

ISOR Addendum

Necessity and Rationale for Provisions

Regulation Section	Necessity and Rationale
<p><i>80067(a)(2)</i> is amended to change “Completion of a professional preparation program that:” to “Completion of a professional preparation program pursuant to Education Code sections 44225(h) and 44370 and in accordance with sections 80067.1 and 80067.2 that:”</p>	<p>This section was revised to include explicit reference to Education Code Sections 44225(h) and 44370 to clarify and provide the authority for a professional preparation program. Also, the revision references regulation sections 80067.1 and 80067.2 as the components of the PK-3 Early Childhood Education preparation program to ensure that individuals know what standards and expectations must be met.</p>
<p><i>80067(a)(2)(A)</i> is amended to change “TPEs” to “Teaching Performance Expectations” and add “outlined in sections 80067.1 and 80067.2” and “outlined in sections 80067.2 (g) through (o) and”</p>	<p>This section was revised to include explicit reference to regulation sections 80067.1 and 80067.2 for the Teaching Performance Expectations. It also specifically calls out the reference to the sections of Literacy Standards in 80067.2, subsections (g) through (o) to ensure that individuals know what standards and expectations must be met. Standards and expectations are based on the requirements outlined in statute for the Literacy Performance Assessment, and in regulation for Teaching Performance Expectations and all other standards, based on long-standing and historical requirements for what teachers need to know and do. These standards and expectations closely mirror those of other teaching credential requirements.</p>
<p><i>80067(a)(2)(B)</i> is amended to add “based upon the standards and expectations outlined in sections 80067.1 and 80067.2”</p>	<p>This section was revised to include explicit reference to regulation sections 80067.1 and 80067.2 for the Teaching Performance Expectations and Standards to ensure that individuals know what standards and expectations the Committee on Accreditation will use to approve a program of professional preparation. These standards and expectations are based on long-standing and historical requirements for what teachers need to know and do and closely mirror those of other teaching credential requirements.</p>
<p><i>80067(a)(2)(C)</i></p>	<p>Addition of this subsection clarifies that the program of professional preparation must include preparation to serve English Learners to ensure alignment with Education Code section 44253.1.</p>

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	<p>Additionally, this addition outlines the requirement that the program of professional preparation must include a total of 600 hours of clinical practice that includes a minimum of 200 hours in the early childhood setting for preschool and transitional kindergarten, and a minimum of 200 hours in the grade school setting of grades kindergarten through third. This program component ensures that all candidates for the PK-3 ECE Specialist Credential have a variety of clinical practice experience for the grade levels that they will be authorized to teach, and to learn and practice their craft to improve the effectiveness of their professional practices prior to licensure. All existing general education teaching credential preparation programs require clinical practice hours to be completed. The standard for teacher preparation programs is 600 hours of clinical practice that includes a minimum of 200 hours in the area of specialization.</p>
<p><i>80067(a)(3)</i> is amended to add “Commission approval of a teaching performance assessment will be in accordance with Education Code sections 44225 (i) and (j) based upon the commission’s mission to ensure integrity, relevance, and high quality in the preparation and certification of the educators who serve all of California's diverse students.”</p>	<p>This section was revised to provide statutory reference to the Education Code that guides the development of the teaching performance assessment in accordance with the Commissions statutory mandate and expectations for teacher preparation.</p>
<p><i>80067(a)(4)(A)</i> is amended to add “child and adolescent development, human development, or early childhood education, child and family studies, early childhood studies, family science, human development and family science, or child, adolescent, and family studies.”</p>	<p>This section was revised to provide all specific degree majors that could be accepted to meet the Subject Matter requirement through this option. These degree majors were identified by both staff and early childhood education subject matter experts who have significant knowledge of the field of education and college majors to ensure that the degrees listed cover the breadth and depth of coursework needed for a Subject Matter Requirement.</p>
<p><i>80067(a)(5)</i> is amended to remove “commission approved” and add “literacy performance assessment approved by the Commission for the PK-3 Early Childhood Education (ECE) Specialist Credential that is aligned with the requirements outlined in Education Code section 44320.3”</p>	<p>This section was revised to provide the statutory reference that outlines the specific criteria that the Commission must base its approval of the Literacy Performance Assessment pursuant to 44320.3.</p>

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<i>80067(b)(1)</i> is amended to add “issued based on the requirements outlined in section (a).”	This cross reference is necessary to improve readability. This addition is done without substantive effect.
<i>80067(b)(2)(i)</i> is amended to add “pursuant to Education Code section 44279.1”	This section was revised to include explicit reference to Education Code Section 44279.1 which outlines the expectations and approval requirements for the Teacher Induction Program.
<i>80067(c)</i> is amended to add “pursuant to Education Code sections 44225(h) and 44374 and in accordance with sections 80067.1 and 80067.2”	This section was revised to include explicit reference to Education Code Sections 44225(h) and 44374 to clarify and provide the authority for a professional preparation program. Also, the revision references regulation sections 80067.1 and 80067.2 as the components of the PK-3 Early Childhood Education preparation program to ensure that individuals know what standards and expectations must be met.
<i>80067(c)(1)</i> is amended to change “Integrated undergraduate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.” to “Integrated undergraduate teacher preparation program, approved by the commission, which may be offered by a regionally-accredited institution of higher education.”	This subsection specifies that a commission-approved, regionally accredited institution of higher education may develop and offer an integrated, undergraduate program to prepare PK-3 ECE Specialist Credentialed educators. To support candidates who wish to earn a credential at the same time as their bachelor’s degree. This section was revised with a non-substantive change to provide clarity on the fact that the program must be approved by the Commission.
<i>80067(c)(2)</i> is amended to change “Combined community college and baccalaureate or post-baccalaureate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.” To “Combined community college and baccalaureate or post-baccalaureate teacher preparation program, approved by the commission, which may be offered by a regionally-accredited institution of higher education.”	This subsection specifies that a commission-approved, regionally accredited institution of higher education may develop and offer a program in to prepare PK-3 ECE Specialist Credentialed educators that is a combined program at the community college and baccalaureate level and to give a pathway for candidates who want to complete that type of program. This section was revised with a non-substantive change to provide clarity on the fact that the program must be approved by the Commission.
<i>80067(c)(3)</i> is amended to change “Post-baccalaureate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.” to “Post-baccalaureate teacher preparation program, approved by the commission, which may be offered by a	This section was revised with a non-substantive change to provide clarity on the fact that the program must be approved by the Commission.

