared primarily by four higher education segments: the California Community Colleges system, the California State University (CSU) system, the University of California (UC) system, and private/independent California institutions of higher education. Each of these segments offers coursework that meets the requirements for the Commission's Child Development Permit. The Community Colleges system has articulation agreements with four-year institutions of higher education (IHEs), particularly the CSU system, for the transition of students from associate degree programs to higher education coursework and degree program levels.

Many of the Community Colleges use a shared, common ECE curriculum for the basic and the advanced levels of ECE coursework developed through the [CAP \(Curriculum Alignment Project\)](#). CAP has developed curriculum and embedded coursework assessments for all of the core ECE coursework, including the basic and the higher levels of the permit. This curriculum is used by 91 of the 105 California Community Colleges as well as by a number of CSU campuses that prepare individuals for the permit. A number of CSU campuses have also developed their own ECE coursework and embedded assessments that address the core and advanced levels of ECE curriculum.

The coursework at all postsecondary institutions offering preparation to the early care and education workforce has thus far been guided by the [Preschool Learning Foundations](#) and the extensive workforce competencies developed by the CDE. The Commission-adopted ECE Teaching Performance Expectations (TPEs) align with the *Preschool Learning Foundations* as well as with the competencies outlined in the [Transforming the Workforce Birth Through Eight](#) national report and the [NAEYC \(National Association for the Education of Young Children\) competencies](#).

Alignment of current ECE curriculum to the ECE TPEs. All of the curricula used by the two- and four-year institutions of higher education offering preparation for the Child Development Permit have been recently realigned or are currently in process of being realigned to the Commission adopted ECE TPEs and re-approved by their applicable governing structures for use within the institution's ECE preparation program(s). It is important to note that in some instances, this review and re-approval process for modified curriculum can take up to two years to complete, and thus the updated fully TPE-aligned curriculum may not yet be in full use within the ECE Pilot-participating institutions. All pilot participating institutions are planning on full implementation of TPE-aligned ECE curriculum by the end of the 2021-22 program year.

ECE Pilots under the Preschool Development Grant-Renewal (PDG-R) and Relationship to the Master Plan Recommendations

The Commission's key focus and role within the [PDG-R grant](#) is a \$3 million effort over two years, with a potential for a third year of development time if extended by the U.S. Department of Education, to promote the statewide implementation of the ECE TPEs and the Program Guidelines in ECE preparation programs, consistent with direction called for in the Master Plan recommendations. The Commission's activities under the PDG-R grant support four major pilots targeted primarily but not exclusively at preparation for the ECE Teacher level, as outlined below:

(a) Initial efforts by participating ECE preparation programs to **implement TPE-aligned curriculum** and to work towards meeting the **Program Guidelines (standards)**, supported by outreach and technical assistance to these programs and program sponsors. This work is being conducted under **ECE Pilot 1** (implementing TPE-aligned curriculum) and **ECE Pilot 2** (working towards implementing the ECE Program Guidelines).

(b) Developing and piloting a new **TPE-based ECE Teaching Performance Assessment** for the Teacher level of the permit. The ECE Teaching Performance Assessment will initially be for formative use only in the field as programs become more familiar over time with TPE-based performance-oriented candidate assessments embedded within the program's coursework and fieldwork. The formative assessment will be administered and scored locally by programs. An assessor training process will be developed by the Commission and its technical contractor, the Evaluation Systems group of Pearson (ES), to support the local process. The development process for the formative assessment and local scoring process is moving through a two-year development cycle, including a

pilot test and field test with the system available for full operation the fall of 2023. **ECE Pilot 3** will focus on assisting and training ECE preparation programs at institutions of higher education to participate in trying out the candidate assessment tasks with candidates and scoring candidate responses.

(c) Developing an **ECE program quality review process** for Commission review and approval of ECE preparation programs (“accreditation”). **ECE Pilot 4** will focus on piloting this new peer review program approval process with ECE preparation programs and providing feedback on the design and implementation considerations to staff and the Commission, as described further below.

Note: Pilots 3 and 4 are open together or individually to any interested institution/program offering ECE preparation for the Child Development Permit whether or not the institution/program is also participating in Pilots 1 and 2.

At the present time, 55 two- and four-year institutions of higher education are voluntarily participating in the ECE Pilots. [Appendix C](#) provides the list of the 55 participating Pilot institutions, with background and baseline information profiling the status of the pilot institutions at the beginning of the transformation process at the time they applied to join in the Pilots provided in [Appendix D](#).

Benefits to Programs Participating in the ECE Pilots

Benefits to ECE preparation programs choosing to participate in the ECE Pilots include the opportunity to:

- Organize around a common manageable set of statewide competency expectations for the ECE workforce;
- See, try out with candidates, and provide feedback about the new ECE Teaching Performance Assessment and scoring process;
- Try out and provide feedback about the new Program Quality Peer Review process; and
- Directly recommend candidates for all levels of the Child Development Permit, thereby facilitating priority permit application processing for these candidates.

Note: Candidates from participating pilot institutions/programs that choose not to exercise the authority to recommend candidates may still apply directly to the Commission and be granted their Child Development Permits if they satisfactorily complete the application process. Candidates from institutions/programs not participating in the pilots will also be able to continue to apply directly to the Commission for the Child Development Permit as they have been doing prior to the pilots.

Reporting Requirements for Participants in the ECE Pilots and Baseline Program Data

To participate initially in the pilots, and to subsequently continue their participation, interested institutions/programs are required and must agree to provide the following information about their experiences on an annual basis:

- Submit an application to participate ([Electronic survey](#))
- Submit an ECE Course list

- Submit the ECE TPE Matrix identifying where their courses address the TPEs
- Submit the Program Guidelines Alignment checklist
- Submit candidate enrollment data annually
- Provide feedback from faculty, annually
- Facilitate candidate participation in an annual candidate survey
- Provide feedback annually to the Commission regarding pilot participation
- Provide feedback annually to the Commission regarding lessons learned, best practices, and any recommendations going forward

Commission staff have analyzed the initial applicable baseline data submitted by the ECE Pilot participating programs/institutions as part of the Pilots application process. This information along with a summary analysis is provided in [Appendix D](#).

Overview of the Work of the ECE Design Teams

To support implementation of ECE Pilots 3 and 4, two ECE Design Teams have been established and charged to develop, respectively, an ECE formative Teaching Performance Assessment based on the Commission’s adopted ECE Teaching Performance Expectations at the Teacher level of the Permit and a new Program Quality Peer Review process that could serve as an accreditation mechanism for the future review and approval of ECE Child Development Permit preparation programs offered by California two- and four-year institutions of higher education. The Design Teams’ work began in February 2021, and both Design Teams have been meeting monthly since then.

