

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 Teaching Performance Assessment Initial Statement of Reasons

Problem Statement

According to current regulations, one of the minimum requirements for applicants seeking to obtain the preliminary PK-3 Early Childhood Education Specialist Instruction credential is passage of a commission approved teaching performance assessment for the multiple subject credential in a PK-3 setting, or passage of a teaching performance assessment for early childhood education. When these regulations were adopted, the Commission had not yet developed a teaching performance assessment specific to the preliminary PK-3 Early Childhood Education Specialist Instruction Credential, so the Commission approved the use of existing teaching performance assessments for the multiple subject credential.

Statement of Purpose

The regulation proposed in this rulemaking action would eliminate the option for PK-3 ECE candidates enrolled on or after July 1, 2025 to continue use of the multiple subject version of the teaching performance assessment and instead require that candidates first enrolled in a PK-3 Early Childhood Education Specialist program on or after July 1, 2025, pass a commission approved teaching performance assessment for the PK-3 Early Childhood Education Specialist Instruction. The new PK-3 version is modeled on the current multiple subject version but is aligned to the PK-3 Teaching Performance Expectations and program standards.

This proposed change to regulations is intended to update the requirements for PK-3 Early Childhood Education Specialist Instruction credential candidates now that an approved performance assessment is available that has been designed to specifically address PK-3 Early Childhood Education teaching performance expectations and the preparation of PK-3 Early Childhood Education Specialist Instruction credential candidates.

Necessity and Rationale for Proposed Provisions

Amend 80067(a)(3)

The current option allowing PK-3 Early Childhood Education Specialist Instruction credential candidates to pass a teaching performance assessment for the multiple subject credential in a PK-3 setting is amended to only apply to candidates first enrolled in a PK-3 Early Childhood Education Specialist Instruction credential program prior to July 1, 2025. Candidates first enrolled in a PK-3 Early Childhood Education Specialist Instruction program on or after July 1, 2025, will be required to pass a Commission-approved teaching performance assessment for the PK-3 Early Childhood Education Specialist Instruction Credential.

Over the past two years, the Commission has developed a specific performance assessment that is aligned to the Teaching Performance Expectations adopted by the Commission for the PK-3 Early Childhood Education Specialist Instruction credential. Programs preparing PK-3 Early

Childhood Education Specialist Instruction credential candidates are aligned to the PK-3 Early Childhood Education Specialist Instruction credential specific program standards and Teaching Performance Expectations that are specifically designed to address the needs of teachers serving the state's early learners (preschool through grades 3). These include specific attention to the developmental needs of these young children. The Commission is field testing a version of the teaching performance assessment specifically designed for the PK-3 Early Childhood Education Specialist Instruction credential and anticipates that it will be ready for full operation beginning July 1, 2025. As a result, the Commission believes it to be appropriate to eliminate the provision for the continued use of the multiple subject version for candidates that are enrolled beginning July 1, 2025.

The new PK-3 Early Childhood Education Specialist Instruction credential performance assessment is modeled on the current multiple subject version but is customized to the PK-3 Early Childhood Education Specialist Instruction credential Teaching Performance Expectations; therefore, it is a more appropriate measure of the readiness of individuals entering the education profession as new PK-3 Early Childhood Education teachers.

Anticipated Benefits

The broad objectives of this regulation are to ensure integrity, relevance, and high quality in the preparation and certification of the educators who serve all of California's diverse students. The specific benefits anticipated from the regulation are the promotion of fairness and social equity for students and teachers in California school's grades preschool through 3.

Fiscal and Economic Impacts of the Regulation

Economic Impact Assessment

Creation or elimination of jobs within the state

The Commission concludes that it is unlikely that the proposed amendments will create jobs within the State of California. The proposed amendments pertain to the credentialing of PK-3 ECE specialists, that would authorize service in any grades PK-3. These amendments implement a more appropriate measure of the readiness of individuals already entering the education profession as new PK-3 teachers.

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

The Commission concludes that it is unlikely that the proposed amendments will create any new businesses or eliminate any existing businesses within the State of California since the proposed amendments pertain to applicants seeking a PK-3 Early Childhood Education Specialist Instruction credential and who are enrolled in a PK-3 Early Childhood Education Specialist program on or after July 1, 2025, in California. In addition, the requirements outlined in this regulation can only be obtained through educational institutions such as California State Universities, Universities of California, private four-year colleges and universities, or local education agencies, none of which meet the definition for a business.

Expansion of businesses currently doing business within the state

The Commission concludes that it is unlikely the proposed amendments would cause the expansion of businesses currently doing business within the State of California since the proposed amendments pertain to applicants seeking a PK-3 Early Childhood Education Specialist Instruction credential and who are enrolled in a PK-3 Early Childhood Education Specialist program on or after July 1, 2025, in California. 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.

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 business 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.

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 for candidates seeking a PK-3 Early Childhood Education Specialist Instruction Credential and who are enrolled in a PK-3 Early Childhood Education Specialist program on or after July 1, 2025, 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 welfare of California residents, worker safety, or the environment, or an increase in openness and transparency in business.

Documents Relied Upon

Commission Agenda Item 1C: Approval of the October 2024 Consent Calendar, Item: Proposed Regulatory Amendments Pertaining to PK-3 Early Childhood Education Specialist Instruction Teaching Performance Expectations

<https://meetings.ctc.ca.gov/Details/208>

Alternatives Statement

Alternative 1: Keep using the existing teaching performance assessment for the multiple subject credential instead of requiring the PK-3 specific version.

Analysis:

1) The new PK-3 version is modeled on the current multiple subject version but is customized to the PK-3 Teaching Performance Expectations. Therefore, it is a more appropriate measure of the readiness of individuals in entering the education profession as new PK-3 teachers, and 2) the Commission has already spent over two years developing and field testing a version specifically for the PK-3 credential so it would be a waste of time and money if we did not implement the new PK-3 version.