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regionally-accredited institution of higher education.”	
80067(c)(4) is amended to change “Teacher residency program, which may be offered by a regionally-accredited institution of higher education approved by the commission in partnership with one or more LEAs.” to “Teacher residency program, approved by the commission, which may be offered by a regionally-accredited institution of higher education in partnership with one or more LEAs”	This section was revised with a non-substantive change to provide clarity on the fact that the program must be approved by the Commission.
80067(c)(5) is amended to change “Intern teacher preparation program, which may be offered by a California public school, school district or county office of education approved by the commission, or by a regionally- accredited college or university approved by the commission, that shall include the additional requirements outlined in subsection (A) below.” to “Intern teacher preparation program, approved by the commission, which may be offered by a California public school, school district or county office of education, or by a regionally- accredited college or university that shall include the additional requirements outlined in subsection (A) below.”	This section was revised with a non-substantive change to provide clarity on the fact that the program must be approved by the Commission.
80067(c)(5)(A)(iii) is amended to change “Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.” to “Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify for the intern teacher a mentor who possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.”	This section was revised with a non-substantive change to provide clarity on the fact that the mentor must possess a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.
80067(d)(1)	This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as part of their work toward the Child Development Teacher Permit or as part of a degree major in

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	<p>Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was revised to allow this option.</p>
<p><i>80067(d)(1)(B)(ii)</i> is amended to change “Full-time experience shall be defined as classroom-based teaching for at least 3.5 hours per day, for at least 75% of the school year.” to “Full-time experience shall be defined as classroom-based teaching for at least three hours per day, for at least 75% of the school year.</p>	<p>This section was revised to change the definition of full-time experience. The change reduces the number of daily classroom-based teaching work that would be required from 3.5 hours per day to three hours per day as experts in the field of early childhood education stated that most teaching assignments in the early childhood space are half-day classes and do not typically exceed three hours of classroom-based teaching per day. The change ensures that early childhood educators can meet this requirement with their current, standard employment experiences.</p>
<p><i>80067(d)(1)(B)(iii)</i> is amended to change “and/or” to “or”</p>	<p>This change is necessary to improve readability and clarity without substantive effect.</p>
<p><i>80067(d)(2)</i> is added to include “Candidates for the PK-3 ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that all of the following conditions are met:”</p>	<p>This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as part of their work toward the Child Development Teacher Permit or as part of a degree major in Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that</p>

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	<p>grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was revised to allow this option.</p>
<p><i>80067(d)(2)(A)</i> is added to include “The practicum course is credit bearing and degree applicable towards a Teacher Level or higher level Child Development Permit or a degree in early childhood education, child development, child and adolescent development, early childhood studies, or human development.”</p>	<p>This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as part of their work toward the Child Development Teacher Permit or as part of a degree major in Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was</p>

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	<p>revised to provide clarity on what a practicum course must include to be acceptable. Requiring it to be applicable to the child development permit or an applicable degree major ensures that the course includes the necessary content for a child development setting. Requiring it to be degree applicable ensures that the course is of the correct rigor and standard.</p>
<p><i>80067(d)(2)(B)</i> is added to include “The practicum hours completed were in a preschool or early childhood setting serving 3-4 year old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor with expertise in Early Childhood and Child Development pedagogy who provided observation and feedback to the candidate.”</p>	<p>This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as part of their work toward the Child Development Teacher Permit or as part of a degree major in Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was revised to specify that qualifying practicum courses would need to have occurred with children that were 3-4 years old to ensure that the appropriate experiences with students of the correct age occur.</p>
<p><i>80067(d)(2)(C)</i> is added to include “The candidate earned a C or better on the practicum course. Courses earned with a “Pass,” or another designation deemed by the institution of higher</p>	<p>This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as</p>

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<p>education to be equivalent to a grade of “C” or higher are also acceptable.”</p>	<p>part of their work toward the Child Development Teacher Permit or as part of a degree major in Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was revised to specify the grade threshold that must be met for a course to qualify. It is standard practice for coursework thresholds to require a grade of C or better, or to be “pass” or to be verified as equivalent to a C grade by an institution or higher education.</p>
<p>80067(d)(2)(D) is added to include “The candidate provides to the Commission-approved PK-3 ECE Specialist Instruction program verification of the hours served through transcripts and other documentation as determined by the Commission-approved program.”</p>	<p>This section was revised based on public comments made at the public hearing. A number of respondents to the proposed regulations commented that many individuals complete a rigorous, guided, and supervised practicum as part of their work toward the Child Development Teacher Permit or as part of a degree major in Early Childhood Education or Child Development and that these hours should count toward the 600 hours of clinical practice requirement for that grade level as required by the proposed standards and regulations. This new provision would be consistent with the Commission’s intent to recognize the preparation and expertise of the existing early childhood workforce by allowing for the practicum coursework previously completed at a regionally accredited community college or baccalaureate granting college or</p>

