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Information/Action

Educator Preparation Committee

Update on the Development of the PK-3 Early Childhood Education Specialist Credential: Proposed Authorization Statement, Draft Teaching Performance Expectations, Proposed Credential Requirements, and Draft Program Standards for PK-3 Early Childhood Education Specialist Credential Preparation Programs

Executive Summary: This agenda item provides for the Commission's review four key foundational components for establishing a PK-3 Early Childhood Education (ECE) Specialist Credential for California early childhood teachers. These foundational components include (a) a proposed PK-3 ECE Specialist Authorization Statement, (b) draft Teaching Performance Expectations (TPEs) specific to the proposed PK-3 ECE Specialist Credential, (c) proposed requirements for earning the PK-3 ECE Specialist Credential, and (d) PK-3 ECE Specialist Credential Preparation Program Standards. The item also presents pathways and options for candidates to complete each of the proposed credential requirements, including both currently available candidate options and several additional potential options recommended by the Early Childhood Credentialing Workgroup. This work is responsive both to the direction provided by the state's Master Plan for Early Learning and Care and to the need for additional ECE teachers to support the statewide UPK implementation as called for in the governor's budget.

Recommended Action: That the Commission review the information in the item relative to establishing the PK-3 ECE Specialist Credential and provide feedback and direction to staff regarding next steps.

Presenters: Phyllis Jacobson, Administrator, and Debbi Keeler, Consultant, Professional Services Division.

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 Development of the PK-3 Early Childhood Education Specialist Credential: Proposed Authorization Statement, Draft Teaching Performance Expectations, Proposed Credential Requirements, and Draft Program Standards for PK-3 Early Childhood Education Credential Preparation Programs

Introduction

This agenda item provides for the Commission's review four key foundational components for establishing a PK-3 Early Childhood Education (ECE) Specialist Credential for California early childhood teachers. These foundational components include (a) a proposed PK-3 ECE Specialist Authorization Statement, (b) draft Teaching Performance Expectations (TPEs) specific to the proposed PK-3 ECE Specialist Credential, (c) proposed requirements for earning the PK-3 ECE Specialist Credential, and (d) PK-3 ECE Specialist Credential Preparation Program Standards. The item also presents pathways and options for candidates to complete each of the proposed credential requirements, including both currently available candidate options and several additional potential options recommended by the Early Childhood Credentialing Workgroup. This work is responsive both to the direction provided by the state's Master Plan for Early Learning and Care and to the need for additional ECE teachers to support the statewide UPK implementation as called for in the governor's budget.

Background

The Commission has had an intentional focus on transformative work in early childhood education (ECE) over the past several years. Staff has provided regular updates on this work to the Commission in a series of prior agenda items and reports, as documented in Appendix A. In October 2020, California's Health and Human Services Agency released the Master Plan for Early Learning and Care, establishing a vision of ensuring that all California children thrive physically, emotionally, and educationally in their early years through access to high-quality early learning and care resources; equitable opportunities for the workforce that advance equitable outcomes for children; and greater efficiencies through structures for continuous improvement.

Goal 2 of the Master Plan recognized work the Commission has undertaken in recent years to strengthen preparation of the early childhood workforce and identified steps to build on this work and establish a competency-based system of preparation and licensure that ensures a well-prepared workforce for California's youngest learners to ensure every child will develop the skills they need *(Master Plan for Early Learning and Care, December 2020, p. 19).* In addition, the Master Plan also called for establishing a PK-3 credential.

A historic level of statewide budget ECE investments was enacted by the Legislature beginning in 2021 to support the development and statewide implementation of a UPK/TK system. The 2021 State Budget funded Universal Transitional Kindergarten (UTK) to serve all four-year-old children beginning with a phased implementation in 2022-23, leading to full implementation in

2025-26. In addition, the proposed 2022-23 Governor's Budget invests in the State Preschool Program to allow two-year-old children to be enrolled once all eligible three- and four-year-olds have been served. When fully implemented, UPK/UTK is expected to serve as many as 750,000 two- to four-year-old children in State Preschool and Transitional Kindergarten programs.

In January 2020, the U.S. Department of Health and Human Services Administration for Children and Families awarded California a competitive three-year [Preschool Development Grant Birth through Five Renewal (PDG-R) grant](). The Commission received $3 million in PDG-R grant funding to expend over three-years to develop an ECE Performance Assessment for ECE PK teachers to strengthen preparation and development of the early learning and care workforce and develop and pilot a program quality peer review process (accreditation) for ECE preparation programs at institutions of higher education leading to the Child Development Permit.

The UPK and PDG-R grant funding requirements establish the Legislature's expectation that, by fall 2025, all four-year-olds are served by a TK teacher who has foundational knowledge and/or professional experience in early childhood education. These timelines and provisions of statute set the frame for the Commission's work in developing an appropriate credentialing structure for supporting statewide UPK implementation.

A recent report from the [Center for the Study of Child Care Employment (CSCCE)]() at UC Berkeley estimates that implementing UPK/UTK will create a need for between 8,000 and 11,000 new teachers and an equal number of classroom aides in a K-12 system that is already struggling with extremely critical teacher shortages across the state. With the possible eligibility of two-year-olds in the California State Preschool Program (CSPP), this will significantly increase the number of teachers and classroom aides needed. Given the urgent staffing need for additional qualified teachers and aides for new and expanded UPK/UTK and CSPP access, credentialing options that meet adopted standards to teach young learners need to be creative, flexible, and feasible.

The proposed new PK-3 ECE Specialist Credential is specifically designed and purposefully intended to meet this new demand. This new credentialing structure is intended to help meet the unprecedented need for qualified ECE teachers representing a diverse workforce that reflects the children and families/guardians they serve in PK-grade 3. This new PK-3 ECE Specialist Credential will provide accelerated pathways for current Multiple Subject Credential as well as Child Development Teacher Permit (CDP) holders with a BA degree to earn the credential and begin serving as quickly as possible in UPK/UTK settings. (*Note*: Multiple Subject credential holders are authorized by their credential to teach any of grades PK-12 in a self-contained setting but may also want to add the PK-3 authorization to indicate specific expertise in early childhood education as an option for meeting apportionment requirements for serving in a Transitional Kindergarten assignment).

Development Process for the Proposed PK-3 ECE Specialist Credential
In the Commission's [September 2021]() agenda item, staff presented a rationale and a proposal to move forward with an ECE Credentialing Workgroup to help develop multiple pathways to a PK-3 ECE Specialist Credential. Following the submission of applications in November 2021,

Executive Director Sandy appointed the Workgroup of experts in the field, including but not limited to practitioners, higher education faculty, employers and others, as shown in the list of Workgroup members provided in Appendix B, to advise the Commission on potential requirements for reframing the current Early Childhood Specialist Credential as a new base credential that provides multiple pathways and options for diverse groups of candidates to earn this credential.

The Workgroup was charged with making recommendations for the Commission's consideration regarding (1) what the requirements should be for the repurposed/refocused PK-3 ECE Specialist Credential, and (2) what the multiple pathways and options should be for meeting these requirements. The Workgroup held five meetings between December 2021-March 2022 to advise Commission staff regarding the requirements for the proposed PK-3 ECE Specialist Credential, potential additional options for meetings these requirements, the proposed Teaching Performance Expectations, and draft preparation Program Standards. The input from the Workgroup is represented in the draft documents presented in this agenda item. The meeting dates and objectives are summarized in Appendix C.

In addition to the input provided by content experts serving on the Workgroup, public input was also solicited in three ways regarding the components of the PK-3 ECE Specialist Credential, including the proposed requirements and the options and pathways available for candidates to meet these requirements. First, public input was provided regarding the draft Teaching Performance Expectations for the PK-3 ECE Specialist credential through a survey that was conducted in late February-early March 2022. Second, four public input Focus Group sessions were held in March 2022 regarding the proposed credential requirements and the pathways and options for meeting each requirement. Third, an additional survey is being conducted during late March-early April 2022 regarding the draft Program Standards for preparation programs leading to this credential. The input from these public participation activities is presented in context below within the agenda item.

Proposed Components of the PK-3 ECE Specialist Credential
Possible requirements for and pathways to a PK-3 ECE Specialist Credential were initially presented for information at the September 2021 Commission meeting. The ECE Credentialing Workgroup took a closer look at each of the possible requirements through focused discussions and breakout group sessions. As a result of these intensive focused Workgroup discussions, the possible requirements and pathways for the PK-3 ECE Specialist Credential were subsequently modified by the Workgroup, as shown later in the item in Table 9.

The remainder of this agenda item focuses on the work and the recommendations of the ECE Credentialing Workgroup regarding establishing the PK-3 ECE Specialist Credential. The item encompasses four major credentialing components for the new PK-3 ECE Specialist Credential: (A) the proposed authorization scope of this credential; (B) the draft job role related Teaching Performance Expectations for this credential; (C) the proposed requirements for earning this credential; and (D) the draft preparation program standards for this credential. Within each section, the input received from the ECE Credentialing Workgroup is described along with input received from the applicable public participation activities.

A. Proposed Authorization Statement for the PK-3 ECE Specialist Credential

Every credential issued by the Commission contains an authorization statement that frames what services the credential holder is allowed to perform. Below is the text of the proposed Authorization Statement for the PK-3 ECE Specialist Credential:

> *"This credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in preschool through grade three."*

The proposed authorization statement for the PK-3 ECE Specialist Credential parallels that of the Multiple Subject (MS) Credential with the exceptions that the MS authorization allowing the MS credential holder to teach in grades twelve or below and in grades five through eight has been removed since these grade levels are not applicable to a PK-3 credential. The MS Credential authorization statement is provided below for reference purposes only.

> *"This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her workday."*

B. Draft PK-3 ECE Specialist Credential Teaching Performance Expectations (TPEs) for the PK-3 ECE Specialist Credential

The PK-3 ECE Specialist Credential integrates the job role expectations of early childhood educators at both the PK level and the TK-3 levels. These two sets of existing TPEs (i.e., the ECE TPEs and the Multiple Subject TPEs) cover the full range of grades levels PK and K-12. The PK-3 ECE Specialist Credential Teaching Performance Expectations draw from, integrate, and align with not only the ECE TPEs and the Multiple Subject TPEs, but also with the Early Childhood Education Specialist TPEs, the Literacy TPEs, and NAEYC (National Association for the Education of Young Children) standards.

The draft PK-3 ECE Specialist TPEs have undergone a field review survey conducted by the Glen Price Group (GPG), which helped facilitate the ECE Credentialing Workgroup meetings. Survey respondents were asked to indicate for each TPE domain whether the language of the TPEs in that domain was clear, and if not, what language was unclear; whether any content was missing and should be included in the TPE, or, conversely, if there was any content in the TPE that should be removed and why; whether the TPE was directly related to the job role of a beginning PK-3 ECE Specialist teacher; and whether the TPE addressed knowledge, skills, and/or abilities needed by an ECE Specialist Teacher from day one on the job. Respondents also had the opportunity at the end of the survey to provide more general comments regarding the TPEs and the PK-3 ECE Specialist Credential.

A total of 974 responses were received to the TPEs survey. Survey respondents represented a wide range of field segments including K-12 school districts (25.84%), California State Preschool Programs (19.86%), Community Colleges (12.29%), Private Preschools (9.45%), County Offices

of Education (7.35%), California State Universities (4.94%), and others. Survey respondents hold a variety of credentials, including the Child Development Site Supervisor or Program Director Permit (62.29%), Child Development Teacher or Master Teacher Permit (14.50%), General Education - Multiple Subject Credential or the equivalent (13.24%).

The survey results support a clear consensus that these TPEs are clearly stated; include knowledge, skills, and abilities needed by PK-3 ECE Specialist Credential holders from the first day on the job; contain no content that should be removed; and need no further content additions.

As indicated in and quoted from the full report provided by GPG shown in Appendix E, some respondents suggested a variety of potential changes and/or suggested emphases within the draft TPEs, as indicated below. It is important to note, however, that these comments represent responses from a small minority of respondents (in most cases, the number of respondents indicating the particular topical theme in their comments ranged from a low of 1 respondent to a high of 31 respondents among the total of 974 responses received. Therefore, topics or themes referenced by fewer than 15 out of the total of 974 respondents are not included in the summary report. From comments provided by 15 or more respondents, the following themes emerged, as characterized by GPG and quoted below:

"Themes that emerged across domains included:
- *Include more reference to play-based learning that is child-led*
- *Include more references to developmentally appropriate practices*
- *Include more references to social emotional learning*
- *Include greater focus on specific populations / specific types of learning / specific assessments"*

Staff notes in response to these themes that several changes had been made as a result of feedback and discussion during the ECE Workgroup meetings to many of these cited areas and resulted in the following modifications:
- References to play-based learning have been included in the TPEs.
- Both developmentally appropriate practice as well as social-emotional learning are referenced in multiple draft TPES across the domains.
- The TPEs include content across the domains that addresses the frame and context for teaching all children, including those with special needs, those who are multilingual learners, those who are dealing with trauma, and other types of learner needs.
- The TPEs have been aligned with the Early Childhood Special Education TPEs, and the PK-3 ECE Specialist Credential holder will be receiving preparation for working effectively with students with disabilities in the general education classroom.
- There are multiple TPEs addressing engagement with families/guardians.

The draft PK-3 ECE TPEs are provided in Appendix D. The survey process, questions and results are presented in more detail in the full report provided by GPG in Appendix E. Staff will continue to reflect on the feedback provided by the field and reflect any additional changes in the final draft version of the TPEs presented for potential adoption by the Commission in June 2022.

C. Proposed Credential Requirements For the PK-3 ECE Specialist Credential

The following Table 1 summarizes the credential requirements for the PK-3 ECE Specialist Credential as proposed by the ECE Credentialing Workgroup. The table shows for each proposed requirement the applicable Education Code section(s) and the description of the requirement.

The Workgroup felt that since this credential would authorize PK-3 ECE Specialist teachers to have similar teaching responsibilities to Multiple Subject (MS) credentialed teachers within the grades authorized by the credential, the PK-3 ECE Specialist credential requirements should be equivalent in scope and responsibilities to those required for the MS credential but applied specifically to the PK-3 grade and age ranges. The ECE Workgroup also emphasized that this credential should require holders to provide teaching and learning experiences that are fully developmentally, culturally, linguistically, and social-emotionally appropriate for these grade and age ranges of California's youngest learners.

Following the summary table of proposed credential requirements are a series of additional tables showing in more detail for each credential requirement the range of options currently available to all credential candidates to meet the requirement plus any additional potential PK-3 ECE Specialist candidate options suggested by the Workgroup for the Commission's consideration.

Table 1: Summary Overview of Proposed PK-3 ECE Specialist Credential Requirements

Credential Requirement (Education Code Reference)	Description of the Requirement	Rationale for the Requirement
Basic Skills EC 44259, EC 44252 and 44830	Demonstrated ability in basic level English reading, mathematics, and writing	Job-Related: All teachers should have proficiency in basic level English reading, mathematics, and writing
Bachelor's Degree EC 44259	Possession of an earned bachelor's degree from a regionally accredited institution of higher education	Job-Related: All teachers should have breadth and depth of knowledge across the range of general subjects of the curriculum
Subject Matter Competence EC 44282	Demonstrated knowledge of the state adopted content standards for students (for the PK-3 Credential, this content would include the Preschool Learning Foundations and the TK-3 Student Content Standards adopted by the State Board of Education	Job-Related: All teachers should know the content for which they are responsible for helping children learn
Teacher Preparation Program Completion EC 44225 and 44259 (Including Clinical Practice Within Preparation)	Successful completion of coursework and clinical practice experiences provided by a Commission-accredited institution. Teacher preparation programs also include teaching English learners, students with special needs, trauma-informed practice, and pedagogical teaching methods, plus 600 hours of clinical practice (see below)	Job-Related: All teachers should be able to design and implement appropriate teaching and learning pedagogy relative to their credential and its authorization
	600 hours of clinical practice (including fieldwork/practicum) during teacher preparation in a variety of settings	Job-Related: All teachers should have a variety of clinical practice experiences to learn and practice their craft and to improve the effectiveness of their professional practices prior to licensure
Teaching Performance Assessment EC 44259 and EC 44320.2	Demonstration of the ability to effectively teach actual students in an instructional setting, based on the Teaching Performance Expectations for the credential	Job-Related: All teacher candidates should be able to show they can effectively teach actual students in an instructional setting, based on the

Credential Requirement (Education Code Reference)	Description of the Requirement	Rationale for the Requirement
		Teaching Performance Expectations for the credential. The TPA Requirement has been in place since 2008.
Reading Instruction Competence Assessment (RICA) *EC 44259 and EC 44283*	Demonstrated ability to help children learn to read and gain literacy skills using scientifically validated methods	Job-Related: Teacher candidates should have the demonstrated ability to help children learn to read and gain literacy skills using scientifically validated methods
24 Units of ECE/CD Coursework for Multiple Subject Teachers Assigned to Teach TK after July 1, 2015 choosing this option for meeting the requirements of *EC 48000*	3 options under EC 48000: (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.	Apportionment Related Requirement: Multiple Subject teachers assigned to teach TK need to have additional preparation and/or experience in developmentally appropriate practices for early learning that builds on what they already know and are able to do

Increasing Options for Candidates for the PK-3 Credential to Meet Credential Requirements
The proposed PK-3 ECE Specialist Credential requirements recommended by the ECE Credentialing Workgroup parallel the requirements for the Multiple Subject Credential. In recent years, however, legislative and Commission actions have addressed what might be potential barriers for candidates to meet these requirements through a series of options that include both examination and non-examination approaches. To further reduce potential barriers for PK-3 ECE Specialist Credential candidates, and to help recognize the wealth, depth, and breadth of prior experience that many potential candidates for the PK-3 ECE Specialist Credential might bring towards meeting the proposed PK-3 ECE Specialist Credential requirements, the Workgroup is recommending some additional potential candidate options for certain requirements.

Tables 2-8 that follow provide the current options for meeting each of the proposed PK-3 ECE Specialist Credential Requirements along with any additional options proposed by the Workgroup for the Commission's consideration including the means by which these options could be made available to candidates should the Commission choose to adopt any of these additional options.

Table 2: Current and Proposed Candidate Options for Meeting the Basic Skills Requirement

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
Basic Skills	1. Pass the CBEST exam 2. Pass the CSET: Multiple Subjects Plus Writing Skills Examination 3. Pass the CSU Early Assessment Program or the CSU Placement Examinations 4. Achieve Qualifying Score on the SAT or ACT 5. College Board Advanced Placement (AP) Examinations 6. Pass a Basic Skills Examination from Another State 7. Meet the Basic Skills Requirement by undergraduate Coursework 8. Meet the Basic Skills Requirement by Coursework and CBEST Subtest	a. Allow use of international test such as TOEFL to verify English proficiency in reading and writing b. Lower or eliminate the cost of CBEST c. Allow high school diploma to serve as meeting Basic Skills d. Lower grade requirement when using prior coursework to C rather than B	a. Would require an Education Code change b. Would need a source of funding to defray cost c. Would require Education Code change d. Would require Education Code change

Table 3: Current and Proposed Candidate Options for Meeting the Subject Matter Competency Requirement

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
Subject Matter Competency	1) Degree Major in ECE/CD 2) Completion of a subject matter program approved by the commission (not presently available for PK-3) 3) Passage of a subject matter examination (the California Subject Examination for Teachers or CSET) (not presently available for PK-3) 4) Successful completion of coursework at a regionally accredited 2- or four-year college or university that addresses the domains of the subject matter requirements adopted by the commission in the content area of the credential	a. Completion of a BA degree that includes 24 units of ECE/CD and general ed units b. Lower the MS: CSET to address only up to 3rd grade level content c. Develop a PK-3 specific CSET d. Allow older prior coursework to count for experienced practitioners to address IHE recency requirements e. Allow a BA + CD permit to meet the subject matter requirement f. Allow BA + experience to meet the subject matter requirement	a. Could be created via regulations b. Would need to fund development of a new PK-3 CSET and time to develop the exam c. Would need to fund development of a new PK-3 CSET and time to develop the exam d. Could be created via regulations e. Could be created via regulations f. Could be created via regulations

Policy Note: The subject matter content proposed for the PK-3 ECE Specialist Credential, pursuant to the direction provided in the Education Code regarding subject matter, would be knowledge of the *Preschool Learning Foundations* and the K-3 Student Content Standards adopted by the State Board of Education.

Table 4: Current and Proposed Candidate Options for MS Credential Holders Using the Coursework Option to Meet the 24 Units of ECE/Child Development Coursework for Apportionment Purposes

Apportionment Requirement Pursuant to EC 48000	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
24 Units of ECE/CD pursuant to EC 48000 (g) if a MS credential holder uses this option for meeting the requirements of EC 48000	Three options under EC 48000: (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.	a. National Board certification in ECE b. Passing an ECE TPA	a. Could be created via regulations b. Could be created via regulations

Policy Note: The 24 Coursework Units requirement as proposed and described here applies solely to Multiple Subject teachers teaching TK who need to meet the apportionment requirements under EC 48000 (g) and who choose Option A under this legislation as the means to meet the requirement. These apportionment requirements apply to Multiple Subject teachers first assigned to teach TK after July 1, 2015, and must be met by August 1, 2023. It is possible that Multiple Subject Credential holders may have sufficient coursework in their prior degree programs to meet all or part of the 24 units requirement, or that they might also meet any of the additional options proposed by the ECE Credentialing Workgroup if the Commission chooses to move forward with any of those additional options.

Table 5: Current and Proposed Candidate Options for Meeting the Teacher Preparation Program Requirement

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
Complete a Commission approved PK-3 ECE Specialist Credential Preparation Program **Program Models:** A. Integrated Undergraduate program (2+2 or 4 year) B. Traditional 5th year program C. Teacher Residency (provides candidate stipend) D. Intern Teacher Prep (provides teacher salary as teacher of record while completing preparation)	**Program Models:** A. Does not require a degree for entry to the program B. Requires BA degree C. Requires BA degree and subject matter D. Requires BA degree and subject matter. Also offers an Early Completion Option for qualified candidates	None suggested	Would need to establish allowable teacher preparation program models or the PK-3 ECE Specialist Credential via regulations, legislation and/or Education Code changes

Policy Note: Questions from the field have arisen regarding whether this credential would also have a bilingual pathway and/or authorization, and if so, what that might look like and how it would be developed and made accessible to candidates. In addition, questions from the field have also been asked regarding potential candidate options for adding an Education Specialist and/or an Early Childhood Special Education credential to the PK-3 ECE Specialist base credential. These are policy issues for the Commission's discussion and potential direction to staff.

Table 6: Current and Proposed Candidate Options for Meeting the Clinical Practice Requirement Within Teacher Preparation

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
600 Hours of Clinical Practice	Clinical practice can take place in a variety of settings in person and online, including the ECE workplace	a. Allow clinical practice in ECE sites other than school-based b. Give credit for prior work experience towards meeting the Clinical Practice requirement c. Require practice at two different grade levels in the PK-3 grade range	a. Could be created via regulations b. Could be created via regulations c. Could be created via regulations

Policy Note: The ECE Credentialing Workgroup has recommended that PK-3 ECE Specialist Credential candidates be required to have clinical practice experiences at two different grade levels within the PK-3 range, preferably one at PK or TK, and the other at a higher grade level within the K-3 grade range.

This recommendation has implications for the allowable preparation program models for this credential. It is difficult, but not impossible, for candidates in a Teacher Residency pathway as well as those in an Intern pathway who already have daily teaching assignments and responsibilities to access and complete additional field experience/clinical practice at grade levels different from their Residency or Intern placements and assignments. This is a policy issue for the Commission's discussion and potential direction to staff.

Table 7: Current and Proposed Candidate Options for Meeting the Teaching Performance Assessment Requirement

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
Pass a Commission approved Teaching Performance Assessment	Multiple Subject CalTPA (Note: Candidates respond to TPA prompts in the context of their current clinical practice assignment) (Note: The Commission is currently developing a new ECE CalTPA that could be available in 2023)	a. Use initially as a teaching/training assessment b. Candidates in consultation with their programs could choose whether to do the MS TPA or the new ECE TPA when available	a. Could be created via regulations b. Could be created via regulations

Policy Note: At the present time, there are three models of Teaching Performance Assessments approved by the Commission for use with Multiple Subject Candidates who are earning a PK-12 credential. Candidates do the tasks of the TPA consistent with the applicable student content standards and developmentally appropriate pedagogical practices relative to their individual clinical practice grade level placements. A TPA will be required for the PK-3 credential. The ECE Workgroup suggested two possibilities as additional options above, including allowing candidates to choose in consultation with their teacher preparation program which TPA (MS TPA and/or the ECE CalTPA currently under development by the Commission) the candidate would take, depending on the candidate's clinical practice context.

This is a policy issue for the Commission's consideration and potential direction to staff.

Table 8: Current and Proposed Candidate Options for Meeting the Reading Instruction Competency Assessment Requirement

Proposed Credential Requirement	Current Options for ALL Candidates	Additional Options Proposed by the ECE Credentialing Workgroup	What it Would Take to Implement the Additional Options
Pass the RICA assessment (written or video performance assessment version of the RICA)	Pass the RICA Written or the RICA Video Performance Assessment Note: A new literacy performance assessment will be developed in the next two years and available in 2025	a. Postpone literacy competency assessment requirement and rely on program level assessments or coursework until the new literacy performance assessment is available (Fall 2025)	a. Could be created via regulations

Policy Note: The ECE Credentialing Workgroup was concerned about requiring PK-3 ECE Specialist Credential candidates to take the RICA examination and is aware that this assessment will be revised into a new Literacy performance assessment. The Workgroup has suggested an additional option that would postpone the implementation of a Reading/Literacy competency assessment until such time as the new literacy performance assessment is available in 2025.

This is a policy issue for the Commission's discussion and potential direction to staff.

Pathways for Different Types of Candidates to Meet the Proposed PK-3 ECE Specialist Credential Requirements

Establishing a range of pathways and options for meeting PK-3 ECE Specialist Credential Requirements would provide multiple access points of entry for diverse potential ECE teachers. Some important considerations to keep in mind when looking at the range of potential pathways for candidates to meet the proposed PK-3 ECE Specialist Credential Requirements are that:

- Candidates now have **multiple options for meeting credential requirements**. Most requirements include options for using coursework and other non-examination approaches in addition to the existing examination option. Candidates may use any available option to meet credential requirements, including examination and/or non-examination approaches. These multiple options and combinations of options provide enhanced flexibility for candidates to meet credential options. This is a key means for reducing barriers for PK-3 ECE Specialist Credential candidates to meet the requirements for this credential.
- Teacher preparation programs have **flexibility to determine and accept equivalencies** for certain program requirements. However, this is up to the individual programs to determine for themselves.
- Teacher preparation programs **organize their own coursework and clinical practice** for candidates as well as any institutional requirements and policies as they may establish. However, all Commission-approved preparation programs must meet the Program Standards regardless of how the program is organized.

Table 9 below shows how several different types of candidates might meet the PK-3 ECE Specialist Credential requirements.

- Black type indicates a requirement that would already have been met by the candidate through one or more of the available options
- Red type indicates a requirement that candidates would likely not have met through prior coursework and/or experiences and would need to meet during preparation
- Blue type indicates a requirement that might or might not have been met by the candidate depending on the candidate's prior coursework and/or experiences and through using one or more of the current/potential future additional options now available to candidates

Table 9: Pathways for Different Types of Candidates to Meet the PK-3 ECE Specialist Credential Requirements

PK-3 ECE Specialist Credential Requirement	Multiple Subject Credential Holder	Child Development Teacher Permit Holder with a BA Degree	Child Development Teacher Permit Holder with an AA Degree	Brand New Candidate
Baccalaureate Degree	Already Meets	Already Meets	Needs to Meet	May or May Not Have Met
Basic Skills	Already Meets	May or May Not Have Met as part of prior coursework	May or May Not Have Met as part of prior coursework	May or May Not Have Met as part of prior coursework
Subject Matter	Already Meets	May or May Not Have Met as part of prior coursework	May or May Not Have Met as part of prior coursework	May or May Not Have Met as part of prior coursework
Teacher Preparation	May or May Not Have Met as part of prior coursework (May need additional PK preparation)	May or May Not Have Met as part of prior coursework (May need K-3 preparation)	May or May Not Have Met as part of prior coursework (May need K-3 preparation)	Needs to Meet
Teaching Performance Assessment	Already Meets	Needs to Meet	Needs to Meet	Needs to Meet
Reading Competency Instruction Assessment	Already Meets	Needs to Meet	Needs to Meet	Needs to Meet
24 Units ECE/CD pursuant to AB 48000 if using this option to meet the apportionment requirement	May or May Not Have Met as part of prior coursework	N/A	N/A	N/A

Public Input Regarding the PK-3 ECE Specialist Credential Requirements, Candidate Options, and Pathways to the Credential

A series of four virtual public input Focus Group sessions was held during March 2022. These sessions were organized and facilitated by the Glen Price Group (GPG), which is serving as support to and providing facilitation for the meetings of the ECE Credentialing Workgroup as well as for the work to develop the PK-3 ECE Specialist Credential. Information regarding the focus group sessions was broadly advertised through the PSD's eNews, special editions of the monthly ECE News Update, the CDE's ECE listserve, and through the helpful assistance of several professional groups and associations in the field, including but not limited to PEACH and CCCECE, to publicize the availability of the group sessions and encourage participation in these sessions.

