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Information/Action

Educator Preparation Committee

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

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 Credential Requirements for the PK-3 ECE Specialist Credential as presented in this agenda item, with any modifications that may be suggested by the Commission, and direct staff to bring regulations back to the August 2022 Commission meeting for consideration.

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

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.

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

Introduction

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.

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. In addition, the Master Plan also called for establishing a PK-3 credential. The Governor's 2022 budget provided millions of dollars for implementing universal transitional kindergarten (UTK) to serve all four-year-olds as well as for moving forward towards implementing universal preschool (UPK) on a phase-in basis, potentially serving children as young as two years old in the future. These bold statewide initiatives will require an additional large number of qualified early childhood teachers, with estimates ranging from 7,000-16,000 additional teachers needed who have the necessary knowledge, skills, and abilities to provide developmentally appropriate learning opportunities for all young children, working collaboratively in partnership with parents/guardians and classroom aides to support children's growth, development, and learning.

At the [September 2021](#) Commission meeting, staff presented the background and rationale for the Commission's recent work in developing a reoriented ECE Specialist Credential that would authorize service in any of grades PK-3 to meet the state's needs for UTK/UPK teachers, and described the development process in which the ECE Credentialing Workgroup engaged to develop the drafts presented to the Commission for initial review at that meeting. The list of Workgroup members is provided in [Appendix B](#), and the meeting dates and objectives are summarized in [Appendix C](#). The proposed PK-3 ECE Specialist Credential is purposefully designed to help meet the unprecedented need for qualified ECE teachers representing a diverse workforce reflective of the children and families/guardians they will serve in grades

PK-3. If adopted by the Commission, employers will have multiple options for staffing TK classrooms, including the PK-3 ECE Specialist Credential, the Multiple Subject Credential, and Intern credentials leading to either of these full credentials.

The proposed PK-3 ECE Specialist Credential has also been intentionally designed to recognize and provide pathways for those who hold a bachelor's degree and have already gained background experience and expertise in early childhood education through their work in programs within California's mixed delivery early childhood education system (e.g., California State Preschool Program, Head Start, private preschools, and others), to have an expedited pathway to earning the credential and beginning to teach in the PK-3 environment. Recent data from the Center for the Study of Child Care Employment at UC Berkeley indicates that as many as 73% of ECE Center Directors, 56% of center-based teachers, 25% of center-based assistant teachers/aides, 82% of Head Start teachers, and 30% of family childcare providers already hold a bachelor's degree as of 2020.

This is a significant source of potential new teachers for serving in grades PK-3 to help support statewide UTK/UPK implementation if these experienced individuals are able to expeditiously meet the proposed PK-3 credential requirements.

The PK-3 ECE Specialist Credential would also provide accelerated pathways for current Multiple Subject Credential holders 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. Although Multiple Subject Credential holders are already authorized by their credential to teach any of grades PK-12 in a self-contained setting, these teachers may also want to add the PK-3 authorization to document specific expertise in early childhood education as an option for meeting apportionment requirements under [EC 48000\(g\)\(4\)](#) for serving in a Transitional Kindergarten assignment.

At the [April 2022](#) Commission meeting staff presented drafts of the proposed Authorization Statement, Teaching Performance Expectations, Credential Requirements, and Program Standards for the proposed PK-3 ECE Specialist credential, along with a summary of the feedback received to date from a variety of public input and engagement activities. The Commission directed staff to move forward with the ECE Specialist Credential development process and provide further opportunities for public input and engagement relative to the credential, its requirements and candidate pathways prior to the June 2022 Commission meeting.

This agenda item is the first of two ECE-related agenda items for the Commission's consideration at the June 2022 Commission meeting. This first item focuses on two key elements for establishing the reimagined PK-3 ECE Specialist Credential: the proposed Authorization Statement for the credential and the proposed Credential Requirements and candidate pathways for meeting the proposed requirements. A companion ECE agenda item addresses two additional components for establishing the PK-3 ECE Specialist Credential: the PK-3 ECE Specialist Teaching Performance Expectations and Program Standards for preparation programs for this credential. This second ECE agenda item also provides the next steps in the process, should the Commission take action to approve staff recommendations for adoption of

the four credentialing components (Authorization Statement, Credential Requirements and Candidate Pathways, Teaching Performance Expectations, and Program Standards) presented within the two companion ECE agenda items.

Overview: Statutory Requirements for Preparing and Credentialing California Teachers

The foundational work described in both the April 2022 Commission [agenda item 3H](#) as well as in all of the prior related agenda items and documents listed in Appendix A addresses key aspects of how California prepares and credentials its teachers. Section 44225 of the Education Code (EC) outlines the broad authority of the Commission to establish credential and other requirements while various other sections of statute provide additional specificity regarding the requirements for single, multiple, and education specialist credentials. These statutory requirements for a California teaching credential include:

- Bachelor's degree from a regionally accredited institution of higher education (EC 44225)
- Basic Skills competency (EC 44259)
- Subject Matter Competency (EC 44282)
- Teacher Preparation Program, including Clinical Practice (EC 44225)
- Teaching Performance Assessment (EC 44259 and 44320.2)
- Reading Instruction Competency Assessment (Multiple Subject and Education Specialist only) (EC 44259 and 44283)

Unlike multiple and single subject credentials, however, the PK-3 ECE Specialist Credential falls solely under the provisions of EC 44265 (a) that addresses the statutory requirements for Specialist credentials. For the three Specialist credentials cited in EC 44265 (Bilingual Specialist, Early Childhood Education Specialist, and Education Specialist), only three credential requirements are indicated: (1) a bachelor's degree; (2) completion of a preparation program; and (3) any other standards that may be established by the Commission. Since the PK-3 ECE Specialist credential would be under the provisions of EC 44265(a), the question arises, therefore, of what standards in addition to a bachelor's degree and completion of a preparation program the Commission would deem appropriate for earning the PK-3 ECE Specialist Credential. The Commission has the authority to include any credential requirements it deems appropriate for the PK-3 ECE Specialist Credential, but it is not mandated to identify requirements beyond a bachelor's degree and completion of a preparation program.

In their discussions of this question, the Commission's ECE Credentialing Workgroup noted that the proposed PK-3 ECE Specialist credential will potentially authorize the holder to teach any of grades PK-3 inclusive, and that these grades overlap with the authority provided by the Multiple Subject credential for the holder also to teach any of grades PK-3 (in addition to higher grade levels within a self-contained classroom setting). Because of the similarity in authorization scope and grade levels served between these two credentials, the ECE workgroup recommended that the PK-3 credential requirements should be similar in scope and in rigor to those required of multiple subject credential candidates, although the focus of PK-3 ECE Specialist credential preparation programs would clearly be in child development/early childhood education and developmentally appropriate practices across the PK-3 grade range.

The ECE Credentialing Workgroup put a good deal of thought towards how candidates from a variety of backgrounds and experiences might be able to meet these similar credential requirements, and how quickly different groups of candidates might be able to move through the credentialing process and be ready to serve as a PK-3 teacher. The group's deliberations resulted in the extensive information previously provided in the charts within [agenda item 3H](#) at the April 2022 Commission meeting. Since that time, additional input from the field through a survey conducted in mid-April-early May 2022 ([Appendix D](#)); focus groups conducted in May 2022 ([Appendix E](#)); presentations, conversations, and discussions with multiple communities of interest in the field; and a final discussion prior to the June 2022 Commission meeting with the ECE Credentialing Workgroup on June 2, 2022, have resulted in some changes and some streamlining in both the proposed credential requirements and how candidates with relevant ECE preparation and experience could move through the credentialing process, as discussed in context below.

Establishing the PK-3 ECE Specialist Credential

Two steps are necessary to establish the PK-3 ECE Specialist Credential. First the scope of authorized services must be defined in an authorization statement, and second, the specific requirements for earning the credential must be defined. Both of these elements of the credential need to be approved by the Commission and then enacted in Title 5 regulations in order to establish the credential. The proposed authorization statement and requirements are presented below.

1. 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.

2. Proposed Requirements for the PK-3 ECE Specialist Credential and Pathways for Candidates to Meet the Proposed Requirements

Table 1 below lists the proposed requirements for the PK-3 ECE Specialist Credential for potential adoption by the Commission. A summary of the public input received relative to the proposed credential requirements follows the table.

The proposed Credential Requirements for the PK-3 ECE Specialist Credential are based in applicable provisions of the Education Code, in Commission policy and precedent for providing multiple candidate options for meeting requirements, including early completion options, and in the need and intent to provide a meaningful, rigorous, but feasible bridge between two heretofore separate licensing approaches, the Child Development Permit structure and the Multiple Subject Credential structure. At the same time, however, the PK-3 ECE Specialist Credential requirements need to be as fair and equitable as possible to candidates from both of

these two licensing systems, through recognizing candidates' prior experiences, preparation, and coursework, and in valuing, respecting, and recognizing their earned wisdom and knowledge in the field. The proposed PK-3 Credential Requirements provided in Table 1 attempt to accomplish all of these intents and purposes and provide pathways for a variety of candidates from a variety of backgrounds to move forward as expeditiously as possible so that candidates may begin their preparation for earning the proposed PK-3 ECE Specialist Credential and become credentialed as soon as possible to serve California's youngest learners in grades PK-3.

