

# **Division VIII of Title 5 of the California Code of Regulations**

## **Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to PK-3 Early Childhood Education Specialist Instruction Credential**

### **Initial Statement of Reasons**

#### **Problem Statement**

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.

#### **Statement of Purpose**

The PK-3 Early Childhood Education (ECE) Specialist Instruction Credential focuses on developmentally appropriate practices for young children in grades PK through 3. PK-3 teachers are expected to design, implement, and facilitate learning activities throughout this grade span which engage students according to their developmental levels. Classroom learning activities need to take into consideration and value each child's cognitive, social, emotional, linguistic, and cultural experiences, and other relevant background characteristics, assets and abilities as well as any area(s) of special needs. Developmentally appropriate practices foster young children's joyful learning and help maximize the opportunities for all children to achieve their full potential. This credential recognizes and values the rich background and extensive experience candidates who come from current and/or prior work in the ECE field bring to their preparation programs. Taken together, these prior work experiences, knowledge and wisdom can provide foundational preparation in child development and early childhood education to support candidates' transition from the Child Development Permit system to earning the PK-3 ECE Specialist Instruction Credential and serving as a teacher in a PK-3 ECE classroom setting.

The proposed regulations are necessary to clarify the preconditions, standards, and teaching performance expectations for candidates seeking the PK-3 ECE Specialist Credential and to standardize across the state parameters for acceptable coursework to meet the PK-3 ECE Specialist Credential requirements. This credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and to team teach or to regroup students across classrooms, in preschool through grade three. The English learner (EL) authorization

*Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to PK-3 Early Childhood Education Specialist Instruction Credential – Initial Statement of Reasons*

*Page 2*

provided through this credential aligns with the EL authorization that is earned upon completion of a Single, Multiple, or Education Specialist teaching credential program.

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.

**Necessity and Rationale for Proposed Provisions**

These regulations are necessitated by the Master Plan for Early Learning and Care and the Governor’s 2022 budget, which made the statutory changes being implemented and clarified by this rulemaking. The proposed regulations include the following:

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Amend 80067</i>	The regulation’s title is amended to remove the reference to “Professional Clear” credentials because the credential is proposed to be issued as Intern, Preliminary, and Clear level credential to align with all other teaching credentials. The title of the credential is also amended to include “PK-3” to make clear the specific grade level that the credential will authorize.
<i>Repeal 80067 (a-d)</i>	Existing sections a-d are repealed to remove all requirements for the previous version of the ECE Specialist Instruction Credential. Requirements are replaced by the new sections a-h.
<i>Propose 80067(a)</i>	Addition of this section will make clear the specific requirements to earn the preliminary PK-3 ECE Specialist Credential,

*Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to PK-3 Early Childhood Education Specialist Instruction Credential – Initial Statement of Reasons*  
 Page 3

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	which is the first-tier credential for a candidate.
<i>Propose 80067(a)(1)</i>	Addition of this subsection makes clear the requirement for a candidate to hold a bachelor’s degree (or higher degree) that was earned at a regionally accredited college or university. This requirement fulfills the statutory obligation outlined in Education Code 44265.
<i>Propose 80067(a)(2)</i>	Addition of this subsection makes clear the requirement for a candidate to complete a professional preparation program. This requirement fulfills the statutory obligation outlined in Education Code 44265.
<i>Propose 80067(a)(2)(A)</i>	Addition of this subsection clarifies that the program of professional preparation must meet the program standards outlined in 80067.2 and the teaching performance expectations outlined in 80067.3. It also makes clear that the program standards and teaching performance expectations include the literacy content that is required pursuant to Senate Bill 488, chapter 678, Statutes of 2021.
<i>Propose 80067(a)(2)(B)</i>	Addition of this subsection clarifies that the program of professional preparation needed to earn the PK-3 ECE Specialist Credential must be approved by the Committee on Accreditation as aligned with Education Code section 44373.
<i>Propose 80067(a)(2)(C)</i>	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. 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

Regulation Section	Necessity and Rationale
	<p>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 be completed.</p>
<i>Propose 80067(a)(3)</i>	<p>Addition of this subsection clarifies that a candidate must pass a teaching performance assessment that is approved by the Commission, and that takes place in a PK-3 setting. This requirement ensures that the candidate can demonstrate their ability to effectively teach actual students in an instructional setting, based on the teaching performance expectations for the credential. All existing general education teaching credentials require passage of a teaching performance assessment.</p>
<i>Propose 80067(a)(4)</i>	<p>Addition of this subsection clarifies that a candidate must meet the subject matter requirement for the PK-3 ECE Specialist Credential to ensure that all teachers know the context for which they are responsible for helping children learn.</p>
<i>Propose 80067(a)(4)(A)</i>	<p>Addition of this subsection clarifies that a candidate can meet the subject matter requirement if their regionally accredited bachelor’s degree (or higher degree) was issued with a degree major in the field of child development or early childhood education. These specific areas of concentration ensure that a candidate has competed learning in the core subject</p>

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	matter knowledge for developmentally appropriate practices for early learning.
<i>Propose 80067(a)(4)(B)</i>	Addition of this subsection clarifies that a candidate can meet the subject matter requirement if they have completed a total of 24 semester units (or the equivalent quarter units) of coursework in early childhood education or child development at a regionally accredited college or university as long as that coursework is non-remedial and degree-applicable. This would ensure that a candidate has competed learning in the core subject matter knowledge for developmentally appropriate practices for early learning.
<i>Propose 80067(a)(5)</i>	Addition of this subsection clarifies that a candidate must demonstrate competence for teaching reading by either passing the Reading Instruction Competence Assessment (RICA) or by passing a commission approved literacy performance assessment aligned with the requirements outlined in Education Code section 44320.3.
<i>Propose 80067(b)</i>	This section is necessary to make clear the requirements to earn the clear PK-3 ECE Specialist Credential, which is the second tier and full, uncumbered credential. This section also provides clarification that a PK-3 ECE Specialist clear credential candidate that already holds a clear general or special education teaching credential of another type may be issued the clear PK-3 ECE Specialist Credential upon completion of the preliminary credential requirements outlined in section (a) without having to complete one of the options outlined in subsection (2).

