

California Standards for the Teaching Profession
Early Childhood Education Administrator
Standards and Teaching Performance Expectations
April 2018

Standards for Early Childhood Education Program Administration and Supervision

Standard 1: Program Development and Administration

Standard 2: Personnel Management for Early Childhood Education Programs

Standard 3: Business and Fiscal Management for Early Childhood Education Programs

Standard 4: Personnel Development for Early Childhood Education Programs

Introduction to this Document

Organization: This document includes *Early Childhood Education Administrator Performance Expectations* (ECE APEs) for early childhood education professionals intending to work in the capacity of an early childhood education (ECE) administrator, whether in the role of supervising a single program site or multiple program sites. Administrator Performance Expectations represent the body of knowledge and skills that beginning California early childhood practitioners in the job role of an administrator should have the opportunity to learn and practice in preparation programs in California.

Beginning California practitioners in the job role of an ECE administrator learn and demonstrate their knowledge and skills related to the Administrator Performance Expectations in the context of successfully completing coursework and engaging in fieldwork/clinical practice related to the performance expectations in an early childhood education setting. Administrator Performance Expectations are intended to guide the development of preparation programs offered by institutions of higher education; the level of a permit candidate's competency with respect to the Administrator Performance Expectations is assessed by the preparation programs during coursework and fieldwork/clinical practice experiences.

The organization of the ECE APEs is based primarily on an analysis of the content of the Child Development Permit-related preparatory coursework provided through the California Community Colleges and the California State University for candidates for a Site Supervisor/Program Director permit. This coursework is grounded in and reflects the California Department of Education's *Early Childhood Educator Competencies*, which were developed collaboratively by the early childhood community and represent concepts that form the basis for teaching and administering effective early childhood education programs in California.

In addition to these foundational sources, the ECE APEs are also aligned with the recommendations regarding the general competencies and knowledge needed by early childhood education leaders as presented in the national report *Transforming the Workforce for*

Children Birth through Age 8: A Unifying Foundation, issued in 2015 by the Institute of Medicine and the National Research Council of the National Academies.

The ECE APes are research-based, aligned to and informed by the source documents cited below. They require beginning California practitioners in the job role of administrator to demonstrate the knowledge and skills to establish and/or maintain developmentally appropriate, safe and healthy learning environments that support young children's development across all domains and that meet the needs of each young child; to effectively support, promote, and maintain the program's fiscal, business, and management operations in accordance with applicable laws, regulations, policies, and procedures; to recruit, hire, support, evaluate, and retain/dismiss personnel in accordance with applicable laws, regulations, policies and procedures; and to effectively represent the program publicly to children, families, and the larger community.

Details about expectations for the knowledge and performance of beginning California practitioners in the job role of administrator are provided through the specific performance expectation narratives and elements provided within each of the four Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of ECE APes, reference is made to "children." This phrase is intended as a widely inclusive term that references **all** young children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement. "All children" is inclusive of children regardless of ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, and children who are dual language learners who are developing language proficiency in English as well as their home language. This inclusive definition of "all children" applies whenever and wherever the phrase "all children" is used in these standards and ECE APes.

Source Documents: The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California practitioners in the job role of administrator at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood Administrator would know or be able to do. The publications cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce. The source documents are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The Infant/Toddler Learning & Development Program Guidelines*, California Department of Education, 2018
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Institute of Medicine and National Research Council of the National Academies, 2015

- *The California Preschool Program Guidelines*, California Department of Education, 2015
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Community Colleges Curriculum Alignment Project – Expansion*, Child Development Training Consortium, 2013
- *The NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010
- *The California Administrator Performance Expectations*, California Commission on Teacher Credentialing, 2017

Job Role Addressed by this set of Standards and Performance Expectations: Administrating in an ECE setting. A California practitioner in the job role of administrator may supervise a single site program and/or multiple programs; provide service in the care, development, and learning of children in a child care and development program; supervise the work of other adults in an ECE setting; and serve as coordinator of curriculum and staff development.

Standards and Expectations for California Practitioners in the Job Role of An Early Childhood Education Administrator

Standard 1 Program Development and Administration

Standard 1: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about the mission, philosophy, and values of the early childhood education (ECE) program they lead. They demonstrate effective practices for developing, administering, and evaluating the quality of early childhood programs, including developing and implementing the program's design, overseeing the program's fiscal and business operations; managing, leading, and supporting the staff in a variety of settings and program types; assuring that the program site provides a safe, healthy, and caring environment for children and staff in accordance with all applicable laws, regulations, and policies; and evaluating the effectiveness of the program in providing quality learning opportunities for all young children in their early childhood setting. They understand how to use multiple sources of assessment data to appropriately and effectively make program modifications to improve outcomes for children and to inform program decisions and policies.