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	<p>university to count toward the clinical practice requirements for the PK-3 ECE Specialist Instruction credential. Candidates seeking the PK-3 ECE credential who complete practicum coursework as defined and meet the six years of teaching experience provisions of the regulation would be able to meet up to 400 hours of clinical practice experience toward the 600-hour requirement if the Commission approves this proposed amendment. As such, this section was revised to specify what an individual would need to submit to the Commission to verify that they qualify for this option. Transcripts would show the necessary coursework, and the preparation program would be clear on how the course(s) taken include the needed practicum and experiences.</p>
<p>80067(d)(3) is added to include “Candidates who have completed both a verified work experience as outlined in paragraph (d)(1) above and a qualified practicum experience as outlined in paragraph (d)(2) above may be granted a maximum of 400 hours total toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in the teacher preparation program.”</p>	<p>This section was added to specify that an individual that has met both the work experience requirement and has taken an acceptable practicum course may not waive more than 400 hours of clinical experience. This ensures that all candidates complete at least 200 hours of clinical practice within their program and are given the appropriate clinical practice experiences.</p>
<p>80067 (e) is amended to change “Multiple Subject Teaching Credential Holder Equivalencies: PK-3 Early Childhood Education Specialist Credential candidates that also hold a valid Multiple Subject Teaching Credential with an English learner authorization are exempt from the professional preparation program requirements outlined in subsection (a)(2) and (a)(3) above. Such candidates may apply directly to the commission by submitting all of the following, and may be issued a PK-3 Early Childhood Education Specialist Credential with a term of preliminary or clear based upon and in alignment with the term of their valid Multiple Subject Teaching Credential:” to “Multiple Subject Teaching Credential Holder Equivalencies: PK-3 Early Childhood Education Specialist Instruction Credential candidates that also hold a valid Multiple Subject Teaching Credential with an English learner authorization who have met</p>	<p>This section was revised to provide additional clarity on who could qualify for this option. The changes ensure that only a Multiple Subject Teacher that has met all requirements outlined in statute can qualify for this option. Additionally, the changes clarify that individuals that meet these criteria shall be issued the PK-3 ECE Credential. Further, it makes non-substantive changes to cite the full name of the PK-3 credential in the regulation for consistency.</p>

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<p>statutory requirements for the Multiple Subject Teaching Credential are exempt from the professional preparation program requirements outlined in subsection (a)(2) and (a)(3) above. Such candidates may apply directly to the commission by submitting all of the following, and will be issued a PK-3 Early Childhood Education Specialist Instruction Credential with a term of preliminary or clear based upon and in alignment with the term of their valid Multiple Subject Teaching Credential:"</p>	
<p><i>80067 (g)(1)</i></p>	<p>The timeline for issuance of the Intern credential is based on the requirements in Education Code section 44251.</p>
<p><i>80067 (g)(2)</i></p>	<p>The timeline for issuance of the preliminary credential is based on the requirements in Education Code section 44251.</p>
<p><i>80067 (g)(3)</i></p>	<p>The timeline for issuance of the clear credential is based on the requirements in Education Code section 44251.</p>
<p><i>80067 (h)(2)</i> is amended to change "For the clear credential candidate that has met the requirement in section (b)(2)(i), submission of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442." To "For the clear credential candidate that has met the requirement in section (b)(2)(i), submission by the program sponsor of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442."</p>	<p>This change was necessary to identify and make clear who submits the formal online recommendation and application for the clear credential candidate described in this section.</p>
<p><i>80067 (h)(4)</i> is amended to change "For the intern program candidate that is enrolled in the program and has met the provisions of section (a) and subsection(c)(5)(A), submission of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442." To "For the intern program candidate that is enrolled in the program and has met the</p>	<p>This change was necessary to identify and make clear who submits the formal online recommendation and application for the intern program candidate described in this section.</p>

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<p>provisions of section (a) and subsection(c)(5)(A), submission by the program sponsor of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.</p>	
<p><i>Amend "Note" to change to 44225 (h) and (q) and add 44279.7 and 44370</i></p>	<p>These authority sections were inadvertently left out and are necessary to assist the public in complying with the laws and regulations, with explicit reference to Education Code Sections 44225(h) and 44370 to clarify and provide the authority for a professional preparation program.</p>
<p><i>80067.1 is amended add "Pursuant to Education Code sections 44225(h) and 44370, the commission will assess for approval any regionally accredited institution of higher education that designs and implements a teacher preparation program that meets the standards and criteria set forth in this section and 80067.2."</i></p>	<p>Language was added to ensure an understanding that the purpose of section 80067.1 is to make clear specific requirements for proposed programs seeking Commission approval.</p>
<p><i>80067.1(a)(1) is renumbered to just 80067.1(a) and is amended to change "No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English Language Skills as required by Program Precondition 2." to "In accordance with Education Code 44320 (a), no college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. The college or university may increase this restriction to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English Language Skills as required by 80067.1(b).</i></p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy. This subsection clarifies, and specifies, the maximum number of equivalent semester units required prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This requirement fulfills the statutory obligation outlined in Education Code section 44320(a). This section was revised to include explicit reference to Education Code Section 44320 (a) and language was added referencing the English Language Skills required in section 80067.1 to clarify the conditions allowed to increase the maximum from nine to 12 semester unit or its equivalent.</p>
<p><i>80067.1(b)(1) is renumbered to just 80067.1(b) and is amended to change the title of this section from "English Language Skills" to "Literacy</i></p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p>

