



# Welcome to ECE Webinar 2

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While we are waiting for the webinar to begin, please make sure you have a copy of the ECE TPEs, Program Guidelines, and Pilots Guidance documents, found on the [CTC ECE webpage](#), handy for reference during the webinar.

- This is a webinar; you will only see the presenters.
- Your microphone is muted.

# ECE Webinar 2: ECE Pilots

- Review of Commission Role and Staffing
- Detailed Information for ECE Pilots 1 and 2
- Overview of ECE Pilots 3 and 4
- Process for Recommendation of Candidates



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October 2, 2020

Phyllis Jacobson, Administrator  
Amy Reising, Director  
Angel Lopez, Manager

Teri Clark, Director  
Erin Sullivan, Administrator  
Cheryl Hickey, Administrator  
Sarah Solari, Consultant

# Five ECE Focused Webinars

Date	Time	Topic
Friday, September 18, 2020	12:00-1:30	<ul style="list-style-type: none"><li>• Introduction to the webinar series</li><li>• Overview of the PDG-R grant activities</li><li>• Introduction to the TPEs and Program Guidelines</li></ul>
<b>Friday, October 2, 2020</b>	<b>12:00-1:30</b>	<ul style="list-style-type: none"><li>• <b>Information on the TPEs, Program Guidelines, and Peer Program Review Quality Process pilots</b></li></ul>
Friday, October 23, 2020	12:00-1:30	<ul style="list-style-type: none"><li>• Introduction to Performance Assessment</li><li>• Overview of the development process for an ECE Teaching Performance Assessment</li></ul>
Friday, November 6, 2020	12:00-1:30	<ul style="list-style-type: none"><li>• Program Quality Peer Review Process development and pilot</li></ul>
Friday, November 20, 2020	12:00-1:30	<ul style="list-style-type: none"><li>• Open session for questions and further discussion</li></ul>

# Agenda

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1. Commission on Teacher Credentialing
2. Overview of the Four ECE Pilots
3. Detailed information for the ECE TPEs and Program Guidelines Pilots (1 and 2)
4. Overview of the ECE Teaching Performance Assessment (ECE TPA) Development and Pilot (3)
5. Overview of the ECE Peer Program Quality Review Development and Pilot (4)
6. Process for Candidate Permit Recommendation

# Commission on Teacher Credentialing

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- 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

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Executive Director: Mary Vixie Sandy

