Welcome to ECE Webinar 1

While we are waiting for the webinar to begin, please let us know you are here by putting your name and institution/agency in the Chat.

Thank you!

ECE Introductory Webinar

- Introduction to the Commission

- California's Learning to Teach System

- Overview of the PDG-R Grant Activities

- Introduction to Program Guidelines and TPEs

September 18, 2020

Phyllis Jacobson, Administrator   Teri Clark, Director
Sarah Solari, Consultant   Cheryl Hickey, Administrator

Five ECE Focused Webinars

Date	Time	Topic
Friday, September 18, 2020	**12:00-1:30**	• **Introduction to the webinar series** • **Overview of the PDG-R grant activities** • **Introduction to the TPEs and Program Guidelines**
Friday, October 2, 2020	12:00-1:30	• Information on the TPEs, Program Guidelines, and Peer Program Review Quality Process pilots
Friday, October 23, 2020	12:00-1:30	• Introduction to Performance Assessment • Overview of the development process for an ECE Teaching Performance Assessment
Friday, November 6, 2020	12:00-1:30	• Program Quality Peer Review Process development and pilot
Friday, November 20, 2020	12:00-1:30	• Open session for questions and further discussion

Agenda

1. Commission on Teacher Credentialing
2. Past Five Years of CTC ECE Activities
3. Preschool Development Grant-Renewal
   ◦ Teaching Performance Expectations
   ◦ Program Guidelines
   ◦ ECE Teaching Performance Assessment (ECE TPA)
   ◦ Peer Review/Program Approval Development and Pilot

Education Policy in California

1. Governor's Office
2. State Legislature
3. Superintendent of Public Instruction (California Department of Education)
4. State Board of Education
5. Commission on Teacher Credentialing
6. Regents of University of California
7. California State University System
8. Community College Chancellor
9. Federal Government
10. Local School Districts and County Offices of Education

Commission on Teacher Credentialing

- The Commission is a statutory, 19-member body responsible for setting the requirements for credentials and permits, licensing educators, disciplining educators, and accrediting institutions providing educator preparation to candidates for California licensure.

- The Commission reports to the Governor's Office and to the Legislature. The Governor's Office appoints most of the Commissioners.

- The Commission meets 6 times a year in public session. Agendas are published ten days in advance of the meetings. Members of the public may address the Commission at specified times in the agenda.

- The Commission's authority is over educator preparation, licensure, and induction.

The CDE and local districts have authority over inservice professional development.

Organization of the CTC

Executive Director: Mary Vixie Sandy

Certification and Waivers (Cert): Erin Skubal

Professional Practices (DPP): Vanessa Whitnell

Professional Services (PSD): Teri Clark

Administration (Admin): Michele Perrault

Members of the Commission

- 19 members: 15 voting and four ex-officio nonvoting members

- Governor appoints 14 voting members, with Senate review and approval

- SPI or designee is 15th voting member

- 4 Ex-officio members from CSU, UC, AICCU, and the CCC Chancellor's office

Governor-Appointed Members

- 6 classroom teachers
- 1 school administrator
- 1 school counselor or other services credential holder
- 1 school board member
- 1 human resources professional employed by a school district
- 1 higher education faculty member
- 3 public members