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<p>Instruction” and “In each program of professional preparation, candidates demonstrate knowledge of methods of developing English language skills including those for whom English is a second language, in accordance with the Commission's standards and performance expectations. The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B).” to “The program must include the study of effective means of teaching literacy, in accordance with Education Code section 44259 (b)(4) (A) and (B).”</p>	<p>This subsection specifies the English language skills requirements that are needed to include Education Code Section 44259(b)(4)(A) and (B) to receive Commission approval.</p> <p>This section is updated to simplify and make more focused the requirement on the relevant Education Code Section and would ensure that programs preparing PK 3 ECE teachers would be receive similar preparation in reading instruction as multiple subject credential candidates teaching the same grade levels (PK-3).</p>
<p>80067.1(c)(1) is renumbered to just 80067.1(c) and is amended to change “Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education.” to “Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in professional preparation course offered by a Commission approved PK-3 Early Childhood Education Specialist Instruction preparation program in accordance with Education Code section 44320 (a).”</p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p> <p>This subsection clarifies, and specifies, that educator preparation coursework is made available at the upper division or graduate level. This subsection ensures that the California State University and University of California campuses offer and allow undergraduates to take educator preparation coursework at the upper division or graduate level. This requirement fulfills the statutory obligation outlined Education Code Section 44320(a).</p>
<p>80067.1(d)(1) is renumbered to just 80067.1(d) and is amended to change “The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:” to “The program sponsor must have a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement in accordance with section 80067 (a) (4) (A) and (B). This process includes:”</p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p> <p>These subsections are to ensure the evaluation of candidates in a timely manner (within 60 days of admission) regarding the subject matter requirement. It also requires the program to provide candidates with clear and accurate information in advising and application materials about the subject matter requirement.</p> <p>Language was added to make explicit the reference to section 80067 (a) (4) (A) and (B). Establishing a timeline for the program’s review of a candidate’s standing with respect to the subject matter requirement for candidates became necessary with the addition of several new options in AB 130 (Chap 44, Stat 2021) for candidates in other teacher credential programs (Multiple/Single Subject and Education Specialist) to demonstrate that they meet the subject matter requirement.</p>

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	<p>The Commission consulted with a wide variety of approved programs to determine what was both feasible and reasonable for programs to conduct an evaluation in a timely manner and provide information to the candidate that will allow them sufficient time to take action to complete the requirement should they need to.</p> <p>The Commission proposes this same timeline and requirements for the PK 3 ECE Specialist Instruction Credential to be consistent with that expected of all other credential programs.</p>
<p><i>80067.1(e)(1)</i> is renumbered to just 80067.1(e) and is amended to change “The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:” to “The approved PK-3 Early Childhood Education Specialist Instruction Credential preparation program sponsor must determine that a candidate meets the subject matter requirement in accordance with section 80067 (a) (4) (A) and (B) prior to being given daily whole class instructional responsibilities in a preschool through third grade setting.”</p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p> <p>These subsections specify the ways in which a candidate may meet the subject matter competence requirement. This requirement is necessary to ensure that all teachers know the context for which they are responsible for helping children learn. These specific areas of concentration ensure that a candidate has completed learning in the core subject matter knowledge for developmentally appropriate practices for early learning.</p> <p>The language has been revised to include reference to section 80067 (a) (4) (A) and (B) which outlines the specific ways in which a candidate may meet this requirement and to remove duplicative language.</p> <p>In addition, this requirement would ensure that a candidate has completed learning in the core subject matter knowledge for developmentally appropriate practices for early learning.</p> <p>These specific requirements were developed after extensive consultation with the field, public hearings, and Commission policy discussions over the course of two or more years. This requirement mirrors the subject matter requirement of all other teaching credential subject matter requirements but has been designed specifically for the prekindergarten through 3rd grade educator.</p>
<p><i>80067.1(e)(1)(A) and (B)</i> were removed in their entirety.</p>	<p>The deleted language duplicates the requirements specified in section 80067(a)(4)(A) and (B).</p>

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<p>80067.1(f)(1) is renumbered to just 80067.1(f) and is amended to change “college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential including but not limited to:” to “A college or university or school district that operates a Commission approved program for the PK-3 Early Childhood Education Specialist Instruction Credential must determine, prior to recommending a candidate for the preliminary credential, that the candidate meets all requirements for the credential in accordance with 80067 (a).”</p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p> <p>These subsections clarify and make specific the requirements necessary to be recommended for the preliminary PK-3 ECE Specialist Credential. The language was revised to include reference the completion requirements outlined in section 80067 (a) to improve clarity and readability.</p>
<p>80067.1(f)(1)(A) and (B) were removed in their entirety.</p>	<p>The deleted language duplicates the requirements specified in section 80067(a)</p>
<p>80067.1(f)(2)-(6) were removed in their entirety.</p>	<p>The deleted language duplicates the requirements specified in section 80067(a)</p>
<p>80067.1(g) is amended to change “Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.” to “Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction Credential shall must recognize and grant equivalency for prior experience, as follows, in accordance with 80067 (d) and shall develop a clearly articulated process for granting such equivalency.”</p>	<p>This section clarifies, and specifies, the criteria for a program to make a determination, for candidates that meet the criteria outlined in 80067 (d), to grant equivalency for some of the required clinical practice hours.</p> <p>This language was revised to reference the criteria outlined in section 80067(d)</p>
<p>80067.1(g)(1)-(3) were removed in their entirety.</p>	<p>This deleted language duplicates the requirements specified in 80067(d) in 80067.1(g)</p>
<p>80067.1(h) is amended to remove “Proposed” from the sections title and add “Pursuant to Education Code sections 44225(h) and 44370, the Commission will assess for approval any regionally accredited institution of higher education or local education agency that designs and implements a teacher preparation program that meets the standards and criteria</p>	<p>The word “proposed” was inadvertently left in the title of this section. Language was added to ensure an understanding that the purpose of this section is to make clear specific requirements for proposed programs seeking Commission approval.</p>

