

California Standards for the Teaching Profession
Assistant Teaching in the Early Childhood Setting
Standards and Teaching Performance Expectations
April 2018

The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

**in the Early Childhood Education (ECE) context, “students” is understood to refer to “young children,” from birth through age 8. The remainder of this document uses the term “children” in place of “students” unless the language of the CSTP is referenced.*

Introduction to this Document

Organization: This document uses the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California practitioner in the job role of assistant teaching in an early childhood setting. The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to grades K-12, the content of the standards in this document has been specifically adapted to apply to the work of those serving in the job role of ECE assistant teaching, and to address teaching and learning for California’s youngest learners birth-age 8.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of beginning performance. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the order of the elements within each TPE do not indicate relative importance or value.

The *Teaching Performance Expectations* (TPEs) represent the body of knowledge, skills, and abilities that beginning California Early Childhood practitioners in the job role of assistant teaching should have the opportunity to learn and practice in preparation programs in California. These practitioners demonstrate their knowledge of the TPEs by successfully completing course work and engaging in fieldwork/clinical practice in the Early Childhood (ECE) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences.

The TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's *Preschool Learning Foundations*, California's *Infant Toddler Development and Learning Foundations*, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the *Transforming the Workforce for Children Birth Through Age 8* national report. They require Beginning California practitioners in the job role of ECE assistant teaching to demonstrate the knowledge, skills, and abilities to assist in providing safe, healthy, developmentally appropriate, inclusive and supportive learning environments to meet the needs of every young child in his/her ECE setting, and to understand child development as well as pedagogical theories, principles, and practices for the comprehensive education of children who are English learners, dual language learners, and Standard English learners.

Beginning California practitioners in the job role of ECE assistant teaching are expected to know how to support the work of the Teacher and/or the Master Teacher within inclusive learning environments and use their understanding of all children's developmental levels across all domains to help provide effective learning experiences and assist with appropriate assessment for all children, including children with disabilities, in the ECE setting. They are also expected to understand how to work effectively and respectfully with families, community members, and others within the ECE setting, in accordance with their job responsibilities and applicable policies and procedures.

Details about expectations for beginning California Early Childhood Associate Teacher knowledge, skills, and performance are provided through the specific TPE elements and narratives provided within each of the six CSTP Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of TPEs, reference is made to "children" This phrase is intended as a widely inclusive term that references **all** 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, and differences based on 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, dual language learners, English learners, and Standard English learners. This inclusive definition of "children" applies whenever and wherever the phrase "all children" is used in these standards and TPEs.

Source Documents: The Standards and Performance Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California Early Childhood Associate Teacher 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 Associate Teacher would know or be able to do. The documents and standards 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, in alphabetical order, are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The California Infant Toddler Development and Learning Foundations*, California Department of Education, 2009
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Standards for the Teaching Profession*, California Commission on Teacher Credentialing, 2009
- *The NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010
- *The Teaching Performance Expectations*, California Commission on Teacher Credentialing, rev. 2016
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Institute of Medicine and National Research Council of the National Academies, 2015

Job Role Addressed by this set of Standards and Performance Expectations: Assisting/Teaching in an ECE setting. A California practitioner in the job role of ECE assistant teaching assists in providing service in the care, development, and instruction of children in a child care and development program (currently the Associate Teacher level of the Permit).

Standards and Teaching Performance Expectations for California Practitioners in the Job Role of Early Childhood Education Assistant Teaching

Standard 1

Engaging and Supporting All Young Children in Development and Learning

Standard 1: Narrative

Beginning California practitioners in the job role of ECE assistant teaching develop knowledge of the typical and atypical progression of young children's cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., first and second language acquisition and development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health. They also understand the primary role of the family in the development and learning of their children. Candidates understand how these elements interact to facilitate development and learning, including the integral role in and effects of teachers, family, culture, and the community on children's development.

Beginning California practitioners in the job role of ECE assistant teaching develop knowledge of the demographics, cultural and linguistic backgrounds, and perspectives of the children and families served within the EC setting. They understand how biological and environmental factors interact to influence children's development and learning, including the positive effects of consistent, nurturing interactions. They also understand, with guidance and direction, how to assist the Teacher and/or the Master Teacher in helping to mitigate the negative effects of chronic stress and exposure to trauma on children's development, learning, and behavior. Beginning California practitioners in the job role of ECE assistant teaching are able to recognize or identify with guidance from the Teacher and/or the Master Teacher when additional screening and services may be needed from other professionals in the early childhood setting.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of how to collaborating with families, colleagues and the community to support young children's development and learning, and understand how to find out about the locally-available care and education services for children and families as well as services in closely related sectors such as health, mental health and social services. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and know how to assist the Teacher and/or the Master Teacher to set goals with families that prepare them to engage in complementary behaviors and activities at home, in the EC setting, and in the community that enhance children's development and early learning.