The work of the ECE Teaching Performance Assessment Design Team is presently six months into a two-year development process due to the extensive and complex nature of this work. The ECE Program Quality Design Team is now ready to provide its proposed new Program Quality Peer Review Process design for information prior to moving forward with piloting this new process. The following sections of the agenda item address the progress and status of the work of each of the two Design Teams.

Update on the Work of the ECE Teaching Performance Assessment Design Team

Description of the ECE Teaching Performance Assessment Design Team

The ECE Teaching Performance Assessment Design Team was appointed by the Executive Director in February 2021 and began its work in March 2021. The members of the Performance Assessment Design Team and liaisons are provided in [Appendix E](#) and represent practitioners, IHE faculty, and content experts as well as liaisons from the Community Colleges Chancellor’s Office, the California Department of Education, and observers from WestEd. Representatives from the Community Colleges’ Chancellor’s Office and the IHEs have been helping the Design Team and Commission staff to build an understanding of the current depth and breadth of the coursework for ECE Teacher permit candidates, the current demands on the ECE workforce, and how a performance assessment could potentially inform program development and improvement, engage faculty and instructors and prepare Teacher permit candidates.

Charge to the ECE TPA Design Team

The ECE CalTPA Design Team is charged with developing a Teaching Performance Assessment model for the Commission's consideration as a potential future statewide assessment for early childhood education (ECE) Teacher permit candidates. The assessment is being developed for formative use while programs learn how to embed this assessment in their programs and strengthen the clinical practice aspects of their programs. This assessment will be a very useful tool for both programs and candidates, allowing both to consider their strengths and challenges in preparation and practice.

The Design Team began meeting in March 2021. Over the course of the Design Team meetings, to inform the collaborative process and provide Design Team members with background information, members have:

- Reviewed and analyzed source documents from the existing range of performance assessments currently used in both special education and the K-12 credentialing process (e.g., the CalTPA, the CalAPA, and the Education Specialist TPA are currently also under development)
- Heard from and interacted with Commission performance assessment administrators and staff as well as other experts in the implementation of the performance assessments indicated above
- Engaged in small group and whole group discussions around the potential performance assessment elements and components, what new ECE Teacher permit candidates should be able to demonstrate, as suggested by Design Team members for inclusion in the ECE formative Performance Assessment
- Assured that the suggested elements and components were integrally focused on the adopted ECE Teaching Performance Expectations and engaged in an analysis to determine which TPE elements should be prioritized in the formative assessment tasks
- Reviewed supporting documentation constructed by Commission staff as well as read and discussed professional articles focused on ECE content areas including early literacy, foundational mathematics, and language development and critical teacher competencies
- Identified resources needed and other potential issues of concern around implementation of the ECE formative Performance Assessment (e.g., the need to increase opportunities for teacher candidates to experience practicum/student teaching)

In addition, ECE practitioners, Commission staff, California Department of Education staff, members of the Education Specialist (EdSp) CalTPA Design Team, and IHE practitioners presented key information integral to helping Design Team members understand the scope of their work as well as current expectations in the field. These presentations included:

- The [Master Plan for Early Learning and Care: Making CA for All Kids, Agenda Item 3F](#) from the February 2021 Commission Meeting, and the scope and purpose of the PDG-R grant presented by Phyllis Jacobson (CTC PSD Administrator)
- The Education Specialist CalTPA Design Team process presented by James Webb (CTC PA Consultant) and Elise Pokorney (EdSp CalTPA Design Team member)

- ECE Dual Language Learners information presented by Sheila Self, Tina Tranzor, and Marcela Rodriguez from the CDE
- Special Education in the Early Childhood Setting, presented by James Webb and Janice Myck-Wayne (EdSp CalTPA Design Team member)
- Foundational Math, presented by Deborah Stipek (ECE CalTPA Design Team member and Stanford ECE professor) and Megan Franke (UCLA ECE professor)

The Design Team agreed early on that the ECE teaching performance assessment should:

- Be **feasible** given the state’s ECE context
- Be **manageable** in terms of complexity of the system and local resources
- Provide **convincing evidence** of teacher knowledge, skills, and abilities in relation to the Commission’s adopted ECE Teaching Performance Expectations and Assessment Design Standards
- Rely on **local** professional scoring judgments of teacher performance based on the range of evidence and analytic rubrics

Additional Questions and Considerations

Key questions the ECE Teaching Performance Assessment Design Team is currently grappling with include:

- Which TPE elements of the six domains should be prioritized and measured by the learning cycles and analytic rubrics, and which are best left for programs to assess within coursework and program level assessments?
- How best and to what extent can the ECE learning cycles focus on early literacy, foundational math, dual language support and development, and English language development?
- Is there a common ECE pedagogical terminology used across programs, and does it line up with the terms and language in the TPEs? If not, how do we help the field understand the terminology used in performance assessments and TPEs?
- How many Learning Cycles should be included in the ECE TPA?
- Who should score the candidate submissions? What supports will be offered to provide local administration and scoring, and who will provide these supports?

Next Steps for the ECE TPA Design Team

The Design Team will collaboratively determine how many Learning Cycles, content specific tasks, teacher skills, abilities and competencies (TPEs) to measure on the ECE teaching performance assessment. In upcoming meetings, members will examine and provide high level feedback for draft prototypes of Assessment Guides, Essential Questions, Analytic Rubrics, and evidence Templates. Pilot testing of the formative learning cycles and analytic rubrics will begin in February 2022. The Design Team will continue to meet and provide feedback through December of 2022. The Commission’s ECE performance assessment staff will also continue to update the Commission as the ECE TPA take shape and is piloted.

Update on the Work of the ECE Program Quality Peer Review Design Team

Description of the Design Team

The Program Quality Peer Review Design Team began its work in February 2021 and held a series of five one-day meetings from February-June 2021. The members of the Peer Review Design Team and liaisons are provided in [Appendix F](#) and represent practitioners, IHE faculty, and content experts, as well as liaisons from the higher education segments and observers from WestEd. The Design Team members were appointed in December 2020 by the Commission's Executive Director following an open application process, and they have been fully engaged in the envisioning and design process at every meeting. It has been particularly helpful to both the larger understanding and the potential future larger-scale implementation of this work to have liaisons participating from the Community Colleges' Chancellors Office as well as representatives from the other higher education segments. This participation in the work helps administrators and those allocating resources in support of ECE workforce preparation at California institutions of higher education understand the nature of program review, the role and use of performance assessments, the designs developed by both ECE Design Teams, and the future resources needed to support implementation of this work.

The Charge to the ECE Program Quality Peer Review Design Team

The ECE Program Quality Peer Review Design Team is charged with developing a program quality Peer Review process for the Commission's consideration as a potential future statewide review and approval process ("accreditation") for early childhood education preparation programs. The Design Team initially established norms for its collaborative work together and defined the following quality lenses through which its design work would be constantly and consistently viewed.

