

California Standards for the Teaching Profession Child Development Teacher-Level Permit Performance Expectations

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*

Introduction to this Document

This document presents the six Standards of the *California Standards for the Teaching Profession* as applied to the set of knowledge, skills, and performance expectations for candidates at the Child Development Permit (CDP) Teacher level. Within the document, a narrative explanation of the set of expected knowledge and skills is provided, followed by a summary in bulleted form of the key performance expectations for each Standard at the level of the beginning CDP Teacher.

Throughout this set of Standards, reference is made to “all young children.” This phrase is intended as a widely inclusive term that references **all** children served in Early Childhood Education (ECE) settings. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, advanced abilities, and differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and/or geographic origin.

The range of children in California ECE settings also includes young children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of “all children” applies whenever and wherever the phrase “all children” is used in these Standards.

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p style="text-align: center;">1</p> <p>Engaging and Supporting All Young Children in Learning and Development</p>	<p style="text-align: center;">Standard 1: Narrative</p> <p>Candidates 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., language, literacy, mathematics), general learning competencies, physical development, and health. Candidates understand how these elements interact to facilitate learning and development, including the integral role of teachers, family, culture, and the community in children’s development.</p> <p>Candidates develop knowledge of the demographics, cultural background, and perspectives of the children and families served, and can describe the role and influence of culture on young children’s development. Candidates understand 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. Candidates also understand and can address and mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Candidates also recognize when additional diagnosis and services may be needed.</p> <p>Candidates understand how to collaborate with families and the community to support young children’s development and learning, and understand the locally-available support services for children and families. Candidates 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. Candidates understand how to communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and to 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</p> <p style="text-align: center;">Standard 1: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Describe the typical progression of young children’s cognitive, physical and social-emotional skills • Differentiate characteristics of typical and atypical child development

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	<ul style="list-style-type: none"> • Describe and discuss the integral role of teachers, family, culture, and the community in children’s development • Identify and describe biological and environmental factors that influence young children’s development • Describe the demographics and the cultural background and perspectives of the children and families served in the early childhood setting • Communicate and collaborate with families to support young children’s development and learning • Describe how to recognize when additional diagnosis and services may be needed • Understand the types of locally-available support services for children and families • For candidates working or intending to work in an Infant/Toddler setting, understand the unique care, development, and learning needs of the youngest children and how to support their growth, development, and learning
<p style="text-align: center;">2 Creating and Maintaining Effective Environments for Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 2: Narrative</p> <p>Candidates demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. Candidates understand how to 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.</p> <p>Candidates 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. Candidates have the ability to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, substance abuse, experience of violence in the home or community) that affect children’s learning and development, and how to adjust the learning environment as well as instructional practice to support children experiencing these effects.</p> <p style="text-align: center;">Standard 2: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Establish positive primary relationships with young children

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	<ul style="list-style-type: none"> • 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 • Demonstrate the ability to promote children’s positive social behavior and self-regulation • Set developmentally-appropriate expectations for young children’s behavior • Recognize 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 understand how to adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers • Describe elements of potentially effective learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning • Recognize how an effective home-school-family connection interacts to support children’s learning and development
<p style="text-align: center;">3</p> <p>Understanding and Organizing Content Knowledge for Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 3: Narrative</p> <p>Candidates develop an understanding of content and concepts important in early learning of major subject-matter areas, including linguistically- and developmentally-appropriate curriculum in early language and literacy, mathematics and mathematical reasoning, science, technology, engineering, arts, and history and social sciences. Candidates demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and instructional tasks and strategies) and become proficient in each of the Standards and specific subject matter areas. Candidates learn to 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, candidates implement the four foundational domains identified within the California Early Learning and Development System from the California Department of Education. Candidates are familiar with the strengths and limitations of commonly-used early childhood curricula, and with appropriate subject matter pedagogy for key subject areas in the early childhood curriculum.</p> <p style="text-align: center;">Standard 3: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Have sufficient discipline-based knowledge to teach content to young children

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	<ul style="list-style-type: none"> • Know the principles of effective instruction and facilitation in each content domain • Know how to design activities that are developmentally appropriate, engaging, and support young children’s learning in each content domain • Know how to interact with children in ways that support their content learning and developing skills • Know how to individualize activities and instruction to address differences in young children’s skill levels and learning styles • Identify key content appropriate for young children as identified in the California Infant/Toddler and Preschool Foundations and Curriculum Framework for planning developmentally appropriate curriculum and learning activities for young children • Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum • Plan setting individualized goals and objectives for content learning for young children in the early childhood setting • Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including the California Early Learning and Development System-based curriculum from the California Department of Education
<p style="text-align: center;">4</p> <p style="text-align: center;">Planning Instruction and Designing Learning and Development Experiences for All Young Children</p>	<p style="text-align: center;">Standard 4: Narrative</p> <p>Candidates understand how to use their knowledge of child growth and development and a range of instructional and caregiving practices, when designing and providing developmentally-appropriate curriculum and instruction to students, including implementing curricula and approaches that engage children through nurturing, responsive interactions and facilitated learning and development in all Standards in ways appropriate to children’s levels of development. Candidates are familiar with California’s infant/toddler and Preschool Foundations and Curriculum Framework that provide guidance for the development and learning of the state’s young children and they apply this foundational knowledge when planning the care, development, and learning experiences for all young children.</p> <p>Candidates apply knowledge of factors such as cultural, linguistic, ethnic, economic, ability, first- and second-language acquisition when planning lessons, and they also apply knowledge of play-based/active investigation curriculum models and approaches applicable to curriculum and instruction provided to young children.</p>

