

**California Standards for the Teaching Profession**  
**Early Childhood Master Teacher/Mentor/Coach**  
**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 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 “children 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 Early Childhood Master Teacher/Mentor/Coach. 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 K-grade 12, the content of the standards in this document has been specifically adapted to apply to the work of California Early Childhood Master Teachers/Mentors/Coaches, and to address teaching and learning for California’s youngest learners from birth-age 8.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Each PE 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) comprise the body of knowledge, skills, and abilities that Beginning California Early Childhood Master Teachers/Mentors/Coaches should have the opportunity to learn and practice in preparation programs in California. Beginning California Early Childhood Master Teachers/Mentors/Coaches demonstrate their knowledge and skills related to the PEs in the context of successfully completing course work and engaging in PE-related fieldwork/clinical practice in the 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 NAEYC national program standards, and the competencies identified within the *Transforming the Workforce Birth Through Eight* national report. They require beginning California Early Childhood Master Teachers/Mentors/Coaches to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and developmentally appropriate and supportive learning environments to meet the needs of every young child in his/her ECE setting, and to know and be able to apply Early Childhood as well as pedagogical theories, principles, and pedagogical practices for the comprehensive education of children who are English learners, dual language learners, and standard English learners.

Beginning California Early Childhood Master Teachers/Mentors/Coaches are expected to know how to create inclusive learning environments and use their understanding of all children's developmental levels to provide effective learning experiences and appropriate assessment for all children, including children with disabilities and children who are English language/dual language learners, in the ECE setting.

Details about expectations for beginning California Early Childhood Master Teachers/Mentors Coaches' knowledge and performance is provided through the specific TPE elements and narratives provided within each of the six CSTP Domains listed above.

**Addressing the teaching and learning of all young children:** Throughout this set of TPEs, reference is made to "all 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, and dual language learners. This inclusive definition of "all children" applies whenever and wherever the phrase "all children" is used in these standards and TPEs.

**Source Documents:** The Standards and Teaching 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 Master Teacher/Mentor/Coach 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 ECE teacher or administrator would know or be able to do. The 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 are:

- *The California Standards for the Teaching Profession*, California Commission on Teacher Credentialing, 2009
- *The Teaching Performance Expectations*, California Commission on Teacher Credentialing, rev. 2016
- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Infant Toddler Development and Learning Foundations*, California Department of Education, 2009
- *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 NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010

***Job Role Addressed by this set of Standards and Teaching Performance Expectations: Teaching, Coaching and Mentoring in an ECE setting.***

An Early Childhood Master Teacher/Mentor/Coach provides service in the care, development, and instruction of children in a child care and development program, assists in the professional learning, growth and development of other program staff through coaching and mentoring activities, and may also supervise the work of other adults in the specific ECE setting.

## **Standards and Teaching Performance Expectations for a Beginning California Early Childhood Master Teacher/Mentor/Coach**

### **Standard 1**

#### **Engaging and Supporting All Young Children in Development and Learning**

##### **Standard 1: Narrative**

Beginning Master Teachers/Mentors/Coaches incorporate 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 development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health in their planning, learning experiences, and interactions with young children. Beginning Master Teachers/Mentors/Coaches can explain how these elements interact to facilitate development and learning, including the integral role of teachers, family, culture, and the community in children's development.

Beginning Master Teachers/Mentors/Coaches incorporate knowledge of the demographics, cultural background, and perspectives of the children and families served within the ECE setting, and can explain the role and influence of culture on young children's development. Beginning Master Teachers/Mentors/Coaches understand and can explain how biological and environmental factors interact to influence children's development and learning, including the positive effects of consistent, nurturing interactions that facilitate development and learning. Beginning Master Teachers/Mentors/Coaches also understand and can take steps to mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Beginning Master Teachers/Mentors/Coaches also recognize and take appropriate action when additional diagnosis and services may be needed by other professionals in the early childhood setting.

