PK-3 ECE Specialist Instruction Credential

UPDATE FOR THE COMMITTEE ON ACCREDITATION - 1/26/2023

Key points today

➢Background & Overview

➢What's New?
  ➢Basic skills
  ➢Subject matter
  ➢Program curriculum design
  ➢Clinical practice & TPA
    ➢ Professional Preparation Program Equivalency for Clinical Practice
  ➢Three new standards
    ➢ Equity, Inclusion, Diversity
    ➢ Literacy instruction
    ➢ Math instruction
  ➢IPR Process
  ➢Timeline

Background

- **2020:** CA Master Plan for Early Learning and Care calls for development of a competency-based preparation and licensure system with the recommendation of developing a PK-3 Credential

- **2021-2022:** Work to repurpose the ECE Specialist Credential and the establishment of the ECE Credentialing Workgroup that made recommendations to the Commission regarding the multiple pathways and options for meeting the proposed requirements

- **2022:** The implementation of Universal Transitional Kindergarten (UTK) serving all four-year-olds in the public system by 2026
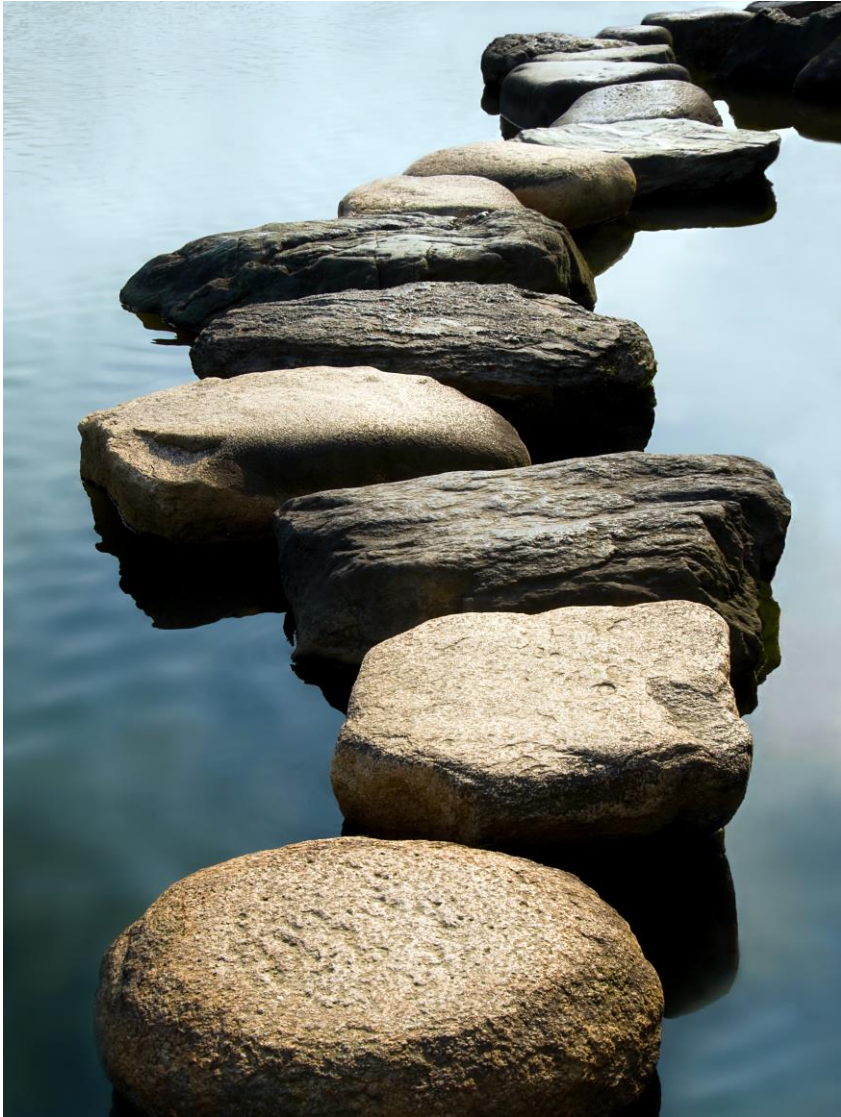
Overview

The credentialing structure is intended to:

- Meet the unprecedented need (7,000-16,000) for qualified ECE teachers who have the necessary knowledge, skills, and abilities to provide developmentally appropriate learning opportunities for all young children

- Prepare teachers that represent a diverse workforce that reflects the children and families/guardians they serve in PK-grade 3

- Provide a bridge and accelerated pathways for current Multiple Subject Credential holders as well as Child Development Teacher Permit (CDP) holders with a BA degree to earn the credential and begin serving as quickly as possible in Transitional Kindergarten (TK) settings

- Provide an option to Multiple Subject Credential holders for meeting apportionment requirements under EC 48000(g)(4) for serving in a Transitional Kindergarten assignment.

What's New?

Basic skills:

Candidates are required to possess a bachelor's degree or higher from a regionally accredited institution of higher education to meet the Basic Skills Requirement (BSR) for this credential. The CBEST and other BSR options are not necessary for candidates to employ to earn this credential.

What's New? *Continued*

Subject Matter Requirements (SMR):

The Subject Matter Requirement for the PK-3 credential is focused on the understanding of child development in contrast to the content areas in the MS and Single Subject credentials. There are two ways to meet these requirements:

1. Possession of a bachelor's or higher degree from a regionally accredited institution of higher education with a degree major in the field of child development or early childhood education.

2. Completion of 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 (There is no set list of courses required to meet the SMR, but they must be degree-applicable courses. In addition, there is no CSET).

Program Curriculum Design

Those who currently hold a valid clear Multiple Subject Teaching Credential with an English learner authorization may wish to add the PK-3 Credential:

➢This will meet the SMR by completing 24 units in ECE/Child Development needed for apportionment requirements throughout the state

➢These candidates will apply directly to the Commission for the PK-3 Credential

➢These candidates will not be required to complete any additional clinical practice or TPA
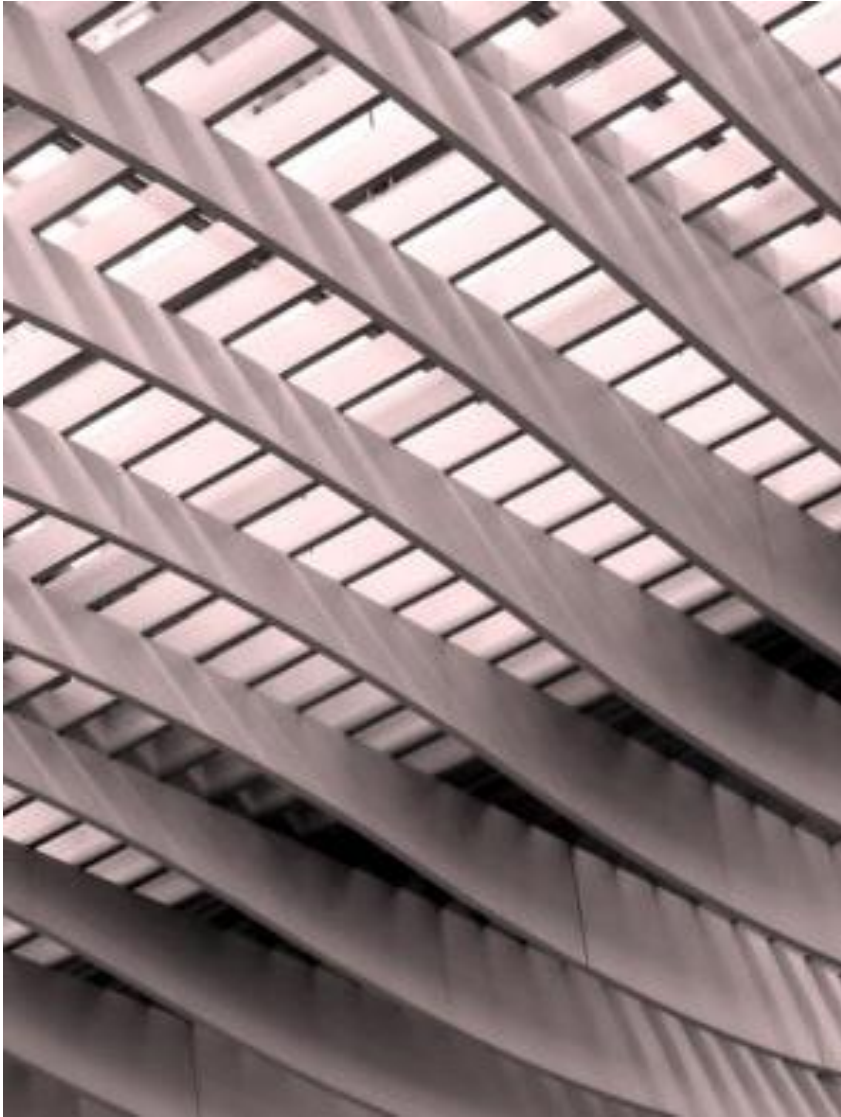
Program Curriculum Design
continued

Program sponsors are encouraged to intentionally design programs to meet the new criteria, rather than attempt to 'retrofit' existing preliminary multiple subject programs. This gives program sponsors the opportunity to build new pathways to teaching via child development and early childhood education majors.

Program Curriculum Design *cont.*

➢ The focus of coursework and clinical practice on child development, early literacy and math instruction, play, social and emotional learning, and developmentally appropriate practice (DAP).

➢Design culturally sustaining curriculum and learning spaces that support children's linguistic, literate, and cultural ways of knowing and being.

➢Provide a focus on the whole child, centering children's funds of knowledge, validating and supporting community and family relationships.

Clinical Practice

➢600 Hours

➢Two Placements required w/minimum 200 hours each
  ➢PK/TK
  ➢K-3

➢Professional Preparation Program Equivalency for Clinical Practice
  ➢200 hours minimum credit for qualified candidates who both
    ➢Child Development Permit (Teacher or higher)
    ➢Verify 6 years or more of satisfactory full-time teaching (3.5 hours per day)
  ➢Option for programs to award up to another 200 hours for candidates

TPA

➢Initially - Multiple Subject TPA in TK through third grade

➢PK-3 CalTPA Development Timeline:
  ➢ January 2023 – January 2024: Build TPA
  ➢ Spring 2024 – pilot test PK-3CalTPA
  ➢ Fall 2024 – Spring 2025 – field test PK-3 CalTPA
  ➢ Fall 2025 – operational administration of PK-3 CalTPA

PK-3 Program Standards

1) Program Design and Curriculum

2) Preparing Candidates Toward Mastery of the *PK-3 ECE Performance Expectations* (PK-3 ECE TPEs)

3) Clinical Practice: Opportunities to Learn and to Practice

4) Equity, Inclusion, and Diversity

5) Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

6) Implementation of a Teaching Performance Assessment

7) Effective Literacy Instruction in PK-3 Settings

8) Effective Mathematics Instruction in PK-3 Settings

9) Induction Individual Development Plan

TPE Domains

1) Engaging and Supporting All Young Children in Learning

2) Creating and Maintaining Effective Environments for Children's Development and Learning

3) Understanding and Organizing Core Curriculum for Children's Learning

4) Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

5) Assessing and Documenting Children's Development and Learning

6) Developing as a Professional Early Childhood Educator

7) Effective Literacy Instruction for PK-3 Settings

8) Effective Mathematics Instruction in a PK-3 Setting

Standard 4

"The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments."

Candidates examine & reflect on

➢ Personal attitudes related to privilege & power in domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status

➢ Strategies to analyze, monitor, & address the consequences

➢ How implicit & explicit racial bias impact early childhood learning

➢ The role of the teacher in creating equitable & just learning spaces

Learn the ways in which teachers can address individual & systemic bias

Standard 4 *continued*

The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.
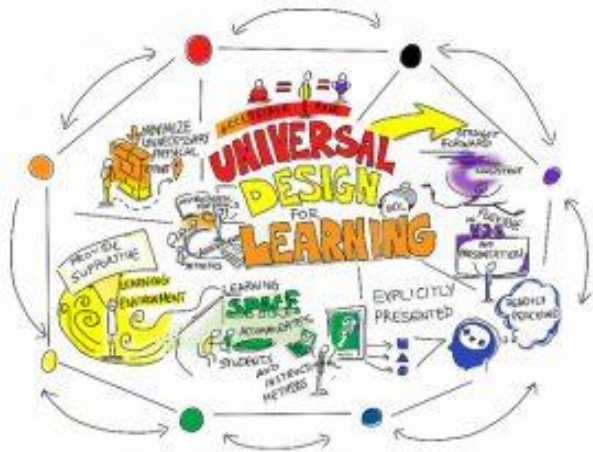
Standard 7

This standard and TPE directly address the implementation of SB 488 and include detailed expectations for program sponsors and teacher candidates. Coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas based on the:

➤ (SBE)-adopted English Language Arts (ELA) and Literacy Standards

➤ English Language Development (ELD) Standards

➤English Language Arts/English Language Development Framework , including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge

➤Preschool Learning Foundations

➤Preschool Curriculum Framework

Standard 7 *continued*

This standard calls on programs to ground their literacy instruction in **asset-based pedagogies** and **Universal Design for Learning (UDL)** in order to prepare candidates to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development.