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Propose 80067(b)(1)</i>	This subsection clarifies that a candidate who already holds a clear general or special education credential of another type must first have earned the preliminary (initial) PK-3 ECE Specialist Credential, to earn the clear PK-3 ECE Specialist Credential.
<i>Propose 80067(b)(2)</i>	This subsection makes clear that there are two different options that can be completed for a person that holds the preliminary credential to earn the clear credential.
<i>Propose 80067(b)(2)(i)</i>	This subsection makes clear the first option that may be completed to earn the clear PK-3 ECE Specialist Credential, which is the completion of a Teacher Induction program that is approved by the Commission. All general and special education credentials currently allow a candidate to earn the clear level credential by completing a Teacher Induction program.
<i>Propose 80067(b)(2)(ii)</i>	This subsection makes clear the second option that may be completed to earn the clear PK-3 ECE Specialist Credential, which is the possession of a valid National Board Early Childhood/Generalist certificate. All general and special education credentials currently allow a candidate to earn the clear level credential by earning a National Board certification in their California preliminary credential. The Early Childhood/Generalist certificate is the National Board certification that aligns with the teaching area authorized by the PK-3 ECE Specialist Credential.
<i>Propose 80067(c)</i>	This section is necessary to clarify the entities that can offer a professional preparation program for the preliminary PK-3 ECE Specialist Credential, and what types of models those entities can offer those programs as. This section also clarifies that the entity must be a Commission accredited program sponsor.

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Propose 80067(c)(1)</i>	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.
<i>Propose 80067(c)(2)</i>	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.
<i>Propose 80067(c)(3)</i>	This subsection specifies that a commission-approved, regionally accredited institution of higher education may develop and offer a post-baccalaureate program to prepare PK-3 ECE Specialist Credentialed educators.
<i>Propose 80067(c)(4)</i>	This subsection specifies that a commission-approved, regionally accredited institution of higher education may develop and offer a teacher residency program to prepare PK-3 ECE Specialist Credentialed educators.
<i>Propose 80067(c)(5)</i>	This subsection specifies that either a commission-approved, regionally accredited institution of higher education, or a commission-approved California public school, school district, or county office of education may develop and offer an intern teacher preparation program to prepare PK-3 ECE Specialist Credentialed educators. This subsection also specifies the specialized structure that an intern program must include. This additional, specific structure is needed because a person who is completing an intern program is simultaneously being employed as the teacher of record for a classroom. The additional structure ensures that the intern can successfully provide teaching services to the students in their class while also completing the teacher preparation

Regulation Section	Necessity and Rationale
	program requirements to earn the PK-3 ECE Specialist Credential.
<i>Propose 80067(c)(5)(A)</i>	This subsection begins to define the additional requirements for this program to provide support and supervision to an intern candidate.
<i>Propose 80067(c)(5)(A)(i)</i>	This section makes clear which entity is responsible for providing certain support and supervision hours. This subsection is also aligned with requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(ii)</i>	This section makes clear the requirements necessary to complete the credential by the program sponsor, employing agency, and candidate. This subsection is also aligned with requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(iii)</i>	This requirement ensures that the employing agency identifies a qualified mentor for the intern teacher prior to the beginning of their placement. This section is necessary to make clear the requirements for the intern teacher to obtain a PK-3 ECE Specialist Credential in a timely manner.
<i>Propose 80067(c)(5)(A)(iv)</i>	This requirement ensures 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. This subsection is aligned with the requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(v)</i>	This subsection clarifies that if an intern candidate has not yet met the California Teacher of English Learners (CTEL) requirements, specific additional support listed in subsection (a) and (b) below is required. This section is necessary to ensure that intern candidates are fully prepared to serve populations of English learners. This



*Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to PK-3 Early Childhood Education Specialist Instruction Credential – Initial Statement of Reasons*  
 Page 9

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	subsection is also aligned with the requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(v)(a)</i>	This requirement makes clear the types and amount of support/mentoring and supervision that intern teachers who do not already hold an English Learner authorization must receive related to working with English learners. This section is necessary to ensure that intern candidates are fully prepared to serve populations of English learners. This subsection is also aligned with the requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(v)(b)</i>	This requirement ensures that prior to the beginning of the placement, the employing agency identifies a mentor who is qualified to support the intern teacher in meeting the needs of English learners. This section is necessary to ensure that intern candidates are fully prepared to serve populations of English learners. This subsection is also aligned with the requirements of other intern teacher credentialing programs.
<i>Propose 80067(c)(5)(A)(v)(c)</i>	This subsection clarifies that, if an intern candidate has already met the CTEL requirements then they would not need to meet the additional support requirements in subsections (a) and (b) above. These candidates would be exempt from those additional supports because they would already be fully prepared to serve the population of English learners.
<i>Propose 80067 (d)</i>	This section clarifies that all PK-3 ECE Specialist Credential programs are required to give candidates that meet the outlined criteria, credit for part of the clinical practice requirement, as described in the regulation, through an equivalency determination.

Regulation Section	Necessity and Rationale
<i>Propose 80067 (d)(1)</i>	This subsection is needed to outline the number and type of hours that must be given credit for, if the candidate meets the criteria of the section. Programs must give credit for a minimum of 200 PK/TK hours of clinical practice. The program may, at their discretion, give credit for an additional 200 PK/TK hours of clinical practice. The regulation confirms that candidates given credit for PK/TK clinical practice hours are still required to complete 200 K-3 clinical practice hours to earn the PK-3 ECE Specialist Credential.
<i>Propose 80067 (d)(1)(A)</i>	This subsection sets forth the first criterion that must be met for a candidate to qualify for the clinical practice hour credit and intends to verify that a candidate has the requisite <i>type</i> of experience. The three options of holding a valid Child Development Permit at the Teacher or higher level, verifying employment as a lead teacher in a Head Start program, or verifying employment as a lead teacher in a childcare and development center serving preschool-aged children are necessary options to ensure that preschool educators with varying, relevant experience working with three- and four-year-olds can meet the criteria for clinical practice credit.
<i>Propose 80067 (d)(1)(B)</i>	This subsection sets forth the second criterion that must be met for a candidate to qualify for the clinical practice hour credit and intends to verify that a candidate has the requisite <i>length and setting</i> for their experience. Six years was considered by the education field as enough years of experience for an educator to have earned the requisite skills and expertise that would be learned during the clinical practice experience. As well, educational partners agreed that childcare settings as described in the regulation were appropriately