Beginning California practitioners in the job role of an ECE administrator address program staffing needs based on their knowledge of appropriate staffing in the early childhood setting(s) they lead. They prepare program, fiscal, and other required reports for funding and oversight agencies as well as for other agencies as needed. They model and carry out their legal and ethical responsibilities, and demonstrate professional behavior appropriate to the leadership role within ECE programs and settings. They demonstrate reflective practice, good time management skills, and positive professional, family, and community relationships.

Beginning California practitioners in the job role of an ECE administrator represent the program(s) they lead through outreach, collaborative efforts, and positive communications with colleagues, families, the community, and other service providers to support the program and to provide enhanced learning opportunities for young children.

Standard 1: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Demonstrate an understanding of a variety of ECE program structures, philosophies, settings, and curricular models and approaches that may be used or implemented within a high-quality early childhood education program
- Demonstrate an understanding of the range and the types of laws, regulations, and policies applicable to ECE program operations and program types
- Demonstrate the skills to design, develop, implement, and assess a high quality ECE program in accordance with all applicable laws, regulations, and policies
- Implement effective methods of ECE program administration

- Implement effective methods for establishing and maintaining a positive program climate
- Assure that effective routines and schedules are established and maintained within an ECE program that help facilitate young children’s learning
- Identify and address issues of diversity and inclusion applicable within ECE programs and settings
- Apply methods and tools, including multiple, valid sources of assessment and other data, for program evaluation and improvement purposes
- Demonstrate effective leadership strategies to ensure equity and respect for children, families, staff and colleagues of the program
- Prepare and submit program, fiscal, and other reports, as required
- Represent the program effectively to families, the community, funding and oversight agencies, and other early childhood providers collaborating with the program
- Initiate collaborative arrangements with other agencies and services providers to support the program and its staff, and to provide enhanced learning opportunities for children
- Initiate outreach efforts to families and the community to collaboratively support children’s growth, development, and learning
- Demonstrate effective public speaking skills with a variety of audiences within the early childhood community
- Demonstrate collaborative leadership skills and effective strategies for working with staff, families, the community, and other constituencies within the early childhood setting

Standard 2

Personnel Management for Early Childhood Programs

Standard 2: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about principles and practices of personnel management and leadership within ECE programs. They are knowledgeable about applicable laws, regulations, and program policies regarding the hiring, supervision, evaluation, retention and termination of program staff, including components of hiring practices, staff observation practices, professional development and support of staff, and staff evaluation practices. They are able to train staff on the program’s operational policies, procedures, and handbooks, and assure that the staff is knowledgeable about applicable mandated reporting requirements. They are able to design and implement strategies for staff team building, and for dealing with conflict that may arise among staff members, between staff and families, or in other program related contexts.

Beginning California practitioners in the job role of an ECE administrator are able to provide effective leadership and support for the ongoing learning and skill development of staff that will enhance instructional and other learning and development opportunities for children.

Standard 2: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Demonstrate an understanding of the key roles of program staff and the required staff qualifications
- Demonstrate effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate
- Implement principles, practices, and applicable local, state, and national laws, regulations, and policies governing the hiring, compensation, management, evaluation, retention, and termination of employees
- Develop and/or implement processes of recruiting, hiring, and evaluating ECE program personnel consistent with applicable personnel laws, regulations, and policies
- Identify and appropriately use formal and informal staff observation and evaluation tools consistent with applicable policies and procedures of the early childhood setting
- Demonstrate an understanding of the program's policies, procedures, and handbooks
- Implement policies and practices to assure that staff is knowledgeable about local, state, and national provisions applicable to mandated reporting requirements
- Demonstrate team building and conflict resolution skills that reflect an awareness of various cultural, linguistic, or other unique characteristics of program staff
- Assure the immediate as well as the long-term staffing of the early childhood setting with qualified, effective personnel
- Provide effective leadership and support to the staff to enhance instructional and other learning opportunities for children