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 of young children’s learning to identify learning goals, plan learning opportunities, and facilitate learning activities 	<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 subject matter knowledge requirement, and either: <ul style="list-style-type: none"> (a) have six (6) years of experience in public or

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	<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>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</p> <p>(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</p> <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 b) meet the subject matter knowledge

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>requirement (24 units) and pass an ECE TPA (when available)</p> <p>Options for meeting the Reading Instruction Competence Assessment requirement:</p> <ul style="list-style-type: none"> a) Hold a valid Multiple Subject credential 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 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 9performance assessment for the Clear credential (five years would be allowed to complete this requirement)

Discussion of the Proposed PK-3 Early Childhood Specialist Credential Requirements

Bachelor's Degree Requirement

The emerging consensus from the ECE Credentialing Workgroup and the field is that the holding of an earned bachelor's degree or higher from a regionally accredited institution of higher education should meet not only the statutory requirement for the degree but also serve as demonstration of candidate competency in English reading, writing, and mathematics as well as demonstration of candidate knowledge of the broad content areas that support the core curriculum applicable to grades PK-3. This approach would provide all current Child Development Permit holder candidates for the PK-3 ECE Specialist Credential who have a bachelor's degree and all current Multiple Subject credential holders an expedited pathway to meet these several requirements without having to take an additional examination or complete additional coursework.

Subject Matter Knowledge Requirement

The emerging consensus from the field and the ECE Credentialing Workgroup is that the Commission should adopt an early childhood developmental approach to defining the necessary subject matter knowledge for the PK-3 ECE Specialist Credential. Staff proposes that child development (including child and adolescent development, human development, early childhood studies and other related majors) serve as the core subject matter knowledge requirement for the PK-3 ECE Specialist Credential. Candidates for the credential who do not hold degrees in one of these areas could meet the subject matter knowledge requirement by completing 24 units of coursework, including but not limited to:

- Children's physical, social/emotional, language/multiple language, academic, cognitive, typical and atypical development
- Foundational content knowledge documents in the field (e.g., the *Preschool Learning Foundations* and the *K-3* academic content standards 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

These topics are typically included in coursework offered by both two-year and four-year institutions of higher education offering pathways to the Child Development Permit (e.g., the CAP-8 coursework developed by the Curriculum Alignment Project and similar coursework developed by four-year institutions of higher education) and/or towards a degree in Child Development/Early Childhood Education. Since coursework applicable to the proposed Subject Matter Knowledge requirement is available in both the 2-year and the 4-year higher education systems, candidates from both the Child Development Permit structure and the Multiple Subject Credential structure would have/have had opportunities to complete these coursework units. The units applicable to meeting this requirement must be offered by a regionally

accredited institution of higher education, must be degree-applicable to an AA or higher degree, must be non-remedial and non-professional development coursework units.

ECE/CD Subject Matter Requirements and Apportionment Requirements for Staffing Transitional Kindergarten (TK) Classrooms

Staff notes that under the provisions of Education Code 48000 (g)(4), teachers first assigned to teach Transitional Kindergarten after July 1, 2015, must meet an additional ECE coursework or preschool classroom teaching experience requirement by August 1, 2023, in order for their employer to receive apportionment (funding) from the California Department of Education (CDE) for that TK class. This requirement is not a credentialing requirement, and this apportionment requirement is under the purview of the CDE rather than the Commission. There is, however, a unique opportunity to build a bridge for Multiple Subject credential holders teaching Transitional Kindergarten who are subject to meeting this requirement under EC 48000 (g)(4) to earn the PK-3 ECE Specialist Credential by meeting the 24-unit subject matter requirement for the PK-3 ECE Specialist credential as part of preparation for the credential, and in so doing these teachers would simultaneously meet the applicable apportionment requirement.

The subject matter requirement proposed for Commission adoption for the PK-3 ECE Specialist Credential would establish child development and early childhood education as the foundational knowledge base for this credential. The requirements for earning a Child Development Teacher Permit include completion of the following three core courses: Child Growth and Development, Early Childhood Curriculum and Pedagogy, and Child, Family, and Community. These three courses are augmented by a variety of other courses to make up the total of the 24 units required for the Child Development Teacher Permit. Using the CAP-8 coursework as an example only, the remaining courses making up the total of 24 units include topics such as Observation and Assessment, Principles and Practices of Teaching Young Children, Health, Safety and Nutrition, Teaching in a Diverse Society, and Practicum.

The Teacher Preparation Program Requirement

The statutory Teacher Preparation Program requirement for the PK-3 ECE Specialist Credential is perhaps the most complex to explain and includes the most options for candidates from both the Child Development Permit structure and the Multiple Subject Credential structure to meet this requirement.

Commission approved teacher preparation programs leading to PK-3 ECE Specialist Credential need to meet the Commission's adopted Program Standards. Commission approved preparation programs address both coursework and clinical practice that helps candidates learn, practice, and be assessed on the adopted TPEs. The proposed PK-3 ECE TPEs (provided in the companion June 2022 ECE agenda item) share a common core set of expectations with the multiple and single subject and the education specialist TPEs, although they specialize in PK-3 curriculum and developmentally appropriate practice.

There are currently five distinct teacher preparation program models that differ in approach to how and where teacher preparation coursework and clinical practice experience may be organized and delivered but all preparation program models address the same applicable Program Standards for the credential sought. These program models are:

- Integrated undergraduate preparation programs
- Combined community college, baccalaureate, and/or post-baccalaureate programs, sometimes referred to as 2+2 or 2+2+1 program pathways
- Fifth-year post-baccalaureate preparation programs
- Teacher Residency programs
- Intern Preparation programs

It is possible that in the future, additional teacher preparation programs such as, for example, registered apprenticeships and other models, may become available for candidates.

Expedited Options for Child Development Permit Candidates for the PK-3 ECE Specialist Credential

Candidates for the PK-3 ECE Specialist Credential who need to complete a full teacher preparation program may enroll in and complete any Commission-approved teacher preparation program model.

The major consideration with respect to teacher preparation for Child Development Teacher or higher-level Permit holder candidates for the PK-3 ECE Specialist Credential is the need for these candidates to gain knowledge, experience, and ability with K-3 curriculum and pedagogy.

To help Child Development Permit candidates for the PK-3 ECE Specialist Credential apply their prior knowledge, experience, and earned wisdom in the field towards meeting the teacher preparation program requirement, staff notes that 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. It is possible that holders of a Child Development Permit with a bachelor's degree may already have met some of these preparation program requirements. This would be determined on an individual basis by the candidate's preparation program.

Staff is also proposing that Child Development Teacher or higher-level Permit holders who have a minimum of six years of experience teaching in the field and who meet the subject matter knowledge requirement be able to use the approach authorized in statute for teacher credential candidates with private school experience to waive the teacher preparation program, including the Clinical Practice component, for the PK-3 ECE Specialist credential, if they also complete coursework that addresses K-3 curriculum, assessment and pedagogy, methods of teaching reading, and teaching multilingual learners EC (44253.3).

Staff is also proposing that candidates who hold a valid Child Development teacher or higher-level Permit and have met the subject matter knowledge requirement may waive the teacher preparation requirement, including the Clinical Practice requirement, if they 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.

Expedited Options for Multiple Subject Credential Holder Candidates for the PK-3 ECE Specialist Credential

The major consideration with respect to PK-3 ECE Specialist Credential teacher preparation for Multiple Subject Credential holders is the need for additional teacher preparation in the specific area of early childhood developmentally appropriate practice for PK.

To address this issue without placing undue teacher preparation program requirements on already-credentialed teachers, staff is proposing that the PK-3 ECE Specialist Credential teacher preparation program, including Clinical Practice, may be waived for Multiple Subject credential holders who meet the subject matter knowledge requirement (24 units of CD/ECE coursework) and complete a methods course that includes a focus on PK curriculum, assessment, and developmentally appropriate pedagogy (parallel to Title 5 80449 requirements for adding a credential area) OR who meet the subject matter knowledge requirement (24 units) and pass an ECE TPA (when available). This approach also allows Multiple Subject credential holders to meet requirements both for the PK-3 ECE Specialist Credential and for the apportionment requirement under EC 48000 (g)(4).