Beginning Master Teachers/Mentors/Coaches collaborate with families, colleagues and the community to support young children's development and learning, and are familiar with the locally-available support services for children and families. Beginning Master Teachers/Mentors/Coaches are able to use their knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services to access and effectively use these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning Master Teachers/Mentors/Coaches communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and set goals with families that prepare them to engage in complementary behaviors and activities at home and in the community that enhance children's development and early learning.

Beginning Master Teachers/Mentors/Coaches understand and apply theories, principles, and pedagogical practices for the comprehensive language instruction of English learners, Standard English learners, and children whose first language is English. They understand and use

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 appropriately apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English. Beginning Master Teachers/Mentors/Coaches understand and apply pedagogical theories and principles and practices for the development of children's academic language, comprehension, and knowledge within the early childhood setting and, as applicable, across the content areas of the core curriculum.

Beginning Master Teachers/Mentors/Coaches use knowledge of a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate student-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English.

Beginning Master Teachers/Mentors/Coaches assure that children understand what they are expected to do during learning experiences and monitor student progress toward learning goals.

### **Standard 1: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Describe the typical progression of young children's cognitive (including first- and second language development, emerging literacy, and mathematics and scientific concepts), physical and social-emotional development
- Differentiate characteristics of typical and atypical child development
- Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children's development
- Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children's development
- Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting
- Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge ("funds of knowledge") and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- Communicate and collaborate with families to support young children's development and learning
- Describe how to recognize when a child may need additional diagnosis and services, and identify the types of services that may be available for children with an identified disability or other special need within applicable policies of the early childhood setting
- Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting

- Provide a supportive learning environment for children's first and/or second language acquisition by using research-based learning approaches and demonstrate an understanding of 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
- Monitor children's development and learning, and adjust learning experiences while teaching 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 Master Teachers/Mentors/Coaches demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language, as well as language appropriate for colleagues and families within the early childhood setting. Beginning Master Teachers/Mentors/Coaches consistently 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 ensure predictability and learning opportunities, and to maintain active engagement and a sense of emotional security and support in the learning environment.

Beginning Master Teachers/Mentors/Coaches demonstrate the ability to promote positive social and emotional development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. Beginning Master Teachers/Mentors/Coaches recognize the effects of 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 adjust the learning environment, schedule and routines as well as learning experiences practice to support children experiencing these effects. They create and manage effective learning environments (physical space, materials, activities, classroom management) that promote student learning.

Beginning Master Teachers/Mentors/Coaches recognize 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 Master Teachers/Mentors/Coaches create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families to the learning environment, using routines and procedures that maximize student engagement, supporting conflict resolution skills, and fostering children's independent and collaborative

learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning Master Teachers/Mentors/Coaches understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

### **Standard 2: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Establish positive primary relationships with young children and positive, respectful relationships with children's families
- Develop 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.
- Demonstrate the ability to promote children's positive social behavior and self-regulation
- Set developmentally-appropriate expectations for young children's behavior
- Identify and implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts
- Recognize the effects of factors outside the setting on children's social-emotional well-being and adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each student is treated fairly and respectfully by adults and peers;
- Incorporate elements of potentially effective, developmentally-appropriate learning environments (physical space, schedule and routines, materials, activities, equipment, classroom management) that promote young children's learning;
- Explain how an effective home-school-family connection supports children's development and learning and describe strategies for engaging families productively;
- Explain how to access community resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile.
- Describe how an effective home-school-family connection interacts to support children's development and learning.

### **Standard 3**

#### **Understanding and Organizing Content Knowledge for Young Children's Development and Learning**

### **Standard 3: Narrative**

Beginning Master Teachers/Mentors/Coaches are knowledgeable about content and concepts important in early learning and building the foundation for learning of content areas, and they design and develop linguistically- and developmentally-appropriate curriculum in early language acquisition and literacy, mathematics and mathematical reasoning, scientific reasoning technology, engineering, visual and performing arts, and history and social sciences. Beginning Early Childhood Master Teachers/Mentors/Coaches demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and learning tasks and strategies) and are proficient in each of the Standards and specific subject-matter areas.