Regulation Section	Necessity and Rationale
	structured and suitable settings for such experience. Childcare settings that do not meet this description were deemed to be less structured or professional, therefore not meeting the criterion for granting clinical practice credit.
<i>Propose 80067 (d)(1)(B)(i)</i>	This subsection provides guidance on how a candidate would verify that they meet the criterion of six years’ experience outlined in the previous subsection. The standards for an employer to verify experience align with standard practices for other credentials that require verification of experience.
<i>Propose 80067 (d)(1)(B)(ii)</i>	This subsection provides guidance on how full-time experience should be defined to meet the criterion of six years’ experience outlined in the previous subsection. The standards for full-time experience to be defined as four hours per day for at least 75% of a school year align with standard practices for other credentials that require verification of experience.
<i>Propose 80067 (d)(1)(B)(iii)</i>	This subsection provides a definition of the term “lead teacher” to ensure that candidates and programs can identify the requisite experience, as many different positions or roles in education might be called “lead teacher.” The definition’s inclusion of serving in a teaching capacity with three- and four-year-olds ensures that a candidate’s experience is directly with preschool-aged children, as that is the specific clinical practice that would be waived for qualifying candidates.
<i>Propose 80067 (e)</i>	This section is necessary to provide an expedited pathway for full-prepared Multiple Subject Credential holders to earn the PK-3 ECE Specialist Credential. These credential holders are exempt from completion of all requirements outlined in section (a)(2) and (a)(3) based on their existing preparation and authorization to

Regulation Section	Necessity and Rationale
	<p>teach PK-3. The section also clarifies that a Multiple Subject Credential holder that completes the requirements outlined in the subsequent subsections shall be issued a PK-3 ECE Specialist Credential that aligns with the term of their Multiple Subject Credential (either Preliminary or Clear).</p>
<p><i>Propose 80067 (e)(1)</i></p>	<p>This subsection outlines the first requirement that the Multiple Subject Credential holder must meet to be issued the PK-3 ECE Specialist Credential. These credential holders have completed the majority of the preparation equivalent to the PK-3 ECE Specialist Credential, with the exception of the subject matter requirement in Early Childhood Education or Child Development. As such, this subsection clarifies that they must complete the subject matter requirement as outlined in section (a)(4) to ensure that they have the necessary early childhood knowledge required for issuance of the credential.</p>
<p><i>Propose 80067 (e)(2)</i></p>	<p>This subsection outlines the first requirement that the Multiple Subject Credential holder must meet to be issued the PK-3 ECE Specialist Credential, which is submission of the application, fee, and fingerprint clearance. These requirements are standard for issuance of any credential and are aligned with the statutory requirements for an application.</p>
<p><i>Propose 80067 (f)</i></p>	<p>This section is necessary to clarify the authorization for the PK-3 ECE Specialist Credential, as well as provide the scope of what a PK-3 ECE Specialist Credential holder can legally do regarding instruction and supervision in a public school. Every credential that is issued by the Commission includes an authorization statement to ensure that the public, the teacher, and the public-school employer understand the role that the credential holder is allowed to play</p>

Regulation Section	Necessity and Rationale
	in the public-school classroom setting that they are assigned to.
<i>Propose 80067 (f)(1)</i>	This subsection is necessary to indicate the specific teaching services that a teacher who earns the intern, preliminary, or clear PK-3 ECE Specialist Credential is authorized to do in a public school. The authorization statement specifies the subject areas (all subjects), the setting (self-contained classrooms, which are the type of classrooms found primarily in elementary schools), academic type (general education), and grade level (preschool through grade three). The authorization also specifies that the teacher may serve in assignments that require team teaching or regrouping of students as well. All credentials include an authorization statement that indicates, at minimum, the subject area(s), setting, academic type, and grade level(s) that are authorized.
<i>Propose 80067 (f)(2)</i>	This subsection is necessary to indicate the specific English learner services that a teacher who earns the intern, preliminary, or clear PK-3 ECE Specialist Credential is authorized to do in a public school. Education Code 44253.1 requires that students who are identified as English learners have “their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages...” As such, all teacher preparation programs in California include preparation to serve these students, resulting in a specific authorization for such service on the credential earned. This

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	<p>subsection of the regulation describes that the holder of the PK-3 ECE Specialist Credential is prepared and authorized to provide the English learner services described in Education Code sections 44253.2(a) and (b). It also clarifies that the services authorized may be provided within the setting and content area(s) of the credential that the authorization appears on, as well as in the setting and subject area(s) that may be authorized by any other valid, non-emergency credentials or permits that the holder may possess.</p>
<i>Propose 80067 (f)(3)</i>	<p>This subsection is necessary to notice the public, including employers or parents of students, the level of preparation that a PK-3 ECE Specialist Intern Credential holder has completed. This statement serves as a vehicle for transparency to ensure that the public understands the requirements for preservice preparation, mentoring, progress, and support that an intern must have to be issued the intern credential.</p>
<i>Propose 80067 (f)(4)</i>	<p>This subsection is necessary to notice the public, including employers or parents of students, that the PK-3 ECE Specialist Intern Credential holder may only be employed based on the intern credential at the employing agency (school site, district, or county office that is indicated on the credential) as a restriction. This statement serves as a vehicle for transparency to ensure that the public understands where the intern credential holder can teach, and which employing agency is partnered with the Commission accredited program sponsor offering the intern program.</p>
<i>Propose 80067 (g)</i>	<p>This section is needed to clarify the number of years that the various types of PK-3 ECE Specialist Credentials shall be valid for.</p>