Additional Public Input Activities Since the April 2022 Commission Meeting

In accordance with the direction provided at the April 2022 Commission meeting, a variety of additional public participation and input activities were conducted between April-June 2022 regarding the PK-3 ECE Specialist Credential, its requirements, candidate pathways and options. These activities have included a survey regarding the proposed credential requirements and pathways, virtual focus groups about the credential targeted for different types of participants, and virtual discussions, presentations, and conversations with multiple groups and audiences in the field. Summaries of the key takeaways from these activities are provided below, with additional supporting data provided in the respective Appendices indicated. Any changes or modifications made based on the additional public input are also discussed below.

a. Public Input Survey on Credential Requirements

A public input survey regarding the proposed PK-3 ECE Specialist Credential requirements and candidate options/pathways was made available for interested individuals during late April-early May 2022. This survey was based on the information originally provided in Tables 2-8 of the [April 2022](#) ECE agenda item. There was a total of 376 survey respondents. Not all respondents, however, responded to all questions on the survey. Respondents were allowed to select as many options as they wished to indicate support for within the multiple-choice questions.

The survey data strongly, and in some instances moderately strongly, support the proposed credential requirements presented in Table 1. With respect to the *Subject Matter Knowledge requirement*, the top survey response relating to what options should meet the Subject Matter Knowledge requirement strongly supported the options proposed for Commission adoption in Table 1, with 285 respondents selecting the bachelor's degree in Child Development, including 24 units of ECE/Child Development option for meeting the Subject Matter Knowledge requirement. The second highest support by respondents was for the option to complete 24 units of Child Development-aligned coursework, with 231 respondents also selecting this option.

With respect to the *Teacher Preparation Program requirement*, survey respondents also strongly supported the expedited program completion and/or waiver options proposed for Commission adoption in Table 1. The top choice supported by respondents was the expedited pathway for Child Development Permit holders with a bachelor's degree and experience, with additional preparation focused on K-3 standards and pedagogy, with 300 respondents selecting this option. The Intern teacher preparation pathway, which provides teacher salary as the teacher of record while candidates are completing preparation, was also strongly supported by respondents, with 226 respondents selecting this option. With slightly lesser support at 207 respondents selecting this option was the expedited pathway for experienced Multiple or Single Subject Credential holders with additional preparation focused on adding PK Learning Foundations and pedagogy, as needed to meet the 24 ECE unit requirement for TK Funding under EC 48000 (g)(4).

With respect to the *Clinical Practice requirement* within the teacher preparation program, survey respondents also strongly supported counting prior experience, prior practicum-related coursework, and prior supervised work experience towards meeting this credential requirement, as included in Table 1 as options proposed for Commission adoption. The top option, supported by 338 respondents, was that prior work experience in a center-based preschool program or setting as the teacher of record should count towards meeting the clinical practice requirement. Prior Early Childhood clinical practice hours in a 2-year Community College (e.g., Prior clinical practice hours through Community College introductory lab, supervised field experiences such as a Practicum course) was an option supported by 278 respondents.

Also with respect to the *hours that should be required for Clinical Practice*, there was a wider spread among the respondents in terms of how many hours should be required for clinical practice. The highest number of respondents selected 600 hours, with 300 hours as the next most selected response.

There was also a wider spread among the respondents with respect to the *Teaching Performance Assessment requirement*, with at least 60 comments received expressing the viewpoint that the TPA should be eliminated or not required or expressing some other concern with candidate assessments. Given the sentiment expressed by these respondents, it might be expected that fewer respondents overall indicated support for choices relating to implementing

the TPA requirement. Of those responding to the multiple choices provided in this question, 122 respondents indicated that they would prefer only the ECE Teaching Performance Assessment, when available. The second highest choice of respondents, at 101 respondents, was that a new TPA should be developed that combines elements of the Multiple Subject and the PK-3 ECE Specialist TPEs.

Staff notes that to provide maximum flexibility to candidates and to programs, and to expedite candidates' ability to enter and complete preparation and earn the proposed PK-3 ECE Specialist Credential, Table 1 includes the option for using either the ECE TPA or the Multiple Subject TPA, depending on and consistent with the candidate's clinical practice placement.

Finally, with respect to the *Reading Instruction Competency requirement*, a significant number of survey respondents, at 190 respondents, indicated that the current RICA should not be required and suggested instead that there be only program reading coursework and program level assessments of candidates' reading competency. The second highest option, indicated by 128 survey respondents, is to postpone the literacy competency assessment until such time as the new literacy performance assessment is available, and to rely until that time on local program reading coursework and local program assessments of candidates' reading instruction competence. Few respondents chose to support requiring the current RICA examination (43 respondents)

As the results of the PK-3 ECE Specialist Credential Requirements survey strongly or moderately strongly supported many of the options provided in Table 1, no additional changes have been made to the proposed PK-3 ECE Specialist Credential Requirements as shown in Table 1. Staff notes, however, that following input and feedback received during the April 2022 Commission meeting, Table 1 was modified to expand the range of options and expedited pathways for candidates presented to interested communities on the survey, and that based on the survey results, no further changes have been made to Table 1.

The full staff report of the data obtained through the Credential Requirements survey is provided in [Appendix D](#).

b. Virtual Focus Group Sessions with ECE Candidates and ECE Organizations

A series of nine virtual focus group sessions for ECE candidates and ECE organizations regarding the PK-3 ECE Specialist Credential and potential impacts for candidates and programs was held during two weeks in early May 2022. Facilitation for these sessions was provided by Commission staff and by Renee Marshall, an experienced independent ECE field consultant. The schedule, target participants and number of participants per focus group session are provided in the table below. The focus groups included a 10-minute presentation from CTC staff including UPK/TK initiatives permit requirements and proposed components of the PK-3 ECE Specialist Credential to provide a context for the discussion. After the conclusion of the presentation, three reflective questions were asked of each group that included:

1. How might a PK-3 credential impact an individual, student, or staff members professional career choice or pathway?

2. What will an individual, student, or staff member need for support?
3. What opportunities or challenges will an individual, student or staff member see with implementing this new credential?

The specific questions asked of the different types of participants are provided in [Appendix E](#). Notes taken during each focus group session were subsequently reviewed and summarized by staff.

Table 2: Focus Group Sessions with ECE Candidates and ECE Organizations

Date and Time	Target Participants (Note: Other types of participants also joined these sessions)	Number of Participants
Saturday, May 7 12:30-1:30 pm	Recently employed ECE teachers	12
Monday, May 9 12:30-1:30 pm	Community college (ECE) students	11
Monday, May 9 4:00-5:00 pm	ECE Community of Practice (ECE CoP)	17
Wed., May 11 12:00-1:30 pm	CCCTPP (CA Community Colleges Teacher Preparation Programs)	8
Thursday, May 12 3:00-4:00 pm	Orange County California State Preschool (CSPP) Program Directors	9
Friday, May 13 9:10-10:30 am	Los Angeles Regional Leaders	7
Friday, May 13 Between 3-4:30 (flexible timing)	ECE/EDU Symposium focus group	15
Saturday, May 14 9:00-10:00 am	Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH), California Community Colleges Early Childhood Educators (CCCECE), CalBaccs, Online Education Resources/Zero Textbook Cost (OER/ZTC), CCCTPP	24
Saturday May 14 11:00 am-12 pm	High School Dual Enrollment students <i>(Note: only community college students attended this session)</i>	4

Participants Grand Total: 107

Feedback from the ECE Focus Group Sessions

The feedback focus group sessions covered a wide range of discussion topics stimulated by the focus group questions ([Appendix E](#)) and expanded upon by the participants. Many comments were supportive of the credential and its requirements along with suggestions for ongoing improvements, and some expressed concerns about how the system as a whole could be more supportive of candidates and programs in the process. It was evident that participants were

interested in contributing their knowledge and experiences to the PK-3 ECE Specialist Credential development work and implementation processes for the future.

Some of the common feedback themes that ran through the variety of focus group sessions were:

1. Appreciation and enthusiasm for the opportunities the PK-3 credential might bring for those already in the ECE field. Many participants expressed gratitude that an avenue for increased earning and more secure employment with benefits would result from making a PK-3 credential available. Some respondents expressed personal and individual concerns about being able to meet credential requirements such as examinations (e.g., CSET, RICA), clinical practice requirements, and affordable options for enrolling in and completing teacher preparation programs.

2. Appreciation and support for the idea of valuing, recognizing, and crediting the prior knowledge, experience, and expertise of existing staff from all parts of the mixed delivery system. Participants commonly supported incorporating ways for their prior learning, experiences and expertise to count towards meeting credential requirements. There was a concomitant concern expressed for the need to support developmentally appropriate understandings and practices within teacher preparation programs and also a concern that teacher preparation faculty with K-12 experience would not necessarily have this deep understanding and knowledge of developmentally appropriate practices in early childhood pedagogy.