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set forth in this section and in section 80067.2.”	
<p><i>80067.1(h)(1)(A)</i> is amended to change “Candidates admitted to intern programs must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.” to “Prior to admittance, the Commission approved program must determine that the candidate holds a baccalaureate degree or higher from a regionally accredited institution of higher education.”</p>	<p>The purpose of this subsection is to clarify and make specific that all candidates enrolled in a PK-3 ECE Intern program hold a bachelor’s degree or higher. Because the intern teacher is a teacher of record it is necessary to ensure that these candidates meet the bachelor’s degree requirement prior to being granted the intern credential. This requirement is in line with all other intern pathways for teachers in other credential areas.</p> <p>Minor revisions to the language to change to active voice and ensure that programs must verify the bachelor’s degree prior to admittance to an intern program.</p>
<p><i>80067.1(h)(2)(A)</i> is renumbered to just 80067.1(h)(2) and is amended to change “The approved Preliminary PK-3 Early Childhood Education Specialist Instruction Credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:” to “The approved Preliminary PK-3 Early Childhood Education Specialist Instruction Credential preparation program sponsor must determine that a candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, in accordance with section 80067 (a) (4)”</p>	<p>The renumbering is necessary to remain consistent with the already established regulation hierarchy.</p> <p>The purpose of this subsection is to clarify and make specific that all PK-3 ECE Intern programs ensure that intern candidates meet the subject matter requirement prior to daily whole class instruction. Because these teachers are teachers of record, it is necessary to ensure that they meet the subject matter requirement for the credential prior to being given responsibility for daily whole class instruction. This requirement is in line with all other intern pathways for intern teachers in other credential areas.</p> <p>Minor revisions to the language were made to make the language clearer. Added reference to Education Code Section 80067 (4) to eliminate duplicative language.</p>
<p><i>80067.1(h)(2)(A)(1) and (2)</i> were deleted in their entirety.</p>	<p>This section has been removed due to the addition of reference to 80067 (4) in section 80067.1 (h) (2).</p>
<p><i>80067.1(h)(3)(A)(1)</i> is amended to change “California’s state adopted student standards and curriculum frameworks for core curriculum areas in preschool and grades K-3.” To “California’s student standards and curriculum frameworks for core curriculum areas in preschool and grades K-3 adopted by the state board of education under Education Code sections 51002, 51226, and 60605.”</p>	<p>The added language is necessary to site the statues for the documents listed in this section.</p>

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<i>80067.1(h)(3)(A)(6)</i> is amended to add “adopted by the state board of education under Education Code sections 51002, 51226, and 60605.”	The added language is necessary to site the statutes for the documents listed in this section.
<i>80067.1(h)(5)(A)(1)-(4)</i>	The purpose of these subsections is to clarify and make specific that the program sponsor and the employing agency understand the types and amount of support/mentoring and supervision they will need to provide teacher interns who assume daily teaching. Support for teacher interns shall be provided by both the program sponsor and the employing agency. Without this requirement, the program sponsor and/or the employing agency may be unclear about their support roles and responsibilities and teacher interns could assume daily teaching without being provided adequate support/mentoring and supervision. This subsection is also aligned with the requirements of other intern teacher credentialing programs such as found in section 80612 (c) (1) relating to the Preliminary Education Specialist credentials.
<i>80067.1(h)(5)(A)(5)</i> is amended to add “Pursuant to Education Code section 44462,”	The purpose of this subsection is to clarify and make specific that programs work with an intern’s employing districts to understand and implement Education Code Section 44462 regarding an intern’s salary. Language has been added to make the reference explicit.
<i>80067.1(h)(7)(A)</i>	This subsection is necessary to make clear that only California public school districts or county offices of education may collaborate with intern programs. It is necessary to make clear that programs offering intern programs identify which school districts and/or county offices of education they have partnered.
<i>80067.1(h)(8)(A)</i>	This subsection is necessary to ensure that programs communicate to an intern the length of validity for their intern credential. Unlike student teaching-based models, all intern credentials have a time limitation. This is because interns are teachers of record and yet have not completed their preparation to earn the preliminary program. This requirement mirrors that of other teaching credential intern programs and allows candidates to understand how long

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	they must complete their program while serving on an intern credential. Having this information is an important factor in ensuring individuals earn the preliminary credential while on the intern document.
80067.1(h)(9)(A)	The purpose of this subsection is to require intern programs and their employing partners to certify that interns are not being used to replace fully credentialed teachers.
80067.1(h)(10)(A) is amended to change the first sentence in this section from “When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program is being implemented.” to “An institution seeking Commission approval must explain why the intern program is being implemented.”	The purpose of this subsection is to clarify and make specific that California schools and districts are to staff classrooms with fully credentialed teachers. Education Code Section 44225.7 requires that the school district must make reasonable efforts to recruit a fully credentialed teacher. In the event they cannot staff these classrooms with appropriate and fully prepared teachers, California law allows for a variety of other documents to legally authorize these individuals to serve as teachers. Education Code Section 44225.7 sets forth the order in which interns should be considered for employment. This subsection is to clarify and make specific that programs understand that interns are to be used for meeting these employment shortages only after a fully credentialed teacher is sought and that they are offering an intern program to help address these shortage needs. Language of regulations text revised for clarity.
80067.1(h)(11)(A) is amended to add “In accordance with Education Code sections 44280 through 44281 and section 44289,” to the beginning of this subsection.	The purpose of this subsection is to clarify and make specific that PK-3 interns teaching in a bilingual setting have met the requirement for bilingual language proficiency. The purpose of this subsection is to clarify the demonstration of that competency to be a passing standard in the appropriate examinations and the level at which this competency must be met. This precondition mirrors the requirement for bilingual authorization. The proposed regulation text language was augmented to reference the Education Code sections 44280-44281 related to assessments, including assessments for the bilingual authorization.
80067.2 is amended to include “Pursuant to Education Code sections 44225(h) and 44370, the	The Commission has been engaged in a multi-year effort to address the state’s need to provide