The new Peer Review system under design should:

- Be **feasible** given the state's ECE context
- Be **manageable** in terms of complexity and local resources
- Provide **convincing evidence** of program quality in relation to the Commission's adopted ECE Program guidelines
- Rely on **peer professional judgments** of program quality based on the range of evidence provided
- Be **equitably accessible** by all ECE preparation programs regardless of size, candidate population, or geographic location

During subsequent Design Team meetings, an additional quality lens was added to include ensuring that the process being developed reflected a **Collegial Inquiry Peer-to-Peer approach** as has been developed and promoted by the field as an appropriate orientation to supporting the work of early childhood education preparation. In doing its work, the Peer Review Design Team consistently applied these lenses to guide and ultimately evaluate the design agreed to by consensus at the June 29, 2021 Design Team meeting.

Over the course of the five Design Team meetings, to help inform its thinking and ultimately the peer review system design presented in this agenda item, the Peer Review Design Team:

- Reviewed and analyzed source documents from the existing range of accreditation strategies commonly used in both ECE and K-12 accreditation systems, including the Commission's Accreditation System, the National Association for the Education of Young Children (NAEYC) accreditation process, the BTSA Peer Interactive Conversations formative approach, and the 2000 Commission pilot ECE accreditation process
- Heard from and interacted with Commission accreditation administrators and staff as well as others expert in the implementation of the accreditation strategies and systems indicated above
- Engaged in small group and whole group discussions around the potential system elements and components suggested by Design Team members for inclusion in the Peer Review design being developed by the Team.
- Assured that the system was integrally focused on programs' meeting the Commission's adopted Program Guidelines ([Appendix G](#))
- Reviewed supporting documentation constructed by Commission staff following each Design Team meeting of the evolving Peer Review system design based on the notes taken by the small and the whole groups
- Identified resources needed and other potential issues of concern around larger scale implementation of the Peer Review process designed by the Team
- Finalized and came to consensus around each of the proposed Peer Review system components and the expanded descriptions of what these components represented and how they would be implemented

The Proposed Program Quality Peer Review Process

The Peer Review Design Team has developed the following proposed Program Quality Peer Review process for the Commission's information. The Design Team believes this approach to a Peer Review system is unique and distinct from any current or prior accreditation system considered by the Design Team during its research and discussions around possible accreditation approaches and systems.

What makes the proposed Peer Review system unique is its inclusive blending of a two-step Self Study development process informed and supported through a Collegial Inquiry Peer-to-Peer group approach to help programs identify program strengths as well as programmatic challenges prior to each program engaging in the more formal Peer Review process that ultimately leads to a program approval recommendation as part of a 7-year continuous improvement cycle. The proposed Peer Review process blends selected elements from each of the accreditation systems and processes reviewed and discussed by the Design Team, including the prior regional Beginning Teacher Support and Assessment (BTSA) regional peer-to-peer critical friends approach, selected elements from the NAEYC Higher Education Accreditation process, and selected approaches from the Commission's K-12 accreditation system.

Piloting a new program quality peer review process with ECE preparation programs presents an exciting yet challenging opportunity to help move the field forward. Programs are interested in

gaining recognition and approval status (i.e., accreditation) from the Commission, as presently the only way to gain recognized approval status is by completing the national accrediting process from the National Association for the Education of Young Children (NAEYC). The proposed Peer Review process is aligned to California's accreditation processes for all other educator preparation programs and is rigorous, including relying on data and outcomes information already being collected by ECE preparation programs to reduce the intensive and extensive demands on the programs participating in the peer review process.

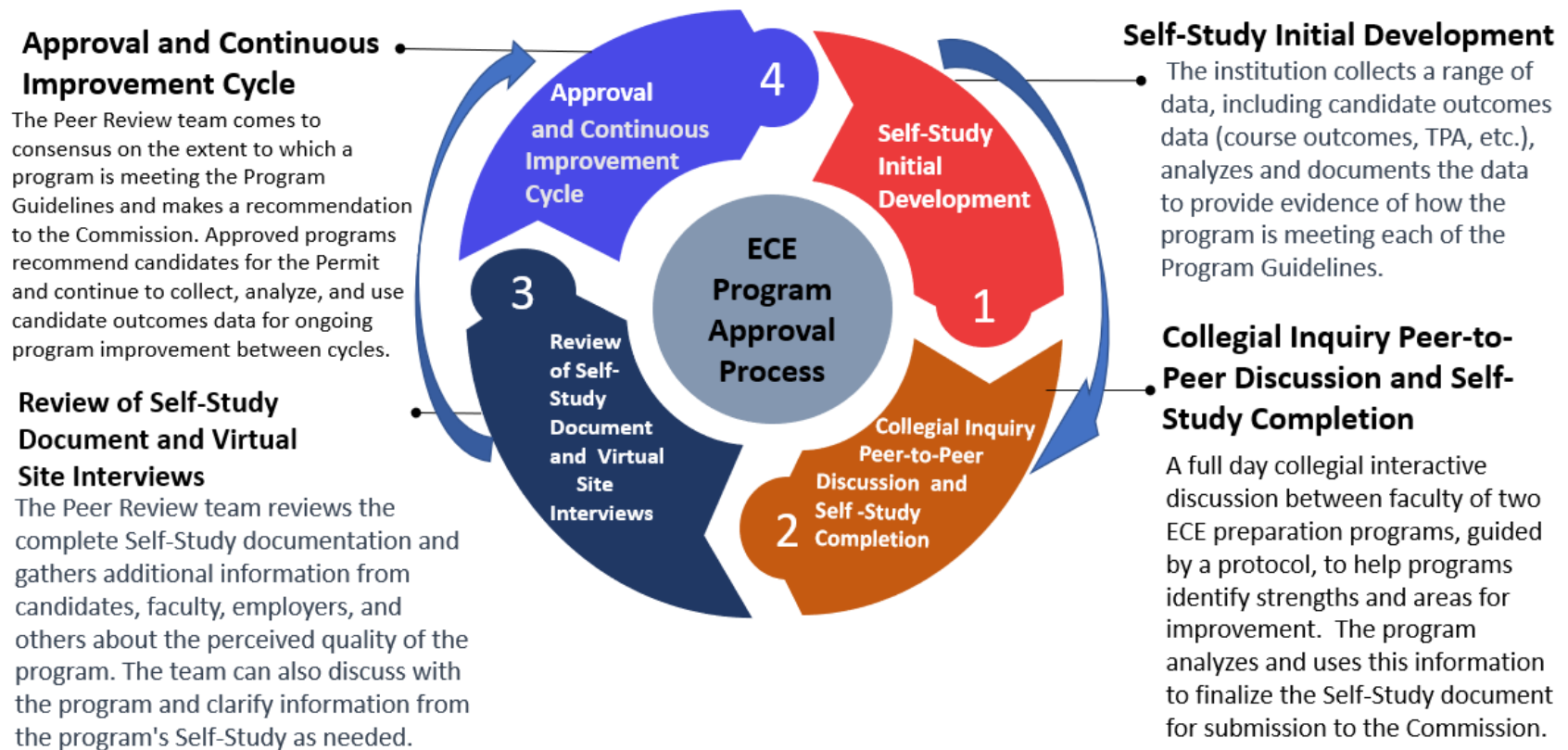
The proposed system design is illustrated in the graphic on the following page. An expanded description of the system's components and elements follows below.