Beginning Early Childhood Master Teachers/Mentors/Coaches set appropriate individualized goals and objectives to advance young children's development and learning within and across Standards and subject areas. For infants and toddlers, Beginning Master Teachers/Mentors/Coaches implement the four foundational domains identified within the California *Infant Toddler and Preschool Learning Foundations* from the California Department of Education. They understand both the strengths and limitations of common-used early childhood curricula, and appropriate pedagogy for key foundational content areas in the early childhood curriculum to support children's development and learning.

Beginning Master Teachers/Mentors/Coaches design developmental and learning experiences and sequences that highlight connections, relationships, and themes across the foundational content areas of the early childhood curriculum, and they integrate the appropriate use of technology within learning experiences. They work with colleagues through collaboration and consultation to support children's engagement with learning experiences. They also apply appropriate pedagogical practices for the development of emerging literacy, academic language, comprehension, and knowledge in the foundational content areas of the early childhood curriculum for all children.

### **Standard 3: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Establish positive primary relationships with young children and positive relationships with children's families
- Develop 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 to adjust these as necessary to meet children's developmental and/or learning needs
- Demonstrate the ability to promote children's positive social behavior and self-regulation

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Set developmentally-appropriate expectations for young children's behavior



- Identify and implement strategies to prevent and/or address young children’s challenging behaviors, and implement strategies to help children learn to resolve conflicts
- Recognize the effects of factors outside the setting on children’s social-emotional well-being and are able to adjust the environment as well as classroom practice to help children and, as needed, to collaborate with families and service providers
- Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning
- Explain how an effective home-school-family connection supports children’s development and learning
- Know how to access resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile.
- Explain and apply concepts relating to children’s learning trajectories, including goals, developmental progressions, and learning experiences, tasks and strategies
- Demonstrate sufficient discipline-based knowledge to design appropriate environments and learning experiences for young children across the content areas of the curriculum.
- Design and develop learning experiences and activities that are developmentally- and linguistically-appropriate, engaging, and that support children’s learning in each foundational content area.
- Interact with children in ways that support and enhance their content learning and developing skills
- Identify key content appropriate for young children as contained in the California *Infant Toddler and Preschool Learning Foundations*
- Use knowledge about children’s learning goals to organize the curriculum to facilitate student understanding of major foundational concepts within the content areas of the curriculum

#### **Standard 4**

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

#### **Standard 4: Narrative**

Beginning Master Teachers/Mentors/Coaches are knowledgeable of effective teaching strategies in early childhood foundational content areas when planning instruction and designing developmental and learning experiences for all young children. They also apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and instruction to

children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that facilitate children's development and learning.

Beginning Master Teachers/Mentors/Coaches use California's *infant/toddler and Preschool Learning Foundations* to provide guidance for the development and learning of the state's young learners and they apply this foundational knowledge when planning and implementing care, developmental, and learning experiences for all young children.

Beginning Master Teachers/Mentors/Coaches incorporate cultural, linguistic, ethnic, economic, ability, and first- and second-language acquisition factors when planning learning experiences, and they also incorporate play-based/active investigation curriculum models and approaches applicable to curriculum and learning experiences provided to young children. Beginning Master Teachers/Mentors/Coaches leverage different kinds of developmentally-appropriate current technologies in curricula and pedagogical practice to promote children's learning. Beginning Master Teachers/Mentors/Coaches are able to design and develop linguistically, culturally, and developmentally appropriate curriculum for the EC program.

Beginning Master Teachers/Mentors/Coaches advance the development and learning of children who are dual language learners, selecting and applying pedagogical strategies consistent with appropriate and effective early first- and second- language development and acquisition principles and practices.

Beginning Master Teachers/Mentors/Coaches understand how to set appropriate learning goals for children and to effectively use content-specific pedagogy to design appropriate learning experiences and assessment for all young children. They design and implement learning experiences and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, Mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's *Preschool Learning Foundations* and their underlying principles. They provide access to the curriculum for all children by removing barriers and using a range of appropriate learning experiences strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches understand the purpose and implement the use of inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays. In addition, Beginning Master Teachers/Mentors/Coaches are responsive to children experiencing chronic stress/adversity. Beginning Master Teachers/Mentors/Coaches create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management) that promote student learning, and they involve families at home and in the community with the curriculum to support children's growth and development.

Beginning California Early Childhood Master Teachers/Mentors/Coaches understand how to effectively use foundational content knowledge, content pedagogy, and learning goals to design appropriate learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in emerging literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Early Learning Foundations and their underlying principles. They provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches are able to design, develop, and implement professional development and learning experiences for the ECE program staff to help staff develop their own capabilities relative to effective curriculum development and teaching strategies for young children as applicable to their job responsibilities in the ECE setting.

#### **Standard 4: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Describe and apply general principles of effective pedagogy for young children, including ways in which children's play as both child-initiated and as a teacher-guided, children-centered intentional learning opportunity can contribute to children's academic learning.
- Apply knowledge of child growth and development to design linguistically, culturally and developmentally-appropriate learning experiences.
- Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, language and communication, socialization, self-regulation, and self-help skills for all children)
- Demonstrate appropriate pedagogy for each of the key foundational content areas and skill areas in early academic learning
- Demonstrate the ability to consider factors such as cultural, linguistic, ethnic, economic, ability and gender diversity, and first- and second-language acquisition with respect to planning developmentally-appropriate learning
- Use information from assessment data about children' current *Infant Toddler and Preschool Learning Foundations*-related skills to determine learning needs and goals and to make short-term learning experiences plans
- Explain the implications of language proficiency and cultural background for both short-term and long-term learning experiences planning.
- Apply knowledge of the range and characteristics of typical and atypical child development from birth through age 8 to help inform both short-term and long-term planning and learning experiences for all children.
- Design and implement learning experiences and developmentally-appropriate assessment that reflects the interconnectedness of foundational content areas and

related children's skills development in emerging literacy, Mathematics, science, and other foundational content areas across the curriculum.

- Plan, design, implement and monitor learning experiences, making effective use of learning time to maximize learning opportunities for all children by removing barriers and providing access through learning experiences strategies that include:
  - appropriate use of instructional technology, including assistive technology;
  - use of developmentally, linguistically, and culturally appropriate learning experiences, instructional materials, and learning resources for all children, including the full range of English learners;
  - appropriate modifications for children with disabilities;
  - opportunities for children to support each other in learning; and
  - use of community resources and services as applicable.
- Demonstrate how specific learning experiences would be adapted to address specific 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, social and cognitive development
- Demonstrate planning that incorporates focused play interactions, consistent daily routines, and focused conversations interactions, along with a supportive classroom environment, that work in concert to support young children's development and learning
- Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues
- Develop specific plans for engaging families in supporting children's growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning
- Describe appropriate strategies for supporting home language for the youngest learners
- Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for young children
- Describe appropriate learning experiences strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with disabilities access the curriculum
- Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum.
- Use the California *Infant Toddler and Preschool Learning Foundations* resources from the California Department of Education to plan learning experiences and developmentally-appropriate assessments.
- Demonstrate planning that incorporates the contexts of child- and teacher-initiated focused play interactions, daily routines, focused conversations, and focused

interactions, along with a supportive classroom environment, that work in concert to support young children's development and learning

- Plan for children's diverse learning styles, motivations, interests, and abilities
- Build on child-initiated activities to contribute to children's academic, social and emotional learning
- Plan for family engagement to support children's growth and development
- Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning
- Use a variety of technology and media, and explain the applicability of these technologies and media within early childhood learning experiences
- Plan, develop, and assist others to implement curriculum within the EC program.
- Plan, develop, and implement effective professional development and learning experiences for EC program staff relating to curriculum development and effective lesson planning.

## **Standard 5**

### **Assessing and Documenting Young Children's Development and Learning**

#### **Standard 5: Narrative**

Beginning Master Teachers/Mentors/Coaches apply basic principles for observing, documenting, and interpreting children's development in all domains in the context of learning experiences, play and social interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with the California *Infant Toddler and Preschool Learning Foundations*. Beginning Master Teachers/Mentors/Coaches appropriately select and/or design assessments for formal and informal use, as applicable, to support their curriculum and pedagogical practices, and to document children's progress, as consistent with policies and practices of the early childhood setting. Beginning Master Teachers/Mentors/Coaches use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies to improve pedagogical planning and learning experiences.