The same questions were discussed at each of the four Focus Group sessions. Some participants chose to attend more than one session. The dates and numbers of participants per session are provided below:

Focus Group Meeting Date	Number of Participants
March 2, 2022	151
March 4, 2022	233
March 7, 2022	117
March 9, 2022	183
Total Participants	**684**

Participants were provided an orientation to the proposed credential requirements as well as to the potential pathways for the different types of candidates, as presented in Table 9 above. Following the orientation, participants were asked to sequentially discuss two questions in two separate breakout sessions, and to take notes in each session on their input for sharing with GPG and Commission staff.

The two breakout group discussion questions were:
    a. What excites you about having a new PK-3 ECE Specialist Credential?
    b. What feedback and questions do you have regarding the proposed PK-3 ECE Specialist Credential requirements and pathways for different groups of candidates?

Summary of Public Input Received from the Focus Group Sessions

Many focus group participants were enthusiastic about the prospect of having a new PK-3 ECE Specialist Credential focused on developmentally appropriate teaching and learning practices. In a Word Cloud activity following the group's discussion, the most frequent term entered by the participants was "Opportunity," followed by "Better pay/Higher salary," "Recognition/Acknowledgement," and "Developmentally appropriate," in this order. In the Word Cloud with feedback and questions the participants might have, the most frequently entered terms were "Uncertainty" and "Lack of Clarity." These viewpoints are understandable given that many ECE practitioner Focus Group participants are not necessarily familiar with the Commission's credentialing processes or with accreditation practices, and the information shared with the group about the new PK-3 ECE Specialist Credential is complex and was new to the participants.

As indicated in GPG's report provided in [Appendix F](#), across all of the job role categories of participants there was excitement about the opportunity for the PK-3 ECE Specialist Credential to elevate the ECE workforce as a profession, build alignment across PK through 3rd grade, and ensure more developmentally appropriate preparation for teachers interested in teaching this age range. There were also questions and feedback shared across job roles related to specific proposed requirements, implementation and timeline considerations, and pathways for the incumbent workforce at all levels to meet the requirements of the PK-3 ECE Specialist Credential. Additionally, many participants included questions and feedback about the state's overall implementation plan for UPK, about issues that are beyond the Commission's authority to address (e.g., questions about how ECE employer pay scales might change in the future), and personal questions about a participant's individual situation with respect to meeting requirements for teaching in different ECE settings.

Participants were invited to individually share what one thing they were most excited about following the breakout group discussions; the most frequent theme expressed by the participants was "Opportunity," followed by "Better pay/Higher salary," "Recognition/Acknowledgement," and "Developmentally appropriate". Some participants also shared feedback including uncertainty and lack of clarity while others expressed concern or lack of excitement. These viewpoints are understandable given that many Focus Group participants are not necessarily familiar with the Commission's credentialing processes or with accreditation practices, and the information shared with the group about the new PK-3 ECE Specialist Credential is complex and was new to the participants.

Commission staff will review these questions and comments for potential inclusion in a Q and A document currently under development regarding the PK-3 ECE Specialist Credential.

D. Draft PK-3 ECE Specialist Preparation Program Standards
The draft PK-3 ECE Specialist Preparation Program Standards parallel the Multiple Subject Program Standards with modifications to fit the specific context of focused PK-3 preparation.

In addition, because of the critical importance of addressing issues of equity, inclusion, and diversity, these draft standards include a new standard 4 entitled "Equity, Inclusion, and Diversity" to assure that teacher candidates are well-prepared to provide equitable opportunities to learn for all the diverse students in California public schools. Adding this new standard brings the total proposed Program Standards to 7 rather than the 6 presently adopted for Multiple Subject credential preparation programs.

The ECE Workgroup strongly felt that because of the significantly different developmental levels of and pedagogical practices for young children in PK as compared to those in grade 3, for example, all candidates for a PK-3 credential should have clinical practice experiences at two different grade levels: one experience in PK or TK, and another in a higher elementary grade level (e.g., first, second, third). This recommendation has been incorporated into the draft PK-3 ECE Specialist Credential program standards for the Commission's consideration. This is a complex issue, however, as candidates who might choose an Intern pathway or a Teacher Residency pathway would need options tailored to their pathway that would allow them to meet this requirement due to their placements and daily teaching responsibilities than

candidates in a traditional 5ᵗʰ year program or undergraduate integrated preparation program pathway.

Another issue that arose during the development of the Program Standards is that of who is qualified to serve as a supervisor of PK-3 ECE Specialist Credential candidates during their clinical practice experiences. For example, since the PK-3 ECE Specialist Credential bridges between the Child Development Permit system and the K-12 credentialing system, the question arises whether holders of a Child Development Permit at a Master Teacher or higher-level permit would be qualified to supervise a PK-3 ECE Specialist Credential candidate whose clinical practice is taking place at a PK level, and/or at a higher elementary grade level.

The draft PK-3 ECE Specialist Credential Program Standards are currently undergoing a field survey conducted by the Glen Price Group. Survey results were not available in time for inclusion in this agenda item. The draft PK-3 ECE Specialist Credential Program Standards are provided in Appendix G.

Staff Recommendation
That the Commission review the information in the item relative to establishing the PK-3 ECE Specialist Credential and provide feedback and direction to staff regarding next steps.

Next Steps and Timeline
The following table indicates the next steps and associated timeline for the work to establish a PK-3 ECE Specialist Credential.

Activity	Description	Expected Time Frame for Completion
Complete field review of the draft PK-3 ECE Specialist Program Standards	Field review being conducted by GPG, survey closes April 26, 2022	April 26, 2022
Potential adoption of PK-3 ECE Specialist Credential Authorization Statement, TPEs, Credential Requirements, and Program Standards	Adoption of the components needed to implement the PK-3 Credential once established through regulations	June 2022 Commission meeting
Development of regulations to establish the PK-3 ECE Specialist Credential	Regulations to establish the credential, including Authorization Statement, Credential requirements, and Program Standards	June 2022 Commission meeting
Regulations moved forward to Office of Administrative Law (OAL) for review and potential approval	Approval of the regulations is required by OAL – Can take up to six months or longer	January 2023
Informational webinars with the field	To inform the field of the availability of and requirements for the PK-3	August 2022-January 2023

Activity	Description	Expected Time Frame for Completion
	ECE Specialist Credential	
PK-3 ECE Specialist Credential formally established	Preparation programs can begin applying to CTC for approval by responding to the adopted Program Standards	Credential established January 2023; Programs can begin applying for approval beginning February 2023 and ongoing
ECE Teaching Performance Assessment continued development	a. ECE CalTPA Design Team continues to meet and to refine the tasks of the new ECE CalTPA b. Pilot and Field Testing of the tasks of the new ECE CalTPA continues to take place c. Final draft version of the ECE CalTPA ready for statewide formative use	a. Ongoing through 2023 b. Ongoing through spring 2023 c. By December 2023

Appendix A
Prior Related Agenda Items and Reports

- Between 2015-17 the Commission's Child Development Permit Advisory Panel (CDP AP) reviewed the requirements for earning and renewing a Child Development Permit. Recommendations were presented to the Commission in October 2017. (https://www.ctc.ca.gov/commission/agendas/2017-10/october-2017-commission-agenda)

- Between 2017 and 2019 Teaching Performance Expectations for the Child Development Permit were developed, and extensively reviewed by the field. Performance expectations focused on assisting, teaching, mentoring, and leading in an ECE setting were adopted by the Commission in 2019.

- Program Guidelines for preparation leading to the Child Development Permit were also developed, reviewed by the field between 2017 and 2019 and adopted by the Commission in 2019.

- In February 2021, the Commission heard a presentation on the Master Plan for Early Learning and Care, which includes important framing for the development of the ECE workforce with implications for the Commission's work in this area.

- The August 2021 Commission agenda item described the status of the ongoing collaborative work with the field to implement the provisions of the Preschool Development Grant-Renewal (PDG-R) related to moving towards a competency-based preparation and licensure system for the ECE workforce.

- The September 2021 Commission agenda item addressed Establishing Multiple, Accessible Pathways to a Permit or Credential Authorizing Service in State Preschool and Transitional Kindergarten. This agenda item proposed refocusing and repurposing the existing Early Childhood Specialist Credential to serve as a PK-3 credential along with the establishment of an ECE Credentialing Workgroup to advise the Commission on this work.

- The February 2022 Commission agenda item focused on building multiple key pieces of infrastructure to support the transition of the preparation and licensure of the early childhood workforce to a competency-based system similar to that of all other credentials. The interagency collaborative efforts seek to provide multiple pathways for the early childhood education workforce based on the need for additional prepared ECE teachers created by recent state initiatives and continue to support state efforts aligned with the state's Master Plan for Early Learning and Care.

- The Resource Compendium showing the range of current grants, financial and other supports available for candidates interested in earning the PK-3 ECE Specialist Credential.

Appendix B
ECE Credentialing Workgroup Members 2021-22

NAME	AFFILIATION
PRESCHOOL AND ELEMENTARY PRACTITIONERS	
Erika Minnett Holman	Los Angeles Unified School District
Veronica Mejorado	Long Beach Unified School District Head Start
Anna Arambula Gonzalez	Fresno Unified School District
Danette Brown	La Habra Elementary School District (CTA Representative)
Amy Kassorla Weisberg	Topanga Elementary Charter School
Nicoli Ueda	Los Angeles Unified School District
FACULTY	
Kathryn Williams Browne	Skyline Community College (Commission Liaison)
Bernadette Towns	Bakersfield College
Raquel Ramirez Ochs	Fresno City College
Michelle Galindo	Southwestern College
Joya Chavarin	Berkeley City College
Deborah Stipek	Stanford University
Linda M. Platas	San Francisco State University
Helen Davis	UCLA (UC Representative)
DeeDee Perez Granados	CSU Bakersfield (CSU Representative)
Jerrell Hill	Pacific Oaks University (AICCU Representative)
Marissa Luna Lopez	UC Merced
Andrea Golloher	San Jose State University
Sharon Seidman	CSU Fullerton
EMPLOYERS	
Jennifer Hicks	Placer County Office of Education (CCSESA Representative)
Nina Buthee	Every Child California (CDAA Representative)
Ana Boyenga	Atwater Unified School District (ACSA Representative)
Deanna Mathies	Fresno Unified School District
Heather Pilgrim	Oak Valley Union Elementary School District
Lucia Garay	San Diego County Office of Education
Mitchell Ha	Hayward Unified School District
OTHER PROFESSIONAL ORGANIZATIONS	
Ashley Williams	Center for the Study of Child Care Employment, UC Berkeley
Carola Oliva-Olson	Institute for Racial Equity and Excellence
Patricia Lozano	Early Edge
Chris Reefe	California School Boards Association (CSBA Representative)

CTC Staff to the ECE Credentialing Workgroup

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

CDE Liaisons to the ECE Credentialing Workgroup

Sheila Self	Alana Pinsler

Appendix C
ECE Credentialing Workgroup Summary of Meetings Held and Meeting Objectives

Meeting Date	Meeting Objectives
December 16, 2021	1. Clarify the context for the work, the charge to the Workgroup and the timeline 2. Review Early Childhood Education (ECE) Teaching Performance Expectations (TPEs) and Multiple Subject Credential TPEs and draft a unique working set of TPEs for the PK-3 ECE Specialist Credential
January 13, 2022	1. Review the draft PK-3 ECE Specialist TPEs developed through meeting one input 2. Review the adopted Literacy TPEs and identify concepts to include in the draft PK-3 ECE Specialist TPEs 3. Review the draft ECE Education Specialist TPEs and identify concepts to include in the draft PK-3 ECE Specialist TPEs 4. Review early numeracy concepts
February 3, 2022	1. Review the Multiple Subject Subject Specific Pedagogy TPEs and identify potential modifications or additions for the PK-3 ECE Specialist Credential 2. Learn how other states have approached similar credentialing work to help inform the development of the PK-3 ECE Specialist Credential 3. Develop shared understanding of the statutory requirements for a credential, discuss proposed requirements for the PK-3 ECE Specialist Credential, and identify current and potential additional options for meeting these requirements 4. Provide input into the framing of the questions for the focus groups as part of the field engagement activities
February 24, 2022	1. Develop an understanding of the purpose and role of Program Standards and review the Draft PK-3 ECE Specialist Preparation Program Standards 2. Discuss the content of the 24 units as one of the options for meeting the requirements for Multiple Subject teachers under Education Code 48000 (g) 3. Discuss potential credential pathways and options for the PK-3 ECE Specialist Credential 4. Discuss potential questions for use with focus groups around the PK-3 ECE Specialist Credential
March 10, 2022	1. Learn about the work of the ECE TPA Design Team and development of the draft ECE CalTPA, including the CalTPA Theory of Action, Assessment Design Standards, and the three ECE Pilot instructional performance assessment cycles 2. Continue the discussion on Preparation Program Standards 3. Discuss the draft PK-3 ECE Specialist Credential authorization statement 4. Review of next steps and timeline of future activities

Appendix D
Draft PK-3 ECE Specialist Teaching Performance Expectation
February 18, 2022

PK-3 ECE Specialist TPE Domain 1: Engaging and Supporting All Young Children in Learning

TPE 1.1. Apply knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social-emotional, linguistic, and physical) to engage and support all children in learning.

