

Survey II: Excerpt of Comments Related to the Teacher Level Performance Expectations as Whole

Comments in Support of the Teacher Level Performance Expectations as a Whole

Overall, the majority of the positive comments are from the respondents who indicated they are preparers of the workforce. Many supportive comments indicated that the performance expectations are a positive step for professionalizing the workforce.

The expectations are clear to me as a veteran in the field with a Master's Degree. I would like to see this document used within the ECE students' course of study so that they become familiar with it along their journey in the field. *(Preparer)*

Performance expectations clearly delineate skills and knowledge that support quality child care and early learning. *(Preparer)*

Faculty have been concerned for years about students passing courses but not having the disposition to be an effective teacher. This would remedy that loophole. *(Preparer)*

These expectations appear to be well written and easy to understand as well as being comprehensive to the ECE field. *(Preparer)*

The performance expectations are clear and easy to talk about with preservice teachers. *(Preparer)*

This is an essential step to professionalizing the ECE workforce. While they may need additional clarification, these expectations are critical towards improving quality in the classroom for the children across the state. *(Other Public Agency Staff)*

I think overall the performance expectations help to ensure high quality teachers if they are being met. *(Workforce)*

I appreciate the performance expectations and how they align to the competencies. *(Employer)*

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Comments Negative and/or with Questions and/or Suggestions about the Teacher Level Performance Expectations as a Whole

Overall, negative comments expressed concerns regarding compensation, and the relationship between low compensation and high expectations for the preparation and performance of the workforce. Several respondents indicated unfamiliarity with the concept and/or the process of implementing and assessing educator performance expectations. Several respondents also questioned the relationship between these performance expectations and the CDE's CE Competencies.

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Who will be determining the Performance Expectations and how???. Sounds like a nightmare if you try to judge each expectation or the flip side, it will be impossible to truly enforce so it'll just be a checklist that gets checked off without any meaning. *(Employer)*

It would be helpful to examine the performance expectations prior to answering these questions. Most important question would be who is going to be in charge of evaluating these performance expectations? Will they be familiar with each center, or will they be a state bureaucrat that works at a desk? *(Employer)*

I feel there will be great difficulty assessing these performance expectations in a meaningful way. *(Preparer)*

The wording is very high and there may be some people who don't understand it. *(Private Agency)*

While the performance expectations are clear, the language could be very intimidating to some, particularly to those who are considering entering the field. *(Workforce)*

It is unclear how the performance standards would be used to assess knowledge of candidates. Would these competencies be embedded into coursework? If so, the mandate of the foundations and frameworks can limit academic freedom of higher education faculty and should be listed as an option rather than a requirement. Would there be an exam or a review of the candidate to qualify? This needs some explanation of how the competencies would be used prior to agreeing on what the competencies are. *(Preparer)*

Too rigorous from an underpaid workforce perspective *(Other)*

How are these performance expectations related to the state ECE competencies? *(Preparer)*

Is their [sic] any that addresses communication and partnership with families? *(Preparer)*

The narrative does not include enough criteria about developmentally appropriate OUTDOOR activities or environments. This is unacceptable. *(Employer)*

These are very similar to the NAEYC standards currently in use for NCATE/CAEP recognition of teacher prep programs... *(Preparer)*

Please consider using the NAEYC Degree Accreditation process in lieu of this or as an alternative method. *(Preparer)*