Certification and Waivers (Cert): Erin Skubal

Professional Practices (DPP): Gilberto Gonzalez

Professional Services (PSD): Teri Clark

Performance Assessment (PA): Amy Reising

Administration (Admin): Michele Perrault

# Responsibilities of the Commission Under the California Education Code

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

# PDG-R: Four ECE Pilots

Pilot 1: ECE TPEs

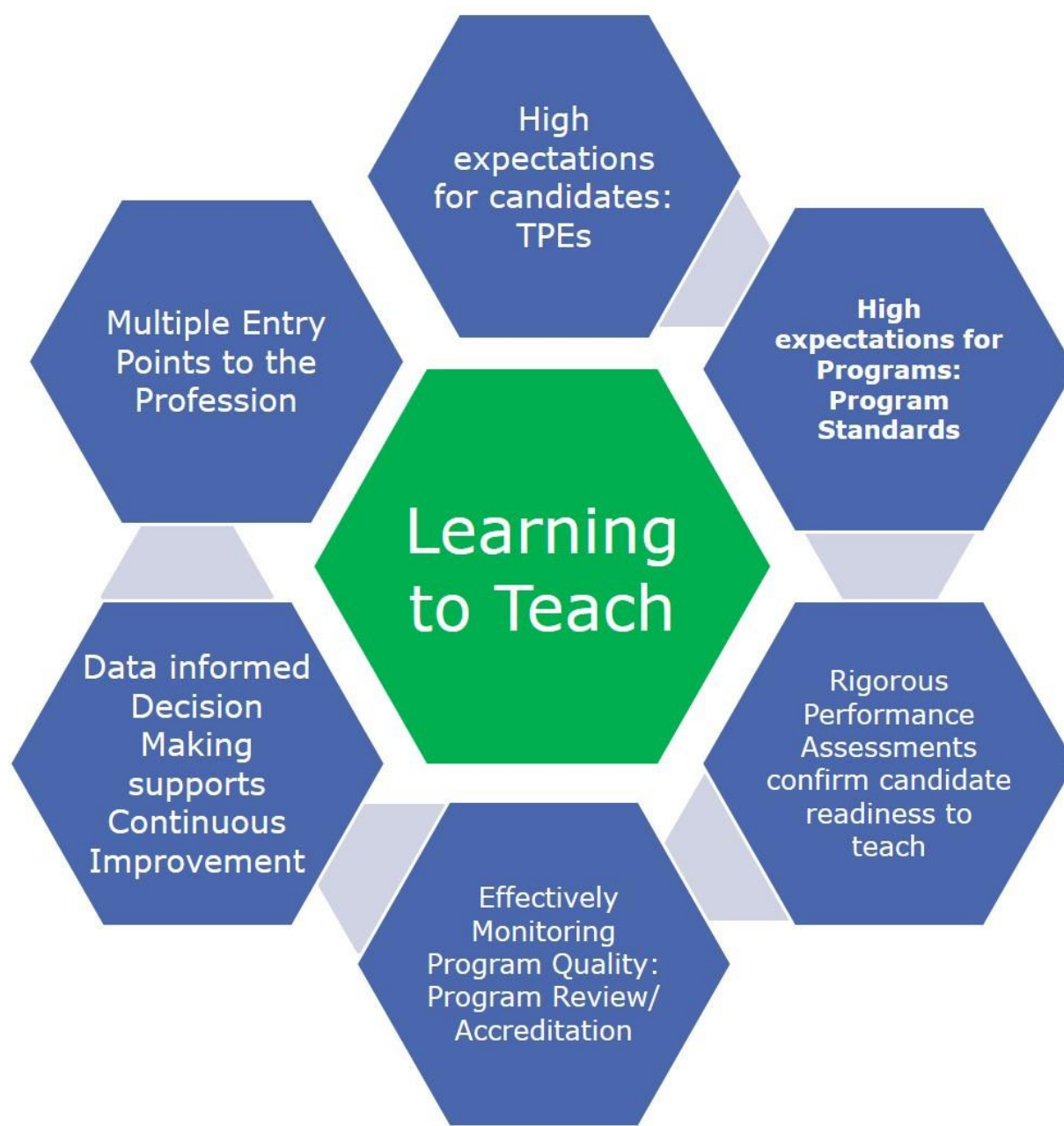
Pilot 2: ECE Program Guidelines

Pilot 3: ECE Teaching Performance  
Assessment (ECE TPA)

Pilot 4: ECE Peer Program Quality  
Review Process

Pilot Guidance Document posted on [ECE web page](#)





# Why Participate in the Pilots?

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Opportunity for programs to organize around a common, manageable set of statewide competency expectations for the ECE workforce