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Propose 80067 (g)(1)</i>	This subsection clarifies that the intern PK-3 ECE Specialist Credential shall be issued for, and valid for, two years.
<i>Propose 80067 (g)(2)</i>	This subsection clarifies that the preliminary PK-3 ECE Specialist Credential shall be issued for, and valid for, five years.
<i>Propose 80067 (g)(3)</i>	This subsection clarifies that the clear PK-3 ECE Specialist Credential shall be issued for, and valid for, five years.
<i>Propose 80067 (h)</i>	This section is necessary to provide details on how, for each pathway, a person would go about applying for the PK-3 ECE Specialist Credential once they have completed the requirements for the credential.
<i>Propose 80067 (h)(1)</i>	This subsection describes the application process for a candidate that has completed the preliminary credential requirements through a commission-approved professional preparation program. To be issued the preliminary PK-3 ECE Specialist Credential, such candidates must obtain a formal recommendation by their program sponsor through the Commission’s online submission process as defined in Title 5, section 80002. A candidate must also pay the application processing fee described in Title 5 section 80487(a)(1) and satisfy the fingerprint clearance requirements as specified in Title 5, section 80442. These application criteria are well-established for preliminary credential candidates that complete a California teacher preparation program and are aligned with the application requirements for all other preliminary teaching credentials.
<i>Propose 80067 (h)(2)</i>	This subsection describes the application process for a candidate that has completed the clear credential requirements through a commission-approved teacher induction program. To be issued the clear PK-3 ECE Specialist Credential, such candidates must

Regulation Section	Necessity and Rationale
	<p>obtain a formal recommendation by their induction program sponsor through the Commission’s online submission process as defined in Title 5, section 80002. A candidate must also pay the application processing fee described in Title 5 section 80487(a)(1) and satisfy the fingerprint clearance requirements as specified in Title 5, section 80442. These application criteria are well-established for clear credential candidates that complete a California teacher preparation program and are aligned with the application requirements for all other clear teaching credentials.</p>
<p><i>Propose 80067 (h)(3)</i></p>	<p>This subsection describes the application process for a candidate that has completed the clear credential requirements by earning the appropriate National Board certification. To be issued the clear PK-3 ECE Specialist Credential, such candidates must submit an application to the Commission as described in Title 5, section 80002. A candidate must also pay the application processing fee described in Title 5 section 80487(a)(1) and satisfy the fingerprint clearance requirements as specified in Title 5, section 80442. These application criteria are well-established for clear credential candidates that complete National Boards and are aligned with the application requirements for all other clear teaching credentials.</p>
<p><i>Propose 80067 (h)(4)</i></p>	<p>This subsection describes the application process for a candidate that has enrolled in and is completing an intern credential program. To be issued the PK-3 ECE Specialist Intern Credential, such candidates must obtain a formal recommendation by their intern program sponsor through the Commission’s online submission process as defined in Title 5, section 80002. A candidate must also pay the application</p>



Regulation Section	Necessity and Rationale
	processing fee described in Title 5 section 80487(a)(1) and satisfy the fingerprint clearance requirements as specified in Title 5, section 80442. These application criteria are well-established for intern credential candidates that enroll in an intern teacher preparation program and are aligned with the application requirements for all other intern teaching credentials.
<i>Amend "Note"</i>	The change to this section is needed to correct a typo where the #4 was inadvertently left out of the reference to Education Code section 44225(b).
<i>Propose 80067.1(a)(1)</i>	The purpose of this subsection is to clarify and make specific the maximum number of equivalent semester units required prior to allowing candidates enroll in student teaching in a preschool or elementary classroom. This requirement fulfills the statutory obligation outlined in Education Code 44320(a).
<i>Propose 80067.1(b)(1)</i>	The purpose of this subsection is to specify the English language skills requirements that are needed to efficiently and effectively include Education Code Section 44259(b)(4)(A) and (B).
<i>Propose 80067.1(c)(1)</i>	The purpose of this subsection is to clarify and make specific that educator preparation coursework is made available at the upper division or graduate level. This requirement fulfills the statutory obligation outlined Education Code Section 44320(a).
<i>Propose 80067.1(d)(A)-(B)</i>	The purpose of these subsections is to ensure evaluation of candidates in a timely manner (within 60 days of admission) regarding the subject matter requirements. It also requires the program provide candidates with clear and accurate information in advising and application materials about the subject matter requirement.

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Propose 80067.1(e)(A)-(B)</i>	<p>The purpose of these subsections is to 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 competed learning in the core subject matter knowledge for developmentally appropriate practices for early learning.</p> <p>In addition, this requirement would ensure that a candidate has competed learning in the core subject matter knowledge for developmentally appropriate practices for early learning.</p>
<i>Propose 80067.1(f)(1)(A)-(E)</i>	<p>The purpose of these subsections is to clarify and make specific the requirements necessary to complete/meet to be recommended for the preliminary PK-3 ECE Specialist Credential.</p>
<i>Propose 80067.1(g)(1)</i>	<p>The purpose of this subsection is to clarify and make specific that all PK-3 ECE Specialist Credential programs give candidates that meet the criteria outlined, credit for part of the clinical practice requirement through an equivalency determination.</p>
<i>Propose 80067.1(g)(2)</i>	<p>The purpose of this subsection is to clarify and make specific the number the requirements that are necessary to be met to be granted the equivalence of at least 200 hours of clinical practice experience. These subsections also make clear that candidates given credit for PK/TK clinical practice hours are still required to complete 200 K-3 clinical practice hours to earn the PK-3 ECE Specialist Credential.</p>
<i>Propose 80067.1(g)(2)(A)-(B)</i>	<p>The purpose of these subsections is to clarify and make specific the first criterion that must be met for a candidate to qualify</p>

Regulation Section	Necessity and Rationale
	<p>for the clinical practice hour credit and intends to verify that a candidate has the requisite <i>type</i> of experience. The three options of holding a valid Child Development Permit at the Teacher or higher level, verifying employment as a lead teacher in a Head Start program, or verifying employment as a lead teacher in a childcare and development center serving preschool-aged children are necessary options to ensure that preschool educators with varying, relevant experience working with three- and four-year-olds can meet the criteria for clinical practice credit.</p>
<p><i>Propose 80067.1(g)(3)(A)-(F)</i></p>	<p>The purpose of these subsections is to clarify how a candidate would verify that they meet the criterion of six years' experience outlined in the previous subsection and clarifies what needs to be in the verification statement by the employer for the experience to qualify.</p>
<p><i>Propose 80067.1(h)(1)(A)</i></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><i>Propose 80067.1(h)(2)(A)</i></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 teacher 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</p>