Component 1: Self Study Initial Development

The focus of the Self-Study for the ECE preparation program under review is to identify, describe, collect, reflect on, analyze and organize a variety of outcomes data from multiple sources to identify program strengths, opportunities for growth, and programmatic challenges related to meeting the Commission's ECE Program Guidelines. A suggested template for the Self-Study initial development process will be provided to ECE preparation programs as part of the orientation and training materials to support the Peer Review process.

The Self-Study can include a variety of qualitative and quantitative as well as formative and summative data that are already being collected by the institution for other purposes (see below for additional information about possible data sources). In addition, the initial results of the Self-Study will be broadened and enhanced by feedback from the collegial interactive peer discussions around ECE preparation and licensure.

ECE Program Quality Peer Review Process Components - Draft



What Kinds of Data are Included in the Self-Study

ECE preparation programs/institutions are encouraged to use to the extent possible relevant existing data collected for related institutional purposes and requirements. For example, ECE preparation programs may already have or be collecting and analyzing data applicable to a Self-Study such as:

- Student outcomes based on the program's identified learning goals
- Student outcomes based on rubric score analyses from the new formative ECE Teaching Performance Assessment when these data become available to programs
- Program Review documents including preparation program description (e.g., programs of study, candidate information, program mission and goals, expected candidate outcomes, field experience/practicum opportunities, equity and anti-racism practices, accreditation status if any, student support services/advisement)
- Descriptions of Practicum experiences
- Preparation program and other institutional resources to support candidates (e.g., institutional support, budget, faculty allocations, advisement, career center and employment preparation, connections with local employers and programs serving young children in a variety of settings, connections with settings offering clinical practice/fieldwork opportunities for permit candidates, information on lab school if any)
- Faculty qualifications (e.g., degrees, experience, publications, professional development)
- Mentor and supervisor qualifications, training, and responsibilities during clinical practice/fieldwork
- Preparation program curriculum (e.g., scope and sequence for meeting Permit requirements,) best practices, state standards and frameworks; use of state preschool curriculum and related resources; recency of information provided within the curriculum and instructional practices
- Feedback from candidates and preparation program stakeholders about the quality of the program and the preparation provided (e.g., program completer survey, employer survey, faculty survey)

Note: The data reported in the Self-Study should be directly related to and focused on the program quality indicators specified in the ECE Program Guidelines.

The completed Self-Study (see Component 2 below) will be due to the Commission not later than one month prior to the scheduled date of the Self-Study Document Review and the Site Interviews (Component 3 of the Peer Review process).

How the Self-Study is Integrated into Program Quality Peer Review System Components

The Self-Study is addressed in three of the four components of the Program Quality Review process cycle. In component 1, the Self-Study is developed by the preparation program; in component 2, the Self-Study is further informed by the Peer- to-Peer discussions and then finalized and submitted to the Commission; and in component 3 the finalized Self-Study document is reviewed and discussed by the Peer Review team to help inform the Team's accreditation recommendation.

Component 2: Collegial Inquiry Peer-to-Peer Discussion and Self Study Completion

The Collegial Inquiry Peer-to-Peer discussion (“Peer-to-Peer meeting”) provides the opportunity for faculty from two similar paired ECE preparation programs to engage in a thoughtful discussion about the evidence and documentation gathered through each program’s initial Self-Study relative to the degree to which the program is meeting or making progress towards meeting the Commission’s adopted ECE Program Guidelines.

Each program administrator and/or faculty participating in the meeting process will have had the opportunity to independently review all available evidence and documentation provided by the program partner’s Self-Study prior to participating in the Collegial Inquiry discussion.

The Peer-to-Peer Meeting is not a compliance-oriented process. Rather, it is a collegial inquiry-focused meeting intended to be built on trust and collaboration among ECE preparation programs. The process is anchored by the ECE Program Preparation Guidelines adopted by the Commission. The Collegial Inquiry takes place through a series of inquiry-oriented prompts to help facilitate the professional discussions and interactions.

The focus during the meeting is to both share and learn from the program’s strengths as well as its opportunities for growth and its programmatic challenges. Information gained through the Peer-to-Peer meeting should subsequently further inform each program’s initial Self-Study draft and help to finalize a completed Self-Study document, based on additional learning about program strategies and other program outcomes presented and discussed.

Following the Peer-to-Peer Review meeting each participating ECE preparation program will revise and update its Self-Study document to include information gained during the Peer-to-Peer discussions and will submit the completed final version of the Self-Study document to the Commission. When Commission staff receive the program’s Self-Study document, a Peer Review Team will be constituted and assigned to conduct that program’s formal review process and ultimately make a recommendation decision to the Commission as part of Component 4.

Component 3: Review of Self Study Document and Virtual Site Interviews

The Self-Study Review and Virtual Site Interviews process provide an opportunity for the Peer Review Team members to gain insight into the daily life of the ECE teacher preparation program, to gather information from program staff, candidates, employers, and others as applicable regarding their experiences in and with the program and its services.

The Virtual Site Interviews also provide an opportunity for the Peer Review Team members to ask clarifying questions about information provided in the ECE preparation program’s Self-Study final completed document.

The participants in the Virtual Site Interviews are the Peer Review team, ECE preparation program administrators/staff, Permit candidates in the preparation program, site or other practicum supervisors/mentors, and any other parties identified by the preparation program as integral to an understanding of the program, its operations, and its outcomes.

The Peer Review Team will consist of approximately three qualified individuals external to the ECE preparation program being reviewed who have expertise in the area of early childhood education. Training specific to serving on a Peer Review Team will be developed by Commission staff in collaboration with ECE faculty and practitioners. Completion of this training is required prior to serving in the role of a Peer Review Team member.

Prior to the Virtual Site Interviews, the Peer Review Team will review the program's Self-Study final completed document and accompanying documentation/evidence and will formulate any follow-up questions it may have for the program's faculty/administrators. Commission staff will be available to each Peer Review Team to help guide, coordinate, and support the Peer Review process as outlined in Components 3 and 4.