Standard 7 *cont.*

➢ Programs must demonstrate that as they provide systemic literacy instruction that it follows specific elements of the California Comprehensive State Literacy Plan detailed in the PK-3 Credential handbook regulations.

➢ This standard also requires programs to incorporate the California Dyslexia Guidelines through both coursework and clinical practice.

Standard 8

Cultivate children's conceptual understandings of math by building positive relationships with children - drawing on and extending children's prior mathematical knowledge, understandings, and capabilities.

Guide children to develop strong foundational mathematical understandings and provide them practice using a variety of tools and strategies to solve problems, explain their thinking, and relate math to their lived experiences.

Differentiate instruction and learning activities to meet children where they are in their mathematical thinking process.

Standard 8 *continued*

Prepare candidates to facilitate children's learning in all critical strands of math including

1) number and operations, including counting and cardinality,

2) mathematical thinking and understanding relationships,

3) algebra and functions,

4) measurement and data analysis, and

5) geometry.

Programs must ensure candidates learn and practice incorporating mathematical thinking in multiple modalities, including language, gestures, movement, writing, and other means of expression and learning to ensure all children, including children with disabilities, and mono- and multi-lingual learners have access to and can cultivate their understandings.

IPR Process

➢ The IPR team is requiring each program sponsor proposing a PK-3 program to include at least one recommendation for a reviewer with expertise in ECE, which will ensure that all new programs for the PK-3 Credential are reviewed through this lens.

➢ Given the detailed requirements of Standard/TPE 7, a review of each proposal by literacy experts is necessary. This will become an element of the IPR process for this credential.

➢ The first review is expected top take place March 16-17.

ACCREDITED

Timeline

- **Regulatory Packet to be submitted**
- **Webinars for Programs:**
  - February 2: Math Standard (8)
  - February 2: Equity, Inclusion, & Diversity Standard (4)
  - February 3: Webinar for IPR

- **Program Proposals – IPR –March 16 & 17 in person at CTC office for first batch**

- **Fall 2023 – accredited PK-3 ECE Specialist Instruction Credential programs begin**
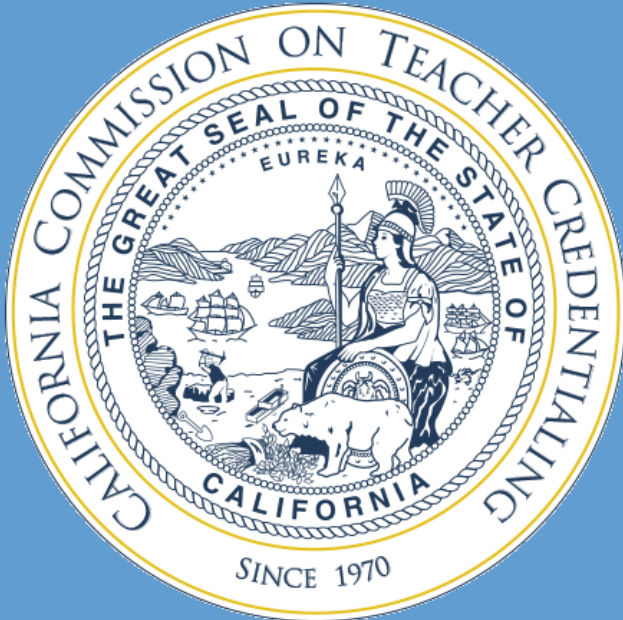
PK-3 Credential Webinars

Upcoming Webinars: check out the PK-3 Credential webpage for recordings

- ☐ Unpacking the PK-3 Math Standard (8): February 2nd 10-11 am

- ☐ Unpacking the PK-3 Equity, Inclusion, & Diversity Standard (4): February 2; 1-2pm

- ☐ PK-3 Program Proposal Process: February 3; 9-11am

Webinar Recording

- ☐ Unpacking Literacy Standard and TPE (Jan 19, 2023)

WEBINAR

Resources

For information, webinars, slide decks and resources, please visit the CTC PK-3 ECE Specialist Instruction Credential page https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential

PK-3 Handbook https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pk-3-handbook.pdf?sfvrsn=74bd26b1_9

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Thank You!