TPE 1.2. Use knowledge about children, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.

TPE 1.3. Apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.

TPE 1.4. Connect learning to real-life contexts and facilitate both child and teacher- initiated learning experiences which engage children's interests to deepen and extend their learning.

TPE 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally appropriate, respectful, interactive, and responsive manner.

TPE 1.6. Monitor children's active engagement in learning and adjust instruction as needed to provide access to the full range of the curriculum for all children.

TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.

PK-3 ECE Specialist TPE Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning

TPE 2.1. Create effective and developmentally appropriate learning environments (e.g., routines, physical space, access to materials and equipment) that promote children's development and learning.

TPE 2.2. Create a positive classroom climate by building rapport with children and showing respect for children's perspectives, providing assistance when needed, and recognize their work and accomplishments.

TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.

TPE 2.4. Promote positive relationships and effective learning by creating culturally and linguistically responsive learning environments through establishing classroom routines, procedures, and norms with children and in partnership with families/guardians.

TPE 2.5. Nurture children's positive social behavior, self-regulation, and social emotional development, including emotional literacy, using respectful language to communicate clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions.

TPE 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically, and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).

TPE 2.7. Identify and access resources to support all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, exposure to violence, abuse, foster care, serious medical needs).

PK-3 ECE Specialist TPE Domain 3: Understanding and Organizing Core Curriculum for Children's Learning

TPE 3.1. Use current state adopted standards **(**e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the adopted TK-Grade 3 California Student Standards and Curriculum Frameworks), to create developmentally appropriate play activities, cross disciplinary activities/lessons, and classroom assessments for children.

TPE 3.2. Use subject specific pedagogy in accordance with state frameworks within and across the core curriculum, including a focus on language, literacy, and mathematics:
- Provide developmentally appropriate emergent language and literacy-focused learning opportunities (reading, writing, listening, and speaking) as well as play activities, cross-disciplinary activities/lessons to foster literacy development (e.g., children using expressive and receptive language).
- Provide developmentally appropriate emergent mathematics-focused learning opportunities as well as play activities, cross-disciplinary activities/ lessons to foster curiosity and for the opportunity to engage in tasks that require mathematical reasoning (e.g., building with blocks, exploring scientific processes, creating graphic representations).

TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.

TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.

TPE 3.5. Promote core curriculum knowledge in all children, including mono- and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum and providing explicit instruction of vocabulary and academic language.

TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following:
- using developmentally appropriate instructional technology,
- applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression,

- using Multi-Tiered System of Supports (MTSS), including assistive technology

3.7. Model and promote critical digital literacy and digital citizenship by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.

PK-3 ECE Specialist TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

TPE 4.1. Plan activities and lessons, that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.

TPE 4.2. Ensure opportunities for both teacher- and child-initiated play experiences that contribute to children's content knowledge, language development, and social-emotional growth.

TPE 4.3. Provide learning experiences that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.

TPE 4.4. Provide opportunities for children to advocate for their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social-emotional development**.**

TPE 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.

TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children o demonstrate their learning.

TPE 4.7. Plan and adapt developmentally, linguistically, and culturally appropriate learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.

TPE 4.8. Apply information about children's current levels of development, content- specific learning needs, assessment data, language proficiency, and cultural background to plan, develop and facilitate daily instruction.

PK-3 ECE Specialist TPE Domain 5: Assessing and Documenting Children's Development and Learning

TPE 5.1. Administer culturally responsive, developmentally, and linguistically appropriate assessments to plan and modify instruction based on state standards as well as to document children's learning over time.

TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

TPE 5.3. Analyze and interpret assessment data to determine children's progress toward meeting learning goals.

TPE 5.4. Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.

TPE 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify mono-and multi-lingual children, as well as children with language or other disabilities.

TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.

TPE 5.7. Communicate assessment information in a timely manner to assist families/guardians in understanding children's progress in meeting social-emotional, content-specific, and language development goals.

PK-3 ECE Specialist TPE Domain 6: Developing as a Professional Early Childhood Educator

TPE 6.1. Reflect on practice and use this information to improve teaching and learning in the ECE context.

TPE 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.

TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

TPE 6.4. Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).

TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.

Appendix E
PK-3 ECE Specialist Credential TPEs Survey Results
Report from the Glen Price Group (GPG)

PK-3 ECE Specialist Credential
Summary of Teaching Performance Expectations Survey Results

Introduction

CTC staff prepared draft Teaching Performance Expectations (TPEs) for the proposed PK-3 ECE Specialist Credential based on the recommendations of the ECE Credentialing Workgroup. A survey was administered between February 22 and March 13, 2022 to gather feedback on the draft TPEs.

The survey was widely circulated and 974 responses were submitted. Survey respondents represented a wide range of field segments including K-12 school districts (25.84%), California State Preschool Programs (19.86%), Community Colleges (12.29%), Private Preschools (9.45%), County Offices of Education (7.35%), California State Universities (4.94%), and others. Survey respondents hold a variety of credentials, including the Child Development Site Supervisor or Program Director Permit (62.29%), Child Development Teacher or Master Teacher Permit (14.50%), General Education - Multiple Subject credential or the equivalent (13.24%).

The survey was organized by domain. Across all domains, a majority of participants either "strongly agree" or "agree" that the TPE language is clear, the TPE language is job-related for a beginning teacher of PK-3, and the skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job. Further, across all domains, a majority of participants feel that content should not be removed and content is not missing.

Some respondents did suggest specific edits or additions to the TPEs. Themes that emerged across domains included:
- Include more reference to play-based learning that is child-led
- Include more references to developmentally appropriate practices
- Include more references to social emotional learning
- Include greater focus on specific populations/specific types of learning/specific assessments
  - Include a greater focus on multilingual learners
  - Include explicit references to anti bias/anti racism learning
  - Include ability to differentiate instruction and work with students in special education
- Include more reference to family engagement/partnership
- Include focus on developing a strong teacher-child relationship
- Feedback on the overall PK-3 ECE Specialist Credential

This document contains the responses to all multiple choice and spectrum of agreement questions and themes from open-ended questions. Each theme contains the number of respondents (#) who shared a response related to that theme beside the theme in parentheses. Given the large number of survey respondents, themes that were mentioned by fewer than 15 individuals out of the 952 total respondents are not provided in this summary.

Domain 1: Engaging and Supporting All Young Children in Learning

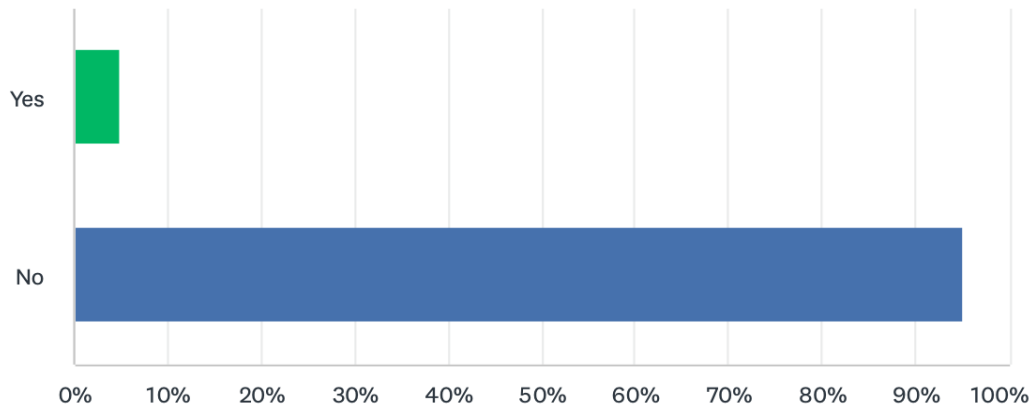## 1.A The TPE language is clear.

Answered: 947   Skipped: 5
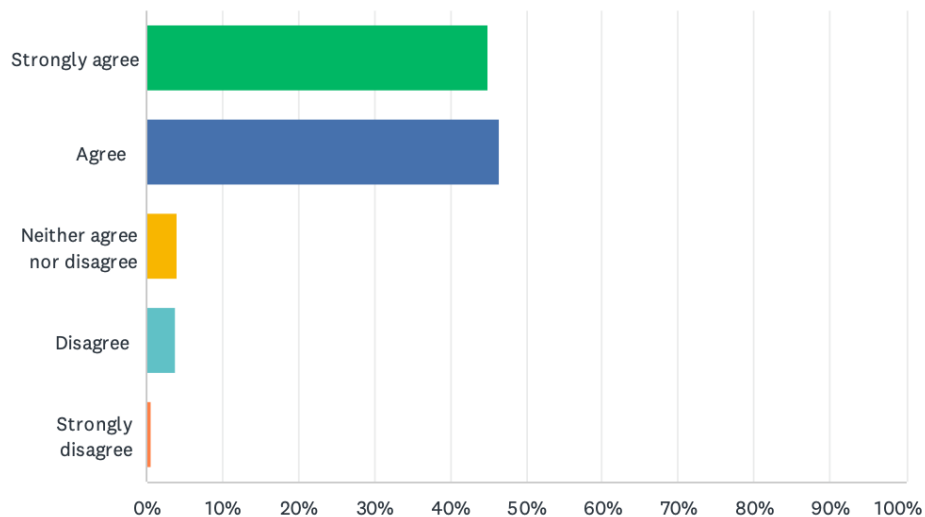
1.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

1.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?

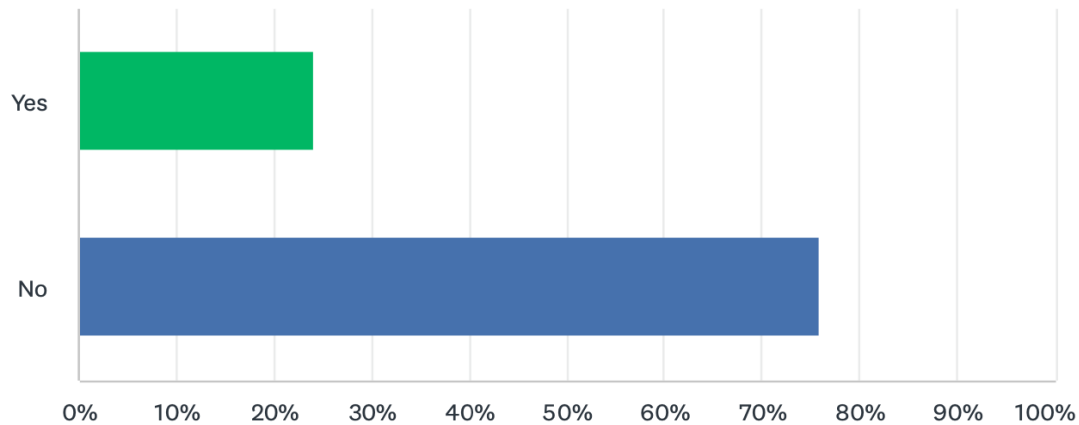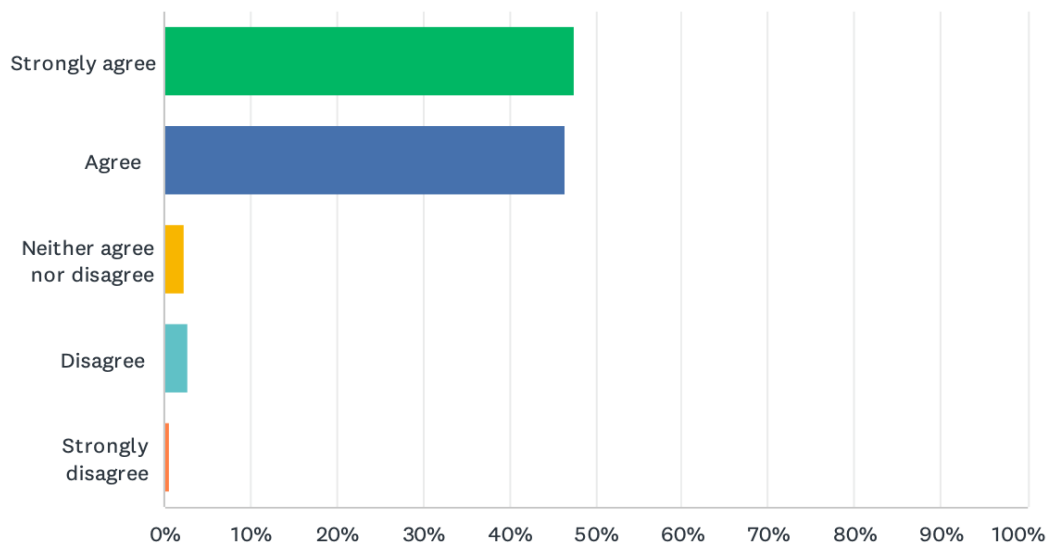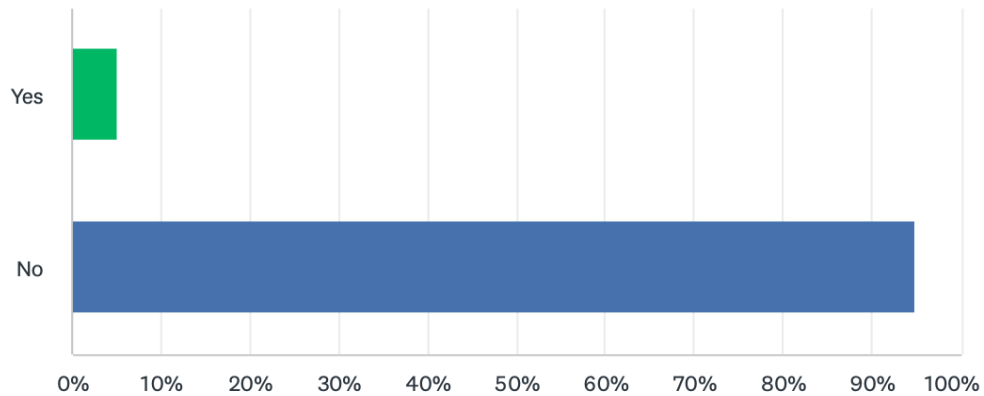Answered: 930   Skipped: 22

1.D What content should be removed?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

1.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?

Answered: 927   Skipped: 25

1.F What content is missing?