The Peer Review Team will review the full range of evidence and documentation gathered through the review of the final completed Self-Study document and the Virtual Site Interviews and will formulate a draft of its major findings and recommendations.

For purposes of the pilot, the Peer Review Team's findings with respect to the degree to which the program is *meeting or making progress towards meeting* the adopted Program Guidelines, will be communicated to the Commission as well as to the ECE preparation program.

Component 4: Approval and Continuous Improvement Cycle

After the Site Interview process is completed, the Peer Review Team will review and discuss all of the program's documentation with respect to meeting the adopted ECE Program Guidelines and comes to consensus on a program approval recommendation that will ultimately be presented to the Committee on Accreditation (COA) when and if this process is adopted for full implementation.

The recommendation will specify one of the three options below:

- Approval
- Approval with Conditions (program response necessary)
- Not approved

The COA reviews and accepts or does not accept the recommendation from the Peer Review Team, Preparation for this part of the process is provided during the Peer Review training

If warranted by one or more findings that one or more ECE Program Guidelines are not at least minimally met or are making progress towards being met, the level of the approval recommendation by the Peer Review Team may result in an additional recommendation by the team for a revisit to the program within a specified period of time.

ECE preparation programs approved by the Commission continue to recommend candidates for the Permit as well as to collect, analyze, and use candidate outcomes data for ongoing program improvement between review cycles. Programs meeting the Program Guidelines to a satisfactory or higher degree that receive additional constructive collegial feedback from the

Peer Review meeting will also take the feedback into consideration for potential program improvements prior to the next Program Quality Peer Review cycle.

The Continuous Improvement Cycle begins after the ECE preparation program is approved by the Commission and continues until the next regularly scheduled Peer Review process begins again. When and if fully implemented, the Continuous Improvement Cycle would take place over a 7-year period for ECE preparation programs once the program is approved by the Commission.

Pilot Peer Review System Pilot Implementation and Outcomes Study

What will be studied during the initial pilot process (research questions)

The purpose of this pilot will be to first to study the feasibility and utility of the proposed program quality peer review system itself as an appropriate and effective program quality control approach, and then to review the pilot findings to gauge the potential and the resource needs for the wider applicability to and potential implementation of the system with ECE preparation programs for the Child Development Permit. The following questions will guide this phase of the pilot study:

- Was the peer review system able to be piloted as designed?
 - If yes, what components/elements made the system effective for use in California ECE preparation programs? Was there a difference in implementing the system as designed in 2-year vs. 4-year institutions?
 - If no, what components/elements of the system were not effective or not able to be implemented as designed?
- What was the degree of effort required of programs to pilot the peer review system as designed?
 - What factors contributed to the degree of effort required by programs?
 - Was the degree of effort required by programs considered excessive or about as expected?
 - If considered excessive, what factors could potentially reduce the level of effort required of programs?
- What was the cost to programs for participating in the peer review system pilot in terms of faculty, in-kind, and administrative costs?
- Were there significant cost differences between the 2- and 4-year institutions participating in the pilot, and if yes, how did these costs differ and why?
- Did the pilot programs feel that the system was supportive of and/or promoting a Community of Practice approach? If yes, how and why? If no, why not?
- Should the peer review process continue to incorporate a Collegial Inquiry Peer-to-Peer approach? Why or why not?
- How did the pilot institutions view their participation in the system as a whole?
 - Did the pilot programs feel that their faculty and/or staff had enough training to implement each of the system's components?
 - How did they view the overall quality of the training provided? Do they have suggestions for improving the training?

- Was the peer review process considered fair and equitable across participating institutions?
- Was the peer-to-peer component felt to enhance and/or be helpful to the overall review and approval process?
- Were the institutions generally in agreement with the recommendation made by the Peer Review Team at the conclusion of the peer review process?
- Would the pilot institutions recommend changes to the system as it is presently designed, and if so, what changes?
- Would the pilot institutions recommend a larger pilot be conducted or do the pilot programs think the system with or without suggested potential changes is ready for wider implementation?
- Did the Peer Review Team members feel they received sufficient training for their roles in the peer review system? If not, how could the training be improved?

Resource needs for implementation of the pilot process

All accreditation systems are, by their very nature and purpose, resource intensive. Enough data and both qualitative and quantitative information, documentation, and analysis are required as evidence to demonstrate that a given preparation program is meeting Commission standards and quality expectations for the services provided to candidates for a Child Development Permit or a credential for service in public education programs and settings.

Because the Child Development Permit programs operated by California two- and four-year postsecondary institutions have not previously been part of the Commission’s larger Accreditation system, it is understandable and expected that the pilot implementation of a new system of peer review leading to a program approval recommendation would require additional levels of effort and resources from both the programs participating in the peer review (accreditation) system and by Commission staff to support the process. Commission staff have heard, and are sensitive to, the concerns of the two- and four-year institutions that prepare the ECE workforce about the level of effort and of resources it may take to implement the new peer review system as designed. As indicated above, a major focus of the pilot of the new system will be to identify these costs and understand how they might potentially be mitigated where possible by drawing on and incorporating into the system existing processes, data, and information already being collected and maintained by the programs and institutions.

Potential timeline considerations for the peer review pilot

It is anticipated that it would take Commission staff through the fall semester 2021 to prepare the field to engage in piloting the new peer review process. Starting the pilot process during spring semester 2022 would also allow time for these programs’ candidates to have participated in the pilot of one or more of the tasks of the new ECE Teaching Performance Assessment currently under development and to incorporate these results into their Self-Study documentation and outcomes analysis. The pilot implementation could take place, under this scenario, during spring-fall 2022, with information back to the Commission on the findings of the pilot potentially in December 2022.

Additional considerations for the future of the new Peer Review System

1. What support will be needed to implement a new system of peer review?
2. How might the Commission's peer review process relate to and coordinate with NAEYC accreditation?
3. What are the implications of bringing accreditation of programs leading to the Child Development Program under the umbrella of the Committee on Accreditation? How will data generated through the ECE Peer Review process be provided to and included in the Commission's existing data systems and data dashboard?

Next Steps for the Peer Review Design Team

Following any Commission input or direction regarding the design of the proposed Program Quality Peer Review (accreditation) process, staff would move forward with implementing the activities indicated under the pilot plan, would conduct the pilot study according to the research questions presented in this agenda item, and would report back to the Commission on the findings of the pilot study at a later date. If the Commission requests any adjustments to the proposed Peer Review design and process, those changes would be made prior to implementing the pilot activities. The Commission's ECE staff will also continue to update the Commission as developments relating to ECE preparation and permitting evolve.