3. A desire to improve on what participants saw as Information and communication gaps. Participants consistently across the focus groups expressed a lack of information about ECE credentialing in general and teacher preparation requirements and programs and financial support for enrolling in and completing preparation in particular. For example, both working participants who are supporting themselves and their families, and community college candidate participants, were concerned that they would not be able to leave their jobs to complete student teaching as that was the only teacher preparation model with which they were familiar. They were unaware that there were additional preparation program models that provided potential financial support, and/or other fiscal resources such as the Golden State Teacher Grant for example, that might assist and support them to earn a credential. They felt that their ECE employers were also unaware of this information or how to access information about teacher credentialing and licensure beyond the Child Development Permit. Staff notes that improving communications and making information about credentialing more readily available to those in the mixed delivery ECE system is also an area for future increased efforts by the Commission.

4. Concern for effects establishing a PK-3 ECE Specialist Credential might have on current preschool providers, especially in the mixed delivery context. Participants were concerned that a significant movement of both teachers/staff as well as children from the current preschool programs offerings to UTK would create significant shortages in the preschool sector. Staff notes that this employment-related issue is not within the Commission's purview and that the

Child Development Permit structure would be reviewed for potential revisions in the near future.

5. Suggestion that training be provided to school administrators about developmentally appropriate practices, supportive ECE environments, how to support ECE teachers, and assure that school facilities are ready and appropriate for preschool age children. Staff notes that this has been a common theme in other public feedback received, and that preparation for school administrators with respect to ECE will be part of future CTC standards work.

6. Suggestion that existing structural issues between preparation in the two-year system and the four-year system be addressed. Many participants noted the current structural issues between the systems of higher education such as (a) the need for clear transfer pathways, (b) acceptance of lower division classes completed at community colleges by four year institutions, (c) time and support for collaboration and building trust across systems and programs, (d) advisement consistency and availability for candidates interested in an ECE career across all IHE segments, (e) differences in where programs are located in their respective institutions may influence their resources and ability to collaborate effectively, and (f) general needs for building a seamless experience for candidates. Staff notes that initial conversations around these topics are already beginning to take place, and that joint communities of practice across the two- and four-year institutional systems have developed through local and regional efforts that can also be further supported in the future.

c. Additional Discussions, Conversations and Presentations with Groups and Organizations in the Field

Commission staff, including the Executive Director, Deputy Director, Division Directors, Administrators, and Consultants, have engaged with multiple groups and organizations in the field since the April 2022 Commission meeting, as summarized in Table 2 below.

Table 2: Additional Presentations to Groups and Organizations in the Field

Date	Group/Organization	Presenter(s)	Topic(s) Discussed
4/22/22	Riverside and San Bernardino County Joint Personnel Administrators	Mary Vixie Sandy Amy Reising	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential
4/24/22	Executive Committee, CSU Deans of Education	Mary Vixie Sandy	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential

Date	Group/Organization	Presenter(s)	Topic(s) Discussed
5/2/22	AICCU Deans of Education	Mary Vixie Sandy	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential
5/3/22	ACSA Human Resources Council	Phyllis Jacobson	Staffing Transitional Kindergarten; EC 48000, updates on the PK-3 ECE Specialist Credential
5/5/22	ACSA ECE Curriculum Council	Phyllis Jacobson David DeGuire	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential, grant funding sources and opportunities
5/10/22	ECE Teaching Performance Assessment Design Team	Phyllis Jacobson Debra Keeler	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential, grant funding sources and opportunities
5/11/22	Santa Barbara COE	Debra Keeler	Staffing Transitional Kindergarten, EC 48000, updates on the PK-3 ECE Specialist Credential, grant funding sources and opportunities
5/19/22	UMass Global ECE candidates	Phyllis Jacobson	ECE Careers and the PK-3 ECE Specialist Credential

Summary and Conclusion

Since the April 2022 Commission meeting, and pursuant to Commission direction, staff have provided multiple outreach opportunities for public input and feedback into the work to develop a retooled PK-3 Early Childhood Education (ECE) Specialist credential. Overall, and across all public input opportunities, medium to strong support was found, with modifications as noted above in this agenda item, for the proposed Authorization Statement and Credential Requirements for the proposed PK-3 ECE Specialist Credential as presented in this agenda item.

Staff notes that if the Commission adopts the foundational components of the proposed PK-3 ECE Specialist credential as presented in this and the companion June 2022 ECE agenda item, staff will be providing technical assistance to the field in implementing the provisions and requirements if and as adopted by the Commission, will be continuing to gather feedback from the field during the initial years of implementation, and will continue to inform the Commission in future ECE agenda item updates.

Staff Recommendation

Staff recommends that the Commission review and adopt the proposed Authorization Statement and Credential Requirements for the PK-3 ECE Specialist Credential as presented in this agenda item, with any modifications that may be suggested by the Commission, and direct staff to bring regulations back to the August 2022 Commission meeting for consideration.

Next Steps

If the Commission approves the proposed Authorization Statement and Credential Requirements presented in this agenda item, with any potential modification as may be made by the Commission, the next step will be to move forward with developing the regulatory package for implementing the Commission’s actions. This work would occur in tandem with the work to develop regulations for the remaining two components for establishing the PK-3 ECE Specialist Credential, the Teaching Performance Expectations and the Program Standards for the credential. These two components are addressed in the companion June 2022 ECE agenda item.

The timeline and activities for the regulatory process are shown in the chart below.

Activity	Description	Expected Time Frame for Completion
Continue to engage with the ECE field and communities of interest about the PK-3 ECE Specialist Credential	Opportunities to engage in dialogue and other communications with ECE entities and organizations in the field and other communities of interest in this work	Ongoing
Update the Commission on efforts to develop and refine requirements for the PK-3 ECE Specialist Credential and consider draft regulations to establish the credential	Potentially adopt draft regulations establishing the credential and set date for a public hearing.	August 2022 Commission meeting

Activity	Description	Expected Time Frame for Completion
Following public hearing, Regulations moved forward to Office of Administrative Law (OAL) for review and potential approval	Following public hearing process, regulations will be sent to the Office of Administrative Law in mid-late August 2022 for final approval	November 2022

Note: The timeline in the companion June 2022 ECE agenda item moves this timeline forward into the program development, review and approval processes should the Commission adopt the four components to establish the PK-3 ECE Specialist Credential.

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 Agenda in October 2017](#).
- 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 [April 2022](#) Commission agenda item indicating the draft Authorization Statement, draft Teaching Performance Expectations, draft PK-3 ECE Specialist Credential requirements along with candidate options and pathways for meeting these requirements, and draft preparation Program Standards for the credential along with summary information about public input activities and feedback as of April 2022.
- 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 PRESCHOOL AND ELEMENTARY PRACTITIONERS

Name	Affiliation
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

Name	Affiliation
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

Name	Affiliation
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

Name	Affiliation
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
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Appendix C

ECE Credentialing Workgroup Summary of Meetings Held and Meeting Objectives

Meeting Date	Meeting Objectives
December 16, 2021	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Review the Multiple 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	<ol style="list-style-type: none"> 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

Meeting Date	Meeting Objectives
March 10, 2022	<ol style="list-style-type: none"> 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
June 2, 2022	<ol style="list-style-type: none"> 1. Review of Proposed Authorization Statement, Credential Requirements, Teaching Performance Expectations, and Program Standards to be presented at the June 2022 Commission meeting.

Appendix D

Staff Summary of Public Input from the Survey on Potential PK-3 ECE Specialist Credential Requirements

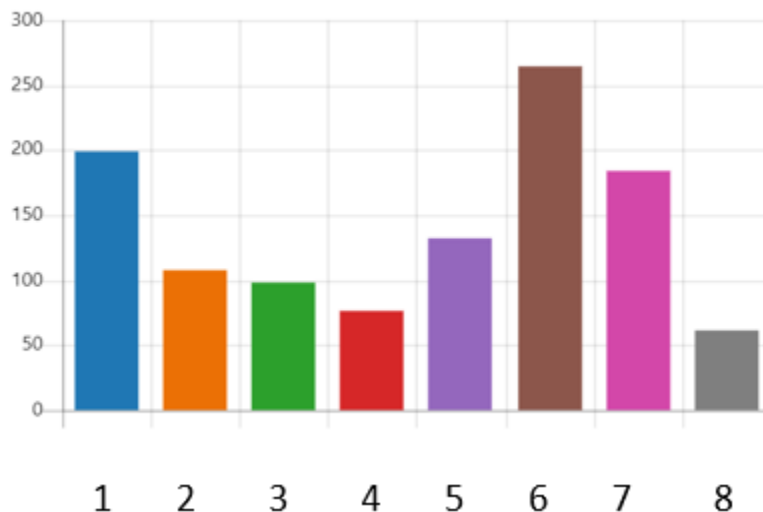
As a follow up to the ECE Agenda item presented to the Commission on April 8 (Item 3H) that focused on the development of the PK-3 ECE Specialist Credential, the Commission was interested in receiving additional feedback from experts in the field to help guide further development of the requirements for earning the PK-3 ECE Specialist Credential.

