



# **Preparation Standards for the Early Childhood Education Permit- Teacher Level**

**Commission on Teacher Credentialing**

**Standards Adopted**

*Date*

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## **Standard 1: Design of Early Childhood Education Preparation**

The preparation provided to candidates is designed to address the range of candidate performance expectations so that the early care and education workforce will develop the knowledge, skills, and dispositions to work effectively with all children from birth through age 8 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate, bias-free practices for the care and education of young children as well as for collaborating effectively with families to support their children's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively promote learning for all California young children, key elements within the curriculum include typical and atypical child growth and development from birth through age eight; developmentally-, linguistically-, and culturally-appropriate pedagogy for young children in key content areas as identified in the California Infant/Toddler and Preschool Foundations and Curriculum Framework; understanding the learning trajectories of young children; designing and implementing developmentally-, linguistically- and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children. The preparation design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of the Child Development Permit. (see also Standard 6).

## **Standard 2: Preparing Candidates to Master the *Performance Expectations* (PEs)**

The *Performance Expectations* (PEs) describe the set of professional knowledge, skills and abilities expected of a beginning level Child Development Teacher in order to effectively support the growth, development, and learning of all young children and to work collaboratively with families to support children's learning.

The coursework and fieldwork/practicum/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other assessments of their competence with respect to the PEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the PEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PEs.

### **Standard 3: Opportunities to Learn and to Practice**

#### **A. Fieldwork/Practicum/Clinical Practice Experiences**

The program's Fieldwork/Practicum/Clinical Practice experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with young children in California early care and education settings. These experiences may be within the candidate's ECE workplace if appropriate and as available.

Fieldwork provides opportunities for candidates to observe a variety of early childhood classrooms and settings and to select focus students for deeper observational study, including children who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are dual language learners; and (d) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for children during both class and play time. Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in early learning of subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe a range of early childhood assessments of learning as well as of socio-emotional growth and development. Candidates are also able to observe how ECE personnel organize and supervise the work of other adults in the early care and education setting.

The range of supervised experiences provided to candidates must include supervised early field experiences, guided observations in a variety of ECE settings, and practice teaching (i.e., co-planning and co-teaching, or guided teaching), among others. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or ECE settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating ECE teachers understand their role and expectations. Clinical supervision and support for candidates may include an in-person site visit, video capture or synchronous video observation.

#### **B. Criteria for Field Work/Practicum/Clinical Practice Placements**

Sites selected for candidate experiences should demonstrate commitment to developmentally- and culturally-appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Selected sites should have a fully qualified master/mentor teacher and

a fully qualified site administrator.

#### **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Child Development Permit Requirements**

Program faculty, program supervisors, and ECE program-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

#### **Standard 5: Faculty Qualifications**

Coursework is provided by qualified faculty members who have relevant knowledge and experience in the field of early care and education. Faculty members must have a minimum of a Master's degree or equivalent. Faculty should also have an understanding of adult learning theory in order to work effectively with the early care and education workforce and to effectively supervise fieldwork, practicum, and/or clinical practices experiences for candidates.

#### **Standard 6: Assessment of Candidate Competency**

Candidates are assessed through a coherent set of performance-based activities focusing on the adopted Performance Expectations for the intended level of the Child Development Permit. Examples of performance-based assessments could include

- Asking candidates to describe observations of focus children in their clinical placements and what the candidate learned about each child's development on dimensions such as language skills, behavior, academic skills, and special needs, if applicable
- Providing candidates with case studies of children and asking the candidate to discuss the child with regard to what they have learned about child growth and development and implications for supporting the child's learning and other developmental needs
- Asking candidates to draw on their coursework, observations and experiences to explain the conditions that promote early learning of young children in a particular developmental dimension (e.g., social-emotional, language, literacy, math)
- Asking candidates to explain the influence of external factors that affect children and families and to provide examples if available from their clinical site observations
- Asking candidates to describe a key concept from a major ECE curriculum area and to develop a plan to support young children in building this concept
- Asking candidates to explain how they would adapt a particular activity or learning experience to support dual language learners
- Asking candidates to practice setting instructional and developmental goals for a focus young child in a fieldwork/practicum/clinical practice setting, or based on a

- case study of a young child
- Asking candidates to describe how a teacher in the fieldwork/practicum/clinical practice setting created daily routines that invited children to use developing skills and concepts
  - Asking candidates to describe how a teacher in the fieldwork/practicum/clinical practice setting created and managed an effective classroom environment
  - Asking candidates to explain basic concepts of first and second language acquisition, and to describe appropriate strategies to support children's language acquisition
  - Asking candidates to describe how they would use technology and media within ECE instruction to achieve particular learning goals
  - Asking candidates to describe and provide examples of some commonly-used early childhood assessments
  - Asking candidates to interpret findings from a formative early childhood assessment and suggest follow-up instruction