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	<p>Candidates understand how to leverage different kinds of current technologies in curricula and instructional practice to promote children’s learning.</p> <p>Candidates understand how to advance the learning and development of children who are dual language learners. They understand the use of inclusive instruction, universal design, accessibility, and adaptation to advance the learning and development of children who have specialized developmental or learning needs such as children with disabilities or learning delays. In addition, candidates understand how to be responsive to children experiencing chronic stress/adversity. Candidates understand how to create and manage effective learning environments (physical space, adult-child interactions, materials, equipment, activities, classroom management) that promote student learning, and they understand how to involve families at home and in the community with the curriculum to support children’s growth and development.</p> <p style="text-align: center;">Standard 4: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Explain concepts relating to children’s learning trajectories, including goals, developmental progressions, and instructional tasks and strategies • Describe general principles of effective pedagogy for young children, including ways in which children’s play as a teacher-guided, child-centered intentional learning opportunity can contribute to children’s academic learning. • Apply knowledge of child growth and development to design developmentally-appropriate lesson plans • Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, creative expression, language and communication, socialization, self-regulation, and self-help skills for all children) • 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 instructional planning • Demonstrate planning that incorporates the contexts of 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 learning and development • Apply knowledge of how to plan for children’s diverse learning styles, motivations, interests, and abilities

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	<ul style="list-style-type: none"> • Apply knowledge of how to plan for family engagement to support children’s growth and development • Integrate movement and kinesthetic experiences within the curriculum to help young children’s learning and development • Use a variety of technology and media, and discuss the applicability of these technologies and media within early childhood instruction • 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 preschool age children • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young dual language learners access the curriculum • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with disabilities access the curriculum • Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum. • Demonstrate effective lesson planning and the use of educational practices based on observation, assessments, and the California Early Learning and Development system resources from the California Department of Education.
<p style="text-align: center;">5</p> <p>Assessing and Documenting Young Children’s Learning and Development</p>	<p style="text-align: center;">Standard 5: Narrative</p> <p>Candidates understand basic principles for observing, documenting, and interpreting children’s play and interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, and relevant, reliable and valid across a variety of populations, Standards and Foundations, as applicable, and assessment purposes. Candidates are able to appropriately select and/or design assessments for formal and informal use, as applicable, to support their curriculum and instructional practices, and to document children’s progress. Candidates understand how to use and interpret the results of a range of both informal and formal assessment tools and strategies. Candidates learn to explain how assessment results can be used to understand individual children’s developmental progression and to determine whether needs are being met, and they understand how to use this information to individualize, adapt, and improve</p>

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	<p>instructional practices. Candidates are able to communicate assessment results understandably and appropriately to children and families.</p> <p style="text-align: center;">Standard 5: Performance Expectations</p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies • Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children • Choose and use formative assessment strategies appropriate for assessing a particular skill • Identify and describe the key characteristics of culturally and linguistically appropriate assessments • Interpret basic assessment findings from formative and summative assessments • Describe how to apply assessment results to inform planning and instruction • Develop a sample communication appropriate for children and families regarding student assessment outcomes
<p style="text-align: center;">6 Developing as a Professional Early Childhood Educator</p>	<p style="text-align: center;">Standard 6: Narrative</p> <p>Candidates can explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. Candidates understand effective ways to collaborate and communicate with both supervisors and professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.</p> <p>Candidates understand how to organize and supervise the work of Associate Teachers, Assistants, and Aides within the ECE program. They understand how adults learn, and how to give constructive feedback and otherwise support their professional development to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program. Candidates understand how to apply this knowledge in working with the Associate Teachers, Assistants, and Aides to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, the program’s Master Teacher(s) and the Site Supervisor. They understand how to gather and</p>

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	<p data-bbox="478 280 1864 345">provide information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Master Teacher(s) and/or the Site Supervisor, as appropriate.</p> <p data-bbox="940 394 1444 427" style="text-align: center;">Standard 6: Performance Expectations</p> <p data-bbox="478 435 1213 467"><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul data-bbox="531 475 1896 1026" style="list-style-type: none"> <li data-bbox="531 475 1896 540">• Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies <li data-bbox="531 557 898 589">• Act in an ethical manner <li data-bbox="531 597 1822 630">• Reflect on practice and use this information to improve teaching and learning in the ECE context <li data-bbox="531 638 1507 670">• Describe ways to collaborate and communicate with other professionals <li data-bbox="531 678 1896 711">• Understand effective strategies for supporting adult learning related to the teaching of young children <li data-bbox="531 719 1896 784">• Demonstrate the ability to co-plan and co-teach with other Child Development Permit holders such as other teachers, Master/mentor teachers, and others in the ECE setting <li data-bbox="531 792 1896 824">• Demonstrate how to organize and supervise the work of other adults in the early childhood classroom <li data-bbox="531 833 1539 865">• Demonstrate how to provide constructive performance feedback to adults <li data-bbox="531 873 1791 938">• Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors <li data-bbox="531 946 1770 1026">• Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors