



Preliminary Responses to Initial Early Childhood Education (ECE) Survey Feedback

Commission staff performed an analysis of the responses to the ECE surveys received through July 11, 2018. To further inform stakeholder response to the surveys, staff has done a preliminary analysis of the comments received and is providing the following summary for respondents' information.

Many respondents indicated they appreciated the comprehensive nature of the Teaching Performance Expectations (TPEs) and the Program Guidelines in documenting the competencies needed within the ECE workforce, and also appreciated the potential benefit of having strong program guidelines that would help assure the quality of preparation of the workforce. Respondents generally indicated that they felt the TPEs and the Program Guidelines identified key foundational expectations that would result in a better-prepared workforce.

However, respondents also provided suggestions as to a number of potential areas for improvement across the TPEs and/or the program guidelines. Several of these overall concerns and suggestions that were repeated across documents are presented below in italics, along with staff commentary in response.

Respondents commented that they were unclear to whom the program guidelines applied, what the purpose of the program guidelines were, and suggested that the program guidelines should contain TPEs pertaining to candidates.

Program guidelines would apply specifically to educator preparation programs; in the case of early childhood education, these guidelines would be used only by educator preparation programs that prepare individuals to obtain a Child Development Permit. They are not intended to be used by early child care and education programs serving children, or by candidates for a Child Development Permit.

The purpose of the program guidelines is to ensure that all candidates for a Child Development Permit receive effective, high-quality educator preparation regardless of which institution or program they may choose to attend. The guidelines accomplish this purpose by defining basic, uniform, and consistent expectations for all preparation programs. The program guidelines, however, are descriptive and not prescriptive. Each preparation program will determine the content of its coursework, but that content must be comprehensive enough to meet each guideline and thus provide candidates with the knowledge and skills they need to learn how to effectively perform their intended early childhood education job role.

Respondents commented that the relationship between the Program Guidelines and the TPEs was not clear.

Program Guidelines describe aspects of quality and effectiveness for educator preparation programs, including those within early childhood education. The program guidelines contain statements describing the nature and purpose of each guideline and language that details the basic requirements that all programs should meet with respect to that guideline.

“Performance Expectations (TPEs)” describe the overall set of knowledge and skills that a candidate should be provided the opportunity to learn. Providing the candidate opportunities to learn, practice and be assessed regarding these performance expectations would be the responsibility of the preparation program. TPEs provide a framework for preparation programs to develop the content of their coursework, coursework sequences, and practicum/field experiences so that candidates are fully prepared to meet the performance expectations for their intended job role.

Guidelines and TPEs are related in that taken together, they provide both the structure and the content to ensure that candidates are well prepared for their role. For example, Guideline 2 explicitly states that programs should be preparing candidates toward mastery of the performance expectations. Also, Guideline 6 relates to performance expectations by stating that candidate competency should be assessed through “a set of performance-based activities focusing on the adopted set of Performance Expectations for the intended level of the Child Development Permit.”

Respondents commented that the relationship between the TPEs and the California Department of Education’s extensive competencies was not clear, and that respondents were unsure why two competency documents in the field were needed.

These documents serve different purposes. The California Department of Education’s (CDE) *California Early Childhood Educator Competencies*, begun in 2008 and adopted in 2011, were developed to be used by current ECE teachers, family child care providers, assistant teachers, program directors, education coordinators, curriculum specialists, higher education faculty, training organizations and consultants, and human resources departments. The CDE competencies were not intended to be used as quality standards for educator preparation programs, but they have been used by early childhood education programs to help inform the content, scope, and sequence of the coursework and practicum/fieldwork provided to candidates for the Child Development Permit.

The Commission is the state agency charged with ensuring high quality preparation for California’s public education workforce, including early childhood educators employed in publicly funded preschool programs. The ECE teaching and administrative performance expectations developed by the Commission with input from the field are purposefully aligned with the major ideas of the CDE competencies as well as with other similar reference documents in the field in order to promote consistency within the preparation of the early childhood education workforce.

The performance expectations provide a summary framework that spans the range and scope of content addressed in the lengthy and complex CDE competencies. All of the

Commission's performance expectations for teachers, administrators, and other educators represent a summary framework, with more detailed information to support and guide program coursework development, practicum and field experiences provided by other key content-related documents in the field, such as the CDE competencies.