Upcoming Work and Next Steps in Alignment with the State's Master Plan for Early Learning and Care Relative to the Child Development Permit and Implementation of Universal Transitional Kindergarten

Over the past several years, the Commission has been engaged in planning and building several foundational components of a new competency-based system of ECE preparation and licensure to parallel the preparation and licensure system for all other credential areas. Accomplishments to date include the development and adoption of [ECE Teaching Performance Expectations](#) for all levels of the Permit (2019) and the development and adoption of ECE [Program Guidelines](#) (Standards) for all two- and four-year institutions that prepare the ECE workforce (2019). In addition, under the auspices of the PDG-R grant, initial work on developing a TPE-focused formative ECE Teaching Performance Assessment has begun (2020), and initial work to develop a model for piloting a new ECE Program Quality Peer Review (accreditation) system has also been moving forward. Both of these efforts include working collaboratively with Design Teams of highly qualified ECE content experts who contribute their experience and expertise to this work (2020).

The next phases of work described below would focus on establishing multiple, accessible pathways to a Child Development Permit or credential authorizing service in state preschool and transitional kindergarten:

- ***Revisiting needed changes to the CDP in light of the Master Plan, the PDG-R work, and the implementation of universal TK***

The Child Development Permit Matrix has not been updated since 1993. The Commission's 2015-17 Child Development Permit Advisory Panel (CDPAP) made several recommendations concerning updating the Permit, but these recommendations were

tabled at the time while awaiting development and release of the Master Plan for Early Learning and Care. It is now time to relook at the original recommendations and determine in light of the Master Plan as well as the PDG-R work that has taken place in the intervening time since the CDPAP did its work what changes should be made to the Child Development Permit. These changes should both support the direction indicated in the Master Plan relating to ECE workforce development and reflect a competency-based approach to preparation and licensure, within a system that provides for multiple entry points, multiple ways to meet requirements, and expanded bridges and connections to the state's TK preparation and credentialing system, all within a comprehensive career ladder/career lattice approach.

- ***Reviewing Pathways for Service in Transitional Kindergarten Settings***

The implementation of universal transitional kindergarten over the next several years also needs to be taken into consideration as the Commission considers the array of settings in which a credential and a permit will be required for service in early childhood settings. California Education Code requires districts receiving apportionment for a transitional kindergarten program to employ TK teachers who meet one of the following requirements:

48000 (g) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall do all of the following:

(4) Ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2023, one of the following:

(A) At least 24 units in early childhood education, or childhood development, or both.

(B) As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit issued by the Commission on Teacher Credentialing.

The Trailer Bill legislation (AB 130) under Section 118 included the following provision:

"The Commission on Teacher Credentialing may convene a group of stakeholders to assess how current transitional kindergarten credentialing requirements are being implemented and align with the recently released Master Plan for Early Learning and Care."

Commission staff will begin work on a plan to engage with stakeholders this fall to determine how staffing for transitional kindergarten has been implemented to date. An update and timeline for taking next steps on the CDP and credential pathways to service in state preschool and transitional kindergarten will be presented to the Commission at its October 2021 meeting.

Appendix A
The Child Development [Permit Matrix](#)

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

Qualifications for Entry to the Profession

The current six-level Permit structure allows interested individuals entry into the profession at the **Assistant** level with six units in ECE. Since obtaining this level of the permit is optional, interested individuals without even six units or any prior experience could be hired to serve as an Assistant in the early care and learning setting without holding any Permit issued by the Commission.

The qualifications for the second level of the permit, the **Associate Teacher** level, require an individual to have 12 units in early childhood education and a total of 50 days of experience of three (3) or more hours per day within two years. Candidates for the Associate Teacher permit may also obtain a [Child Development Associate](#) credential from the Council for Professional Recognition's national credentialing program as an alternative means of qualifying for this level of the permit. The Associate Teacher permit allows the holder to serve as a lead teacher in the early care and education setting and to supervise the work of an Assistant. Thus, the current permit structure allows teachers and assistants to enter practice with relatively few barriers. The permit structure also provides a flexible pathway for advancement within the profession. All of the permit levels have a professional growth requirement within a five-year renewal period. The Associate Teacher permit requires the holder to earn 15 units of ECE for renewal and meet the requirements for the Teacher level of the permit within two renewal cycles (10 years).

The **Teacher** level of the permit requires the holder to have a minimum of 24 units of core early childhood education/child development courses and 16 general education units, plus 175 days of 3+ hours per day of experience within four years OR to hold an AA degree or higher in early childhood education or a related field with three (3) units of supervised field experience in an ECE setting. The Teacher level of the permit authorizes the holder to teach and to supervise staff serving on the Assistant and Associate Teacher permits.

The **Master Teacher** level of the permit requires the holder to have either 24 units of early childhood education/child development, plus 16 general education units, six (6) specialization units, and two (2) adult supervision units along with 350 days of 3+ hours per day within four years, OR to hold a B.A degree or higher, with 12 units of ECE and three (3) units of supervised field experience in the ECE setting. The Master Teacher may provide instruction, supervise holders of all lower permit levels, and serve as a curriculum coordinator and coordinator of staff development.

The **Site Supervisor** permit requirements are similar to that of the Master Teacher with the addition to the experience requirement of at least 100 of the experience days being spent supervising adults. The Site Supervisor permit authorizes the holder to supervise all lower permit level holders and to serve as the administrator of a single program site or setting as well as to serve as a coordinator of curriculum and staff development.

The **Program Director** permit level authorizes the holder to supervise all lower permit level holders and to serve as the administrator for more than one program site or setting as well as to serve as a coordinator of curriculum and staff development. The Program Director permit

requirements include a B.A or higher with 24 units of early childhood education/child development units, plus six (6) units in administration and two (2) units of adult supervision, and site supervisor status plus one program year of site supervisor experience OR hold a Teaching or Administrative Services credential issued by the Commission with 12 units of ECE and three (3) units of supervised field experience in an early care and education setting.