The PK-3 ECE Specialist Credential Input Survey was developed in response to the Commissions direction. The survey focused on Tables 2, 3, 5, 6, 7, and 8 as presented to the Commission on April 8 that specifically focused on the proposed requirements of this credential. The survey was presented in the form of questions and a variety of options that would be available to meet each requirement. The selections noted on the survey were based on feedback from the ECE Specialist Credentialing Workgroup and public input from the April Commission meeting. Participants that completed the survey were able to select a variety of options and provide general comments on each requirement. The survey was distributed via the PSD News, ECE mailing list, existing ECE Peer Review and ECE CalTPA design teams, our CDE partners, and our IHE networking groups. The survey was sent out on April 22, 2022, and closed on May 10, 2022.

The results indicated that 376 participated in the survey. A summary of both quantitative and qualitative data is listed below with the top three choices noted in red corresponding to each table. Comment responses ranged from short sentences to paragraphs. Every comment was read and categorized into emerging themes. Comments that were made are noted. Below is a summary of the data collected.

1. What options should satisfy the Basic Skills requirement for the PK-3 ECE Specialist Credential? (Choose all that apply)

Table 2



1. Pass the CBEST exam, currently required for the multiple subject credential - **199**
2. Pass the CSU Early Assessment Program or the CSU Placement Exam - **108**
3. Achieve Qualifying Score on the ACT or SAT - **98**
4. College Board Advanced Placement (AP) – **76**
5. Pass a Basic Skills Exam from another state - **132**
6. Meet the Basic Skills requirement through undergraduate coursework (e.g., Intersegmental General Education Transfer Curriculum (IGETC), CSU General Education Certification) - **265**
7. Meet the Basic Skills requirement through a combination of coursework and CBEST Subtests - **184**
8. Other - **61**

Top Three Selected Items

- Meet the Basic Skills requirement through undergraduate coursework (eg., Intersegmental General Education Transfer Curriculum (IGETC), CSU General Education Certification) – **265**
- Pass the CBEST exam, currently required for the multiple subject credential - **199**
- Meet the Basic Skills requirement through a combination of coursework and CBEST Subtests - **184**

Findings Summary for Table 2

The majority of responses to this question (31) indicated that the BSR requirement could be met through course work and/or a degree in ECE/CD. In addition (25) felt that they were comfortable with including multiple options for meeting the Basic Skills Requirement (BSR). A total of (13) respondents shared they thought the exam should be eliminated altogether and eight thought differently that the exam should stand in its current form. Additional responses included there should be available a combination of ECE courses, degrees, and experience (8), some sort of an ECE exam to meet BSR (6), and experience in ECE should satisfy the BSR (6).

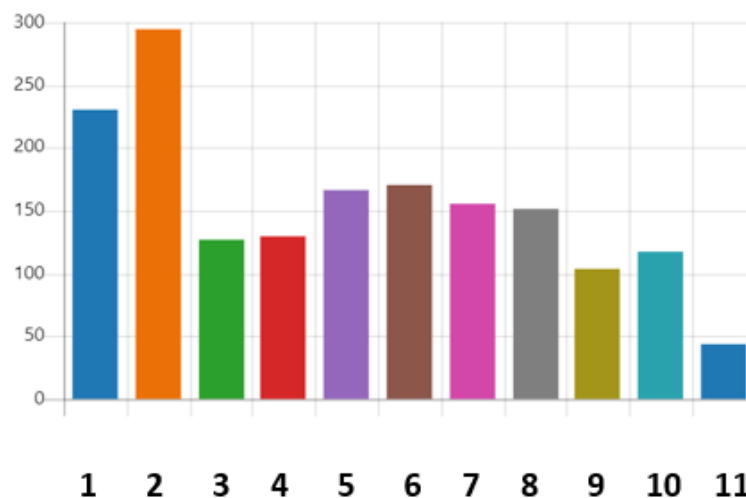
Comments: 149 total logged responses

- 31 responses noted a NA or no response
- 31 responses noted that the BSR requirement could be met through course work and/or a degree in ECE/CD
- 25 responses noted they were comfortable with including multiple options for meeting the Basic Skills Requirement (BSR)
- 17 responses noted individual comments that included:
 - Salaries need to be considered when adding requirements/credentials
 - Since we have a shortage of teachers, we need to make sure they are qualified. Too much schooling will turn many teachers off from going into the field
 - Although the CSU Early Assessment Program or the CSU Placement Exam are still options, candidates can no longer obtain the appropriate test scores to verify completion. Will this option be phased out at some point? It is misleading to many students.
 - CSEFL Teaching Pyramid training NAEYC Ethical Code of Conduct
 - Loving children, personality matters!! Warm, positive, and passionate. I had MS students having negative personality and projected it to others around them, which can be a disaster to children.
 - I don't believe we can access the CSU EAP and Placement exams any longer
 - There is a big difference in teaching a TK class Vs a 3rd grade classroom
 - We must be equity minded when it comes to demonstrating competency
 - I recall some of my peers struggling to pass the CBEST due to language barriers, however, they were outstanding teachers which is something the CBEST does not test for
 - I have a master's in early childhood education, and I am told that I still do not have the English portion to be accepted into the credential program. How is that even possible or fair for Early Childhood educators?
 - I suggest the TK-6 multiple subject credential would be appropriate
 - Translated certificated (BA degree) in fields related (psychologist, Social Worker, Teacher) from out the country, should be considered and equivalent as completion of Child Development Units.
 - Need to specify the subjects that would meet the criteria as approved by College Board Advanced Placement (AP)
 - Do not allow High School diplomas to serve as meeting basic skills or use the TOEFL to verify English Proficiency.
 - Lower grade requirement when using prior coursework to C rather than B and allow use of international test such as TOEFL to verify English proficiency in reading and writing
 - Where will we get the classes?? How will we get access to this program?? Who qualifies?? I'm a EEC teacher!!
 - Where can I join the credential group or cohort?
- 13 responses noted a desire to eliminate the exam altogether
- 8 responses noted the CBEST should be required as it currently is defined
- 8 responses noted there should be available a combination of ECE courses, degrees, and experience

- 6 responses noted that there should be some sort of an ECE exam to meet BSR
- 6 responses noted that experience in ECE should satisfy the BSR
- 4 responses noted other options should be considered including:
 - Test passed by District should be considered. Some teachers have been in the field for 15 plus years.
 - Knowledge on early childhood development, permits from the Teaching Credential
 - Holding another type of ECE credential such as early childhood special education should be able to meet the requirements of this new credential
 - The current TK-6 Multiple Subject Credential would be appropriate

2. What options should satisfy the Subject Matter Competency requirement? (Choose all that apply)

Table 3



1. Completion of 24 units of Child Development aligned coursework - **231**
2. Completion of a BA degree in Child Development including 24 units of ECE/Child Development - **295**
3. Completion of a subject matter program approved by the commission (not presently available for PK-3) - **127**
4. Completion of any undergraduate degree (e.g., AA/AS, BA/BS) - **129**
5. Completion of coursework at a regionally accredited 2- or 4-year college or university that addresses the domains of the subject matter requirements adopted by the commission in the content area of the credential - **167**
6. Completion of a master's degree or higher in ECE/Child Development - **170**
7. Allow older prior coursework (10+ years) to count for experienced practitioners to address IHE recency requirements - **155**
8. Pass a PK-3 CSET focused on ECE/Child Development (not yet available) - **152**
9. PK-3 subject matter exam passed in another state (e.g., Praxis) - **104**
10. National Board Certification in ECE - **117**
11. Other - **44**

Top Three Selected Items

- Completion of a BA degree in Child Development including 24 units of ECE/Child Development - **295**
- Completion of 24 units of Child Development aligned coursework - **231**
- Completion of a master's degree or higher in ECE/CD – **170**

Findings Summary for Table 3

The majority of responses to this question (21) indicated the importance of having 24 units in ECE and/or a CDP, with three noting the importance of CAP aligned courses. Many also responded (21) that multiple options should be offered for the subject matter requirements. In addition, (15) responses noted the need for CD/ECE units to be required. Others felt (13) that a BA in CD/ECE is needed to meet this requirement while a few expressed (5) that a BA should be sufficient to meet subject matter. Individual responses shared comments surrounding the challenges of meeting subject matter requirements for those already in the ECE field and the need for flexible options moving forward. Respondents also felt that 24 units in ECE/CD is important for those with a Multiple Subject Credential to fully understand the educational needs of young children.