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	requirement is in line with all other intern pathways for intern teachers in other credential areas.
<i>Propose 80067.1(h)(2)(A)(1)</i>	The purpose of this subsection is to clarify and make specific that intern programs verify candidates meet the subject matter competence requirement through one of the two specified options. This subsection includes the first option for possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, or a related major.
<i>Propose 80067.1(h)(2)(A)(2)</i>	The purpose of this subsection is to clarify and make specific the second option for intern programs to verify if a candidate meets the subject matter competence requirement whereby a candidate must complete 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
<i>Propose 80067.1(h)(3)(A)(1)-(5)</i>	The purpose of these subsections is to clarify and make specific that all interns, prior to being placed in a classroom as the teacher of record has a minimal level of preparation. This preservice requirement establishes those areas that the Commission has deemed essential for all interns prior to their first day on the job. This establishes the minimum number of clock hours that programs must provide in its preservice training for interns and the foundational content that must be provided to these candidates to be prepared to teach on their first day. The purpose of this subsection is to closely align with the preservice requirement for interns in other

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	teaching credential areas with appropriate adjustment for the age and grade level for the students that these interns will be teaching.
<i>Propose 80067.1(h)(4)(A)(1)-(4)</i>	The purpose of these subsections is to clarify and make specific that the employing agency and the program sponsor have a formalized plan in place to provide the candidate with the appropriate and required support and supervision prior to the teacher starting their placement. Without this provision, there could be a disagreement about which entity is responsible for providing certain support and supervision hours. This subsection is also aligned with requirements of other intern teacher credentialing programs.
<i>Propose 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.
<i>Propose 80067.1(h)(5)(A)(5)</i>	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.

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
<i>Propose 80067.1(h)(6)(A)</i>	The purpose of this subsection is to clarify and make specific that all programs understand the authorization for this credential and ensures that the intern serves in a role in a participating district that is in accordance with that authorization. This is in alignment with proposed regulation 80067(f).
<i>Propose 80067.1(h)(7)(A)</i>	The purpose of this subsection is to clarify and make specific that intern programs are working in collaboration with school districts and/or county offices of education. The purpose of this subsection is to specify that the program sponsor indicate with which school districts and/or county offices of education they have partnered.
<i>Propose 80067.1(h)(8)(A)</i>	The purpose of this subsection is to clarify and make specific the length of validity of the intern certificate and communicate that information clearly to those who hold or will hold the intern credential so they understand the period for which they may teach under the intern document.
<i>Propose 80067.1(h)(9)(A)</i>	The purpose of this subsection is to clarify and make specific that interns are not to be used to replace existing staff who are fully credentialed.
<i>Propose 80067.1(h)(10)(A)</i>	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. The purpose of

Regulation Section	Necessity and Rationale
	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.
<i>Propose 80067.1(h)(11)(A)</i>	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 the bilingual authorization.
<i>Propose 80067.2</i>  Creating PK-3 ECE Specialist Instruction Credential Program Standards	The Commission has been engaged in a multi-year effort to address the state’s need to provide 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.
<i>Propose 80067.2(a)</i> <b>Standard 1: Program Design &amp; Curriculum</b>	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,

Regulation Section	Necessity and Rationale
	<p>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>
<p><i>Propose 80067.2(b)</i>  <b>Standard 2: Preparing Candidates Toward Mastery of the PK-3 ECE Specialist Teaching Performance Expectations (PK-3 ECE TPEs)</b></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</p>
<p><i>Propose 80067.2(c)</i>  <b>Standard 3: Clinical Practice: Opportunities to Learn and to Practice</b></p>	<p>This standard ensures that all candidates receive a 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</p>



<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	<p>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>
<p><i>Propose 80067.2(d)</i>  <b>Standard 4: Equity, Inclusion and Diversity</b></p>	<p>This standard is necessary to ensure candidates are prepared to teach the full range of PK-3 students in California’s public schools. It ensures that candidates have opportunities to be introduced to, practice, and apply issues related to their own and their students’ identities, positionality, and power to provide children with socially just learning spaces and content.</p> <p>This standard addresses the need to better prepare educators to identify and to navigate implicit and explicit bias in classroom content and interactions and to understand the role of the teacher in creating equitable learning opportunities in PK-3 settings.</p> <p>This standard calls for candidates to be introduced to and understand the importance of family and community involvement and using asset-based practices that emphasize children’s strengths and use them to support growth in additional areas.</p>

Regulation Section	Necessity and Rationale
<p><i>Propose 80067.2(e)</i>  <b>Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements</b></p>	<p>This standard is necessary to ensure that faculty and supervisors will monitor and support each 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 supports and guidance</p>
<p><i>Propose 80067.2(f)</i>  <b>Standard 6: Implementation of a Teaching Performance Assessment (TPA)</b></p>	<p>This standard is necessary to ensure that programs implement a Commission-approved Teaching Performance Assessment (TPA) that assesses candidate readiness for teaching students in grades PK-3. To ensure consistency each program must identify the individual(s) responsible for documenting the administrative process for all tasks/activities as required by the</p>
<p><i>Propose 80067.2(g)</i>  <b>Standard 6A: Administration of the Teaching Performance Assessment (TPA)</b></p>	<p>Programs are given the choice among Commission-approved Teaching Performance Assessment (TPA) models. This part of the standard is necessary to ensure that, regardless of models chosen by the program, there are some uniform administrative criteria across programs for implementing the TPA. This standard requires that programs provide candidates with appropriate placements for clinical practice that allow for candidates to</p>
<p><i>Propose 80067.2(h)</i>  <b>Standard 6B: Candidate Preparation and Support</b></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</p>

Regulation Section	Necessity and Rationale
	<p>on formative assessment, how to appeal a failing score, and providing remedial assistance for struggling candidates.</p> <p>This standard identifies required and acceptable supports that programs provide to candidates. It also gives detailed examples of supports programs may not provide candidates throughout the TPA process.</p>
<p><i>Propose 80067.2(i)</i>  <b>Standard 6C: Assessor Qualifications, Training, and Scoring Reliability.</b></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</p>
<p><i>Propose 80067.2(j)</i>  <b>Standard 7: Effective Literacy Instruction in PK-3 Settings</b></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.</p> <p>This standard ensures that programs provide prospective teachers with specific content and strategies for providing effective literacy instruction for all PK-3 students.</p> <p>The California adopted English Language Arts content standards document is organized thematically into 5 themes of</p>