Appendix B
[Commission Child Development Permit Dashboard](#)

Number of New Child Development Permits Issued over the past Five Years

Level of the Permit	2014-15	2015-16	2016-17	2017-18	2018-19
Assistant	1058	995	744	661	663
Associate Teacher	1823	1950	1881	1739	1796
Teacher	1781	1729	1606	1506	1653
Master Teacher	448	396	389	353	373
Site Supervisor	1691	1697	1613	1457	1658
Program Director	509	554	516	474	504
TOTAL	7310	7321	6749	6190	6647

Number of Child Development Permits Renewed over the past Five Years¹

Level of the Permit	2014-15	2015-16	2016-17	2017-18	2018-19
Assistant	97	109	108	116	93
Associate Teacher	470	482	400	378	394
Teacher	1220	1224	1347	1340	1311
Master Teacher	394	392	380	366	394
Site Supervisor	1921	1976	1898	2017	2014
Program Director	720	696	720	774	840
TOTAL	4822	3777	4854	4991	5046

¹ Child Development Permits are valid for five years so annual renewal data can be used as an estimate for the total ECE workforce. Five times the number of renewed permits, plus the number of new permits issued for the Assistant and Associate teacher levels for that year is an estimate of the number of educators who hold a valid Child Development Permit at the time

Appendix C

55 Institutions/Programs Participating in the ECE Pilots, PDG-R Grant Years 1 and 2 As of June 16, 2021

California Community Colleges

	Location
1.	Antelope Valley College
2.	Berkeley City College
3.	Cerro Coso Community College
4.	Chabot College
5.	City College of San Francisco
6.	College of the Canyons
7.	Contra Costa College
8.	Copper Mountain College
9.	Diablo Valley College
10.	East Los Angeles College
11.	El Camino Community College
12.	Glendale Community College
13.	Hartnell College
14.	Imperial Valley College
15.	Las Positas College
16.	Los Angeles Pierce College
17.	Los Angeles Southwest College
18.	Merced College
19.	Merritt College
20.	Moorpark College
21.	Moreno Valley College
22.	Mt. San Antonio College
23.	Norco College
24.	Ohlone College
25.	Orange Coast College
26.	Oxnard College
27.	Palomar College
Gr28.	Rio Hondo College
29.	Riverside City College
30.	Saddleback College
31.	Santa Ana College
32.	Santa Monica College
33.	Santa Rosa College
34.	Santiago Canyon College
35.	Shasta College
36.	Skyline Community College
37.	Solano Community College
38.	Ventura College
39.	Victor Valley College
40.	West Los Angeles College
41.	Yuba College

Total: 41

CSU Campuses

	Location
1.	CSU Bakersfield
2.	Cal Poly Pomona
3.	CSU Dominguez Hills
4.	CSU Long Beach
5.	CSU Los Angeles
6.	CSU San Francisco
7.	CSU San Jose
8.	CSU Sonoma
9.	CSU Stanislaus

Total: 9

University of California Campuses

	Location
1.	University of California, Riverside Extension

Total: 1

Private/Independent Colleges/Universities

	Location
1.	Brandman University
2.	Fresno Pacific University
3.	Pacific Oaks College
4.	Vanguard University

Total: 4

Appendix D

Summary of Baseline Data Submitted by the ECE Pilot Institutions

Introduction

The Commission launched the ECE Pilots application process in fall 2020 for any interested institution of higher education offering preparation for the Child Development Permit. At the current time, 55 institutions/ECE programs are currently participating in the pilots ([Appendix C](#)).

As noted in the agenda item, four pilot opportunities are available under the auspices of the federal Preschool Development Grant-Renewal (PDG-R). As part of the pilot process, interested institutions/programs were asked to provide baseline data so that progress and outcomes from the pilot experiences could be analyzed to help identify successes and challenges in implementation and to help guide future efforts in moving ECE competency-based preparation and licensure efforts forward.

The baseline data were focused on key areas the pilots were designed to address, as follows:

- An application to participate ([Electronic survey](#)) with the program's identifying and contact information
- The timeline in which the institution would be implementing TPE-aligned curriculum and addressing the Program Guidelines
- An ECE Course list of ECE courses leading to the Child Development Permit at the Teacher level
- ECE TPE Matrix, showing the current degree of alignment of the curriculum with the TPEs at the start of the pilot, for institutions using a curriculum other than Curriculum Alignment Project (CAP)
- Program Guidelines Alignment checklist, showing the program's current degree of alignment with the Commission-adopted Program Guidelines (standards)
- Candidate enrollment data

In addition, as part of the programs' pilot activities, the pilot institutions were informed they would also need to:

- Provide feedback from faculty, annually
- Facilitate candidate participation in an annual candidate survey
- Provide feedback annually to the Commission regarding pilot participation
- Provide feedback annually to the Commission regarding lessons learned, best practices, and any recommendations going forward
- As these latter data will be collected on an annual basis once programs have joined the pilots, they are not included in the baseline data reported at the start of the pilots

Below is an Executive Summary of each baseline data set identified above.

Baseline Data Summary

Forty-six of the fifty-five participating pilot institutions had fully completed their baseline data submissions at the time of preparing this agenda item.

ECE Course List: The data indicated 46 institutions provided course list information: 33 two-year institutions of higher education (IHEs), 9 four-year public IHEs and 4 four-year private/independent institutions. Of these, 32 two-year institutions use the ECE Curriculum Alignment Project (CAP) coursework (*note: CAP approved courses are transferable and can lead to the Teacher level of the Child Development Permit (CDP).* Many of the 4-year public and private institutions have more than eight courses that are applicable to the different levels of the CDP and can include both lower and upper division courses. Many of the ECE courses at all institutions may be housed in departments other than Education.

TPE Alignment: The CAP curriculum was updated in summer 2020 to assure its alignment with the adopted TPEs and the courses were found to have already been well-aligned with mostly minor adjustments needed. Since the TPE alignment was completed in summer 2020, there has not been sufficient time yet for the TPE-aligned curriculum to have been readopted by the community college segment and to have been fully implemented in the coursework. This factor helps explain why the TPE-aligned curriculum may not yet be fully implemented within the community college segment.

Thus, the data indicates that nine (16%) of the pilot institutions of higher education (IHE) have completed the curriculum readoption process to the Teacher level TPEs and have used the TPE-aligned CAP curriculum with 2020-21 candidates. Eight of these nine are 2-year institutions.

The 4-year IHEs are also in process of aligning their own curriculum to the TPEs. Four (7%) 4-year pilot participating IHEs have already aligned the TPEs with their own curriculum and will implement the TPE-aligned curriculum during 2021-2023.

The remaining 46 pilot IHEs are in process of aligning their curriculum to the TPEs during 2020-2023, with the majority representing 20 (36%) of pilot institutions already in process this last year (2020-21) and the remaining institutions in process of aligning over the next two years (2021-2023).

Alignment with the Program Guidelines: Due to the relatively recent adoption of the Program Guidelines in 2019 and the opening of the pilots in late fall 2019, coupled with the amount of time it takes for institutional approval for changes in course syllabi, the data show that at the start of the pilots only 21 (38%) of pilot programs had aligned their ECE preparation program(s) to the Program Guidelines in 2020-21. Twenty-seven (49%) of the pilot IHEs will be focusing on alignment with the Program Guidelines for the 2021-22 program year, and seven (13%) pilot institutions anticipate completing the alignment with the Program Guidelines during the 2022-23 program year.