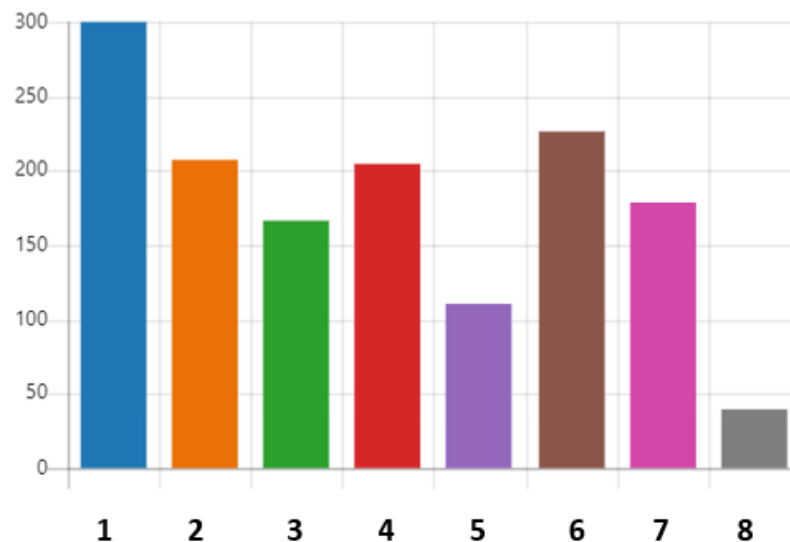
Comments: 124 total logged responses

- 27 responses noted a NA or no response
- 21 responses noted the importance of having 24 units in ECE and/or a CDP (3 mention CAP alignment)
- 21 responses noted multiple options should be offered for the subject matter requirements
- 19 responses noted individual comments that included:
 - The Bachelor's Degree in Child Development/Early Childhood is not widely accessible in CA during non-traditional days, times, hours or as online programs through the CSU/UC forcing students to attend private universities (including out of state) at higher tuition costs
 - The Master's Degree or higher in ECE/Child Development is also not available online forcing students to attend private universities at higher tuition costs
 - CSET should not be a requirement
 - Why are you pushing teachers to get a Credential from PreK through 3rd grade all we need is a PreK qualification I'm not interested in teaching 3rd graders
 - This should be a type of MS credential, not separate much like the variance within the Ed Specialist. The accommodations and flexibilities should be applied to traditional MS and MS ECE in the same way.
 - Thank you for the flexible options to fulfill Subject Matter Competency. Current ECE professionals will have more motivation to apply for this credential if there are more options.
 - The vast majority of those that have been teaching PK would not qualify to teach if new competency requirements are required. Many will not go back to school to get more schooling for a degree that cannot pay them a living wage. I know PK teachers who have longevity at a center and gross pay is barely \$3000. Requirements will eliminate centers as families will only want their children at "schools".

- It would be ideal to align across community colleges
- Make the process as streamlined and UNCOMPLICATED and LOW COST as possible
- There should be college level courses developed on the Preschool Learning Foundations and the TK-3 Student Content Standards.
- 24 units would not cover the needed subject matter requirement for K-3 instruction.
- School Readiness is not part of ECE or Child Development nor a subject matter in PreK, TK or K - nor is required training on DRDP or ERS or the Learning Foundations -- and it should be required and mandated that Teachers take and have.
- Avoid standardized exams, cost to the student.
- Flexibility since ECE teachers work 8 hr shifts versus Elementary 6 hrs. Be mindful of how this rolls out. Support and time will be appreciated.
- I think we should maximize the number of pathways to completing this requirement and we should particularly identify the pathways most likely to support candidates from historically marginalized communities to enter P-3 classrooms.
- Just having any undergraduate degree does not qualify you to be an intentional teacher of small children.
- Teachers with a Multiple Subject Credential that was obtained more than ten years ago, and have proof of documentation of teaching Kindergarten during that time, should automatically qualify to teach TK. There needs to be some sort of "grandfathering" into this credential for teachers who have the experience with kindergarten students.
- PK-3 teachers must be aware of the developmental needs of PK/TK students. As a former Kinder teacher, even going down from kinder to preschool/TK is different. The needs of 4-year olds completely change your expectations as a teacher. Being a teacher does not prepare you to teach little human beings, having the knowledge of their needs makes a difference.
- We do not support the creation of a new PK-3 specific CSET since the CSET has proven to be a significant and costly barrier to teacher candidates of color entering the teaching profession.
- There are other ways of measuring knowledge. Testing creates barriers and should not be the only way to measure competence.
- Will need more information, as to where, how, when this will take place!!!
- 15 responses noted the need for CD/ECE units to be required
- 13 responses noted that a BA in CD/ECE is needed to meet this requirement
- 5 responses noted that a BA should be sufficient
- 3 responses noted that working in the ECE field should satisfy subject matter competency

3. What pathways should be available to meet the PK-3 ECE Specialist Preparation Program requirement in addition to a BA degree? (Choose all that apply)

Table 5



1. Expedited pathway for experienced ECE teachers who hold a BA and Child Development Teacher Permit with additional preparation focused on K-3 standards and pedagogy, as needed to meet the requirements for the PK-3 ECE Specialist Credential – **300**
2. Expedited pathway for experienced Multiple or Single Subject Credential holders with additional preparation focused on adding PK Learning Foundations and pedagogy, as needed to meet the 24 ECE unit requirement for TK Funding under EC 48000 - **207**
3. Integrated/Blended Undergraduate Teacher Preparation Program - **167**
4. Teacher Residency (work in a classroom under supervision of the teacher of record while completing preparation; provides a stipend) - **205**
5. Traditional 5th year teacher development program (post undergrad) - **110**
6. Intern Teacher Development Program (provides teacher salary as teacher of record while completing preparation) -**226**
7. Masters Degree in ECE/Child Development – **178**
8. Other - **40**

Top Three Selected Items

- Expedited pathway for experienced ECE teachers who hold a BA and Child Development Teacher Permit with additional preparation focused on K-3 standards and pedagogy, as needed to meet the requirements for the PK-3 ECE Specialist Credential – **300**
- Intern Teacher Development Program (provides teacher salary as teacher of record while completing preparation) – **226**
- Expedited pathway for experienced Multiple or Single Subject Credential holders with additional preparation focused on adding PK Learning Foundations and pedagogy, as needed to meet the 24 ECE unit requirement for TK Funding under EC 48000 – **207**

Findings Summary for Table 5

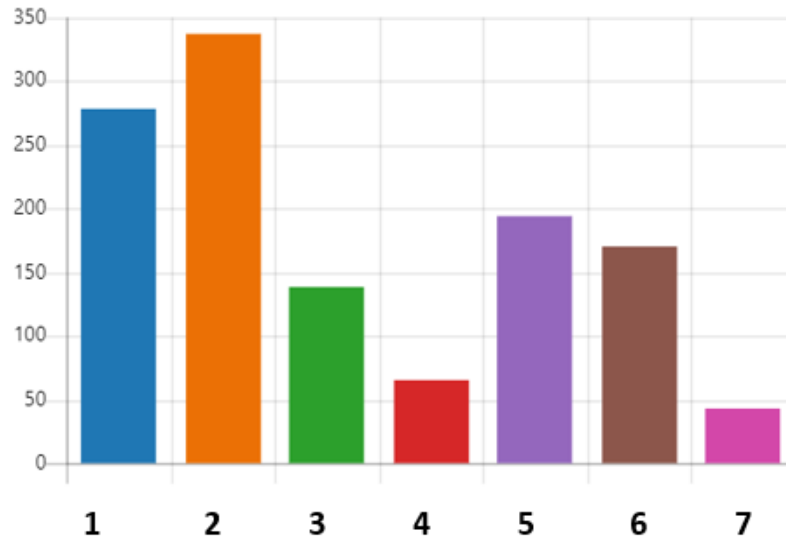
The majority of responses to this question (25) indicated the need for multiple pathways for preparation programs. Another (23) noted the suggestion of inclusion of courses in CD/ECE as a pathway in addition to a BA. In addition, (10) responses noted the need to include experience (e.g., 10 or more years in the field) as an option for ECE teachers to earn the PK-3 ECE Specialist Credential. As noted by seven respondents, it was felt that those who held a Masters in ECE should be able to use this as a pathway. Traditional pathways that are included for MS should be the same for the PK-3 ECE Specialist Credential as noted by 5 individuals. Individual comments included suggestions for examining other state requirements for the early learning credential options, having experience in an ECE class as an intern, and an understanding of the learning needs for K-grade 3.

