
3A

Information/Action

Educator Preparation Committee

Proposed Authorization Statement and Credential Requirements for the PK-3 Early Childhood Education Specialist Credential

AGENDA INSERT

Executive Summary: This agenda item provides for potential adoption by the Commission the proposed Authorization Statement and Credential Requirements for transitioning the current Early Childhood Education (ECE) Specialist Credential into the PK-3 ECE Specialist Credential. The item also discusses pathways and options for candidates to complete the proposed credential requirements and reports on additional public participation and input activities since the April 2022 Commission meeting that informed these recommendations. This work is responsive to direction provided by the state's Master Plan for Early Learning and Care, extensive input from the field, and the need for additional ECE teachers to support the statewide UPK implementation as called for in the Governor's budget.

Recommended Action: Staff recommends that the Commission review and adopt the proposed Authorization Statement and determine which credential requirements and options for the PK-3 ECE Specialist Credential staff should move forward with in the development of regulations for consideration at the August 2022 Commission meeting. Staff also recommends that the Commission review the several additional options presented in this agenda Insert and determine which options, if any, the Commission wishes to adopt and/or to direct staff to pursue further.

Presenters: Phyllis Jacobson, Administrator, Professional Services Division, Erin Skubal, Director, Certification Division, and Renee Marshall, California Community Colleges Teacher Preparation Programs

Strategic Plan Goal

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.

Proposed Authorization Statement and Credential Requirements for the PK-3 Early Childhood Education Specialist Credential

Introduction

This agenda insert provides modifications to the proposed Credential Requirements as presented in Table 1 of this agenda item. These modifications are based on further input and feedback received from the field since the June 3, 2022, deadline for publication of this agenda item. Commission staff have continued to engage in ongoing focused discussions with groups, organizations, and other communities of interest in the field to clarify and further delineate the requirements for earning this credential for different types of candidates who might potentially seek to earn the proposed PK-3 ECE Specialist Credential were it to be enacted in regulations. The proposed modifications are intended to assure that the requirements for this credential are clear and are appropriately rigorous and equitable for all candidates from a variety of backgrounds and prior experiences who want to earn a credential that authorizes teaching in grades PK-3.

Background

Agenda item 3A as published on June 3, 2022, included Table 1, starting on page 3A-6 of the item, to identify and explain the range of proposed requirements for candidates to earn the proposed PK-3 ECE Specialist Credential, once this credential would be established in regulations and available. Staff's further ongoing discussions with the field since the publication date of June 3, 2022, have helped to refine, clarify, and further delineate these requirements so that they are consistent with statute, appropriately rigorous, and consistent with requirements for all California teaching credentials authorizing service to children in grades PK-3.

This agenda insert provides a modified listing of the proposed Credential Requirements in a simplified format, and (1) clarifies the candidate options and pathways for meeting each requirement, (2) modifies and replaces some of the options originally provided in Table 1, (3) assures the comparative rigor between the requirements for all credentials that authorize teaching in grades PK-3, and (4) proposes some additional options for Commission consideration and potential staff direction.

The revised listing of the proposed Credential Requirements for the PK-3 ECE Specialist Credential is provided below, with the modifications indicated that have been made to the information originally provided in Table 1 of the agenda item as published on June 3, 2022. Table 1 from the June 3, 2022, agenda item 3A is reprinted in this Agenda Insert for reference. The revised listing presented below as the "Proposed Pathways and Options for Meeting the Credential Requirements" is intended to replace the information provided in the far-right hand column of the original Table 1.