The following table indicates the current degree of alignment with the Program Guidelines across the six total Guidelines, by number of the 46 institutions that have provided these data:

Table 1: Program Guidelines Baseline Alignment Data

Component	Number Currently Meeting or Only Minor Revisions Needed	Number Needing Major Revisions
<p>1</p> <p>Early Childhood Program Preparation Program Design</p> <ul style="list-style-type: none"> - <i>Theoretical Framework</i> - <i>Key Content Area</i> 	<p>41</p> <p>37</p>	<p>5</p> <p>9</p>
<p>2</p> <p>Preparing Candidates to Master the Early Childhood Education Teaching Performance Expectations</p> <ul style="list-style-type: none"> - <i>TPE Professional Knowledge and Skills</i> - <i>Fieldwork/Practicum</i> 	<p>41</p> <p>34</p>	<p>5</p> <p>12</p>
<p>3</p> <p>Opportunities to Learn and Practice; Fieldwork/Practicum/Clinical Practice Experiences*</p> <ul style="list-style-type: none"> - <i>Developmental Set of Activities</i> - <i>Theories of Equity and Socially Just Learning</i> - <i>Family/Community Involvement-Access</i> - <i>Classroom Observations</i> - <i>Learning Foundations</i> - <i>Observation and Practice with Diverse Groups</i> - <i>Orientation and Clinical Supervision</i> - <i>Qualified Staff Overseeing Placements and Effective Practice</i> 	<p>8</p> <p>5</p> <p>3</p> <p>6</p> <p>7</p> <p>7</p> <p>7</p> <p>10</p>	<p>38</p> <p>41</p> <p>43</p> <p>40</p> <p>39</p> <p>39</p> <p>39</p> <p>36</p>
<p>4</p> <p>Monitoring and Supporting Candidate Progress Towards Meeting CDP Requirements</p> <ul style="list-style-type: none"> - <i>Candidate Progress toward Goals and Pathways</i> 	<p>13</p>	<p>33</p>

Component	Number Currently Meeting or Only Minor Revisions Needed	Number Needing Major Revisions
<p style="text-align: center;">5</p> <p>Faculty and Supervisor Qualifications</p> <p>- Faculty have Master's degree and Adult Learning Theory</p> <p>- Field Supervisor Qualifications -Master Teacher or Above</p>	2	44
	5	41
<p style="text-align: center;">6</p> <p>Assessment of Candidate Competency</p> <p>- Performance Based Activities</p>	15	31

Note: Many programs offer a single capstone "practicum" course towards the end of the candidate's program sequence for the Teacher level permit. This single course may help explain the relatively high number of pilot programs reporting they are in alignment already with this Guideline although the standards call for more fieldwork experiences throughout the program than the single capstone course typically provides.

National Association for the Education of Young Children (NAEYC) Accreditation Status:

Institutions that indicated they have been accredited by NAEYC represent five (10%) of the 55 participating institutions. Most of the remaining pilot institutions are not currently planning on applying for NAEYC accreditation. Eight (15%) of the 55 pilot institutions indicated they are presently learning about NAEYC accreditation. The application responses indicated that two institutions have applied for NAEYC accreditation and are working through their Self-Study.

Appendix E

ECE Teaching Performance Assessment (TPA) Design Team Members

Name	Affiliation
Elmida Baghdaserians	Los Angeles Valley College/PEACH
Courtney Berk	Clovis Unified School District
Yolanda Carlos	Pacific Oaks College
Helen Davis	UCLA
Janet Fish	PEACH
Sandra Frisby	Fresno Pacific University
Ana Garcia-Nevarez	Sacramento State
Tara Goines	Lancaster Unified School District
Isabella Gutierrez	Kings County Office of Education
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Dezerie Martinez	San Diego County Office of Education
Lucie Melendez	Mt. San Antonio College
Marybeth Murray	Long Beach Unified School District
Hawani Negussie	Brandman University
Ifthika "Shine" Nissar	College of the Desert
Linda Platas	San Francisco State University
June Regis	Benicia Unified School District
Deborah Stipek	Stanford University
Susan "Richell" Swallow	Reedley College

ECE TPA Design Team Liaisons/Observers

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Mary Murray Autry	Pearson
David Burchiel	WestEd
Danielle Davis	California Department of Education
Tina Frushour	Pearson
Heather Klesch	Pearson
Kevin Lovelace	California Community College Chancellor's Office
Liz Presley	Pearson
Fred Ramirez	Pearson
Laurie Thornley	Pearson
Charlotte Walker	Pearson
Andi Waybright	Pearson
Maya Washington	WestEd

Commission staff working with the ECE Performance Assessment Design Team

Cassandra Henderson	Phyllis Jacobson
Debra Keeler	June Millovich
Amy Reising	Sarda Zoltan

Appendix F

ECE Program Quality Peer Review Design Team Members

Name	Affiliation
Cynthia Bartlett	Vanguard University
JaNay Brown-Wood	Sacramento State
Sarah Burnett	Norco College
Sharon Caesare	St. Eugene Cathedral Preschool
Maria Fusaro	San Jose State University
Sarah Garrity	San Diego State University
Carol Gossett	Fresno Pacific University
Anthony Henry	Mt. San Antonio College
Rachel Johnson	Ventura College
Laura Manson	Santa Monica College
Kelsey Petithomme	Napa County Office of Education
Nellie Rios-Parra	Lennox School District
Julie Spielman	Grace Christian Schools
Cindy Stephens	College of the Canyons
Deborah Stipek	Stanford University
Victoria Vladmir-Chavez	Garvey School District
Liz Watters	Santa Ana Unified School District
Julianne Zvalo-Martyn	Brandman University

ECE Program Quality Peer Review Design Liaisons/Observers

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LeBaron Woodyard	California Community College Chancellor's Office
Maria Lupe Jaime-Mileham	California Health and Human Services Agency
Sheila Self	California Department of Education
David Burchiel	WestEd
Maya Washington	WestEd

Total Design Team Members by Segment

Segment	Number of Peer Review Design Team Members
California State University	3
Private/Independent Institutions	4
California Community Colleges	5
LEAs	6

Commission staff working with the Design Team

Phyllis Jacobson
 Debra Keeler
 June Millovich
 Cassandra Henderson

Appendix G

ECE Program Guidelines Summary Overview

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 and for children with special needs; understanding and supporting the value of play in early childhood learning; understanding and analyzing young children’s’ developmental progression and learning to inform environments and curriculum to meet children’s learning needs; providing social-emotional development and supports for young children; understanding of the range of factors affecting young children’s 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 implemented 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) develop an understanding of 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 address any identified inequity.

The program prepares candidates to improve growth, development, and learning for all young children by examining teaching, learning, children's 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 dual language learners and young children 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 dual language learners, English language development, early Mathematical reasoning, early scientific reasoning, 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 TPEs 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 practices. 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 teaching 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 TPEs 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.