Standard 3

Business and Fiscal Management for Early Childhood Education Programs

Standard 3: Narrative

Beginning California practitioners in the job role of an administrator administer the ECE program(s) in accordance with applicable health and safety codes, including but not limited to provisions of the Americans with Disabilities Act (ADA). They are able to develop and oversee the program budget and fiscal management and recordkeeping processes, including food services, strategic planning, budgeting, record keeping, funding, and facilities management, maintenance and repair of the facility/facilities as applicable, to assure the ongoing effective, cost-efficient operation of the program. They advocate for the program(s) as needed to assure the resources necessary to appropriately meet the business and fiscal needs of the early childhood setting(s). They prepare budget documents, make budget adjustments as needed, and report as required concerning the fiscal stability of the program(s), and assure that the program does not exceed its allocated operational funding. They assure that the necessary human and material resources needed to operate and maintain the program are available in a timely manner.

Standard 3: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Comply with local, state, and national provisions applicable to administration of an ECE program, including but not limited to meeting ADA requirements, health and safety regulations, emergency preparedness procedures, food services, and physical facilities management and maintenance
- Identify issues and processes of compliance with regulations and regulatory systems relating to ECE programs, and take effective action to address these issues as needed
- Demonstrate effective procedures for developing, administering, monitoring, and maintaining a program budget
- Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an EC setting
- Develop and implement policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures
- Implement the business- and fiscal-related processes of strategic planning, including start up and needs assessment, budgeting, and record keeping
- Identify and appropriately address issues requiring approval, input, or guidance from a board, advisory council, or other governing body within the given program structure
- Demonstrate the ability to advocate for the program, its accomplishments and its needs, as appropriate and within policies and procedures of the early childhood setting(s)

Standard 4
Personnel Development for Early Childhood Programs

Standard 4: Narrative

Beginning California practitioners in the job role of an ECE administrator provide leadership for the professional growth and development of staff. They stay informed regarding current research in the field of early childhood education, early development and learning, and pedagogical practices. They can help staff recognize professional biases. They help staff recognize signs of child trauma, physical needs or emotional stress. They promote culturally responsive, positive, and restorative strategies to address the diverse needs of all children and their families.

Beginning California practitioners in the job role of an ECE administrator provide, as well as facilitate, connections to and support for professional development opportunities, including planning and implementing relevant professional development opportunities and quality improvement efforts that reflect current knowledge of child development and of effective, high-quality curricular and pedagogical practices. They are responsive to staff-identified as well as administrator-identified staff needs for professional development and support. They facilitate observations, mentoring, coaching and other professional learning opportunities for themselves as well as for staff.

Beginning California practitioners in the job role of an ECE administrator appropriately use observational methods and other evaluation strategies to assess the quality of staff's

pedagogical practices and interactions, to recognize effectiveness of staff efforts, and identify and address areas in need of improvement. They understand how to use multiple sources of assessment data appropriately and effectively to make adjustments to inform professional learning. They understand and can recognize and appreciate different leadership styles. They encourage and help develop leadership skills among staff through modeling, coaching, and mentoring. Under their leadership, candidates support collaboration opportunities for themselves and their staff to increase their understanding of and facilitate linkages among different kinds of providers of health, education, social services, or other community services for children and families in the early childhood setting.

Standard 4: Administrator Performance Expectations

Beginning California practitioners in the job role of an ECE administrator are able to:

- Support and engage in ongoing reflective practice and reflective leadership
- Identify and use appropriately observational and other evaluation strategies to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement
- Assist staff in developing personalized professional growth plans based on state-adopted professional growth requirements as well as on identified individual needs
- Provide professional activities for staff, as well as Identify and help staff access other appropriate professional development resources and opportunities
- Provide effective feedback to staff on their performance and supervise others delegated to do so in the program setting, as applicable
- Demonstrate support for the staff's instructional and professional growth and development efforts and activities
- Identify advantages and disadvantages of different leadership styles to promote and help support leadership development and opportunities for staff
- Differentiate between the knowledge and skills needed to lead, mentor, and coach staff in the ECE setting
- Support best practices in mentoring and coaching for the staff
- Recognize and identify professional biases, signs of trauma, and manifestations of mental illness in children.
- Support culturally responsive, positive and restorative strategies to address the diverse needs of all children and their families
- Support collaborative efforts among the staff to increase understanding of and access to other appropriate resources to promote staff development and enhance learning opportunities for children
- Identify appropriate agency and community resources available to the program and its families, and explain the interrelationship of these providers and how to access these resources, when and as applicable, to support the learning, growth, and development of young children
- Implement effective strategies and methods for promoting learning for adults within the ECE program to enhance staff competencies