Proposed Pathways and Options for Meeting the Credential Requirements

Updated June 10, 2022

Bachelor's Degree, including Basic Skills

- Hold a bachelor's (or higher) degree from a regionally accredited institution of higher education

PK-3 ECE Subject Matter Knowledge

- **Option A:** Hold a bachelor's or higher degree with a Child Development (CD) or Early Childhood Education (ECE) major
- **Option B:** Complete 24 units of ECE/CD coursework offered through a regionally accredited 2- or 4-year institution of higher education. (Note: Can be met by coursework developed through the Curriculum Alignment Project (CAP 8) or similar coursework that addresses child development and early childhood pedagogy by a four-year institution)
- **Option C:** The Commission may want to consider developing a CSET in CD/ECE as an additional candidate option

PK-3 ECE Teacher Preparation

REVISED: Complete a Commission-approved teacher preparation program model that includes:

- 1) PK-3 aligned coursework focused on curriculum standards and frameworks pedagogy and assessment, developmentally appropriate pedagogy, PK-3 aligned, math and literacy and language development (including but not limited to the teaching of reading), early identification of special needs, including dyslexia, and inclusion
- 2) (e.g., mathematics, English Language Arts, including the teaching of reading, dyslexia, and English Language Development, History/Social Science, Science), frameworks, pedagogy and assessment
- 3) 600 hours of supervised clinical practice distributed across PK/TK and K-3
- 4) Passage of an applicable Teaching Performance Assessment
- 5) Passage of the RICA or an alternative Literacy Performance Assessment (LPA) developed in response to SB 488

Program Pathways include:

- Integrated undergraduate preparation programs
- Combined community college, baccalaureate, and/or post-baccalaureate programs (2+2; 2+2+1)
- Fifth-year post baccalaureate preparation programs
- Teacher Residency programs
- Intern Preparation programs (University and/or District based programs)
- Registered apprenticeships (when available)

REVISED: Granting Equivalence for Prior Experience

Commission-accredited teacher preparation programs shall recognize and grant appropriate equivalency for prior coursework and experience. An expedited pathway for candidates with more than six years of prior teaching experience is proposed below.

REVISED Expedited Pathway for Experienced Child Development Teachers to Earn the PK-3 ECE Specialist Credential

PK-3 ECE Credential candidates who hold (1) a bachelor's degree from a regionally accredited institution of higher education, (2) a valid Child Development Permit Teacher or higher-level Permit and/or serve as a teacher in a childcare and development center serving preschool children, (3) have met the subject matter requirement, and (4) meet all of the following may earn the PK-3 ECE Specialist Credential if they complete the following requirements:

- Have six (6) years or more of satisfactory teaching experience in a public or private center-based childcare and development program serving preschool-aged children
- A range of units of degree-applicable coursework from a regionally accredited institution of higher education that meet the Commission's TPEs and address K-3 core curriculum standards (e.g., mathematics, English Language Arts, including the teaching of reading, dyslexia, and English Language Development, History/Social Science, Science), frameworks, pedagogy and assessment
- Either complete 300 hours of clinical practice in a K-3 setting or pass a Multiple Subject Teaching Performance Assessment (TPA) in grades K, 1, 2, or 3 in the context of coursework that meets CTC requirements for TPA support
- Complete one of the options for meeting the Reading Instruction Competence Assessment requirement

Additional Potential Option for the Commission's Consideration:

- The Commission may want to consider establishing a limited authorization for CDP Teachers and Head Start Teachers who hold a bachelor's degree from a regionally accredited institution of higher education that would allow them to serve as the teacher of record in a TK classroom while they complete the requirements for the full PK-3 credential

Expedited Pathway for Multiple Subject Credential Holders

- Hold a valid Multiple Subject Credential with an English Learner authorization
- Within the 24-unit subject matter requirement, complete coursework addressing child development in a PK setting, including developmentally appropriate curriculum, assessment, and pedagogy

Note: Completion of coursework focused on preparing candidates to voluntarily complete and pass an ECE TPA (when available) may also count toward meeting the 24-unit subject matter requirement for Multiple Subject Credential holders who choose this option for addressing a portion of the subject matter requirement.