Comments: 109 total logged responses

- 29 responses noted a NA or no response
- 25 responses noted multiple pathways for preparation programs
- 23 responses noted the suggestion of inclusion of courses in CD/ECE as a pathway in addition to a BA
- 10 responses noted the need to include experience (e.g., 10 or more years in the field) as an option for ECE teachers to earn the credential
- 7 responses noted a Masters in ECE should count as a pathway
- 19 responses noted individual comments that included:
 - Why don't you examine other states and international countries? All the work has been done for you already.
 - Mentee's need mentors to support understanding of text and on the floor training. This is essential for a working relationship between mentee and teachers and all parties involved. English language learners and students with disabilities.
 - Teacher Preparation has to have a component for Interning at an early childhood program. Not just a K-12 program.
 - ECE educators should be given enough time to prepare as the elementary school teachers are having paid time to prepare.
 - Internships should be available to those who hold early childhood degrees and have worked in an early childhood environment for the past 5 years as a teacher.
 - I think it is important for teachers seeking this opportunity to also have at least one course that really focuses on the differences that we see between K's and say third graders, and even fourth and fifth graders, as we need to know what we are preparing them for is not just about being "big preschoolers," but also to be sure we are including a big focus on developmental growth (Ericson) and ongoing peer relationships.
 - The current residency program has a very low stipend that will keep potential, quality teachers from participating.
- 5 responses noted that traditional pathways that are included for MS should be the same for the PK-3 ECE Specialist Credential

4. What teaching experience options should be counted toward the Clinical Practice Hours requirement? (Choose all that apply)

Table 6 (No open response option was provided for respondents)

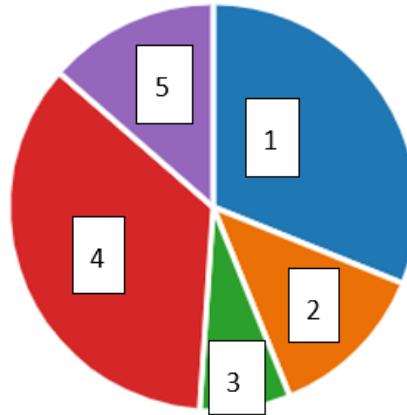


1. Prior Early Childhood clinical practice hours in a 2-year Community College (e.g., Prior clinical practice hours through Community College introductory lab, supervised field experiences such as a Practicum course) - **278**
2. Prior work experience in a preschool setting (e.g., California State Preschool Program, Head Start, private center-based preschool) as the teacher of record – **338**
3. Prior work experience in a non-school-based early childhood setting (e.g., home-based childcare) as the teacher – **139**
4. Clinical practice experience in a non WASC accredited practicum course – **65**
5. Clinical practice experience in a 4-year degree only child development program – **194**
6. Clinical practice experience in a Multiple Subject Teacher preparation program in grades TK-3rd grades – **170**
7. Other - **43**

Top Three Selected Items

- Prior work experience in a preschool setting (e.g., California State Preschool Program, Head Start, private center-based preschool) as the teacher of record – **338**
- Prior Early Childhood clinical practice hours in a 2-year Community College (e.g., Prior clinical practice hours through Community College introductory lab, supervised field experiences such as a Practicum course) – **278**
- Clinical practice experience in a 4-year degree only child development program – **194**

5. Which option should satisfy the Clinical Hours of Practice requirement? (Please select one)
Table 6 (No open response option was provided for respondents)

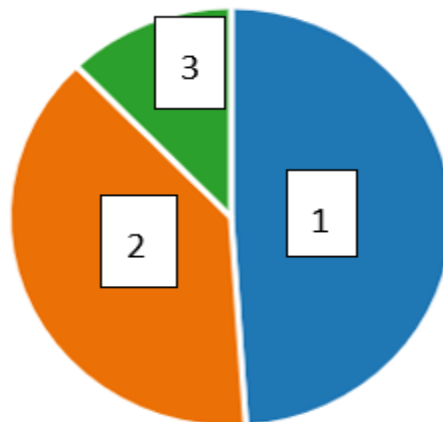


1. 300 hours – **117**
2. 400 hours – **48**
3. 500 hours – **27**
4. 600 hours (currently required for the Multiple Subject Credential)- **133**
5. Other - **51**

Top Three Selected Items:

- 600 hours- **133**
- 300 hours – **117**
- Other – **51**

6. Given the Clinical Practice Hours you have identified above, in what PK-3 settings should the candidate in consultation with their program, complete the Clinical Practice Hours requirement?
Table 6



1. Candidates (e.g., future teacher or educator) should complete clinical practice hours in two different age/grade group settings (e.g., TK and one of grades K-3rd) – **184**

2. Candidates should complete clinical practice hours in any age/grade group setting PK through 3rd – **146**
3. Other - **46**

Top Two Selected Items

- Candidates (e.g., future teacher or educator) should complete clinical practice hours in two different age/grade group settings (e.g., TK and one of grades K-3rd) – **184**
- Candidates should complete clinical practice hours in any age/grade group setting PK through 3rd – **146**

Findings Summary for Table 6

The majority of responses to this question (21) noted the importance of candidates completing clinical hours in two settings, including one PK/TK setting and one K-3 setting. Nineteen responses indicated that work experience should satisfy the clinical hours requirement, but only if the work experience was supervised. Eight more respondents suggested that all prior work experience should satisfy the clinical hours requirement. Five of the respondents noted that clinical hours should only have to be completed in the grade/age level that the candidate intends to teach. Twenty-four comments indicated that they had no further comment.

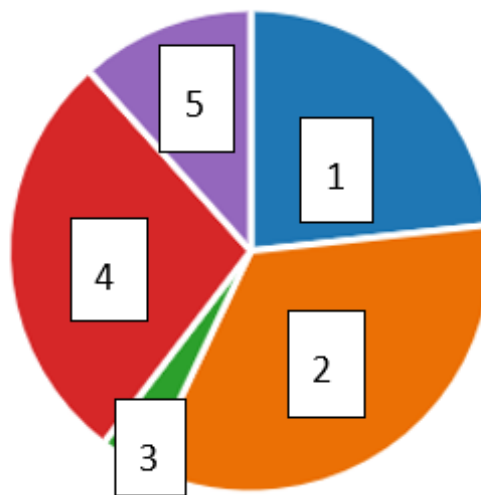
Comments: 103 total logged responses

- 24 responses noted a “no”, “n/a”, or “no comment”
- 21 responses noted the importance of clinical practice in both PK-TK and K-3 levels
- 19 responses noted that only supervised work experience should fulfill the requirement
- 8 responses noted that work experience should fulfill the requirement
- 5 responses note that the candidate should only have to complete clinical hours in the age group setting that they intend to teach
- 4 responses noted the importance of mentors for PK-3 ECE Credential candidates. Children in grades PK, TK are so different from grades K-3. Mentors experienced in these grade level groups can assist with the transition.
- 3 responses noted that clinical hours should only be completed in grades PK-3
- 3 responses noted that only in-person clinical practice hours should count. Online hours are not sufficient.
- 2 responses noted that candidates should only receive credit for clinical hours if the program and the candidate’s performance was high quality
- 2 responses noted that only setting should be required just as it is for Multiple Subject credential holders
- 2 responses noted that ECE Education Specialists should be required to attend and observe teachers at IEP meetings
- 1 response noted that there should be no clinical practice requirement. Coursework should fulfill the requirement.
- 1 response noted that current and not just past work experience should fulfill the requirement
- 1 response noted that all clinical hours previously completed in a degree course should fulfill the requirement
- 1 response noted that clinical hours should only be required of new candidates

- 1 response noted that clinical hours previously completed in an accredited community college should fulfill the requirement
- 1 response noted that clinical practice hours should include settings with children ages 0-5
- 1 response noted that clinical practice hours should be reduced
- 1 response noted that districts should be required to allow a leave of absence for employed candidates that have to complete clinical practice hours to obtain PK-3 ECE credential
- 1 response noted that salaries should be considered when credential requirements are established
- 1 response noted the ideal teacher preparation training would be to have an A.S degree in Early Childhood and a B.S in Elementary Education/Multiple Credential

7. What options should be available to meet the Teaching Performance Assessment (TPA) requirement for the PK-3 ECE Specialist credential candidate?

Table 7



1. Either Multiple Subject (MS) or ECE TPA (when available), depending on clinical practice placement – **84**
2. Only ECE TPA when available (fall 2024/25- for PK-3 clinical practice placement settings) – **122**
3. Only Multiple Subject (MS) TPA (for PK-3 clinical practice placement settings) – **12**
4. A new TPA that combines elements of the MS and ECE TPAs – **101**
5. Other - **42**

Top Three Selected Items

- Only ECE TPA when available (fall 2024/25- for PK-3 clinical practice placement settings) – **122**
- A new TPA that combines elements of the MS and ECE TPAs – **101**
- Either Multiple Subject (MS) or ECE TPA (when available), depending on clinical practice placement – **84**

Findings Summary for Table 7

The majority of responses to this question (19) indicated that teachers with six or more years of experience should be exempt from the TPA requirement. Five responses requested elimination of the TPA requirement altogether, with three of those suggesting coursework should be accepted in lieu of the TPA. Four respondents indicated that the TPA should be focused on the specific needs of early childhood, and that it should not have a Multiple Subject focus. An additional 29 respondents noted no, NA, or no comment.