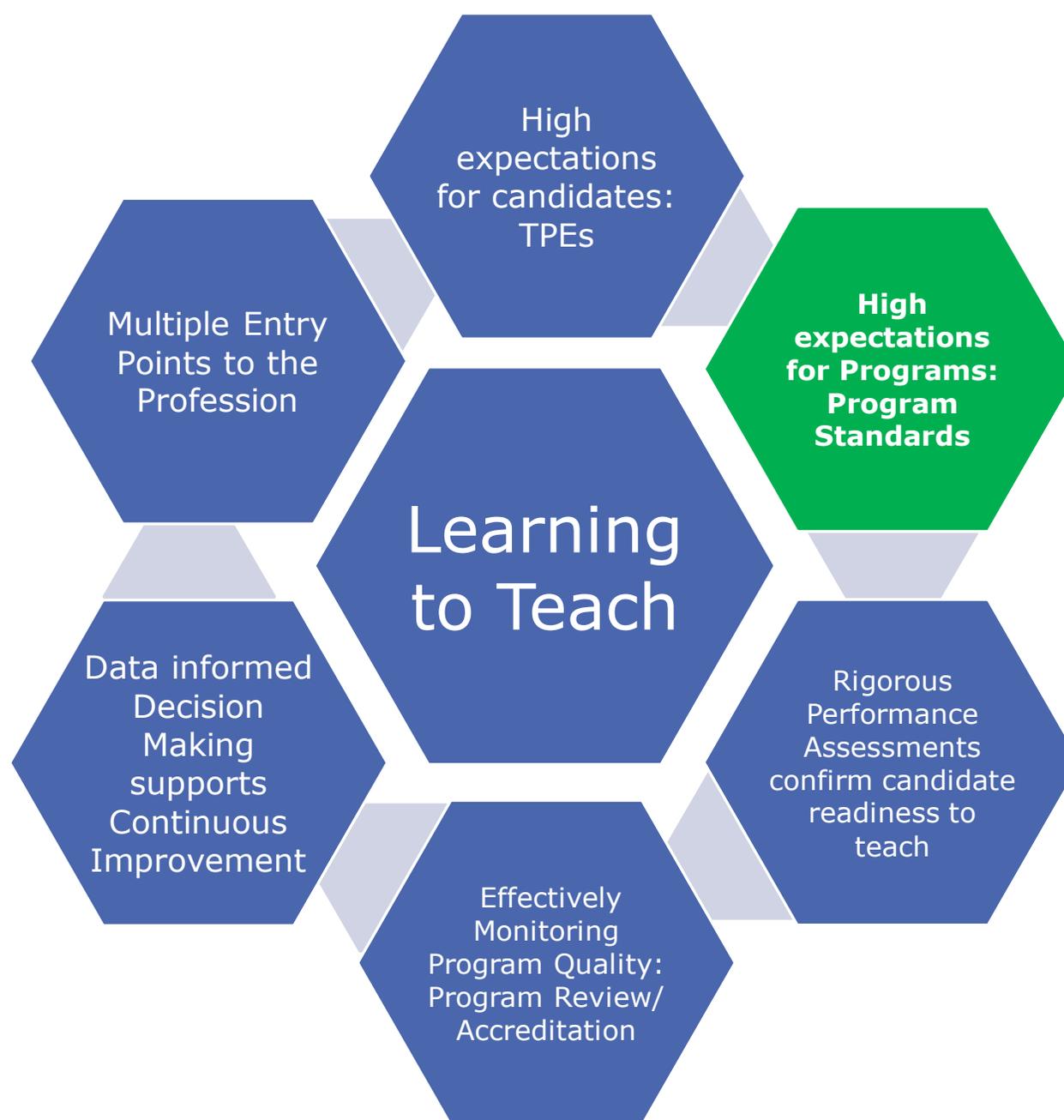# Responsibilities of the Commission Under the California Education Code

- Develop, adopt, and implement credential-specific standards and experimental program standards

- Develop, adopt, and implement teaching and administrator performance expectations

- Develop, validate, and administer a variety of standardized and performance-based candidate assessments

- Accredit and monitor educator preparation programs that meet the Commission's adopted standards

History - Past 5 years in ECE

Year	Activity
2015-17	Child Development Advisory Panel
2015-18	Transforming the Workforce Birth-8 Stakeholder Task Group
2017-2019	TPEs and Program Guidelines
2019-2022	Preschool Development Grant Renewal (PDG-R)
2019-2020	Master Plan for Early Care and Learning
2020-2021	TPEs, Program Guidelines, and Peer Program Quality Review pilots

High expectations for candidates: TPEs

Multiple Entry Points to the Profession

High expectations for Programs: Program Standards

Learning to Teach

Data informed Decision Making supports Continuous Improvement

Rigorous Performance Assessments confirm candidate readiness to teach

Effectively Monitoring Program Quality: Program Review/ Accreditation

Definition of a "Program" Leading to Credential/Permit

A "program" is an organized and purposeful set of coursework and fieldwork experiences (including practicum) leading to a credential or a permit issued by the Commission that is offered by a regionally accredited institution approved by the Commission to provide educator preparation for candidates for a California credential or permit.

Additional Program Qualities

- Programs are supported by their institutions

- Programs meet quality standards adopted by the Commission

- Programs regularly self-examine their effectiveness and candidate outcomes for improvement purposes

How Program Guidelines Are Developed

- Program Standards/Guidelines developed with Advisory Panel of practitioners and faculty who prepare the type of educator.

- Draft Standards/Guidelines undergo extensive field review for stakeholder input prior to final revision and Commission adoption.

Development Timeline of ECE Program Guidelines

- Initial development during Child Development Advisory Panel and TWB-8 meetings 2015-16

- Initial field survey for validation 2016-17

- Revised Guidelines additional field survey for validation 2017-18

- Adoption by the Commission 2019

ECE Program Guidelines Overview

1. Program Design
2. Preparing Candidates to Master the TPEs
3. Opportunities to Learn and Practice
4. Monitoring and Supporting Candidate Progress
5. Faculty and Supervisor Qualifications
6. Assessment of Candidate Competency

Webinar #2

# Sample Program Guideline Excerpt – Guideline 2

The coursework and fieldwork/practicum/clinical practice components of preparation must provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as implemented by the candidates' preparation program, pedagogical assignments are increasingly complex and challenging.

The scope of the pedagogical assignments (a) addresses the full range of the ECE-TPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-TPEs…..

PDG-R Grant

- Federally-funded grant project overseen by CDE, WestEd and HHS

- Timeframe: July 2020 to December 2022

- Commission PDG-R subgrant activities:

  1. Teaching Performance Expectations (TPEs) Pilot Implementation

  2. Program Guidelines Pilot Implementation

  3. ECE Teaching Performance Assessment Pilot

  4. Peer Review/Program Approval Process Development and Pilot
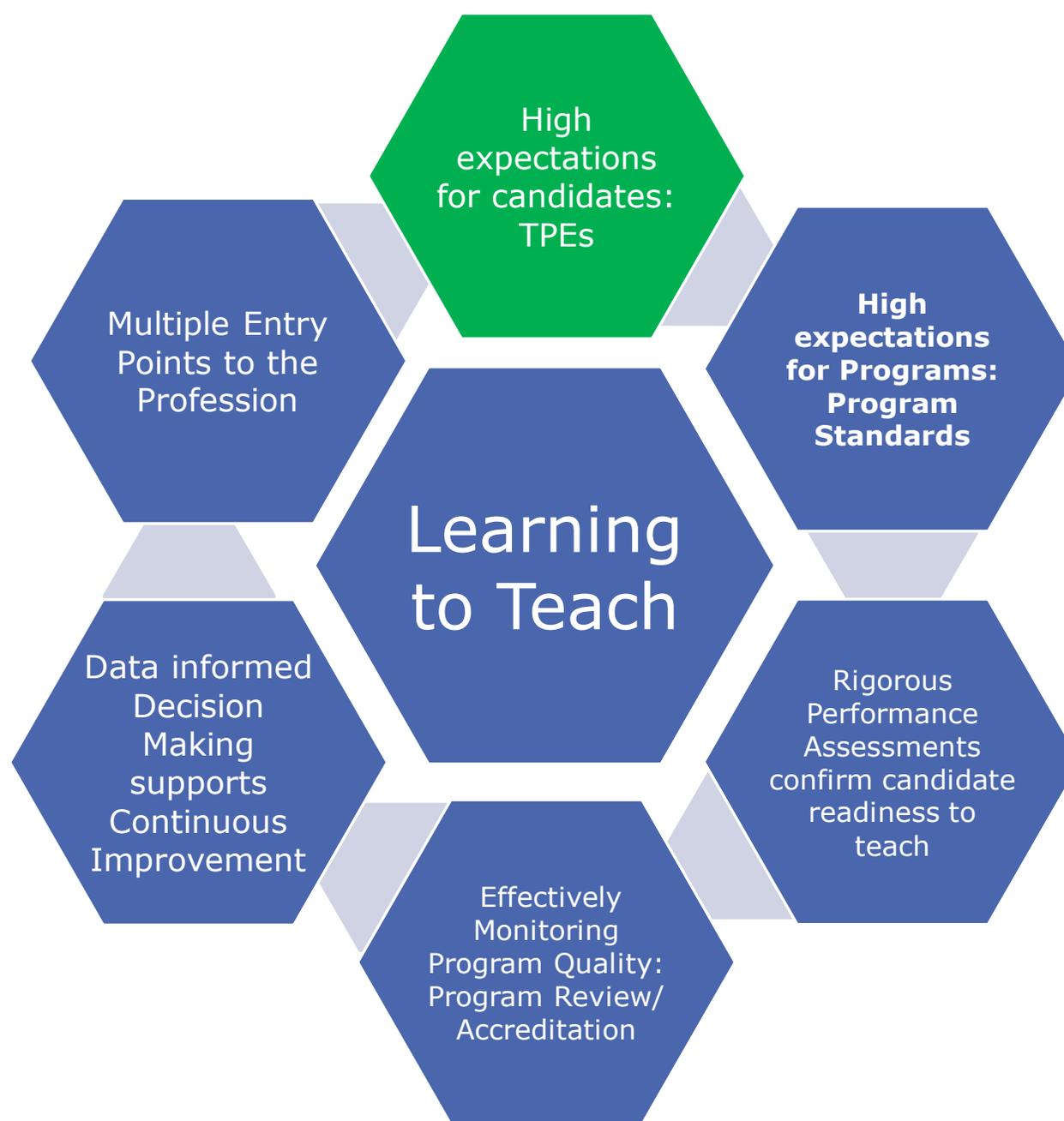
Teaching Performance Expectations

- Define what a candidate needs to know and be able to do at the time of recommendation for the intended credential or permit
- ECE TPEs developed and adopted 2019 for
  - ✓ Administrator
  - ✓ Mentor/Coach
  - ✓ **Teacher**
  - ✓ Assistant

How TPEs Are Developed

- Identify needed knowledge, skills, and abilities to effectively perform the target job role (i.e., "competencies")

- Validate through field surveys that these are the appropriate knowledge, skills, and abilities expected of a beginning practitioner on the first day of the job, and revise as needed based on survey input

- Present to Commission for input, further revision if needed, and then present final version for adoption

ECE TPEs Validation Process

- Initial development 2015-16 based on job role analysis
- Initial field survey to all programs and interested stakeholders for review 2016-17
- Revised based on feedback 2017-18
- Second field survey for review 2018-19
- Revised based on feedback 2019
- Additional revisions made by the Commission 2019
- Final revised version adopted by the Commission 2019

Typical Questions on the ECE TPEs Field Survey

- Is the TPE language clear and understandable?
- Is the TPE required/appropriate for the job role?
- Is the TPE needed on the first day on the job, or can it be learned later?
- Should anything be removed from the TPE?
- Is there something missing from the TPE that should be added?

Format of the ECE TPEs

- Each TPE provides a summary narrative overview of the scope of the TPE content

- Distinctive elements elaborate on the concepts provided in the summary overview

- Content may overlap or interrelate, but should not be duplicative across TPEs

ECE Teacher TPE 2- Creating and Maintaining Effective Environments for Young Children's Development and Learning – Narrative Excerpt

Beginning Early Childhood Teachers demonstrate the skills to establish home relationships and interactions with children that are nurturing and use positive, child-directed language. They understand the importance of early language development and social-emotional development for infants and toddlers and emphasize the value of family engagement and collaborative partnerships that support children's development during this critical early period in young children's lives. They understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning.

ECE Teacher TPE 2- Creating and Maintaining Effective Environments for Young Children's Development and Learning – Selected Elements

- Establish positive home relationships and interactions with children and families

- Develop productive routines and schedules that meet needs of all and ensures predictability

- Demonstrate the ability to promote children's positive social behavior and self-regulation

- Recognize the effects of factors outside the setting on children's social-emotional well-being and adjust environment and practice to help children

How TPEs Are Used

- To identify and define candidate competencies for a credential or permit

- To guide preparation for the intended credential/permit

- To serve as a basis for candidate assessment and feedback to help improve performance and identify areas for professional growth and development

- To help guide program quality efforts based on candidate outcomes

Are Adopted TPEs Revised Over Time?

Adopted TPEs may be revised, revalidated and readopted by the Commission when:

- There are pedagogical changes in the field

- Feedback from practitioners indicates a need for revision to meet current knowledge and/or practice in the field

- New Frameworks are adopted by the State Board of Education

- Other appropriate circumstances that may arise over time

# Relationship of TPEs to Program Guidelines

- Program Guidelines are statements of what a program should offer to a candidate who is completing a program to be eligible for a credential or permit. The Commission has over 40 different sets of program standards.

- Standards define what a program must offer but does not prescribe how the institution/program needs to meet the standard.

- Program Guidelines for Child Development Permit preparation programs were adopted by the Commission in 2019.

Incorporating the TPEs into Preparation for the Permit

- TPEs focus on candidate competence- the knowledge, skills and abilities that candidates should demonstrate.

- Therefore, programs should treat the TPEs as an integral part of the curriculum for their program of educator preparation.