Reading Instruction Competence Assessment Requirement

- **Option 1:** Hold a multiple subject credential
- **Option 2:** Take and pass the Reading Instruction Competence Assessment (RICA) until such time as the pending Literacy Performance Assessment is available (2025)

Note: The Commission might want to consider limiting candidates who do not pass the RICA/LPA to teaching TK while they work to complete this requirement and can then move to PK-3.

- **Option 3:** Complete literacy coursework that meets the Commission’s standards and TPEs and includes a Commission approved locally developed embedded literacy performance assessment that meets the requirements of [Education Code 44320.3\(a\)](#)

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 for potential adoption by the Commission:

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.

No changes to the proposed Authorization Statement for the PK-3 ECE Specialist Credential have been made since the April 2022 Commission meeting.

Staff Recommendation

Staff recommends that the Commission review and adopt the proposed Authorization Statement and determine which credential requirements and options for the PK-3 ECE Specialist Credential staff should move forward with in the development of regulations for consideration at the August 2022 Commission meeting. Staff also recommends that the Commission review the several additional options presented in this Agenda Insert and determine which options, if any, the Commission wishes to adopt and/or to direct staff to pursue further.

Next Steps

Next steps are provided in Agenda item 3A, starting on page 3A-20 of the item.

Table 1: Proposed PK-3 ECE Specialist Credential Requirements and Candidate Pathways for Meeting the Requirements

Proposed Requirements for the PK-3 ECE Specialist Credential	Description of the Requirement	Proposed Pathways and Options for Meeting the Credential Requirement
Bachelor’s degree	A Bachelor’s degree awarded by a regionally accredited institution of higher education (Note: The degree also serves as demonstration of basic competency in English reading, mathematics, and writing as well as of competency in core curriculum areas)	Hold any bachelor’s or higher degree from a regionally accredited institution of higher education
Subject Matter Knowledge: Child Growth, Development, and Learning	<p>Depth and breadth of knowledge of child growth, development, and learning across multiple domains, including but not limited to:</p> <ul style="list-style-type: none"> • Children’s physical, social/emotional, language/multiple language, academic, cognitive, typical and atypical development • Foundational content knowledge documents in the field (e.g., the <i>Preschool Learning Foundations</i> and the <i>K-3 academic content standards</i> adopted by the State Board of Education) • How to observe and evaluate children’s growth, development, and learning in the early childhood setting • Safety, health and nutrition in early childhood environments • Early childhood pedagogy • Family engagement 	<p>Hold a degree in Child Development/Early Childhood Education</p> <p>OR</p> <p><i>Option A:</i> Hold a bachelor’s degree or higher in any other subject with at least 24 units of CD/ECE</p> <p><i>Option B:</i> Completion of 24 units of ECE/CD coursework offered through a regionally accredited 2- or 4-year institution of higher education. (Note: Can be met by coursework developed through the Curriculum Alignment Project (CAP 8) or similar coursework that addresses child development and early childhood pedagogy by a four-year institution)</p> <p><i>Option C:</i> The Commission may want to consider developing a CSET in CD/ECE as an additional candidate option</p>

Proposed Requirements for the PK-3 ECE Specialist Credential	Description of the Requirement	Proposed Pathways and Options for Meeting the Credential Requirement
Commission-approved Teacher Preparation Program	<p>Approved preparation programs are required to meet Commission standards and include both coursework and clinical practice that helps candidates learn, practice, and be assessed on the Commission’s adopted Teaching Performance Expectations (TPEs).</p> <p>Coursework addressing the scope of the TPEs includes but is not limited to:</p> <ul style="list-style-type: none"> • Applying knowledge of PK-3 aligned standards and curriculum (including arts, music, science, history/social science, physical education) to develop learning opportunities and activities with and for children • PK-3 aligned developmentally appropriate pedagogy/ methods and practices, including Universal Design for Learning (UDL) to support executive functioning, sensory development, inquiry • PK-3 aligned literacy and language development, including the teaching of reading • PK-3 aligned Mathematics methods • Teaching multiple language learners • Early identification of special needs, including dyslexia • Using information from observation and assessment 	<p>The teacher preparation program requirement can be met by completing any Commission-approved program model:</p> <ul style="list-style-type: none"> • Integrated undergraduate preparation programs • Combined community college, baccalaureate, and/or post-baccalaureate programs • Fifth-year post-baccalaureate preparation programs • Teacher Residency programs • Intern Preparation programs • Registered apprenticeships (when available) <p>Commission-accredited teacher preparation programs have the flexibility to grant equivalencies for meeting program requirements. These flexibilities may include granting equivalency for prior experience and/or prior coursework, as determined by the individual teacher preparation program.</p> <p>The teacher preparation program, including Clinical Practice, may be waived for:</p> <ul style="list-style-type: none"> • Candidates who hold a valid Child Development teacher or higher-level Permit, have met the