Beginning California practitioners in the job role of ECE assistant teaching have a beginning understanding of theories, principles, and practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English as guided and/or as direction by Teachers and/or Master Teachers. They understand appropriate pedagogical approaches and programs for developing language proficiency and

the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They assist children in achieving literacy in English. Beginning California practitioners in the job role of ECE assistant teaching understand pedagogical theories and principles and practices for the development of children' academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of using knowledge of a child's background and assessment of prior development and learning both in English and the home language, if applicable, to implement differentiated child-centered learning experiences under the guidance and/or direction of the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand and assist in implementing learning experiences based on the child's level of English proficiency and academic achievement, as well as supporting learning in the home language within the ECE setting. Additionally, they understand the difference among children whose learning need is to acquire Standard English proficiency, children who may have an identified disability affecting their ability to acquire Standard English proficiency, and children who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning California practitioners in the job role of ECE assistant teaching help assure that children understand what they are to do during both child-initiated and teacher-planned learning experiences and assist in monitoring and documenting children's progress towards developmental and learning goals.

Standard 1: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Understand the typical progression of young children's cognitive and linguistic development, (including first- and second language development, emerging literacy, mathematics and scientific concepts, visual and performing arts), physical and social-emotional development
- Understand the characteristics of typical and atypical child development
- Understand the integral role in and effects of teachers, family, culture, language, and the community on children's development
- Understand biological and environmental factors (including gender orientation, gender roles and home culture) that influence young children's development and learning
- Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences ("funds

of knowledge”) and cultural, language, and socioeconomic backgrounds, to help engage them in learning

- Communicate and collaborate appropriately with families to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher
- Understand how to recognize and consult with the Teacher and/or Master Teacher when a child may need additional diagnosis and services, and how to identify the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to assist in supporting their physical and emotional well-being, growth, development, and learning within the early childhood setting
- Assist in monitoring children’s development and learning and adjust learning experiences as guided or directed by the Teacher and/or the Master Teacher so that children continue to be actively engaged in their learning

Standard 2

Creating and Maintaining Effective Environments for Young Children’s Development and Learning

Standard 2: Narrative

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the skills, with guidance and/or direction from the Teacher and/or the Master Teacher, to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. They understand how to use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to help ensure consistency, predictability, maximize access to learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the ability to promote children’s positive social and emotional development and development of self-regulation while following guidance and/or direction from the Teacher and/or the Master Teacher to help mitigate challenging behaviors in ways that reflect an understanding of the multiple developmental, biological and environmental factors that affect behavior. They recognize the effects of complex factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children’s development and learning, and they are able to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They help manage effective learning environments (physical space, materials, activities, schedules, routines, and, in concert with the Teacher and/or the Master Teacher classroom management) that promote children’s learning.

Beginning California practitioners in the job role of ECE assistant teaching understand that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, children come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California practitioners in the job role of ECE assistant teaching help create with guidance and/or direction from the Teacher and/or Master Teacher, healthy learning environments by promoting the development and maintenance of positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they assist in implementing these practices as appropriate to the developmental levels of children to provide a safe and engaging classroom climate.

Beginning California practitioners in the job role of ECE assistant teaching understand the role of children's peer interactions in promoting each other's learning and the importance of peer relationships in establishing a positive climate of learning. They help support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where children feel they belong and feel safe to communicate.

Standard 2: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Establish positive primary relationships with young children and positive relationships with children's families
- Follow productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children, and adjust these as necessary to meet children's developmental and/or learning needs
- Assist in promoting children's positive social behavior and self-regulation
- Understand developmentally-appropriate expectations for young children's behavior
- Assist in implementing strategies to prevent and/or address young children's challenging behaviors, and strategies to help children learn to resolve conflicts
- Understand the effects of factors outside the setting on children's social-emotional well-being and, with guidance and/or direction from the Teacher and/or the Master Teacher, are able to adjust the environment as well as classroom practice to help children and, as directed, to collaborate with families and service providers as appropriate
- Promote children's social-emotional growth, development, and individual self-regulation using positive confirmations, interventions and supports to foster a caring community where each child feel safe and is treated fairly and respectfully by adults and peers

- Describe elements of effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning
- Understand how an effective home-school-family partnership supports children’s development and learning

Standard 3
**Understanding and Organizing Content Knowledge for Young Children’s
Development and Learning**

Standard 3: Narrative

Beginning California practitioners in the job role of ECE assistant teaching have the skills to assist in implementing a linguistically- and developmentally-appropriate curriculum and learning experiences in early language acquisition and literacy, mathematics and mathematical reasoning, science and scientific reasoning, and visual and performing arts, as guided and/or directed by the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate how to assist in setting appropriate individualized goals and objectives to advance young children’s development and learning within and across the curriculum. They are familiar with California’s *Infant Toddler and Preschool Learning Foundations* that provide guidance for the development and learning of the state’s young learners and they understand their implications for planning the care, development, and learning experiences for all young children in the ECE setting.