- Programs should help candidates learn, practice, and be assessed on the TPEs
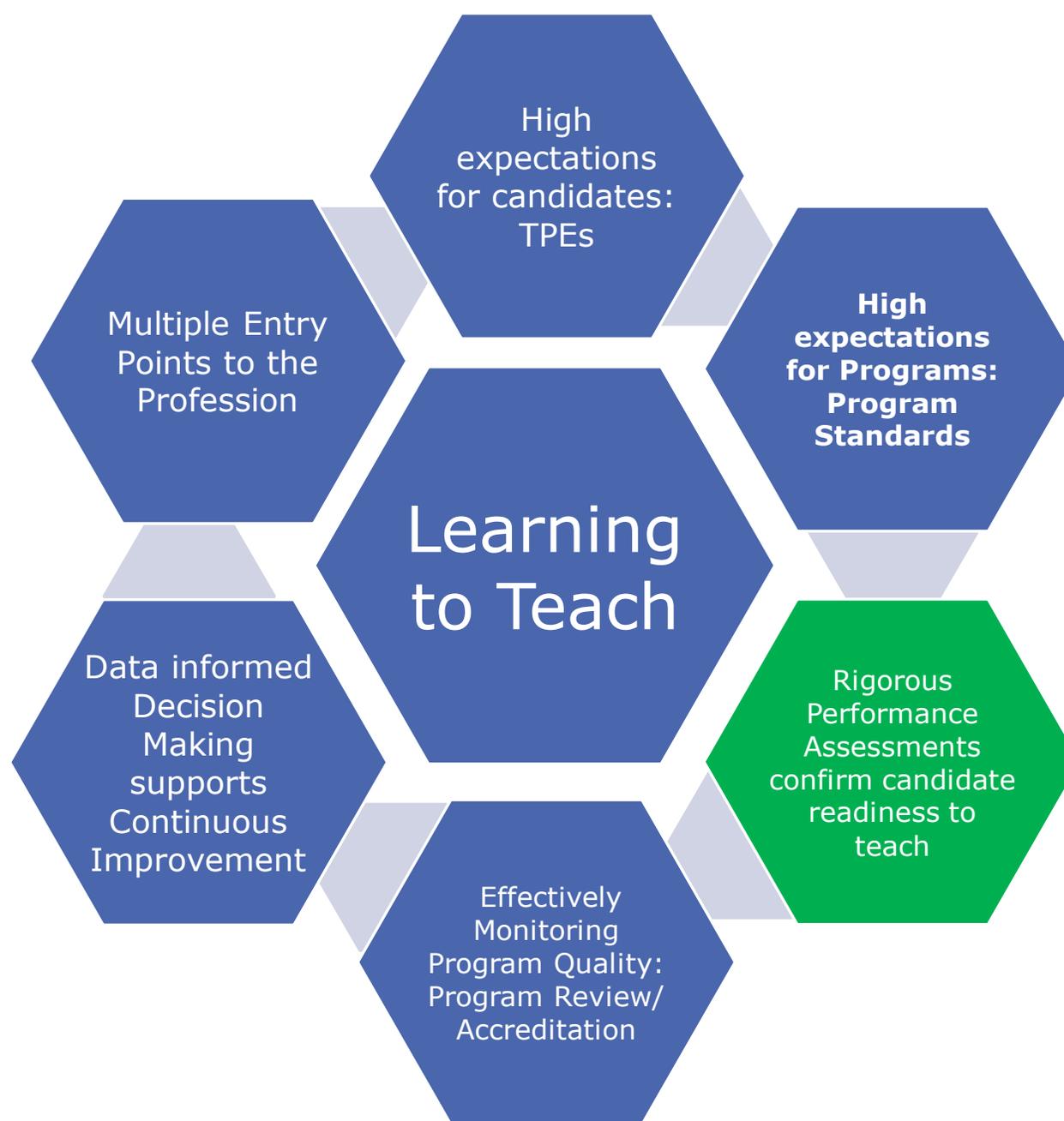
ECE Teaching Performance Assessment

- Is developed collaboratively with input from practitioners in the field

- Provides candidates an opportunity to demonstrate they have learned the TPEs and can apply their knowledge, skills, and abilities effectively with children in the ECE setting

- Provides multiple ways for candidates to demonstrate application of their knowledge, skills, and abilities to effectively and appropriately manage and support children's learning and development while also supporting a collaborative relationship with parents/family

Teaching Performance Assessment, continued

- Is rubric-based to assure candidates are objectively assessed according to clear and evident criteria