Proposed Requirements for the PK-3 ECE Specialist Credential	Description of the Requirement	Proposed Pathways and Options for Meeting the Credential Requirement
	<p>of young children’s learning to identify learning goals, plan learning opportunities, and facilitate learning activities</p> <ul style="list-style-type: none"> • Inclusion practices, including differentiated learning to meet all children’s needs • Working and communicating collaboratively and in partnership with families/guardians to help support children’s growth, development, and learning <p>Clinical Practice includes 600 hours distributed across both Pre-K/TK and K-3, with a minimum of 200 hours in Pre-K and 200 hours in K-3</p> <p>Teaching Performance Assessment Candidates complete the ECE TPA (when available) or the Multiple Subject TPA, consistent with the clinical practice/clinical placement grade level assignment</p> <p>Reading Instruction Competence Assessment For candidates who do not have a multiple subject credential, PK-3 ECE Specialist Credential Programs will be required to address the literacy standards and the literacy TPEs adopted by the Commission in 2022 and will be required to locally assess candidate knowledge, skills, and</p>	<p>subject matter knowledge requirement, and either:</p> <ul style="list-style-type: none"> (a) have six (6) years of experience in public or private center-based child care and development programs ¹ and complete coursework that addresses K-3 curriculum, assessment and pedagogy, methods of teaching reading, and teaching multilingual learners EC (44253.3) OR (b) demonstrate knowledge of K-3 curriculum, assessment, and pedagogy, methods of teaching reading, and teaching multilingual learners (EC 44253.3) by passing a Multiple Subject TPA within a K- 3 classroom setting <ul style="list-style-type: none"> • Candidates who hold a valid Multiple Subject Credential and either: <ul style="list-style-type: none"> a) meet the subject matter knowledge requirement (24 units) and complete a methods course that includes a focus on PK curriculum, assessment, and developmentally appropriate pedagogy ² OR

¹ Parallel with EC 44259.2 for private school teachers seeking a credential

² Parallel to Title 5 80449 requirements for adding a credential area

Proposed Requirements for the PK-3 ECE Specialist Credential	Description of the Requirement	Proposed Pathways and Options for Meeting the Credential Requirement
	<p>abilities related to the teaching of reading, including dyslexia. A new literacy performance assessment is currently in development and will be available for use in 2025. When the new literacy performance assessment becomes available, programs will embed this assessment in their coursework and clinical practice experiences and will support candidates to complete this performance assessment.</p>	<p>b) meet the subject matter knowledge requirement (24 units) and pass an ECE TPA (when available)</p> <p>Options for meeting the Reading Instruction Competence Assessment requirement:</p> <p>a) Hold a valid Multiple Subject credential</p> <p>b) Complete literacy coursework that meets the Commission’s standards and TPEs and includes a locally developed embedded performance assessment until the Literacy performance assessment is available</p> <p>c) For current Child Development Permit holders with a bachelor’s degree, complete coursework in methods of teaching reading during induction and require the RICA or the new Literacy 8 performance assessment for the Clear credential (five years would be allowed to complete this requirement)</p>