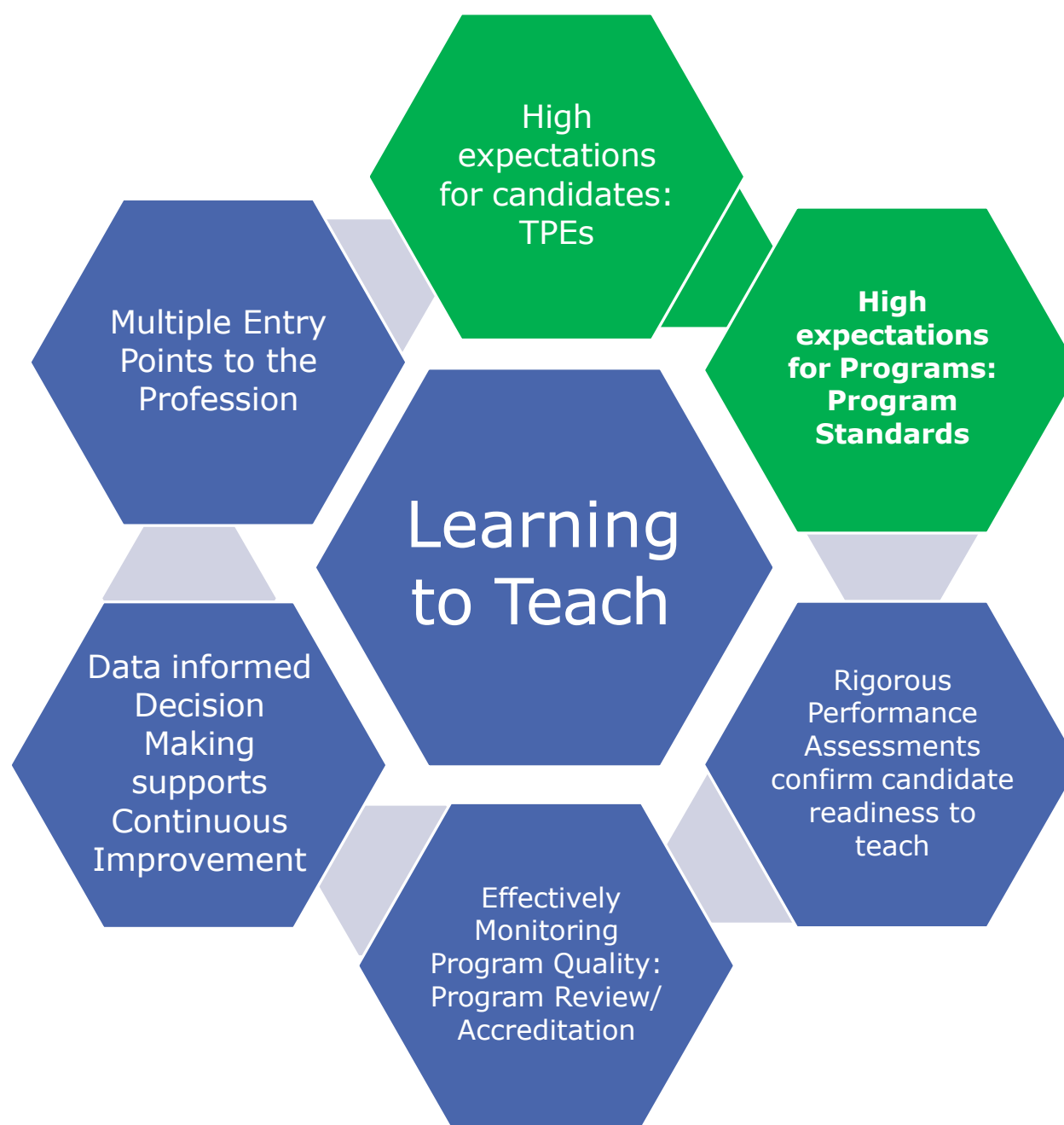
Participating institutions/ programs can directly recommend candidates for the Child Development Permit



Opportunity to try out the ECE TPA



Opportunity to try out a new Peer Program Quality Review process



# A Closer Look at Pilots 1 and 2

## **Pilot 1: The ECE TPEs**

**Eligibility:** All 2 and 4 year regionally accredited institutions of higher education offering preparation for the Child Development Teacher level permit are eligible to volunteer for and participate in the TPE pilot.

**What is Being Piloted?** All participating institutions/programs will be piloting the implementation of TPE-based curriculum within their ECE preparation programs for ECE Teachers.