<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	<p>reading and literacy. The organization of standard 7 for educator preparation programs is organized to mirror those standards.</p>
<p><i>Propose 80067.2(k)</i>  <b>Standard 7A Foundational Skills</b></p>	<p>California Education Code Section 44259 (b) (4), 44259.6, 44259.7 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 and deliberately with meaningful materials that teach them to connect print with sounds.</p>

Regulation Section	Necessity and Rationale
	<p>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><i>Propose 80067.2(l)</i>  <b>Standard 7B: Meaning Making</b></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><i>Propose 80067.2(m)</i>  <b>Standard 7C: Language Development</b></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 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</p>

Regulation Section	Necessity and Rationale
<p><i>Propose 80067.2(n)</i>  <b>Standard 7D: Effective Expression</b></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. Recognizing that</p>
<p><i>Propose 80067.2(o)</i>  <b>Standard 7E: Content Knowledge</b></p>	<p>This part of the standard recognizes that in order 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. 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 present in multiple modalities, including written, digital, multimedia, discussion, experimentation, and hands-on</p>

Regulation Section	Necessity and Rationale
<p><i>Propose 80067.2(p)</i>  <b>Standard 7F: Literacy Instruction for Children with Disabilities</b></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</p>
<p><i>Propose 80067.2(q)</i>  <b>Standard 7G: Integrated and Designated English Language Development</b></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</p>
<p><i>Propose 80067.2(r)</i>  <b>Standard 7H: Literacy Teaching Performance Expectations (TPEs) and Supervised Clinical Practice.</b></p>	<p>This part of the standard is necessary to ensure that programs incorporate multiple opportunities via coursework and clinical experiences for candidates to apply, reflect on, and improve on each of the Literacy TPEs.</p>

Regulation Section	Necessity and Rationale
<p><i>Propose 80067.2(s)</i> <b>Standard 8: Effective Mathematics Instruction in PK-3 Settings</b></p>	<p>This part of the standard is necessary to ensure that programs provide instruction and opportunities for candidates to learn and practice effective means of teaching mathematical thinking and concepts to young children in coursework and clinical experience. The standard identifies core aspects of mathematical instruction for PK 3 students that candidates should know and be able to demonstrate such as building positive relationships with math concepts so that they may facilitate children’s learning in this discipline in a manner that respects and supports the children’s assets and developmental readiness. The program needs to provide candidates with opportunities to learn and practice a range of tools and strategies to ensure their own understandings of mathematical concepts and content prior to creating learning experiences for young children. This standard ensures that through field experience, candidates learn to design, differentiate, assess, and analyze meaningful, developmentally appropriate mathematical instruction that includes multiple means of presentation and representation.</p>



Regulation Section	Necessity and Rationale
<p><i>Propose 80067.2(t)</i>  <b>Standard 9: Induction Individual Development Plan</b></p>	<p>This standard is necessary so that there is a seamless transition from the candidate’s preliminary program to their induction experience. This standard ensures that programs develop an induction individual development plan that identifies areas of professional growth and development and that is unique to each candidate. This standard ensures that each candidate, upon completion of the preparation program, will have a document that they can use with their induction program to guide their induction experience that will refine and improve their skills as a teacher under the guidance and support of a mentor teacher. Because induction programs are designed to be based on one’s individual needs as a developing teacher, these induction individual development plans are essential in identifying those areas in which the new</p>
<p><i>Propose 80067.3 (a)</i>  <b>TPE 1: Engaging and Supporting All Young Children In Learning.</b></p>	<p>This TPE is necessary to ensure that beginning teachers in the PK 3 space know how to engage all children in learning. This requires that they demonstrate an understanding of the range and characteristics of typical and atypical child development for young children. It ensures that candidates demonstrate they are able to use knowledge about children’s assets, including socioeconomic, cultural, and linguistic backgrounds, funds of knowledge, relationships, families, and communities to engage and support them. This TPE requires that new teachers are able to use these understandings within the learning space and to ensure that children are able to connect their learning to meaningful and relevant contexts. Candidates for this credential must demonstrate their knowledge of and ability to facilitate developmentally appropriate activities such as play-based learning as a core element of</p>

Regulation Section	Necessity and Rationale
	early education to provide access to the full range of the curriculum for all children.
<p><i>Propose 80067.3(b)</i>  <b>TPE 2</b>  <b>Creating and Maintaining Effective Environments for Children’s Development and Learning</b></p>	<p>This TPE is necessary to ensure that beginning teachers create educational environments that will enhance and maximize children’s development and learning. It ensures that candidates demonstrate that they know how to create a learning space with an emphasis on building community through collaboration and play-based learning experiences that support academic, social, and emotional learning. Teachers must demonstrate their ability to build rapport and respectful caring relationships with children that acknowledge and embrace their cultural and linguistic capital and to know how to nurture positive and developmentally appropriate social behavior. This TPE is also necessary because teachers need to understand, be able to identify, and support children who have experienced trauma inside or outside of the learning space.</p>
<p><i>Propose 80067.3(c)</i>  <b>TPE 3</b>  <b>Understanding and Organizing Core Curriculum for Children’s Learning.</b></p>	<p>This TPE is necessary to ensure beginning teachers demonstrate their ability to incorporate skills and content identified in the State Board of Education adopted California Student Standards, Curriculum Frameworks and Preschool Learning Foundations as they design developmentally appropriate play-based, cross disciplinary, child-led and teacher guided learning activities. They must show they understand how to promote core curriculum knowledge in all children and be able to differentiate instruction and make accommodations for children</p>

Regulation Section	Necessity and Rationale
	<p>in order to provide access to the curriculum for all children, inclusive of all abilities and home language.</p> <p>This TPE requires that teachers set meaningful goals and objectives for content and to demonstrate that they understand how to engage in collaborative learning and planning with their peers, mentors, and supervisors to promote access to the core curriculum.</p> <p>This TPE is necessary to ensure new teachers for this credential understand, practice, and apply multiple strategies for designing learning experiences including using developmentally appropriate instructional technology, incorporating Universal Design for Learning (UDL) to increase children’s access to academic and social, emotional learning; and using Multi-Tiered Systems of Supports (MTSS) including assistive technology in order to scaffold and support each child’s access to the curriculum and social interactions.</p> <p>This TPE is also necessary to ensure that teachers know and implement developmentally appropriate learning experiences for young children to interact with technology, guided by the principles of the International Society of Technology in Education (ISTE) standards, and to know how to use it effectively for children to demonstrate their learning of the core curriculum.</p>
<p><i>Propose 80067.3(d)</i>  <b>TPE 4</b>  <b>Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children</b></p>	<p>This TPE is required because children learn best when new information and experiences are connected to something they already understand, so beginning</p>