Open-Ended Response Themes
- Include more reference to play-based learning and ensure it is child-led (31)
- Include more reference to developmentally appropriate (24)
- Include more SEL focus (18)
- Call for greater focus on specific populations / specific types of learning
  - Include ability to differentiate instruction (23)
  - Include a greater focus on multilingual learners (18)

1.G The TPE language is job-related for a beginning teacher of PK-3 (3-year-olds through grade 3).

Answered: 939   Skipped: 13
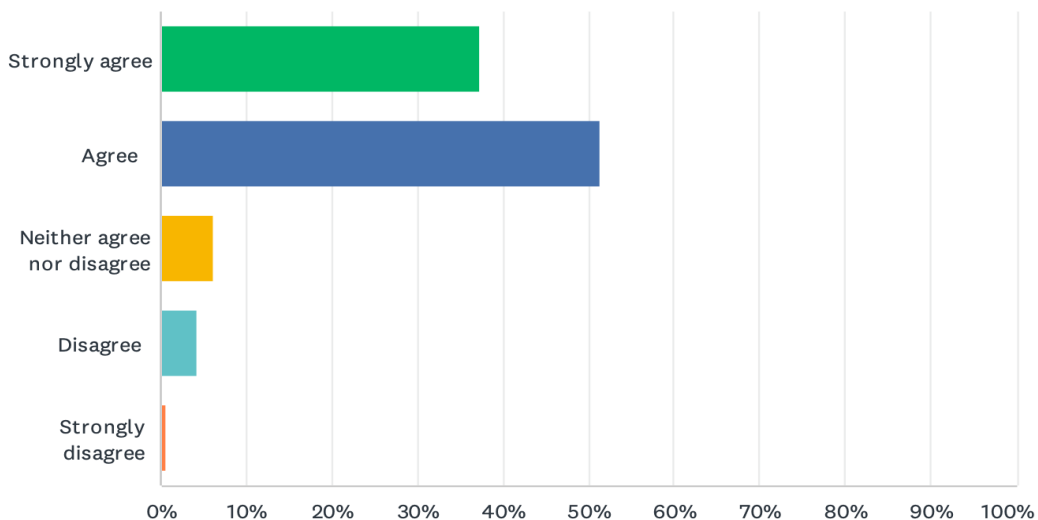
1.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.

Answered: 948   Skipped: 4
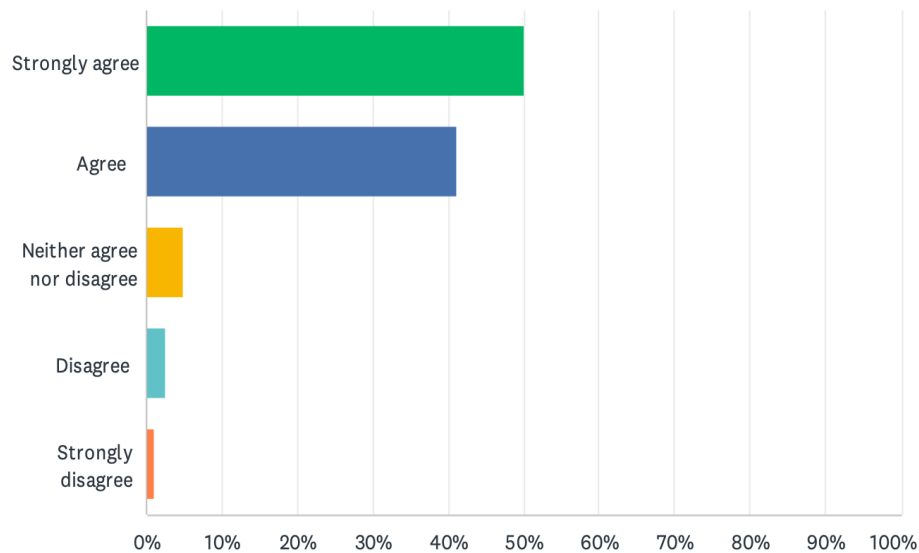
Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning

2.A The TPE language is clear.

Answered: 946   Skipped: 6
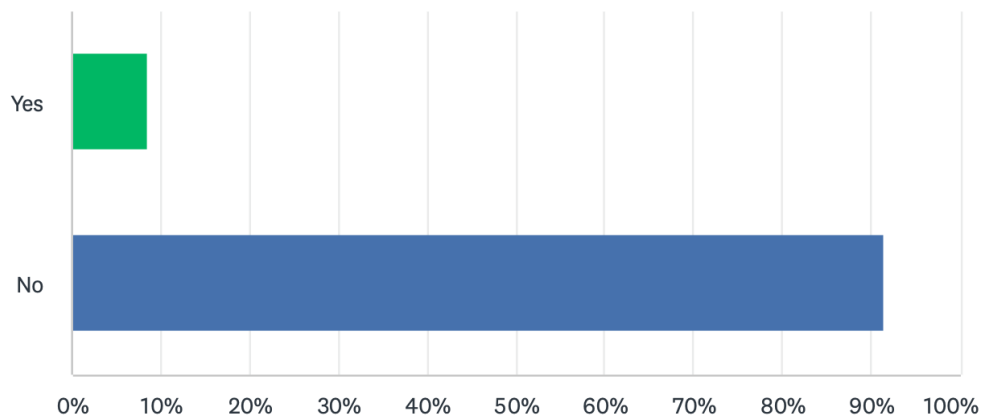

2.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

2.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?

Answered: 924   Skipped: 28

2.D What content should be removed?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

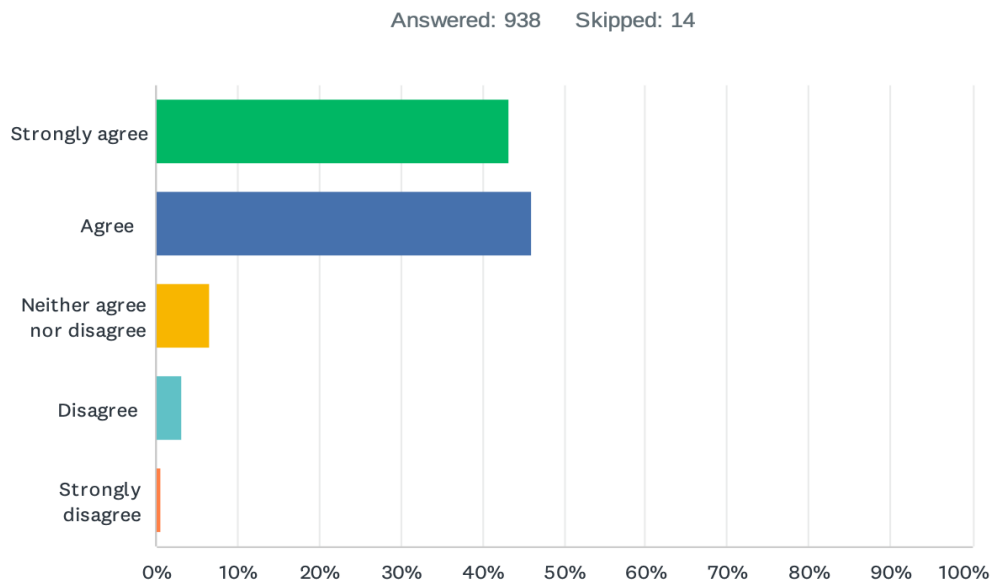**2.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?**

Answered: 923   Skipped: 29
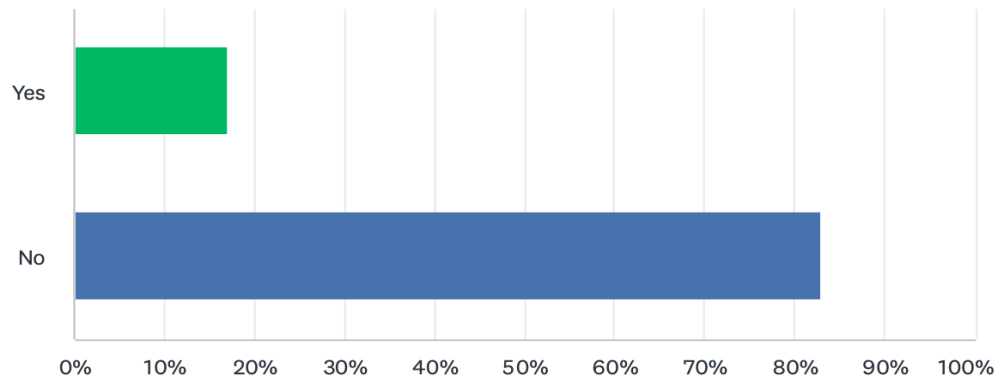
2.F What content is missing?

Open-Ended Response Themes
Include more reference to play-based learning and ensure it is child-led (15)

2.G The TPE language is job-related for a beginning teacher of PK-3 (3-year-olds through grade 3).

Answered: 948   Skipped: 4
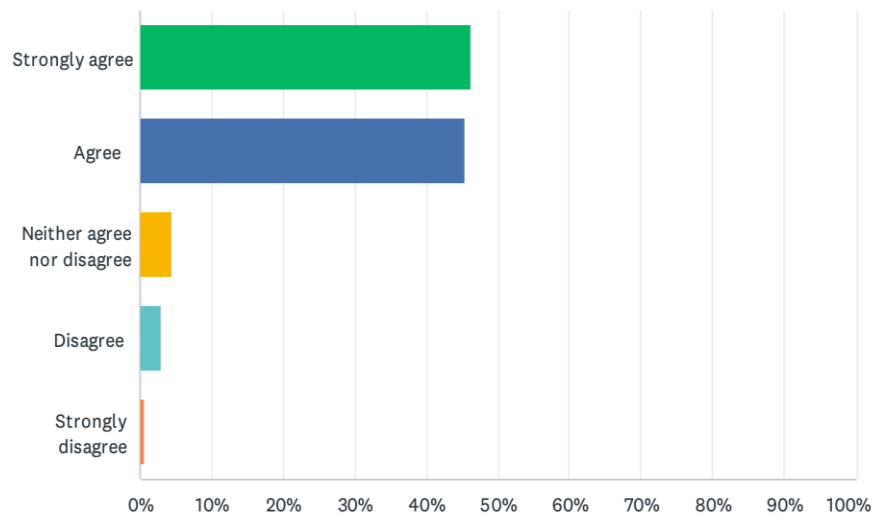
2.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.

Answered: 946   Skipped: 6
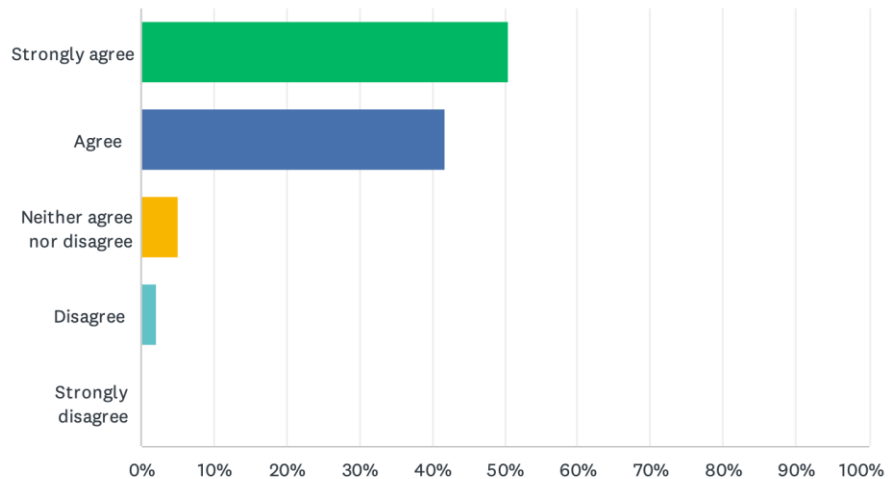
Domain 3: Understanding and Organizing Core Curriculum for Children's Learning

3.A The TPE language is clear.

Answered: 942   Skipped: 10
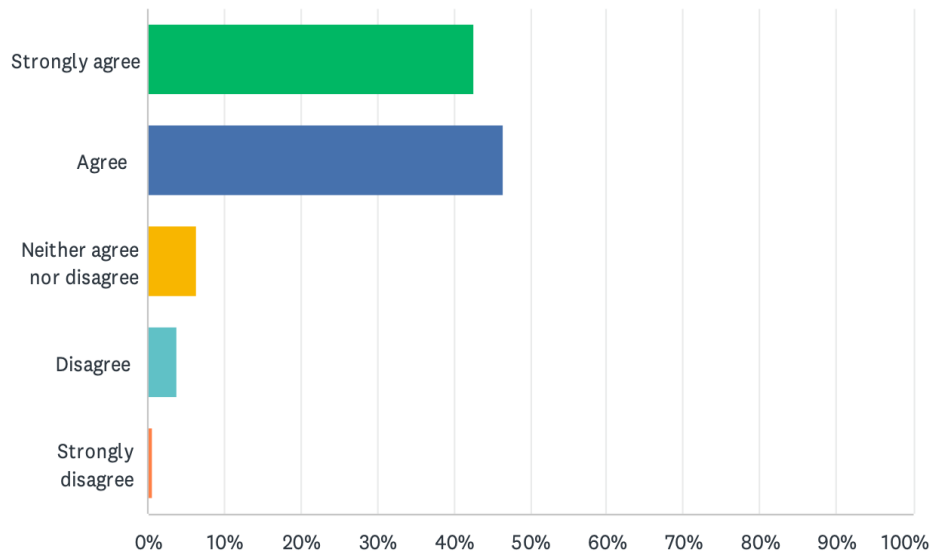
3.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

3.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?

Answered: 919   Skipped: 33

3.D What content should be removed?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

3.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?

Answered: 913   Skipped: 39
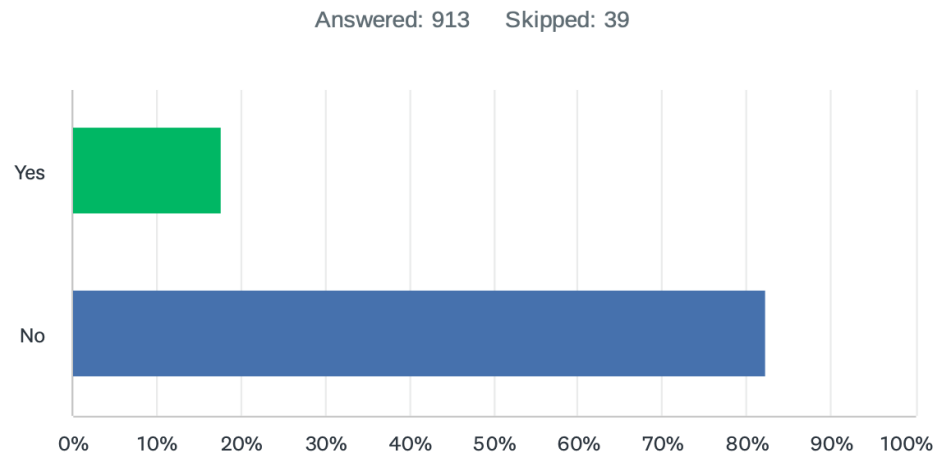
3.F What content is missing?