# Teaching Performance Expectations

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- 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

# How TPEs Are Used

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- 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



# 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

# Focusing on Key Ideas of the TPEs

- Look for key words that identify the primary focus of the TPE
- Look for specific elements or terms in the language, i.e., child-directed, promoting...
- Look for the context in which the TPE is demonstrated within the ECE setting

## ECE Teacher TPE 2- Creating and Maintaining Effective Environments for Young Children's Development and Learning—Excerpt from the narrative

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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

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- a. Establish positive home relationships and interactions with children and families
- b. Develop productive routines and schedules that meet needs of all and ensures predictability
- c. Demonstrate the ability to promote children's positive social behavior and self-regulation
- f. Recognize the effects of factors outside the setting on children's social-emotional well-being and adjust environment and practice to help children

# Definition of a "Program" Leading to Credential/Permit

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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

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- 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
- Programs recommend completers for credentials

# ECE Program Guidelines Overview

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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

# Focusing on Key Ideas in the Guidelines

- Look for key words that identify the concepts in the Guidelines.
- Look for specific elements or terms in the Guideline language, i.e., multiple opportunities...



# Sample Program Guideline 2 – Excerpt

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.....

# 1: Early Childhood Education Preparation Program Design

- A planned program of coursework and fieldwork/practicum/clinical practice
- Candidates promote learning as identified in *California Infant/Toddler and Preschool Foundations and Curriculum Framework*
- Coherent candidate assessment system that provides formative information to candidates

## 2: Preparing Candidates to Master the *Early Childhood Education Teaching Performance Expectations (ECE-TPEs)*

- Coursework and Fieldwork/Practicum/Clinical Practice provide multiple opportunities to learn, apply, and reflect on each TPE.

# 3: Opportunities to Learn and to Practice

- Defines Fieldwork/Practicum/Clinical Practice expectations
- Defines the Criteria for Placements

## 4: Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements

- Specifies that candidates are supported and monitored during the program to meet the TPEs and complete the program

## 5: Faculty and Supervisor Qualifications

- Addresses the qualifications for faculty who teach courses in the program
- Addresses the qualifications of those who supervise the candidates in clinical practice

# 6: Assessment of Candidate Competency

- Assessed by program—through coursework embedded assessments
- Coherent set of performance-based activities
- Focused on TPEs
- Support candidates, formative feedback
- Accomplish the TPEs

# 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 frame the curriculum to 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

# Pilots 1 and 2: Implementation Details

All ECE preparer institutions/programs are eligible to participate in pilots 1 and 2 if they meet any one or more of these criteria:

- ✓ The institution/program is using updated, TPE-aligned CAP curriculum
- ✓ The institution/program is using its own TPE-aligned curriculum
- ✓ The institution/program is accredited by the National Association for the Education of Young Children (NAEYC)