Regulation Section	Necessity and Rationale
	<p>teachers must be able to demonstrate that they can design culturally responsive learning experiences that connect to children’s prior learning, honor their current developmental and instructional needs, and give children the opportunity to interact in both teacher- and child-initiated activities in large group, small group, and individual settings. Beginning teachers must understand the importance of and create learning experiences that incorporate and validate the many elements of children’s diverse community, linguistic, ethnic, economic, and gender backgrounds and do so in a manner that honors their various learning preferences and levels of social development, including those of mono-lingual and multi-lingual learners. Teachers must be able to integrate kinesthetic and other types of multisensory activities into the learning space to support all elements of children’s development.</p> <p>This TPE ensures that beginning teachers can demonstrate that they are knowledgeable about and able to integrate the use of digital tools and learning technologies in developmentally appropriate ways across content areas, including how they can use these tools to engage children in learning, promote digital literacy, and multiple ways for children to represent what they know and are able to do.</p>
<p><i>Propose 80067.3(e)</i>  <b>TPE 5</b>  <b>Assessing and Documenting Children’s Development and Learning</b></p>	<p>This TPE is necessary to ensure that beginning teachers are able to demonstrate that they understand and can apply knowledge and skills to assess</p>

Regulation Section	Necessity and Rationale
	<p>and document young children’s development and learning. This includes demonstration of and understanding of how to choose, design, implement, and analyze applicable formats of culturally responsive, developmentally and linguistically appropriate formative and summative assessments to inform further instruction and to document student learning. Candidates must be able to demonstrate that they can analyze and interpret data to determine children’s progress towards goals and the effectiveness of instruction.</p> <p>This TPE is also necessary to ensure that candidates can demonstrate that they understand how to use and analyze data from Individual Education Plans (IEPs), 504 plans to inform learning goals and to guide future differentiation and adaptation of instruction. They must demonstrate that they understand how to collaborate with specialists to analyze and understand assessment data and to use those results to support and inform instruction for children who require adapted learning opportunities. This TPE also ensures that candidates are able to demonstrate that they can distinguish between children with language disabilities and children who are multilingual or emerging multilingual learners, since children with a home language other than English are often misidentified as having a learning disability, creating obstacles to their academic and social and emotional learning.</p> <p>This TPE ensures that teachers demonstrate an understanding of and are</p>

Regulation Section	Necessity and Rationale
	<p>able to guide and model self-assessment, reflection, and how children can use this information to revise or reframe their work based on assessment feedback. It ensures beginning teachers are able to communicate assessment information in a timely manner with families and caregivers so that they make decisions that support children’s progress in social, emotional, content, and language development.</p>
<p><i>Propose 80067.3(f)</i>  <b>TPE 6</b>  <b>Developing as a Professional Early Childhood Educator</b></p>	<p>This TPE is necessary to ensure that candidates can demonstrate the critical aspect of being a professional educator including attention to refining one’s skills, acting ethically and within the boundaries of statute, and protecting the health and safety of children entrusted in their care. It ensures that beginning teachers understand teaching as a cycle of continuous learning involving ongoing inquiry, reflection, and action on one’s own practice. This well-established teaching process (frequently referred to as the Plan, Teach, Reflect, and Apply process) recognizes the complexity of teaching and ensures that all children have access to quality education. This TPE requires candidates to demonstrate they understand how to exhibit acceptance and fairness to all children and to act without bias and mitigate obstacles to children’s academic and social and emotional learning.</p> <p>This TPE is necessary to ensure that new teachers accept and model professional and ethical responsibility and integrity and ensure all policies and laws regarding the privacy, health and safety of children are followed and are aware of and</p>

Regulation Section	Necessity and Rationale
	<p>exercise professional conduct as mandated by law and community norms. It ensures that beginning teachers understand that the collaborative, iterative nature of education requires that teachers are prepared to co-plan, co-teach, and communicate effectively with colleagues, mentors, and other educators and to seek out and reflect on feedback related to their own performance in order to revise instruction as necessary to best serve their students.</p>
<p><i>Propose 80067.3(g)</i>  <b>TPE 7</b>  <b>Effective Literacy Instruction for PK-3 Settings</b></p>	<p>This TPE is necessary to ensure that candidates are able to demonstrate a minimum level of competency in effective literacy instruction for young children. Effective literacy instruction is critical to early childhood learning since it lays the foundation for all future learning. Additionally, this TPE directly addresses the statutory requirements of SB 488 (Chapter 678, Statutes of 2021). This TPE, along with the PK-3 Program Standard 7, were adopted by the Commission in October 2022 and are built based on the recommendation of a panel of literacy experts, including those in English Language Arts and English Language Development. It aligns with the California’s English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations, themes of the <i>English Language Arts/English Language Development Framework</i>, and the <i>Preschool Curriculum Framework</i>. This TPE is necessary to ensure that candidates can demonstrate that they know and can implement the five themes of literacy in the student academic standards: Foundational Skills; Meaning</p>

Regulation Section	Necessity and Rationale
	<p>Making, Language Development; Effective Expression; and Content Knowledge, in the context for young children.</p> <p>This TPE provides detailed descriptions of the multi-faceted discipline of literacy instruction and ensures that beginning teachers demonstrate that they understand the rationale for and are able to plan, implement, integrate and assess (throughout and across the curriculum) evidence- and asset-based, developmentally, linguistically and culturally sustaining, cognitively, and socially appropriate literacy instruction. It is necessary to ensure that candidates demonstrate that they know how to use the <i>California Dyslexia Guidelines</i> and the definition and characteristics of dyslexia and understand the instructional strategies for assisting children with dyslexia and other literacy-related disabilities. The TPE requires that candidates demonstrate that they understand how to provide instruction in English Language Development (ELD) including integrated and designated ELD.</p>
<p><i>Propose 80067.3(h)</i>  <b>TPE 8</b>  <b>Effective Mathematics Instruction in a PK-3 Setting</b></p>	<p>This TPE is necessary to ensure that candidates are able to demonstrate a minimum level of competency in effective mathematics instruction for young children and identifies certain core competencies. It requires candidates to demonstrate that they know how to plan and implement mathematics instruction that is appropriate to children’s age, grade, and developmental levels, including their linguistic, cognitive, social and emotional strengths and learning needs and that their instruction is</p>