For infants and toddlers, they assist in implementing the four developmental domains identified within the California Early Development and Learning System from the California Department of Education (social-emotional, cognitive, linguistic, and physical). They are familiar with developmentally-appropriate pedagogy for key content areas in the early childhood curriculum.

As guided and/or as directed by the Teacher and/or the Master Teacher, Beginning California practitioners in the job role of ECE assistant teaching implement learning experiences and sequences that focus on key concepts and highlight connections, relationships, and themes of the content areas across the early childhood curriculum. They integrate the appropriate use of technology within instruction. They understand how to work collaboratively as well as in consultation with colleagues to help support children’ development and engagement with learning.

Standard 3: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children

- Apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the principles of effective pedagogy and learning experiences in each content domain
- Understand typical learning trajectories in different domains of development and their implications for curriculum design
- Understand and demonstrate how to interact with children in ways that support their content learning and developing skills
- Understand how to adjust learning experiences to meet the needs of all young children and to effectively engage children's varying developmental and skill levels, learning styles, strengths and needs
- Appropriately implement learning experiences that are developmentally-, Culturally- and linguistically-appropriate, engaging, and supportive of children's learning in each content domain
- Assist in setting individualized goals and objectives for content learning for young children in the early childhood setting
- Understand common early childhood curricular approaches, including their alignment to the California *Infant-Toddler Development and Learning Foundations* and *Preschool Learning Foundations* and the principles put forth in the California Early Development and Learning System-based Curriculum Review Tool from the California Department of Education
- Assist in planning effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their development and learning
- Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences

Standard 4

Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

Standard 4: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of effective pedagogical strategies in early childhood content areas when implementing developmental and learning experiences for children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that stimulate and facilitate children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of children's cultural, linguistic, ethnic, economic perspectives and characteristics, skill levels, and first- and second-language acquisition when implementing learning experiences, and play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current materials, resources,

methods and technologies in designing and implementing learning experiences to promote children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help advance the development and learning of children who are dual language learners. They understand and apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the use of inclusive pedagogical practices, universal design, accessibility, and differentiation/adaptation of learning experiences and environments to help advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or developmental delays. They help create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, small and large group activities and interactions, materials, equipment, activities, classroom management) that promote children's learning, and they involve families at home and in the community with the curriculum to support children's growth and development, as guided and/or as directed by the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand how to effectively use content area knowledge, content pedagogy, and children's learning goals to assist in planning and providing appropriate learning experiences and assessment for young children. They understand the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Infant Toddler and Preschool Early Learning Foundations and their underlying principles. They help provide access to learning experiences and key content concepts for all children by assisting in removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children's needs, as guided and/or directed by the Teacher and/or the Master Teacher.

Standard 4: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Help plan learning experiences in content areas, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- Understand general principles of effective pedagogy for young children, including ways in which children's play as a teacher-guided, children-centered intentional learning opportunity can contribute to children's academic learning
- Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum
- Understand information from assessment data about children's current status with respect to the *Infant Toddler and Preschool Learning Early Learning Foundations*
- Understand the range and characteristics of typical and atypical development from birth through adolescence to help plan learning experiences for children

- Assist in implementing learning experiences that are developmentally appropriate, engaging, and playful, as well as assessments that reflect the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the content area of learning
- Implement and help monitor and document learning experiences for children, , making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:
 - appropriate use of technology, including assistive technology
 - use of developmentally-, linguistically-, and culturally-appropriate learning experiences
 - learning materials, and learning resources for all children, including the full range of English and dual language learners
 - appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)
 - opportunities for children to support each other in learning
 - use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher
- Understand how specific learning experiences would be differentiated/adapted to address specific individual children's needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and second-language acquisition, as well as children's diverse learning styles, motivations, interests, skills, physical, emotional, social and cognitive development
- Understand how to plan learning experiences that incorporate child-initiated and teacher-guided play interactions, daily routines, teacher-focused conversations, and teacher-focused interactions, within the context of a supportive classroom environment, that work in concert to support young children's development and learning
- Understand how to access resources for planning and implementing learning environments and learning experiences, including using the expertise of the Teacher and/or the Master Teacher as well as other colleagues as available in the early childhood setting
- Assist in developing specific plans for engaging and partnering with families in supporting children's growth and development
- Integrate movement and kinesthetic experiences within learning experiences to support young children's development and learning
- Understand appropriate strategies for supporting home language for the youngest learners
- Understand appropriate strategies for supporting dual language learners in developing English language and literacy skills for infants, toddlers, and preschool age children