# Pilots 1 and 2: Program Obligations

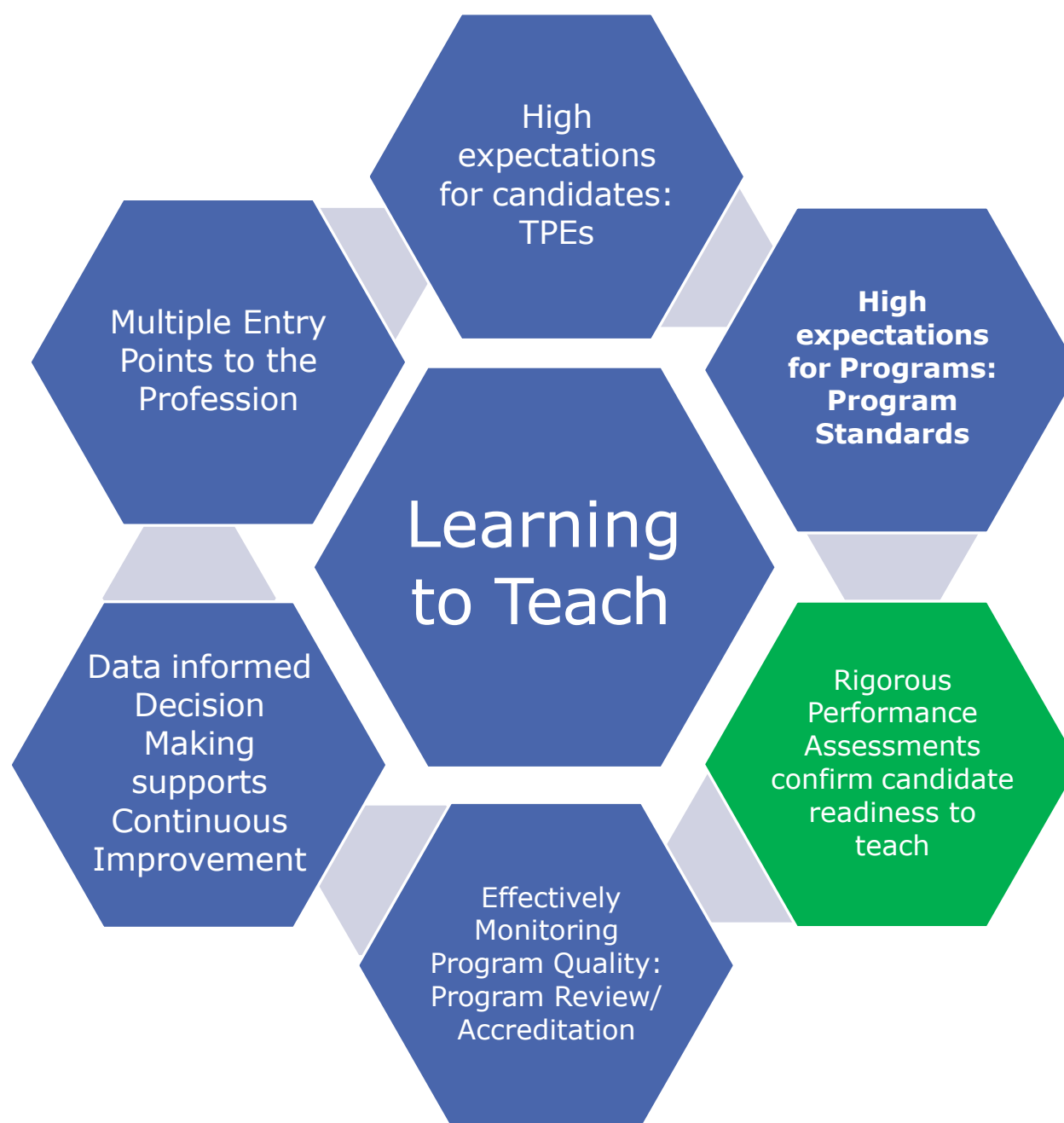
- All institutions/programs interested in participating in the pilots **must participate fully in both pilots 1 and 2**, the TPEs and Program Guidelines pilots. See the Pilots guidance document for further reference.

All participating institutions/programs must agree to provide specified information and data to the Commission about their experiences:

- ✓ Submit an Application to Participate (Electronic survey, see Appendix D)
- ✓ Submit an ECE Course list (Appendix A)
- ✓ Submit the ECE TPE Matrix (Appendix B)
- ✓ Submit the Program Guidelines Alignment checklist (Appendix C)
- ✓ Submit candidate enrollment data annually

# Pilots 1 and 2: Program Obligations, Continued

- ✓ Provide feedback from faculty, annually
- ✓ Facilitate candidate participation in an annual candidate survey
- ✓ Provide feedback annually to the Commission regarding pilot participation
- ✓ Provide feedback annually to the Commission regarding lessons learned, best practices, and any recommendations going forward



# 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

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- 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