Open-Ended Response Themes
- Include more reference to play-based / hands on learning and ensure it is child-led and project-based learning (17)
- Include reference to specific standards / specific educational concepts (16)
- Include ability to differentiate instruction (15)

3.G The TPE language is job-related for a beginning teacher of PK-3 (3-year-olds through grade 3).

Answered: 938   Skipped: 14

3.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.

Answered: 943   Skipped: 9
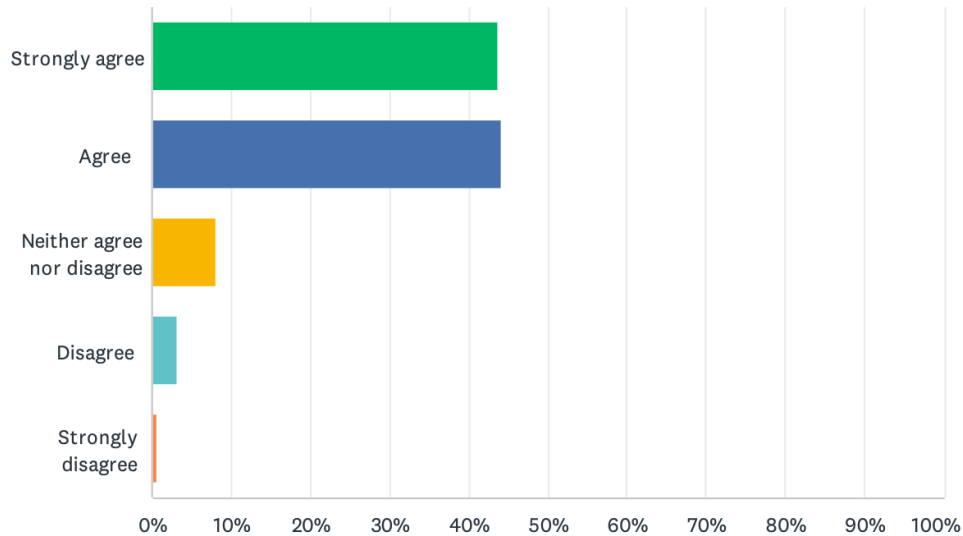
Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

4.A The TPE language is clear.
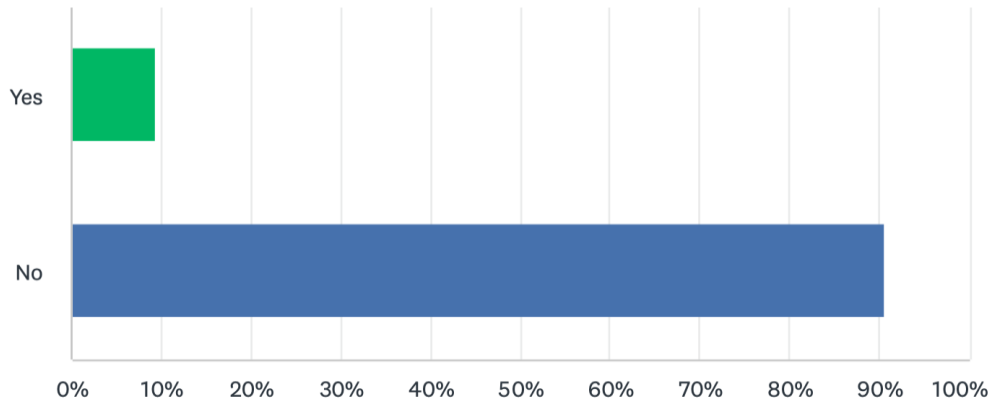
Answered: 942   Skipped: 10
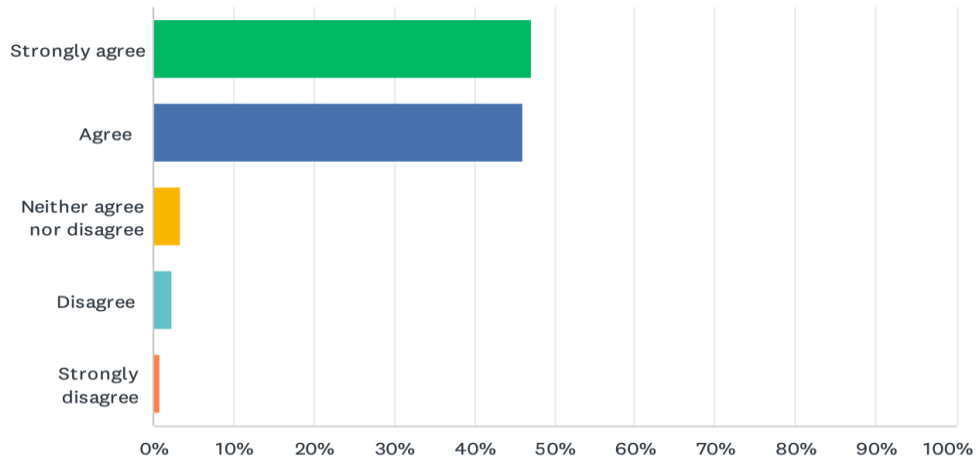
4.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

4.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?
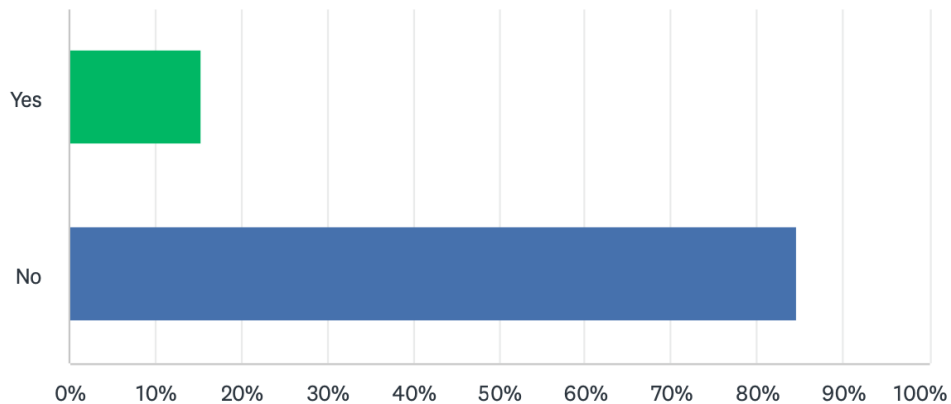
Answered: 928   Skipped: 24

4.D What content should be removed?

Open-Ended Response Themes
Concern for reference to digital literacy (22)

4.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?

Answered: 921   Skipped: 31
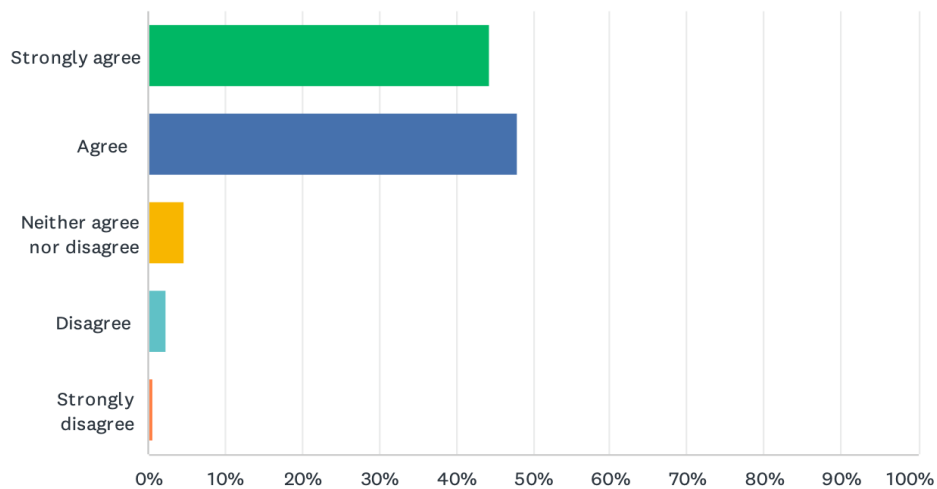

4.F What content is missing?

Open-Ended Response Themes
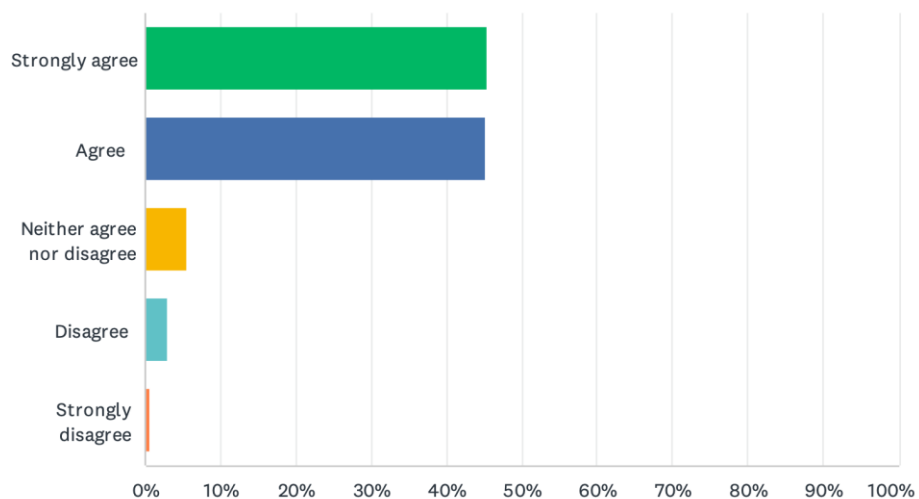Include more reference to play-based learning and ensure it is child-led (18).

4.G The TPE language is job-related for a beginning teacher of PK-3 (3-year-olds through grade 3).

Answered: 942   Skipped: 10

4.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.

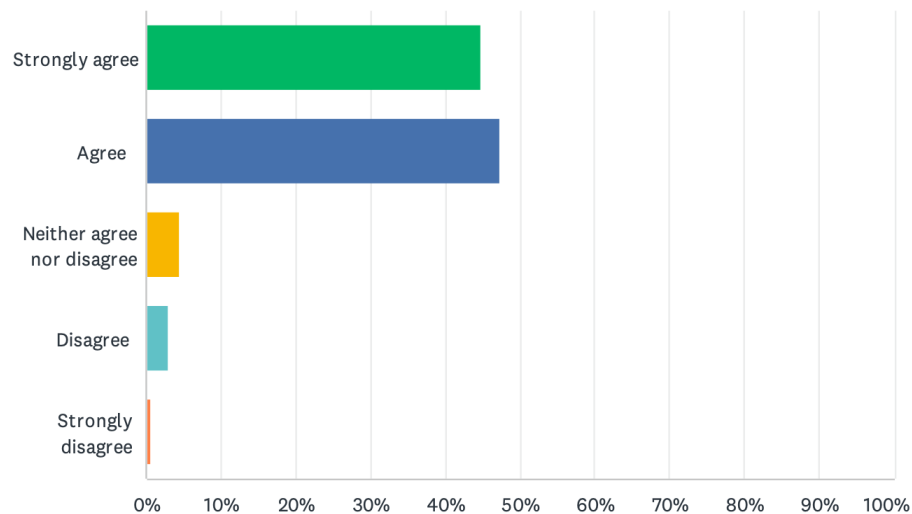Answered: 938   Skipped: 14

Domain 5: Assessing and Documenting Children's Development and Learning

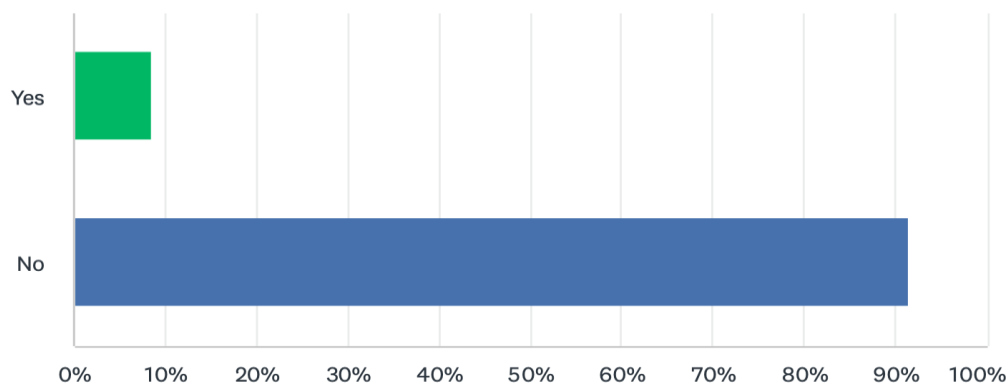## 5.A The TPE language is clear.

Answered: 937   Skipped: 15

5.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

5.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?
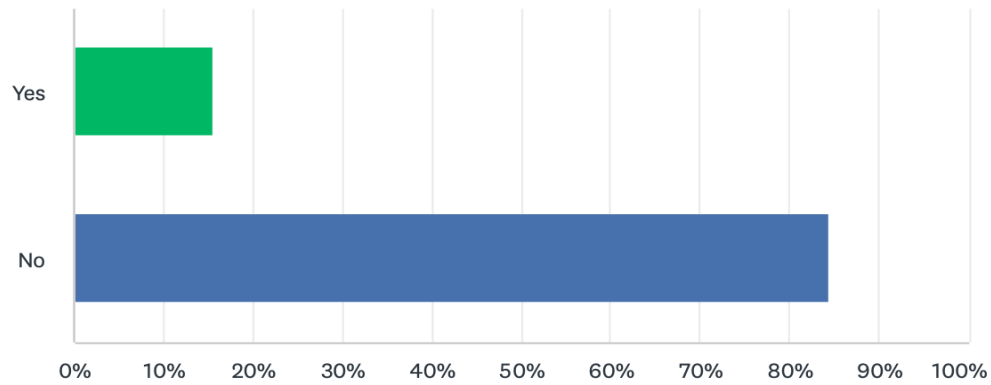
Answered: 924   Skipped: 28

5.D What content should be removed?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

5.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?