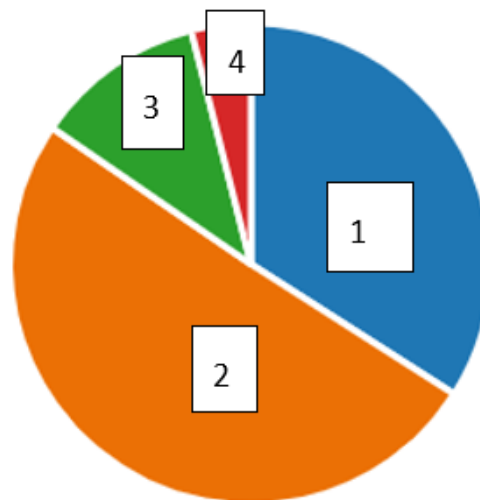
Comments: 85 total logged responses

- 29 responses of “no”, “n/a”, or “no comment”
- 19 responses noted that the TPA should not be required of teachers with 6+ years of experience
- 5 responses requested elimination of the TPA requirement. Of these, 3 requested coursework in lieu of all credential qualifying tests and assessments.
- 2 responses noted that the TPA should be eliminate in favor of work experience
- 2 responses noted that there should be a new Early Childhood TPA
- 2 responses note that the ECE TPA should incorporate elements of Multiple Subject and ECE knowledge
- 1 response noted that this requirement is an important part of meeting the 2025-2026 Legislative goals
- 1 response pertaining to terminology/language incongruence. Noted that MS language is often used and that it feels like the CTC is trying to fit a MS focus into an ECE product.
- 1 response noted that performance assessment scores from previous years should be used if the candidate’s work experience was completed in a ECE setting that was under the district umbrella
- 1 response noted that child development studies typically address birth through age 8 so all requirements should be more towards the ECE side rather than the typical teaching credential which can be for up through high school and very different than the unique needs of young children and their families. Their families are still very much a part of their school success in those earlier years.
- 1 response noted that much of the current TPA does not align with the TK setting
- 1 response noted that we need to be sure that we are assessing differences and quality in a variety of ways, so we best meet everyone's individual styles and knowledge
- 1 response noted that students should be supported to begin meeting TPA requirements at the community college level and via an ITEP program
- 1 response noted that the TPA should only be for the PK-3 ECE credential holder and not the permit holder
- 1 response noted that the TPA should require reflection and video recording
- 1 response noted that this should be a type of MS credential, not separate much like the variance within the Ed Specialist. The accommodations and flexibilities should be applied to traditional MS and MS ECE in the same way.
- 1 response noted that disparities in salaries need to be considered when adding requirements/credentialing
- 1 response noted that PK is very different from K-3
- 1 response noted that candidates should have a BA in Child Development

- 1 response noted that the TPA should be eliminated in favor of assessments that are already commonly used in the ECE field
- 1 response noted that a TPA preparation course should be offered to candidates
- 1 response noted that candidates must have studied Early Childhood Development
- 1 response noted that candidates should be allowed to choose in consultation with their teacher preparation program which TPA the candidate would take, depending on the candidate’s clinical practice context. The CTC should explore this option more closely with the ECE Workgroup they outline under Table 7.
- 1 response noted that the TPA version should match the current clinical placement. This matching is referred to in the table note, but the table itself seems to (wrongly) state that its based-on preference/choice: "Candidates in consultation with their programs could choose whether to do the MS TPA or the new ECE TPA when available."
- 1 response noted that all options should be uncomplicated and low cost
- 1 response noted that the options in the previous question predetermine that respondent will support the implementation of the TPA. There are enough barriers to becoming a teacher.
- 1 response noted that the TPA should be required
- 1 response noted that there is too much push down from K-12 into ECE. Multiple Subject is not the only way to address the TPA
- 1 response noted that the MS does not cover Best Practices in ECE, it must be combined with ECE TPAs. Otherwise, it could be detrimental to the young children's development.

8. What options should be available to meet the Reading Instruction Competency Assessment (RICA) requirement?

Table 8



1. Postpone the literacy competency assessment requirement and rely on program level assessments or coursework until the new literacy performance assessment is available (fall 2025) – **128**
2. RICA should not be required, coursework and program level assessments only – **190**
3. The current RICA – **43**
4. Other - **15**

Top Three Selected Items

- RICA should not be required, coursework and program level assessments only – **190**
- Postpone the literacy competency assessment requirement and rely on program level assessments or coursework until the new literacy performance assessment is available (fall 2025) – **128**
- The current RICA - **43**

Findings Summary for Table 8

The majority of responses (24) to this question indicated that the RICA is a barrier to those who desire to enter the teaching profession, and that this test should not be required. A total of 8 responders noted that experience and coursework should be honored in lieu of the RICA. An additional 5 comments supported the implementation of RICA and noted that new teachers should be able to demonstrate specific skills in teaching reading. Another 5 responders noted that the RICA requirement should be postponed until the new RICA is available. There were 29 responses where the responder indicated that they had no further comments to add.

Comments: 90 total responses logged

- 29 responses noted: no, N/A, no comment, or none
- 24 responses requested the elimination of the RICA or stated that is a barrier to people wanting to enter the teaching profession
- 5 responses noted the importance of new teachers being able to demonstrate knowledge of how to teach reading and noted that the RICA meets the standard for demonstrating this knowledge
- 8 responses noted that experience, coursework background should be honored
- 5 responses noted that the RICA requirement should be postponed until the new RICA is available
- 3 responses noted that preschool children need early literacy exposure, but they do not learn to read
- 2 responses noted: I know very little about RICA
- 2 responses noted that there should continue to be both coursework and test options (when new test is ready) to satisfy this requirement
- 1 response noted that this should be a type of MS credential, not separate much like the variance within the Ed Specialist. The accommodations and flexibilities should be applied to traditional MS and MS ECE in the same way.
- 1 response noted: Without knowing what the new literacy performance assessment will cover, it's hard to know. It is critical that P-3 holders have a deep understanding of the early, emergent literacy skills. Far too often, Kindergarten readiness assumes that critical aspects are a given: alphabetic principle, cryptanalytic intent, etc. These are covered in the Preschool learning foundations. K -3 teachers should know to look for this if a reader is struggling.
- 1 response noted that POLL strategies and SEAL models should be used instead of RICA
- 1 response noted that so much has to be developed both for the credentialed Teacher and the permit Teacher. Most of the training for 24 units has been unchanged and goes back to the very early 70's -- time to renew and refresh this coursework to include anti-bias,

ethnic studies, dual language learning, inclusion, classroom management skills, working with parents...

- 1 response noted that the importance of effective phonemic awareness instruction needs to be emphasized in the new specialist credential program no matter what Reading Instruction Competency Assessment is used
- 1 response noted that disparities in salaries need to be considered when adding requirements/credentialing
- 1 response noted that we should make the process as streamlined and UNCOMPLICATED and LOW COST as possible
- 1 response noted that the new RICA should be a video based reflective assessment should be developed for the PK-3 credential because of the unique opportunity for a teacher to support a student group from the emergent reading levels into building confident readers
- 1 response noted that this credential should be a combination of what we know about how children learn in the early years and what are best practices in k-3rd grade. It is not just a credential that only focuses on K -3rd.
- 1 response noted: I was able to do the RICA after coursework for my credential, that was awesome. If it is before student teaching, it is harder to really understand case studies without the real-life practice of doing it
- 1 response noted: Please do not rush into this. There is time to flesh out the details of this credential. This new credential has the potential to possibility or negatively students seeking a full-time teaching position in a TK-3 classroom. This is our change to identify and eliminate barriers that former credentials may have placed individuals (many from underserved populations). We need time to flesh out as many barriers as possible. This is especially true for our teachers currently teaching in ECE classrooms.
- 1 response noted: "Meet the Basic Skills requirement through a combination of coursework and CBEST Subtests", Pass the CSU Early Assessment Program or the CSU Placement Exam", "Meet the Basic Skills requirement through undergraduate coursework (eg., Intersegmental General Education Transfer Curriculum (IGETC), CSU General Education Certification)."

Appendix E

Focus Group Input Questions May 2022

The following questions were used to gather input from the ECE Focus Groups held with ECE candidates and ECE organizations:

Questions for Recently Employed ECE Teachers

- How might a Pk-3 credential impact your professional career choices or pathway?
- As a current ECE teacher, what might you need for support?
- What opportunities or challenges do you see as a beginning ECE teacher with the availability of this new credential?

Questions for Community College ECE Students

- How might a Pk-3 credential impact your professional career choices or pathway?
- As a developing ECE teacher, what might you need for support?
- As a developing ECE teacher what opportunities or challenges do you see with implementing this new credential?

Questions for Community College and other Teacher Preparation Institutions

- How might a Pk-3 credential impact your current students professional career choices or pathway?
- What will your students need for support?
- What opportunities or challenges do you see with implementing this new credential?

Questions for Orange County California State Preschool Program Directors

- How might a Pk-3 credential impact your current teachers professional career choices or pathway?
- What will your teachers need for support?
- What opportunities or challenges do you see with implementing this new credential?