- Understand appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young dual language learners access all learning experiences
- Understand appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities and or advanced abilities (i.e., gifted and talented) access appropriate learning experiences
- Demonstrate effective planning of learning experiences and the use of pedagogical practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education

Standard 5

Assessing and Documenting Young Children's Development and Learning

Standard 5: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand basic principles for observing, documenting, and interpreting children's developmental progress in all domains, play and social interactions. They understand assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California's *Infant Toddler and Preschool Learning Foundations*. Beginning California practitioners in the job role of ECE assistant teaching help implement assessments for formal and informal use, as applicable and as guided and/or directed by the Teacher and/or the Master Teacher, consistent with policies and practices of the early childhood setting to document children's developmental progress and to guide their curriculum and pedagogical practices. They understand how to work collaboratively with the Teacher and/or the Master Teacher to interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate with the Teacher and/or the Master Teacher to use observational and other measurement results to gauge individual children's developmental progression. They understand how assessments can provide useful information regarding how current pedagogical strategies are working for individual children, and to understand appropriate differentiation/adaptations and improvements in pedagogical practices. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate assessment results understandably and appropriately to children and families, as guided and/or as directed by the Teacher and/or the Master Teacher, within applicable policies and procedures of the early childhood setting.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use multiple ways to inform their judgment about what a child knows and is able to do, and to document children's cognitive and developmental progress. They help support children in learning how to review peer work- and self-assess their own work.

Standard 5: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Demonstrate understanding of commonly-used early childhood developmental, screening and formative assessment strategies
- Demonstrate understanding of the characteristics and purposes of formative and summative measures of young children's development
- Demonstrate understanding of the key characteristics of culturally and linguistically appropriate assessments
- Demonstrate understand of how to interpret, with guidance and assistance from the Teacher and/or the Master Teacher, basic assessment findings from formative and summative assessments
- Describe how assessment results can be used to inform planning and learning experiences
- Develop a sample communication appropriate for children and families regarding results of children's developmental assessments and outcomes, as consistent with policies and practices within the early childhood setting
- Describe how to collect and analyze assessment data from multiple measures and sources to plan and modify learning environments and learning experiences to document children's learning over time
- Demonstrate understanding of how to Interpret English learners' and dual language learners' assessment results to identify their level of proficiency in English as well as in their primary language, as applicable, as well as how to use this information in helping to plan learning experiences and sequences

Standard 6

Developing as a Professional Early Childhood Educator

Standard 6: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate and communicate effectively with Teachers, Master Teachers, supervisors and other professionals in the early childhood setting to facilitate mutual understanding, coordinated efforts and collective contributions to support children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help organize the work of other adults such as assistants and/or aides in the ECE setting. They understand how adults learn, and how to collaborate with the Teacher and/or the Master Teacher to give constructive feedback and otherwise support their effectiveness in carrying out their assigned responsibilities with children and families in the program. Beginning California practitioners in the job role of ECE assistant teaching are committed to continually developing their own skills as teachers.

Beginning California practitioners in the job role of ECE assistant teaching seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, reflective practice, and observations of their work in the early childhood setting. They are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for their own ongoing professional learning. Beginning California practitioners in the job role of ECE assistant teaching develop an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for helping to improve children's learning outcomes. They hold high expectations for all children's optimal development.

Standard 6: Teaching Performance Expectations

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- Explain historical and current early childhood education perspectives, theories, program types and philosophies
- Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- Reflect on practice, discuss with colleagues, and use this information to help improve their own pedagogical practices in the ECE context
- Demonstrate the ability to co-plan and co-teach with others such as Teachers, Master Teachers, and others in the ECE setting
- Collaborate and communicate effectively with other professionals, where applicable
- Demonstrate how to organize, communicate and coordinate the work of aides in the early childhood setting
- Demonstrate how to provide constructive performance feedback to adults under their supervision
- Demonstrate how to communicate effectively with one's own supervisors
- Demonstrate their commitment to their own learning by taking advantage of available professional development learning opportunities
- Recognize their own values as well as their implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect their pedagogical practices and professional relationships with colleagues, and work to mitigate any negative impact on the teaching and learning of children or on partnerships with families
- Exhibit caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- Demonstrate professional responsibility for helping children's learning and classroom management, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families
- Conduct themselves with integrity and model ethical conduct for themselves and others