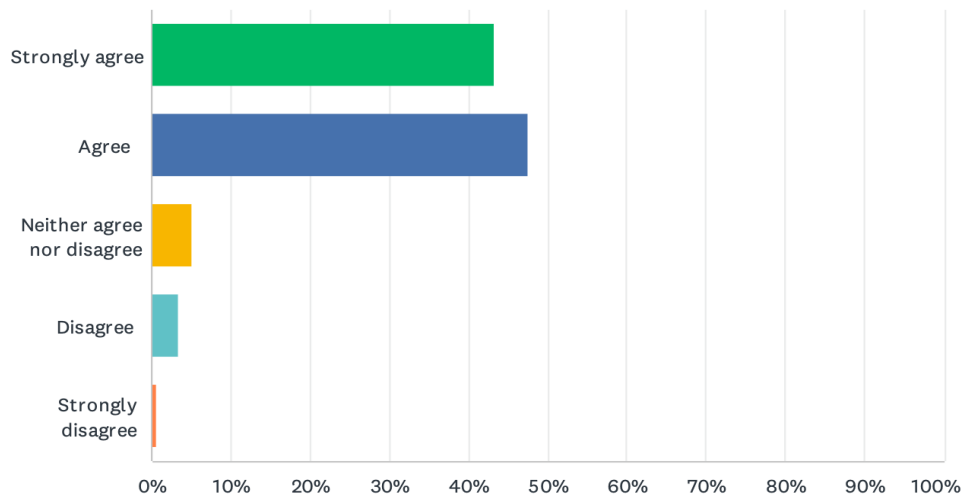Answered: 920   Skipped: 32

5.F What content is missing?
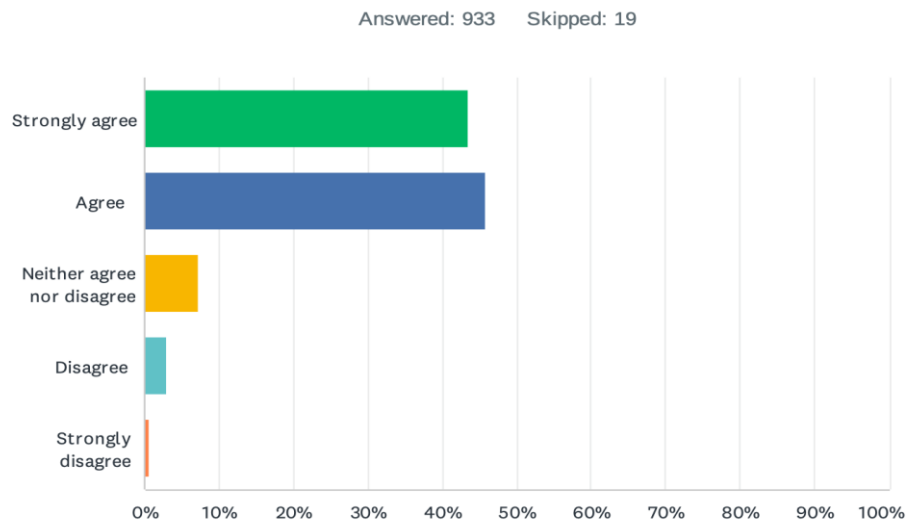
Open-Ended Response Themes
- Include reference to specific assessment tools (25)
- Include reference to other ways of assessing (18)

5.G The TPE language is job-related for a beginning teacher of PK-3 (3- year-olds through grade 3).

Answered: 936   Skipped: 16

5.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.

Answered: 933   Skipped: 19

Domain 6: Developing as a Professional Early Childhood Educator

6.A The TPE language is clear.

Answered: 939   Skipped: 13
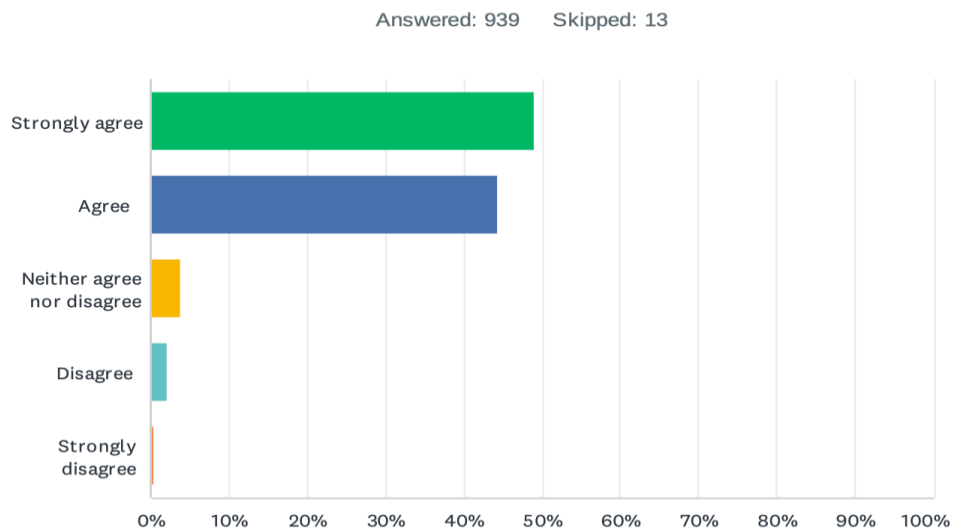
6.B What language was not clear?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

6.C Are there any knowledge, skills, or abilities included in the TPEs in this domain that should be removed?

Answered: 918   Skipped: 34

6.D What content should be removed?

Open-Ended Response Themes
No specific theme was supported by 15 or more respondents.

6.E Are there any knowledge, skills, or abilities missing that should be included in the TPEs in this domain?

Answered: 922   Skipped: 30

6.F What content is missing?

Open-Ended Response Themes
Promote professional development component (29)

6.G The TPE language is job-related for a beginning teacher of PK-3 (3-year-olds through grade 3).

Answered: 931   Skipped: 21

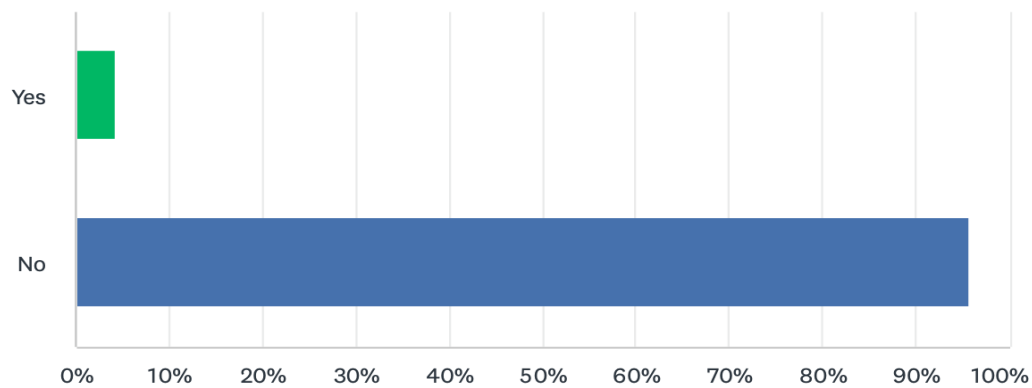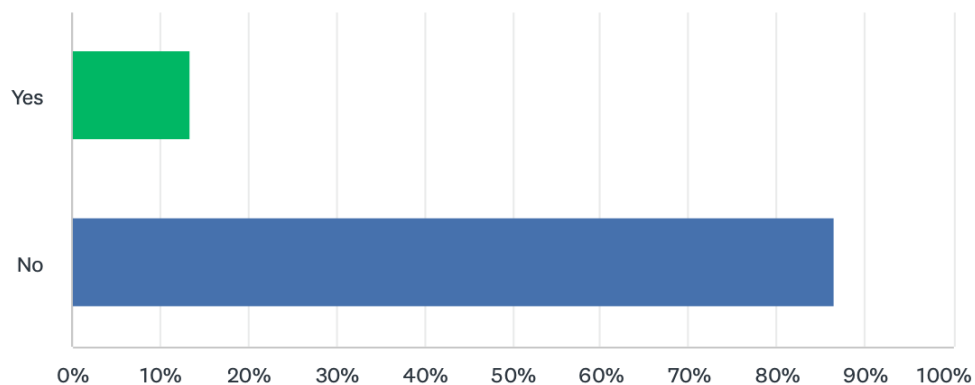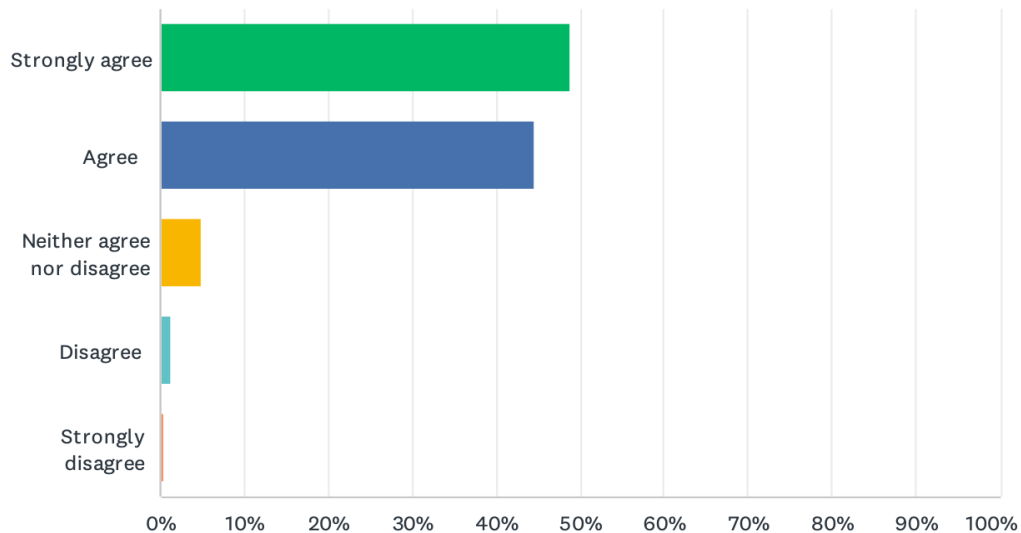**6.H The skills described in the TPE language are needed by all beginning PK-3 teachers from their first day on the job.**

Answered: 934   Skipped: 18
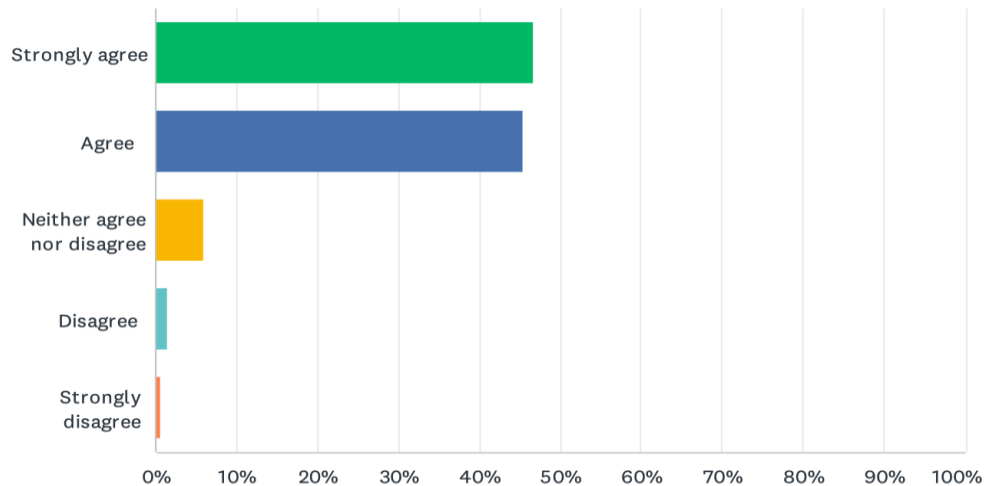
PK-3 ECE Specialist Credential Feedback
Across all six domains, respondents shared feedback related to the overall PK-3 ECE Specialist Credential. Those responses were compiled and themed below.

- Unclear how teachers will get trained, tested, and supported (20)
- Background in ECE / child development (18)

Appendix F
**Public input Regarding the Proposed Credentialing Requirements and Pathways from the
Focus Group Sessions Held in March 2022**

Summary Prepared by the Glen Price Group (GPG)

Introduction
Four focus groups were convened in March 2022 to gather input about the proposed
Prekindergarten through 3rd grade (PK-3) Early Childhood Education (ECE) Specialist Credential.
The focus groups were scheduled for a variety of days and times to encourage broad
participation. Focus group dates and number of participants are listed below:[1]
- 3/2 at 4 pm: 151 participants
- 3/4 at 12 pm: 233 participants
- 3/7 at 6 pm: 117 participants
- 3/9 at 5 pm: 183 participants

Each of the focus groups followed an identical agenda which included a brief presentation
about the proposed PK-3 ECE specialist credential and two rounds of small group discussions.
The presentation covered the process to develop the credential, the statutory requirements for
all specialist credentials, and an initial introduction to the ECE Credentialing Workgroup's
recommended requirements for the PK-3 ECE Specialist Credential. The focus groups did not
include presentations about the draft Teaching Performance Expectations (TPEs) but focus
group participants were encouraged to review the draft TPEs and share feedback via survey.

Participants were encouraged to identify their role and were placed in self-facilitated role-alike
groups. The roles that were used for this purpose included: 1) preschool or elementary school
teacher, 2) institution of higher education faculty or administration, 3) LEA/county office of
education staff or administrator, and 4) other professional group or organization. Participants
that did not indicate a role or that joined late were added to mixed role groups.

The breakout groups discussed the following questions:
- What excites you about the development of PK-3 ECE Specialist Credential?
- What feedback and questions do you have about these requirements?

This document summarizes the breakout discussion notes from all four focus groups.

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[1] Participants were encouraged to attend one focus group, however, some participants joined more
than one session.