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<p>commission will assess for approval any regionally accredited institution of higher education, or local education agency seeking to offer an intern program, that designs and implements a teacher preparation program that meets the standards and criteria set forth in this section and in sections 80067.1.”</p>	<p>qualified Early Childhood educators to serve children in Universal Transitional Kindergarten by 2024-25. The PK-3 ECE Specialist Instruction credential is designed to prepare educators to work effectively with all children from preschool through grade 3 and their families. This section is necessary to establish the standards by which Commission may approve the PK-3 ECE Specialist Instruction credential program proposals from regionally accredited institutions of higher education as well as local education agencies who wish to offer intern programs. Introductory language was added for clarity. This language references the Commission’s authority to establish standards for credential programs in California in Education Code Sections 44225 (h) and 44370.</p>
<p><i>80067.2(a)</i> is amended to change the second paragraph from “In order to prepare candidates to effectively teach all PK-3 California public school students, the program’s curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally responsive pedagogy for young children in the content areas identified in California’s the most current K-3 Content Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.” to “In order to prepare candidates to effectively teach all PK-3 California public school students, the program’s curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally responsive pedagogy for young children in the content areas identified in California’s most current K-3 Content Standards and Frameworks</p>	<p>This foundational standard calls for programs to ground the program in a clearly articulated evidence-based theoretical framework of developmentally, linguistically, and culturally responsive teaching and learning practices for the care and education of young people. These foundations must be reflected in the organization, scope and sequence of the curriculum called for in this credential. This standard ensures that programs prepare educators to be familiar with and able to navigate implications of neurodiversity, human learning theory, and the social, cultural, philosophical, and historical foundations of education for young learners. Programs must prepare candidates to serve young children holding a diverse range of cultural, linguistic, and socioeconomic identities. The standard also ensures that the programs are grounded in the state adopted content standards for preschool through grade 3 students and that there is a coherent system to assess credential candidates and provide them with formative information as they progress toward the credential.</p>

Regulation Section	Necessity and Rationale
<p>and the Preschool Learning Foundations and Curriculum Framework adopted by the state board of education under Education Code sections 51002, 51226, and 60605. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.”</p>	
<p>80067.2(b) is amended to remove acronyms by spelling them out.</p>	<p>This standard is necessary to ensure programs provide prospective teachers with coordinated coursework and fieldwork that addresses the Commission’s adopted teaching performance expectations (TPEs) for the credential. Teaching performance expectations are the identified competencies for candidates to have learned and demonstrated prior to earning the credential. This standard ensures that beginning teachers will be prepared to effectively support the growth, development, and learning of all PK-3 students in meeting the state-adopted standards. It requires programs to design increasingly complex and challenging assignments as candidates progress throughout their training so that they are prepared to be successful in the Teaching Performance Assessment (TPA) and other program assessments. There were minor revisions to proposed language to ensure consistency of terminology and foster greater clarity.</p>
<p>80067.2(c) is amended to remove acronyms by spelling them out.</p>	<p>This standard ensures that all candidates receive quality supervised clinical practice experience, guided by a veteran practitioner and the program, that will prepare them sufficiently for teaching PK-3 students. It establishes criteria for the clinical practice and fieldwork requirements that programs must implement, including minimum number of clinical practice hours a candidate must complete, the types of settings, and the activities in which the candidate must participate. It ensures that the program provides support and guidance to each candidate during clinical practice. The standard also identifies the qualifications of the individuals who supervise and guide the candidates in field work and ensures that all supervisors meet the stated criteria.</p>

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	<p>This language mirrors closely that of the Preliminary Multiple, Single and Education Specialist teaching credential requirements, adjusted for the age and grade levels to be taught by the PK 3 teacher. The Commission established a minimum number of 600 hours of clinical practice with the other teaching credentials more than a decade ago after it was clear that many programs were not providing sufficient supervised experience in K-12 schools to prepare them teach in today's schools. This minimum number of hours ensures that candidates have sufficient experience working with students and numerous opportunities to practice their pedagogical skills prior to earning the preliminary credential.</p> <p>Minor revisions in the language were made to ensure consistency in terminology.</p>
<p><i>The second sentence in 80067.2(c)(3) is amended to change "Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and state-adopted Content Standards and Frameworks that reflect the diversity of California's student population, as appropriate to the instructional setting. Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and state-adopted Content Standards and Frameworks that reflect the diversity of California's student population, as appropriate to the instructional setting."</i> to "Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool Learning Foundations and state-adopted Content Standards and Frameworks adopted by the state board of education under Education Code sections 51002, 51226, and 60605 that reflect the diversity of California's student population, as appropriate to the instructional setting." and remove acronyms by spelling them out.</p>	<p>The added language is necessary to site the statues for the documents listed in this section.</p>
<p><i>80067.2(e) is amended to remove acronyms by spelling them out.</i></p>	<p>This standard is necessary to ensure that faculty and supervisors will monitor and support each</p>