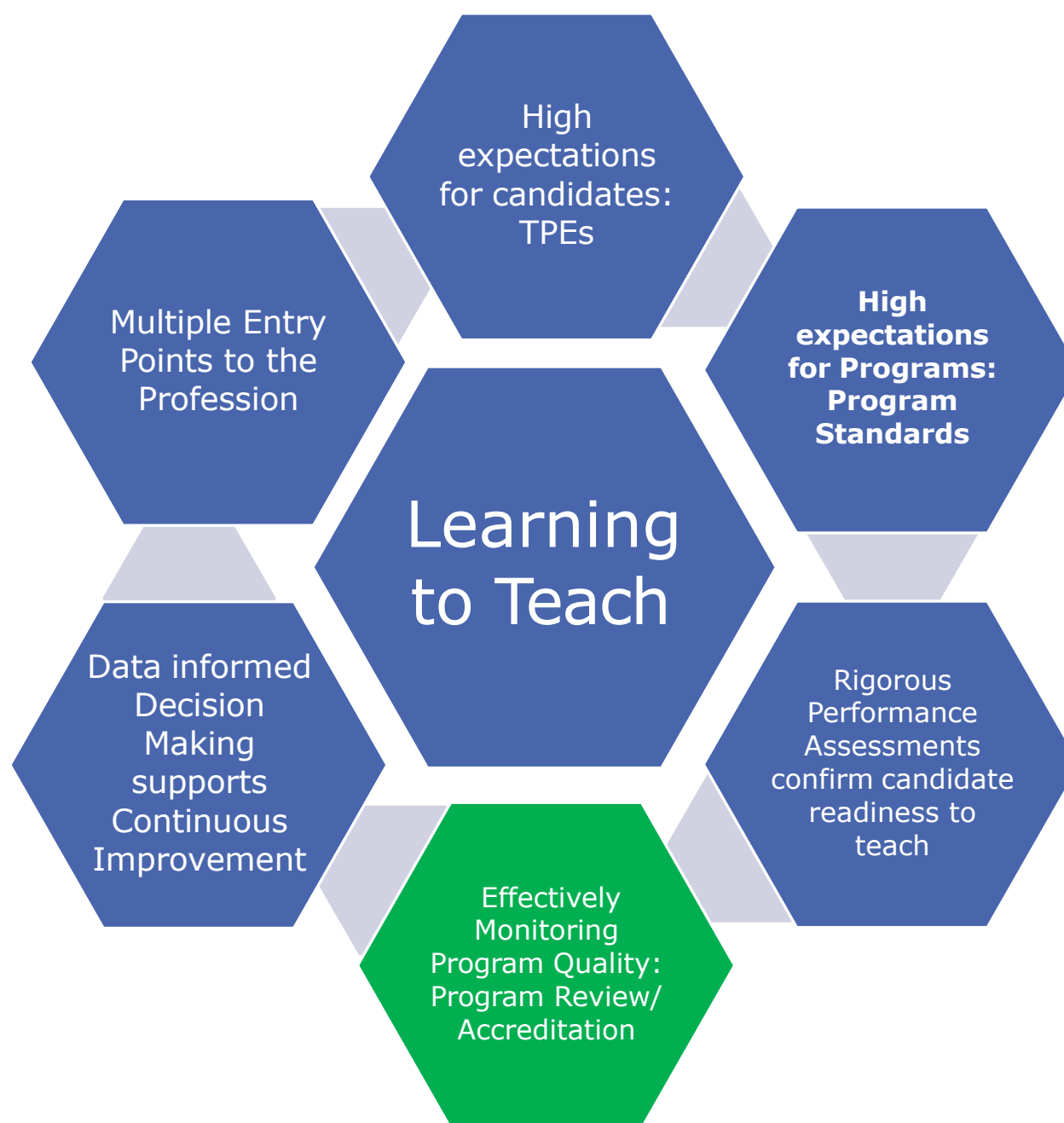
# Pilot 3: Implementation Overview

- All institutions/programs participating in ECE pilots 1 and 2 are eligible to 'try out' the ECE TPA candidate cycles and associated tasks once these are developed
- Interested faculty from participating institutions/programs and ECE educators may apply to serve on the ECE TPA Design Team (approximately 20 members)
- A selected sample of participating institutions will have their candidate responses submitted and scored for pilot purposes



# Pilot 3 Implementation Overview, Continued

- Institutions/programs trying out the TPA materials will be able to nominate faculty members to be trained as assessors of the pilot test materials.
- More information on the ECE TPA pilot is provided in Webinar 3.