- Provides for training of faculty and others who may serve as scorers of the assessment and provide focused feedback to candidates on their performance
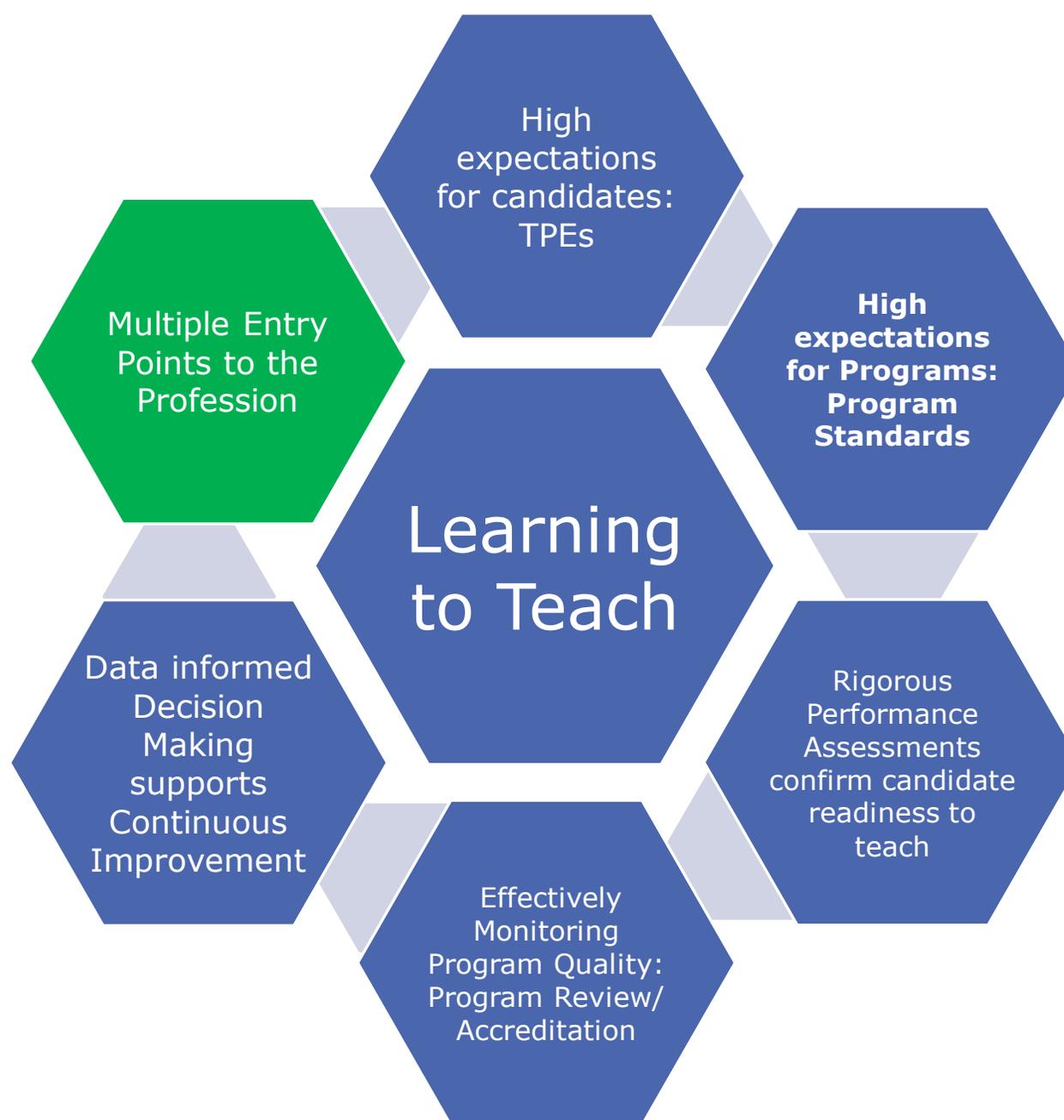
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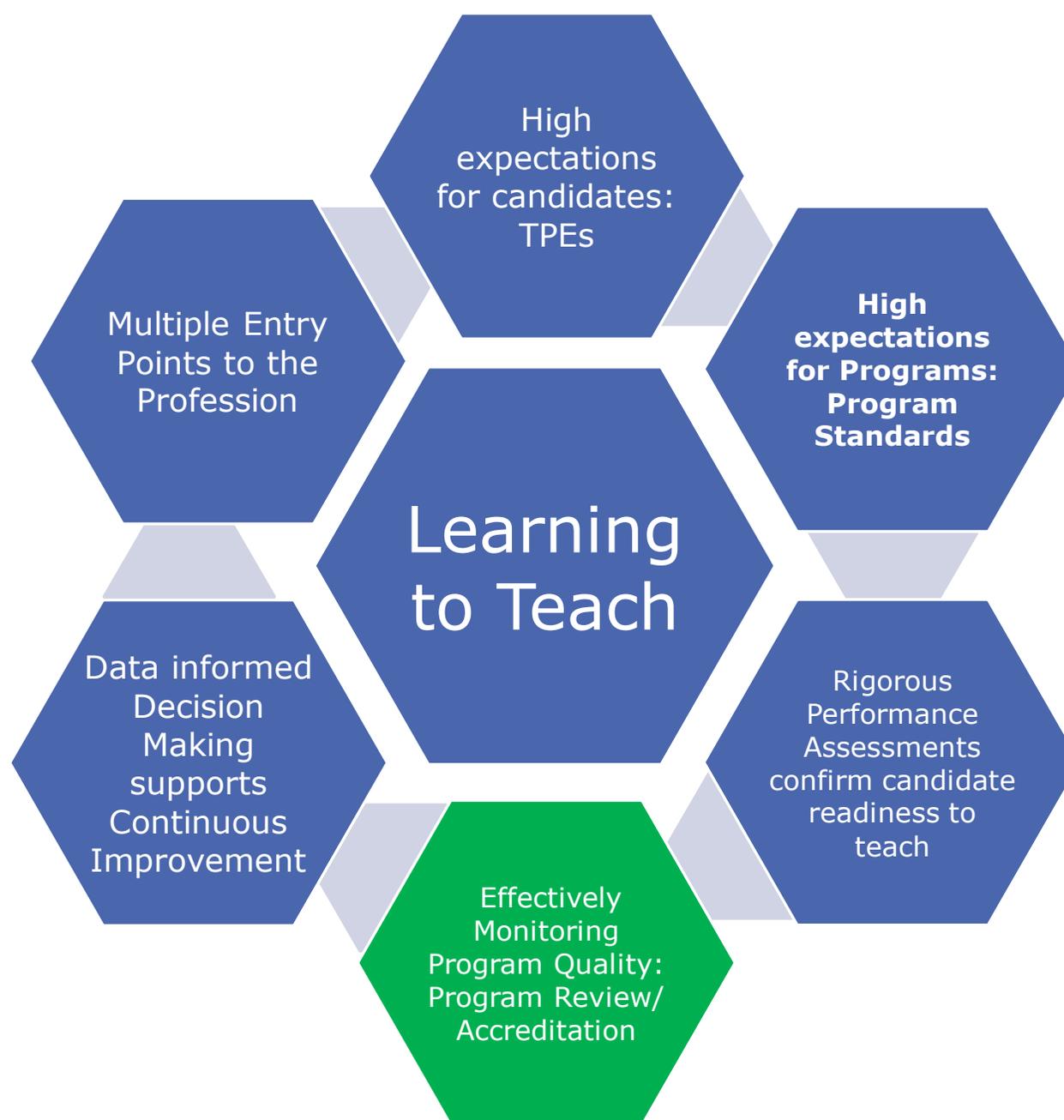
Peer Review/Program Approval Pilot

- The Commission has a 7-year accreditation system in which all Commission-approved programs participate.