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	<p>candidate. The standard also ensures programs will share credential requirements with candidates, and that those candidates who are having challenges with the work are provided additional support and guidance.</p> <p>Minor revisions to language were made to ensure consistent terminology.</p>
<p>80067.2(f) is amended to add “In accordance with Education Code Section 44320.2,” to the beginning of this section and remove acronyms by spelling them out.</p>	<p>This standard is necessary to establish criteria for the implementation of a Commission-approved Teaching Performance Assessment that assesses candidate readiness for teaching students in grades PK-3. It establishes basic requirements such as indicating the individual responsible for documenting the administrative processes for all tasks/activities as required by the model sponsor and communicating with the sponsor as necessary. It also is necessary to ensure that all faculty and staff are knowledgeable of the TPA and its implementation as these individuals will be responsible for guiding and supporting candidates throughout the process. This section identifies the kinds of support that are necessary to provide to candidates as well as those that are prohibited. This section specifies and clarifies the feedback that candidates would get and assessor qualifications and training.</p> <p>This standard mirrors the requirements for the Preliminary Multiple, Single and Education Specialist teaching credential programs. Revisions were made to ensure consistent terminology as well as to make explicit the reference Education Code section 44320.2 regarding the Commission’s authority.</p>
<p>80067.2(f)(1)(B) is amended to change “For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with PK-3 students. The program assures that each PK-3 setting where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.” to “The program places candidates only in</p>	<p>The TPA is designed to assess a candidate’s ability to perform specific pedagogical tasks necessary to successfully meet the educational needs of all students and is grounded in the Teaching Performance Expectations (TPEs). This standard is necessary to ensure that programs provide candidates with guidance and support for the successful completion of the TPA, including guidance to meet deadlines and criteria throughout the process, information on how the TPA is scored, timely feedback on formative assessment, how to appeal a failing score, and</p>

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<p>student teaching or intern placements where the candidate is able to record their teaching with PK-3 students. The program assures that each PK-3 setting where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable policies for the teaching performance assessment and maintains records of this affirmation for a full accreditation cycle.</p>	<p>providing remedial assistance for struggling candidates. This standard identifies required and acceptable supports that programs provide to candidates. It also gives detailed examples of support that programs may not provide candidates throughout the TPA process. Revisions made to proposed regulatory text to ensure consistent terminology. References to certain performance assessment products such as videos, were replaced with broader term “materials” to apply to all relevant assessment materials.</p>
<p><i>80067.2(f)(3)</i> is amended to remove acronyms by spelling them out.</p>	<p>This part of the standard is necessary to ensure that assessors in all programs are qualified with expertise in the areas assessed within the TPA. In programs using the centralized scoring option the model sponsor is responsible for all training, scoring, and calibration. Programs choosing the local scoring model must follow criteria set by the model sponsor. Revisions made to proposed regulatory text to ensure consistent terminology.</p>
<p><i>80067.2(g)</i> is amended to change the beginning of this subsection from “The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas based on California’s State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework.” to “As outlined in Education Code Section 44259 (b)(4), The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas based adopted the English Language Arts (ELA) and Literacy Standards,</p>	<p>This part of the standard is necessary to ensure that programs include the statutory requirements of Education Code Section 44259 (b) (4), 44259.6, 44259.7 and that prospective teachers are sufficiently prepared to teach to the State Board of Education adopted English Language Arts and English Language Development student content standards, the Preschool Learning Foundations, and in accordance with the State Literacy Plan. This standard is built based on the recommendation of a panel of literacy experts and incorporates the most current research in early literacy development for young learners. This standard ensures that programs provide prospective teachers with specific content and strategies for providing effective literacy instruction for all PK-3 students. The California adopted English Language Arts content standards document is organized thematically into 5 themes of reading and literacy. The organization of standard 7 for educator preparation programs is organized to mirror those standards.</p>

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<p>English Language Development (ELD) Standards, and Preschool Learning Foundations adopted by the state board of education under Education Code sections 51002, 51226, and 60605. Program coursework and supervised field experiences are aligned with the current English Language Arts/English Language Development Framework adopted by the state board of education under Education Code sections 51002, 51226, and 60605, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework.”</p>	
<p>80067.2(g)(1) is amended to change “The study of high-quality literacy instruction in the program also incorporates the following elements of the California Comprehensive State Literacy Plan:” to “The study of high-quality literacy instruction in the program also incorporates the following elements of the California Comprehensive State Literacy Plan adopted by the state board of education under Education Code sections 51002, 51226, and 60605:”</p>	<p>The added language is necessary to site the statues for the documents listed in this section.</p>
<p>80067.2(g)(1)(D) is amended to change “Incorporation of the California Dyslexia Guidelines” to “Incorporation of the California Dyslexia Guidelines developed by the superintendent of public instruction under Education Code 56335.”</p>	<p>The added language is necessary to site the statues for the documents listed in this section.</p>
<p>80067.2(h) is amended to include “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>California Education Code Section 44259 (b)(4), calls for programs to prepare candidates to understand and practice a comprehensive, structured, organized, evidence-based, foundational approach to explicit and purposeful literacy instruction. This part of the standard addresses one of the themes included in the State Board adopted content standards for English Language Arts: Foundational Skills. This part of the standard is necessary to ensure that candidates understand the critical role that phonological awareness, phonics, reading fluency, spelling and syllable patterns, semantics, morphology and syntax play in developing children’s literacy skills, along with the importance of engaging young children actively</p>

Regulation Section	Necessity and Rationale
	<p>and deliberately with meaningful materials that teach them to connect print with sounds. This part of the standard also ensures that program prepare candidates with the knowledge and skills to employ effective foundational skills instruction for multilingual and emergent bilingual students. It also ensures that programs prepare candidates with the knowledge and skills to identify children who are struggling with literacy acquisition and to know how to provide effective interventions.</p> <p>This section ensures that programs preparing PK 3 ECE teachers would be receive similar preparation in reading instruction as multiple subject credential candidates teaching the same grade levels (PK-3).</p> <p>Revision made to include reference to Education Code Section 44259 (b)(4) requiring instruction in foundational reading skills be included in educator preparation programs for elementary school teachers.</p>
<p>80067.2(i) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard is necessary to ensure that the programs incorporate the theme, contained in the State Board adopted English Language Arts standards of literacy instruction called Meaning Making. It ensures that programs provide candidates with instruction and practice in the role of making meaning of texts and language through developmentally appropriate literacy instruction for PK-3 students including literal and inferential comprehension, interaction with the selection, and participation in discussion.</p> <p>Revisions were made to the regulatory text change in order to include explicit reference to section 44259 (b)(4).</p>
<p>80067.2(j) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard is necessary to ensure that the preparation program incorporates the theme, contained in the State Board adopted English Language Arts standard of literacy instruction called Language Development. Recognizing that language development is the foundation of literacy, learning, communication, and relationship building, this part of the standard requires that programs provide prospective teachers with the knowledge and</p>