# 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

# Peer Review/Program Approval Pilot

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- For these new ECE programs, the plan is to develop and then 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

# Recommending a Candidate for a Child Development Permit



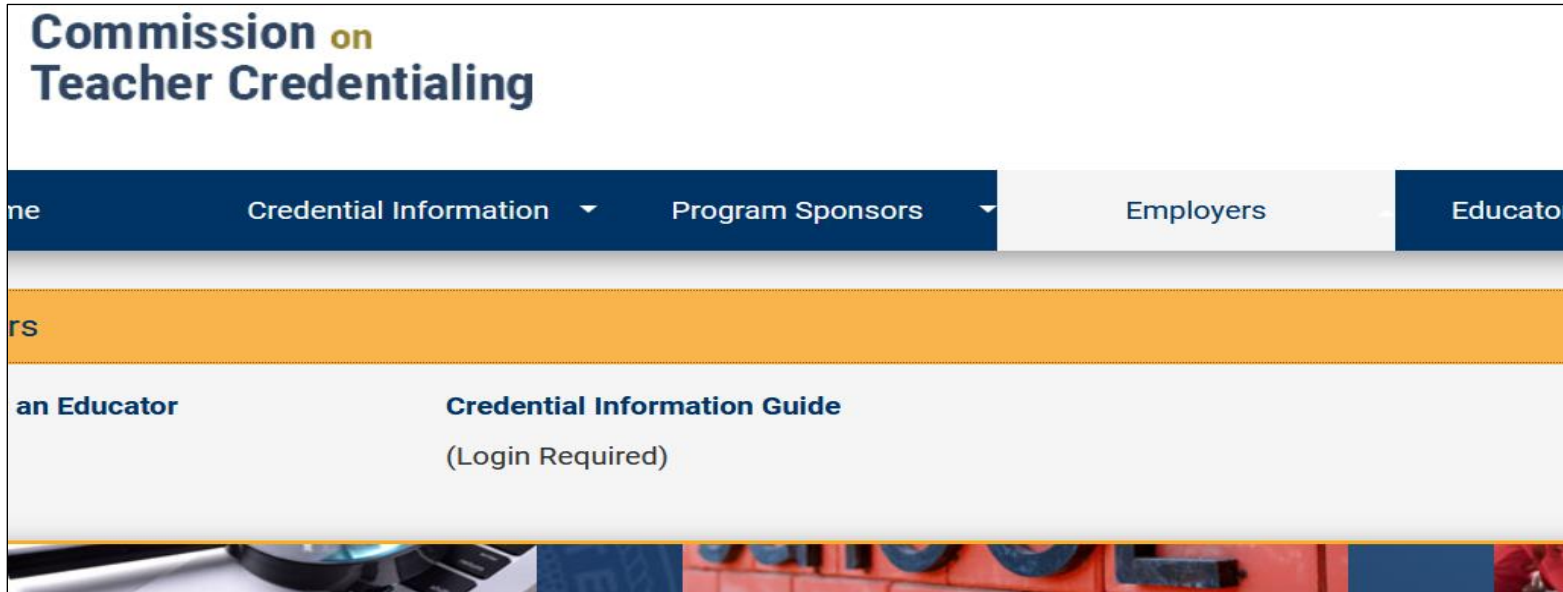
# Candidate Recommendation Process

- Open to all institutions/programs participating in the ECE pilots
- Must have a **single authorized submitter** per institution for the recommendations

# Application Submission

- Who can sign?
  - Credential analysts OK
  - CL-869
  - Director, Department Head, etc.

# Application Submission, Continued



Username: **cig2011** Password: **ctcguide**



# Application Submission, Continued: Forms Required

- 41-4 Application Form
- 41-CDP3 Verification Form
- \$100
- Transcripts (as applicable)

# Application Submission: Issuance Date

<b>IZING PUBLIC SCHOOL SERVICE</b>	
<a href="#">Application Instructions</a>	
Appeal: _____	
Route to: _____	
se Only	IHE/County/District Use Only
	Issuance Date: _____
	Email: _____

# ECE Teaching Performance Assessment: Pilot 3 Webinar

Friday, October 23, 2020  
12:00-1:30 p.m.

[Registration Link](#)

# Questions and Answers

ECE news mailing list

ECE webpage