Beginning Master Teachers/Mentors/Coaches explain how observational and other assessment results can be used to understand individual children's developmental progression and to determine whether needs are being met, and they use this information to individualize, adapt, and improve pedagogical practices. Beginning Master Teachers/Mentors/Coaches communicate assessment results understandably and appropriately to children, families, and others, within the policies and practices of the early childhood setting.

Beginning Master Teachers/Mentors/Coaches use multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children's academic and developmental progress. They support children in developmentally-appropriate ways of learning how to peer- and self-assess their work.

### **Standard 5: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Appropriately implement commonly-used early childhood screening and formative assessment strategies
- Explain the characteristics and purposes of formative and summative assessments of young children
- Choose and use formative assessment strategies appropriate for assessing a particular skill and for tracking children's learning in all foundational content and skill areas
- Identify and describe the key characteristics of developmentally, culturally- and linguistically -appropriate assessments
- Interpret basic assessment findings from formative and summative assessments of young children
- Collect and analyze assessment data from multiple measures and sources, including observations and direct interactions with children, and from family members-to plan and modify learning experiences and document children's learning over time.
- Work with specialists as needed or as appropriate to interpret assessment results from formative and summative assessments to distinguish between children whose first language is English and children with language or other disabilities.
- Interpret dual and English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning learning experiences and setting individualized learning and related goals for children.
- Apply assessment results to inform planning and learning experiences
- Communicate effectively with children, families, co-teachers and administrators regarding student assessment outcomes, within applicable policies and practices of the early childhood setting

### **Standard 6**

#### **Developing as a Professional Early Childhood Educator**

##### **Standard 6: Narrative**

Beginning Master Teachers/Mentors/Coaches explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. They describe effective ways to collaborate and communicate with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children's learning and outcomes.

Beginning Master Teachers/Mentors/Coaches effectively organize and supervise the work of other adults such as assistants and aides within the EC setting. They understand how adults learn, and how to give constructive feedback and otherwise support professional development to increase teachers' and other staff members' effectiveness in carrying out their assigned responsibilities with children and families in the early childhood setting. Beginning Master

Teachers/Mentors/Coaches understand how to apply this knowledge in working with all staff members to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, mentor, and/or coach. They are committed to their own continuing professional growth and learning as early care and education professionals.

Beginning Master Teachers/Mentors/Coaches understand the essential knowledge and skills necessary to serve as a mentor and as a coach. They are able to explain the key differences between the roles of mentoring and of coaching in a job setting. They understand and respect the confidentiality of personal information about the individuals being mentored and/or coached. They organize and provide both mentoring and coaching support to the teaching staff as appropriate and as needed and/or as directed within the early childhood setting.

Beginning Master Teachers/Mentors/Coaches understand how to gather and provide information as appropriate about both the effectiveness of the learning environment, curriculum, routines and schedules, and the effectiveness of the personnel whom they may assist, mentor, coach, and/or supervise to the program's higher level administrators.

Beginning Master Teachers/Mentors/Coaches seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Mentor Teacher Beginning Master Teachers/Mentors/Coaches demonstrate 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 all children's learning outcomes. They hold high expectations for all children, staff, and themselves.

### **Standard 6: Teaching Performance Expectations**

*Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:*

- Explain, compare and contrast 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 well-being as the central concern
- Reflect on practice and use this information to improve teaching and learning in the ECE context
- Describe ways to collaborate and communicate with other professionals
- Understand effective strategies for supporting adult learning related to the teaching of young children
- Demonstrate the ability to co-plan and co-teach with other Early Childhood Permit holders such as teachers and others in the EC setting

- Demonstrate how to organize and supervise, mentor, and/or coach, as appropriate, the work of other adults in the early childhood setting
- Demonstrate how to provide constructive performance feedback to adults
- Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors
- Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting
- Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession)
- Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate)
- Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors in the early childhood setting