<b>Regulation Section</b>	<b>Necessity and Rationale</b>
	<p>grounded in the state adopted curriculum standards and frameworks for the age group that they will teach. This TPE ensures that beginning teachers can demonstrate the principles of Universal Design for Learning (UDL) that give children multiple opportunities to interact with developmentally appropriate elements of core mathematical knowledge. Candidates must demonstrate that they provide a secure environment for children to cultivate and practice mathematical thinking. This TPE requires candidates to demonstrate that they understand and develop their students’ abilities around certain key mathematical skills (make sense of problems and persevere in solving them, make and test conjectures to solve problems, etc.) in order to develop children’s positive thinking and relationship with mathematics.</p> <p>This TPE also requires that candidates demonstrate that they can evaluate children’s learning needs and using this information to design and provide developmentally appropriate, differentiated instruction. They must design learning activities that provide children the opportunity to interact with mathematical thinking in both self-initiated and teacher-led learning activities that include a strong foundation of play, use of manipulatives, and other strategies and tools for solving problems.</p>

Creation or elimination of jobs within the state

These amendments will not create or eliminate jobs in California. The proposed amendments pertain to the credentialing of PK-3 ECE specialists, that would authorize service in any grades PK-3. These amendments help to address the need for additional ECE teachers to support the statewide UTK implementation and are necessitated by statutory changes. The Commission anticipates that the proposed amendments are intended to increase opportunities for candidates to complete their credentialing requirements thereby possibly increasing the supply of fully prepared teachers who will be ready to enter the California teaching workforce.

Creation of new businesses or the elimination of existing businesses within the state

The Commission concludes that it is unlikely that the proposal will create any new businesses or eliminate any existing businesses within the State of California since the educational institutions are California State Universities, Universities of California, private four-year colleges and universities, or local education agencies, none of which meet the definition for small business.

Expansion of businesses currently doing business within the state

The proposed amendments pertain to the credentialing of PK-3 early childhood education specialists. While there may be some slight expansion of enrollment at Commission-approved preliminary programs due to educators seeking the new PK-3 ECE credential, this is expected to be minimal. These amendments will not cause the elimination of existing businesses in California.

Benefits of the regulation to the health and welfare of California residents, worker safety, and the state's environment

The Commission anticipates that the proposed amendments will help improve services to students in grades PK-3 by better preparing California educators to serve in early childhood education settings.

The Commission does not anticipate that the proposed regulations will result in an increase in the protection of public health and safety, worker safety, or the environment, or an increase in openness and transparency in business. To the extent that Education Specialists will be better prepared to address the needs of students in grades PK-3, the proposed regulations may lead to an increase in the prevention of social inequity.

*Cost impacts on a representative private person or business*

The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

*Business Report*

This proposal does not require a report to be made.

*Effect on Small Business*

The proposed regulations will not have a significant adverse economic impact upon small businesses. The proposed regulations apply only to individuals seeking a credential or authorization to teach in any grades PK-3 in California public schools.

### **Documents Relied Upon**

June 2022 Commission agenda item 3A – Proposed Authorization Statement and Credential Requirements for the PK-3 Early Childhood Education Specialist Credential:

[https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-06/2022-06-3a.pdf?sfvrsn=a09f27b1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-06/2022-06-3a.pdf?sfvrsn=a09f27b1_3)

June 2022 Commission Agenda item 3B – Proposed Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Credential: [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-06/2022-06-3b.pdf?sfvrsn=8aa127b1\\_6](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-06/2022-06-3b.pdf?sfvrsn=8aa127b1_6)

August 2022 Commission agenda item 2C – Update on the Development of Draft Literacy Program Standards and Teaching Performance Expectations Pursuant to Senate Bill 488: [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-08/2022-08-2c.pdf?sfvrsn=da2827b1\\_6](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-08/2022-08-2c.pdf?sfvrsn=da2827b1_6)

August 2022 Commission agenda item 5A – Proposed Regulations Pertaining to Credential Requirements for the PK-3 Early Childhood Education Specialist Instruction Credential: [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-08/2022-08-5a.pdf?sfvrsn=463327b1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-08/2022-08-5a.pdf?sfvrsn=463327b1_3)

October 2022 Commission Agenda Item 4A Proposed Adoption of Literacy Standards and Teaching Performance Expectations Pursuant to Senate Bill 488: [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-10/2022-10-4a.pdf?sfvrsn=f8ec26b1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-10/2022-10-4a.pdf?sfvrsn=f8ec26b1_3)

October 2022 Commission agenda item 4B – Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Instruction Credential: [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-10/2022-10-4b.pdf?sfvrsn=a1eb26b1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-10/2022-10-4b.pdf?sfvrsn=a1eb26b1_3)

Approval of the December 2022 Consent Calendar – Proposed Title 5 Regulations for the PK-3 Early Childhood Education Specialist Instruction Credential [https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-12/2022-12-1c.pdf?sfvrsn=e4aa26b1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-12/2022-12-1c.pdf?sfvrsn=e4aa26b1_3)

Master Plan for Early Learning and Care: California for All Kids: <https://cdn-west-prod-chhs-01.dsh.ca.gov/chhs/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf>

**Anticipated Benefits**

The Commission anticipates that the proposed amendments will develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and credentialing of educators who have demonstrated the capacity to be effective practitioners. In addition, that the regulations will drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California’s diverse student population.

**Alternatives Statement**

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to its attention would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law. The Commission invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations during the written comment period or at the public hearing.

**Significant Adverse Economic Impact on Business**

The Commission has concluded there is no significant adverse impact on business. These regulations make clear the required components of preparation for the PK-3 ECE Specialist Instruction credential that must be addressed by program sponsors wanting to offer preparation for this credential.