Overview of Feedback Received from Focus Groups
Across all focus groups there was great interest in learning about the proposed PK-3 ECE Specialist Credential and the role of the credential in UPK.

Across roles, there was excitement about the opportunity for the PK-3 ECE Specialist Credential to elevate the ECE workforce as a profession, build alignment across PK through 3rd grade, and ensure more developmentally appropriate preparation for teachers interested in teaching this age range. There were also questions and feedback shared across roles related to specific proposed requirements, implementation and timeline considerations, and pathways for the incumbent workforce at all levels to meet the requirements of the PK-3 ECE Specialist Credential. Many questions seemed to reflect a lack of prior experience or familiarity with the Commission's processes, since focus group attendees from 2-year institutions of higher education and those who are early childhood practitioners who hold a Child Development Permit have largely not interacted with the Commission's credentialing system, credential requirements, and/or Commission approved preparation programs. Additionally, many participants shared questions and feedback about the state's implementation of UPK more broadly, including items that are beyond the scope of the CTC such as questions about requirements for teaching in different ECE settings. The themes that emerged from specific roles are captured in the section below.

Summary of Breakout Group Discussion Notes
The sections below summarize the key themes from the role-alike breakout discussions.

Role 1: Preschool or Elementary School Teacher

PART I: What is one thing that excites you about the establishment of PK-3 ECE Specialist Credential?
- Greater focus on the developmental needs of children across a P-3 continuum
- Utilizing and valuing ECE professionals
- Increased compensation
- More options for career pathways and new job opportunities

PART II: What feedback and questions do you have about the PK-3 ECE Credential requirements and pathways?

Questions
- How will prior experience be counted?
- Will credential holders be able to exclusively teach TK/PK and not older children?
- How will inclusion be addressed?
- How will bilingual authorization be addressed?
- What assessments will people have to take?
- Will Master's Degrees be honored?
- Will pay scales change to honor this credential?
- How long will people have to get this credential?
- Can people get paid while student teaching?
- What will happen to teachers closer to retirement age?

- What curriculum will be used?
- What will the pathways be and how will educators be supported to get this new credential?

Feedback
- Concerns about different ratios in different classrooms
- Concern is that this effort may result in staffing shortage in PK
- Concerns that credential holders will be pushed into later grades if they want to stay in PreK or TK
- Feels like the approach favors Multiple Subject credential holders

Role 2: Institution of Higher Education Faculty or Administration

PART I: What is one thing that excites you about the establishment of PK-3 ECE Specialist Credential?
- More developmentally appropriate training and curriculum in the older grades/more child development study in preparation
- It elevates the importance of early learning/early learning professions
- Professionalizing ECE educators
- Could lead to better wages
- Credit for prior learning/experience
- Many indicated a lack of excitement (too many questions, concerns about bifurcation between public schools and ECE, concerns that 24 ECE units are not enough, concerns it will be too standards focus/not play-based)

PART II: What feedback and questions do you have about the PK-3 ECE Credential requirements and pathways?

Questions
- What will student teaching look like?
- What kind of Bachelor's degree will be required (or allowed)? What about post-baccalaureate experience?
- How do the ECE TPEs intersect/overlap with the PK-3 TPEs?
- What are the 24 units?
- How will the credential process account for previous experience?
- What pathways will the state create for ECE teachers to enter this credentialing system?
- How can we count practicum hours at all levels (community college, pre-baccalaureate and post) to meet 600 hours of clinical practice?

Feedback
- Concern this leaves behind Title 22 programs
- Subject matter competence focus conflicts with integrated curriculum approach in Preschool Curriculum Frameworks
- Concerns about the role of community colleges, and feeling like those coming from community colleges or an ECE background have a harder path ahead for credentialing
- Concerns about too much focus on subject matter competence and not enough on ECE

pedagogy
- Concerns about equity implications for the current workforce
- Concerns about the impact on the birth through age 3 system, recommendation for a birth to age 8 credential
- Concerns that the process is being rushed
- Important not to waive the 24 ECE units (waivers should not be an option)
- The principals and administrators need to understand child development as well
- There's a desire to push up preschool to elementary instead of pushing down from K-12 to preschool

Role 3: LEA/County Office of Education Staff or Administrator

PART I: What is one thing that excites you about the establishment of PK-3 ECE Specialist Credential?
- Allows us to utilize and build upon ECE expertise
- Opportunities for higher levels of compensation
- Multiple pathways/options for getting the credential
- This credential would create a smaller range for teachers to be able to teach.
- Beneficial to bring in more ECE and SEL knowledge to the early grades
- Articulation between PK and Elementary teachers
- Professionalizing the field and the importance of ECE programs
- Alignment across grades (PK-3)

PART II: What feedback and questions do you have about the PK-3 ECE Credential requirements and pathways?

Questions
- Why can't an experienced teacher with a bachelor's degree and master's degree, and ECE experience, have a waiver?
- Could these teachers be an intern, while teaching in a PK-3 classroom, and count that as their "student teaching"?
- What about a mixed delivery system?
- Will waivers be available and to whom will they be available? For those that either do not have the credential or the ECE units
- Will there be additional grant funds to support educators?
- How do we support our current Preschool Teachers to obtain the necessary credential?
- What counts as "basic skills"?
- What counts as "subject matter competency"

Feedback
- Credit for ECE teaching experience instead of having to do student teaching
- It feels like pulling from one hole to fill another hole in terms of the workforce
- There needs to be more clear communication with the field

Role 4: Other Professional Group or Organization

PART I: What is one thing that excites you about the establishment of PK-3 ECE Specialist Credential?
- Opportunity for the strengths of early learning programs to be elevated in importance
- Professionalization and recognition of ECE teachers through a formalized credential program
- Building awareness of PK-3 settings and expectations
- Socio-emotional competence and support for PK-3 alignment

PART II: What feedback and questions do you have about the PK-3 ECE Credential requirements and pathways?

Questions
- Can Program Director Permit holders take a shorter version of the credential program?
- Can mentoring be a substitute for student teaching?
- Will there be professional development support to guide the acquisition of the credential dependent on each individual's experience and background?
- If a person holds an early childhood bachelor's degree can they receive an add-on credential or be grandfathered in?
- What are the options for professionals holding a bilingual credential that have content knowledge to teach in the lower grades?
- Will a local assignment option be given to districts to allow teachers who are currently teaching four-year-olds in preschool who have a bachelor's degree in early childhood/child development but do not have an multiple subject credential to teach TK?
- What efforts will be made at the IHE level to create the pathway within the institution across departments for PK-3 course alignment?
- How will Family Care providers participate to gain the credential?
- Could ECE teachers with a bachelor's degree in ECE/CD and a minimum number of years of experience be made immediately eligible to be lead TK teachers and be given 5 years to earn the equivalency of the 24 ECE units?
- How will you ensure that the diversity of the TK teaching workforce will reflect the diversity of the children they are teaching?

Feedback
- Concern about the future of English learners
- Professional growth requirements should be embedded along the lines of MS credential holders
- Would like to see school districts take on FCCHEN contracts with the state to blend/braid funding for subsidized slots
- Ensure that educators of color are supported and encouraged on this pathway

Mixed Roles

PART I: What is one thing that excites you about the establishment of PK-3 ECE Specialist Credential?
- Professionalization and recognition of ECE teachers through a formalized credential program
- Benefits and pay are improved for ECE teachers
- Excited that there will be a requirement that people will need to have knowledge of developmentally appropriate practices
- Excited for possibilities for new people entering the field
- Excited that this looks at more inclusion of preschool

PART II: What feedback and questions do you have about the PK-3 ECE Credential requirements and pathways?

Questions
- How long will the program take?
- How are relationships between teacher and child built into this credential, along with the deep importance of culture?
- How are we going to create pathways from community colleges to 4-years?
- Will there be more emphasis on social-emotional development for the early years (PK-K)?
- Will current teaching ECE teachers be able to use their experience to help be part of this credential?
- How are you addressing the massive expertise in the field for teachers who don't have a credential?
- What will the ratios be in PK and K? Will they be developmentally appropriate and aligned with NAEYC and high-quality standards?

Feedback
- Desire to ensure multiple subject credential holders have intentional and thorough training in early childhood
- Be careful to make PK-3 practicum related to PK-3, not just backwards engineering from the multiple subject practicum
- Concern that the focus is to "fit" the early education system into the K-12 system, rather than having the early education system "align" with the K-12 system
- Use the existing California State Documents: Desired Results Developmental Profile (DRDP), California Preschool Foundations and Curriculum Frameworks
- How do we support teachers meeting new requirements?

Appendix G
Draft PK-3 ECE Specialist Credential Program Standards

Standard 1: Program Design and Curriculum
The program is designed to address the range of candidate performance expectations so that early childhood teachers will develop the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. Coursework and fieldwork/clinical practice experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children preschool to grade 3. Candidate preparation is grounded in a clearly articulated evidence based theoretical framework of developmentally, linguistically, and culturally appropriate teaching and learning practices for the care and education of young children. The program also includes preparation for collaborating effectively with families to support their children's development and learning. These research and evidence-based theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all PK-3 California public school students, the program's curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally appropriate pedagogy for young children in the content areas identified in the California Preschool Learning Foundations and Framework as well as the applicable State-adopted student content standards for students PK through third grade. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.

Standard 2: Preparing Candidates toward Mastery of the *PK-3 ECE Specialist Teaching Performance Expectations* (PK-3 ECE TPEs)
The *PK-3 ECE Specialist Teaching Performance Expectations* describe the set of professional knowledge, skills, and abilities expected of a beginning level PK-3 ECE Specialist practitioner in order to effectively support the growth, development, and learning of all PK-3 learners in meeting the state-adopted standards and to work collaboratively with families to support children's learning.

The program's organized coursework, and clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each PK-3 ECE Teaching Performance Expectation (PK-3 ECE TPEs). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PK-3 ECE Specialist TPEs as they apply to the authorization of the PK-3 ECE Specialist credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

Standard 3: Clinical Practice: Opportunities to Learn and to Practice
A. Organization of Clinical Practice Experiences
The program's clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's

coursework and extend the candidate's learning through application of theory to practice with PK-3 students in California early learning settings. These experiences may be within the candidate's California Early Childhood Education employment setting (i.e., California State Preschool, Head Start, and/or Title 22 Funded Preschool) as well as within TK-3 public school settings.

Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Clinical practice experiences must include two different grade levels within the PK-3 grade range (i.e., at the PK-TK level and at a level between grades 1-3). Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom. Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement.

Clinical Practice, including field experiences, provides opportunities for all candidates to observe classrooms and settings that exemplify developmentally-, culturally- and linguistically appropriate and effective practices.

Candidates are provided with opportunities to gain knowledge of important concepts in early learning appropriate to the developmental range of young children preschool-grade 3. For young children, these concepts are consistent with California's adopted *Preschool Learning Foundations and Curriculum Frameworks.* For children in grades TK-3, these would be consistent with the state-adopted content standards and curriculum frameworks for these grade levels. The program provides candidates with opportunities to demonstrate their understanding of a range of early childhood assessments of learning as well as of social-emotional growth and development. The program provides candidates with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early learning setting.

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' pedagogical performance in relation to the PK-3 ECE TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PK-3 ECE TPEs. The full set of PK-3 TPEs can be found in this document after Standard 7.

The program provides initial orientation for preparation program supervisors and employer-based supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but the activities must be archived either by annotated video or scripted observations and evaluated based on the TPEs, in order to produce data that can be aggregated and disaggregated.

B. Criteria for Clinical Practice Placements
Clinical sites should be selected that demonstrate commitment to developmentally, culturally, and linguistically appropriate practices as well as to collaborative relationships with families/guardians. In addition, clinical sites should demonstrate evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors
The program selects individuals who are credentialed, or who hold a Master Teacher or higher-level Child Development Permit as appropriate to the field placement of the candidate being supervised, or who have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and Frameworks and the K-12 adopted student standards and frameworks that reflect the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the Commission-approved TPA model(s) chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of LEA/ECE Employed Supervisors
The program selects LEA/ECE site supervisors who hold a PK-3 ECE Specialist Credential or a Multiple Subject Credential, or who hold a Master Teacher level or higher Child Development Permit and have a minimum of three years of appropriate teaching experience (e.g., Preschool, TK-3). The LEA/ECE supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and LEA-employed supervisor must be a collaborative process between the employer and the program.

The program provides LEA-based supervisors a minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that LEA-based supervisors remain current in the knowledge and skills needed to provide effective candidate supervision and address program expectations for Clinical Practice experiences.

Standard 4: Equity, Inclusion and Diversity
The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments. Through coursework and Clinical Practice experiences, 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 teacher 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 children by examining teaching, learning, children's engagement, family and community involvement, and other supports for learning and access for all young children. The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning, especially children who are mono- and multiple language learners and children with disabilities or other special learning needs.

Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
Candidates are assessed by the preparation program for meeting all applicable program requirements. With respect to the Teaching Performance Expectations (TPEs), candidates are assessed through a coherent set of performance-based activities focusing on the adopted PK-3 Performance Expectations. The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the PK-3 ECE TPEs. Program faculty, program supervisors, and LEA-based supervisors monitor and support candidates during their progress towards mastering the TPEs.

Evidence regarding candidate progress and performance in meeting these and all other program requirements is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting of all program requirements.

Standard 6: Implementation of a Teaching Performance Assessment
The TPA is implemented according to the requirements of the Commission-approved model(s) selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to

become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

6A: Administration of the Teaching Performance Assessment (TPA)
(1) The program identifies one or more individuals responsible for implementing the chosen TPA model(s) and documents the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with PK-3 students. The program assures that each PK-3 setting where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) The program has a clearly defined written appeal policy for candidates, informs candidates about the policy prior to the assessment, and implements the appeal policy with candidates who do not pass the TPA and appeal their results.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

6B: Candidate Preparation and Support
The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model (s) selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates

understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with the TPA model's guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the PK-3 Teaching Performance Expectations (PK-3 ECE TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a PK-3 ECE Specialist Credential and have met all credential requirements.

6C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. the program selects potential assessors for the local scoring option and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the areas assessed within the TPA. The model sponsor is responsible for training, calibration, and scoring reliability for all assessors within the centralized scoring process. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 7: Induction Individual Development Plan
Before exiting the preliminary program, candidates, LEA-based supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.