- For these new ECE programs, the plan is to pilot a peer program review/approval process as a first step towards Commission-approved programs.

- Programs currently in the VOC remain in the VOC during the pilot period.

Webinar #4

High expectations for candidates: TPEs

Multiple Entry Points to the Profession

High expectations for Programs: Program Standards

Learning to Teach

Data informed Decision Making supports Continuous Improvement

Rigorous Performance Assessments confirm candidate readiness to teach
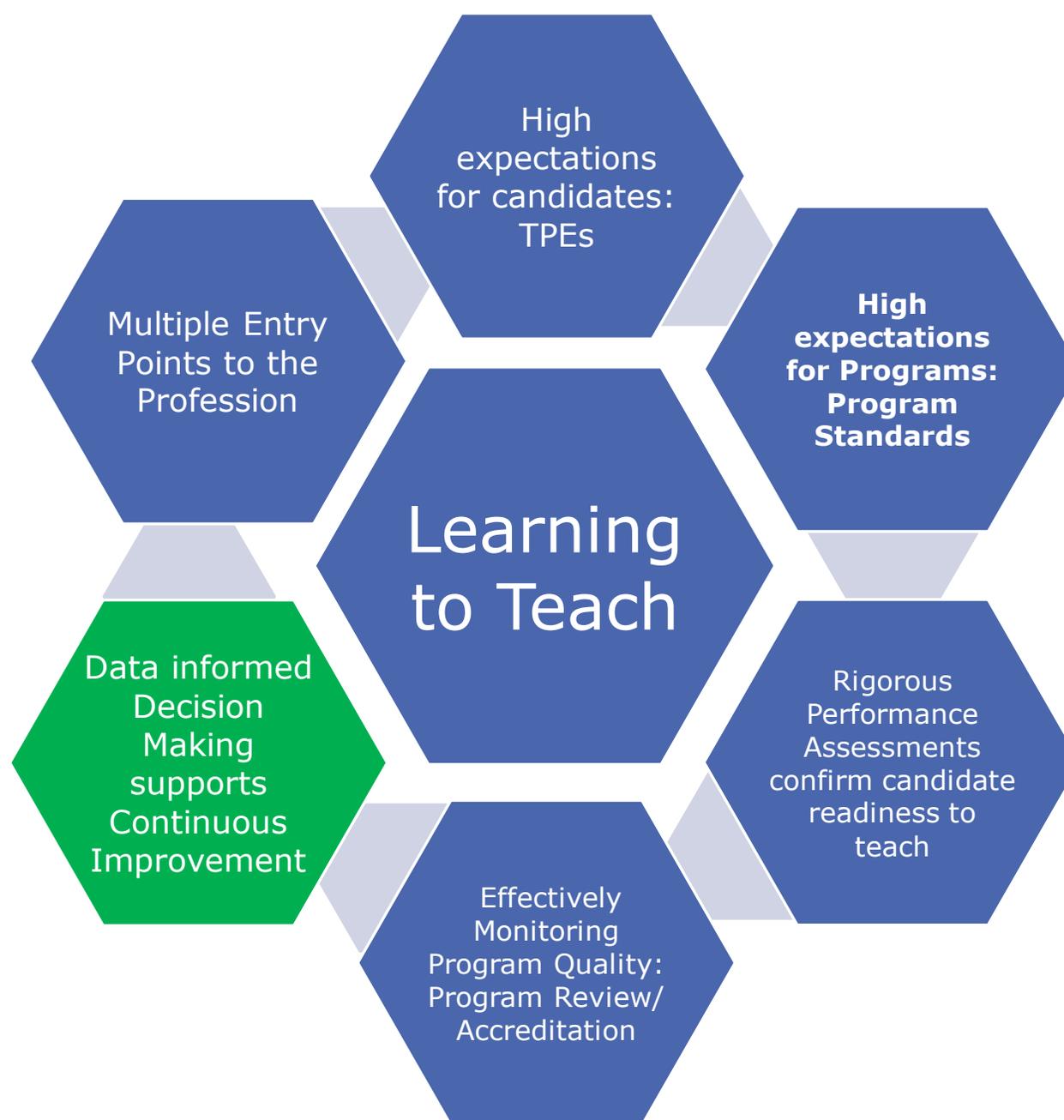
Effectively Monitoring Program Quality: Program Review/ Accreditation