Regulation Section	Necessity and Rationale
	<p>skills to use children’s oral and written language to leverage children’s linguistic repertoires, encouraging translanguaging and other strategies children use to make meaning of and develop language. This part of the standard ensures candidates understand and practice ways to support and facilitate children’s interactions with academic vocabulary, grammar and sentence structure across various genres and types of text and other communication. It ensures candidates are able to design and use assessments to monitor children’s progress.</p> <p>Revised text to include reference to section 44259 (b)(4).</p>
<p>80067.2(k) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard is necessary to ensure that programs incorporate the theme, contained in the State Board adopted English Language Arts standard, Effective Expression.</p> <p>The standard ensures that programs provide candidates with knowledge and skills to implement literacy instruction that includes both oral and written expression for the youngest students which requires teachers to facilitate this through play, discussion, presentations, digital media, and visual displays. This standard ensures that programs provide candidates with the knowledge and skills to understand and recognize children’s cues and create opportunities for them to interact with one another to build rich verbal, written, and other active interactions.</p> <p>Recognizing that language development in the child’s home language contributes to their building skills in other languages as well, candidates need to understand the value of and practice interacting with translanguaging, multilingual and emerging multilingual communication, including unspoken language.</p> <p>Revised text to include reference to section 44259 (b)(4).</p>
<p>80067.2(l) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard recognizes that to provide children with learning experiences that incorporate content knowledge, candidates must understand and practice designing these experiences, along with appropriate assessments, in their course work and field experiences.</p>

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	<p>Programs need to provide candidates with opportunities to plan instruction based on the analysis of instructional materials, tasks, and student progress.</p> <p>Content knowledge including literary, cultural, and discipline- specific knowledge is a powerful contributor to the comprehension of texts and sources of information and ideas. Content can be presented in multiple modalities, including written, digital, multimedia, discussion, experimentation, and hands- on explorations. When content is relevant to children’s lived experiences, they are likely to engage more deeply with it and to gain greater understandings and skills, enabling them to communicate as members of discourse communities, building both their content knowledge across disciplines along with their literacy and critical thinking skills. Revisions made to include reference to section 44259 (b)(4).</p>
<p>80067.2(m) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard ensures that programs provide candidates with the knowledge and skills to understand how various disabilities can impact literacy instruction. This standard is necessary to ensure that programs prepare candidates to identify potential learning disabilities and design, differentiate, and adapt literacy instruction and assessment. It ensures that programs ensure that candidates are able to distinguish between multilingual and emerging multilingual learners and those with learning disabilities and be able to design appropriate instruction and assessment for each.</p> <p>The standard is also necessary for the implementation of California education code requirements related to prospective teachers being sufficiently prepared to teach students with dyslexia and other language-related learning disabilities and to access the resources to assist these candidates. This part of the standard is necessary to ensure that programs are incorporating the California Dyslexia Guidelines into their programs as required in Education Code 44259 (b)(4). Revisions made to include reference to section 44259 (b)(4).</p>

Regulation Section	Necessity and Rationale
<p>80067.2(n) is amended to add “As outlined in Education Code Section 44259 (b)(4),” to the beginning of this section.</p>	<p>This part of the standard is necessary to ensure that programs provide candidates learning and practice opportunities, to observe and practice instruction that incorporates the English Language Development standards both as the focus of instruction and as a tool throughout and across disciplines. It ensures that programs provide candidates with the knowledge and skills necessary to integrate English Language Development into English Language Arts and all other content instruction and build on children’s cultural and linguistic assets, including their home language and dialect. Revisions were made to the regulatory text in order to include reference to 44259 (b)(4).</p>
<p>80067.2(p) is amended to change “The credential program’s coursework and supervised field experiences include the study of effective means of teaching mathematics to young children, consistent with the State Board adopted K-3 Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework.” to “The credential program’s coursework and supervised field experiences include the study of effective means of teaching mathematics to young children, consistent with the State Board adopted K-3 Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework adopted by the state board of education under Education Code sections 51002, 51226, and 60605”</p>	<p>The added language is necessary to site the statues for the documents listed in this section</p>
<p>80067.3(h)(4) is amended to change” Consistent with California’s Standards for Mathematical Practice, develop children’s abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to: “ to “Consistent with California’s Standards for Mathematical Practice adopted by the state board of education under Education Code sections 51002, 51226, and 60605, develop children’s abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to:”</p>	<p>The added language is necessary to site the statues for the documents listed in this section</p>

In addition to these changes, additional non-substantive changes were made to correct numbering, formatting, removal of acronyms by spelling them out, and grammatical changes throughout the amended and adopted Regulation text.

Alternatives Statement

The Commission considered leaving the requirements for the Professional Clear Early Childhood Education Specialist Instruction Credential as is but ultimately decided to make the amendments to the regulations to clarify the preconditions, standards, and teaching performance expectations for candidates seeking to teach in grades preschool to 3 and to standardize across the state parameters for acceptable coursework to meet the requirements for a PK-3 ECE Specialist Credential. The Commission will consider alternatives if any are presented during the public comment period.