Some of these key content-related documents supporting the ECE performance expectations framework are 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.

Several respondents commented they felt the TPEs did not represent a progression in job expectations across the different permit levels.

The Commission appreciates this input from the field and will be reviewing the TPEs for this aspect. In developing the TPEs the assumption was made that candidates for a higher level permit would already have the knowledge and skills to perform the job role and functions of the lower permit level(s) and thus in order to avoid excessive length of the TPEs, the lower job role TPEs were not repeated across the other levels of the permit. An attempt was made to distinguish the level of knowledge and skill across permit levels by modifying the applicable verb, and/or wording of the expectation even though much of the other language might look the same.

Respondents indicated that the TPEs should provide more detailed information regarding a number of topics, especially dual language learners, language acquisition, the value of play within early childhood education, infant and toddler approaches, and other individual topics.

Three important concepts regarding TPEs are important to keep in mind:

- (1) The Commission's TPEs are intended to provide a summary of the range of knowledge and skills expected of Child Development Permit holders for each job role level within the Permit structure, but they do not include the extensive level of detail needed to support the development of the content of coursework, practicum, or field experiences for candidates;
- (2) The TPEs are *descriptive* and not *prescriptive*; and
- (3) The Commission expects preparation programs to fully address any and all aspects of any topic that appears in either the TPEs or the program guidelines. Thus, if the topics of dual language learners, language acquisition, and other such topics are mentioned in the TPEs, it would be expected that coursework and practicum/fieldwork experiences provided to candidates by early childhood educator preparation programs would provide fully comprehensive coverage of each of those topics.

Respondents indicated the TPEs did not sufficiently address meeting the needs of young children with disabilities in the ECE setting.

Throughout the four sets of draft performance expectations and the draft program guidelines, reference is made to "children." This phrase is intended by the Commission 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's 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 "children" or "all children" is used in these guidelines and performance expectations. Any and all topics that are mentioned in the TPE documents must be fully and comprehensively addressed within the coursework and practicum/field experiences provided to candidates for the child development permit by the ECE preparation programs.

Respondents indicated that overall, the TPEs represented unrealistic expectations for beginning practitioners to accomplish in order to earn a permit.

The draft performance expectations represent the body of knowledge and skills that *beginning* California ECE practitioners should have the opportunity to learn and practice in educator preparation programs in California. These practitioners would demonstrate their knowledge of the performance expectations by successfully completing course work and engaging in fieldwork/clinical practice in the ECE setting. The performance expectations provide guidance to preparation programs regarding what candidates need to learn in order to meet these expectations. Therefore, if the Commission were to adopt the performance expectations, it would be expected that preparation programs would review and modify or adjust, if needed, the content, scope and sequence of their courses to ensure candidates have the opportunity to learn and practice the performance expectations.

It is expected that candidates just beginning their professional practice will vary in the degree to which they may have accomplished each of the TPEs. The program will need to determine if the candidate has sufficiently demonstrated through coursework and practicum/field experience relative to the TPEs that he/she is competent to begin professional practice in his/her intended ECE job role. Permit candidates' performance relative to the TPEs within their program coursework and fieldwork accomplishments can help guide the future professional growth and development of permit holders as they continue to advance in the profession.

Respondents indicated they felt that coursework would not address all of the TPEs and that candidates were being set up for potential failure if they did not meet all of the TPEs.

The performance expectations provide a summary framework for identifying the range of content that an ECE preparation program would be expected to address within coursework, coursework sequences, and practicum/field experiences so that candidates would be able to develop their knowledge and skills relative to the TPEs. California

preparation programs that wanted to prepare candidates for the Child Development Permit would meet the Commission's Program Guidelines, which specify that the program must prepare candidates in all aspects of the TPEs. Preparation programs provide locally-developed candidate assessments within coursework and practicum/fieldwork experiences that should provide useful outcomes information to candidates as to their progress towards meeting the TPEs.

Respondents questioned who would be responsible for assessing whether candidates met the TPEs, and what the consequences would be if candidates did not meet the TPEs.

Candidate competency with respect to the performance expectations would be assessed by the preparation programs during candidates' coursework and fieldwork/clinical practice experiences