Multiple Entry Points to the Profession

- The Permit structure allows for different ways to meet the permit requirements to broaden the entry and career ladder pathways for permit candidates

- Articulation agreements help candidates move between the 2-year and the 4-year higher education programs and systems

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Effectively Monitoring Program Quality: Program Review/ Accreditation

Data Informed Decision Making

- A hallmark of effective programs is using data on candidate outcomes for program improvement

- The Commission has established a data collection system to help K-12 preparation programs organize and look at their own data, including performance assessment data, for improvement purposes

- A similar effort to help ECE programs organize and review their candidate outcomes data has not yet been undertaken but will be looked at during the Peer Quality Review development process
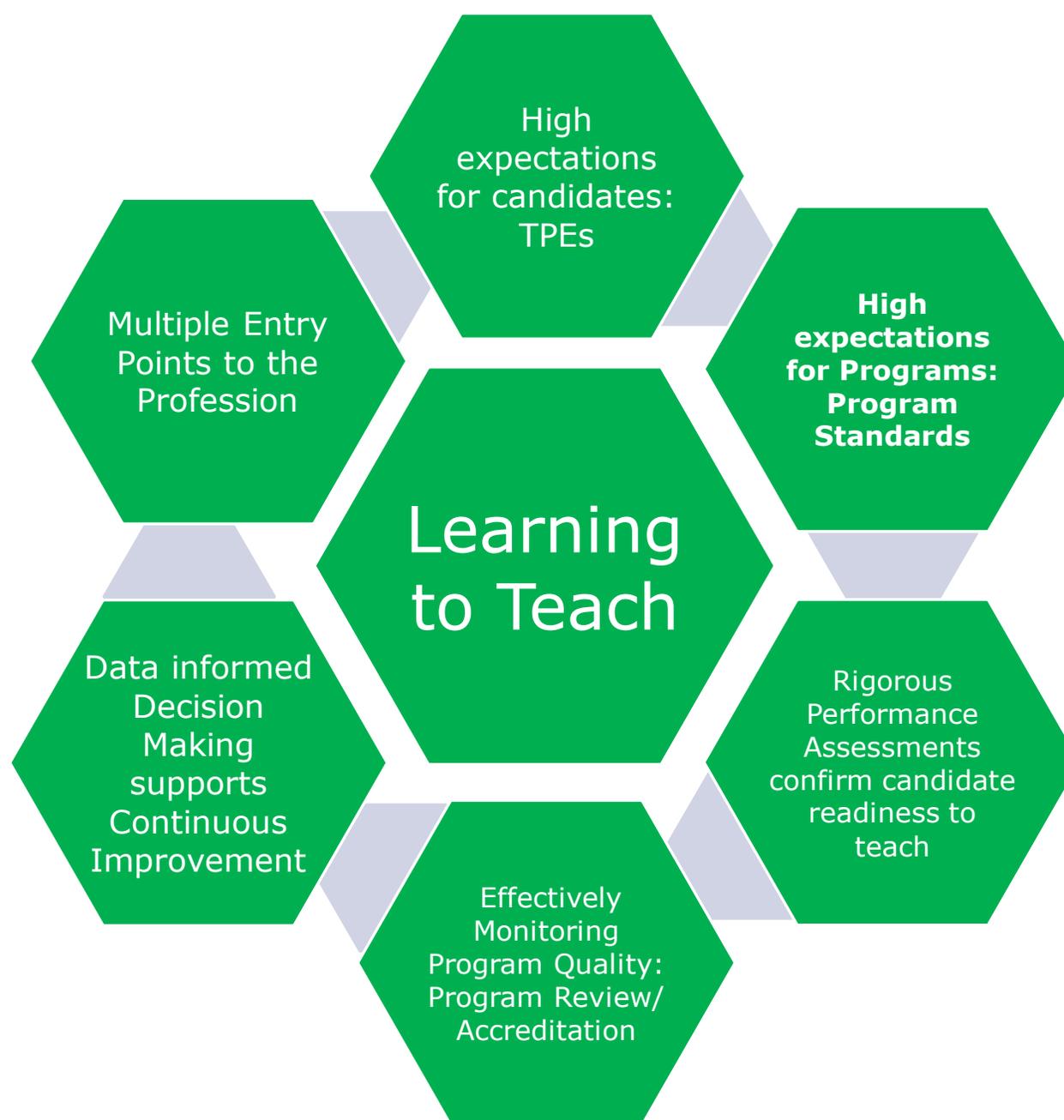
Webinar #4

Webinar 2: Pilot Opportunities

TPEs, Program Guidelines, and Peer Quality Review Process Pilot Information

[Zoom Link](#)

Friday, October 2, 2020

12:00-1:30 p.m.

Questions and Answers

ECE news mailing list

ECE webpage