

## PK-3 ECE Specialist Instruction Credential Survey Questions

December 2022

[PK-3 Credential Handbook](#)

### **A. Credentialing Requirements, Including Emergency Credentials to Teach in Transitional Kindergarten**

- 1. If a teacher has their Multiple Subject (MS) credential, what do they need to earn their PK-3 credential?**
  - A Multiple Subject teacher would need to meet the PK-3 subject matter requirement (24 units ECE/CD) to earn a PK-3 credential.
- 2. Is a MS credential holder without PK experience required to get a PK-3 credential to teach in PK and TK?**
  - MS credential holders are already authorized by their credential to teach PK and TK.
- 3. Will the PK-3 credential require meeting the Basic Skills Requirement?**
  - No.
- 4. Are the CBEST and CSET required for the PK-3 credential?**
  - No, but the RICA (Reading Instruction Competence Assessment) and the TPA (Teaching Performance Assessment) will be required.
- 5. The requirement for the English Language Learner authorization is unclear. What does this look like?**
  - Teacher preparation programs provide this preparation to candidates as part of their Commission-approved programs.
- 6. What will the requirements be for supervising teachers in PK classrooms?**
  - Supervising teacher qualifications are addressed in Program Standard 3.
- 7. What will the faculty qualifications be?**
  - Faculty qualifications are addressed in Common Standard 1. Faculty qualifications for clinical practice faculty are addressed in Program Standard 3.
- 8. What requirements will need to be met for a preschool teacher who has worked for 3 years and holds a Child Development Site Supervisor Permit?**
  - The individual must complete a Commission-approved PK-3 credential program and be recommended for the credential. Please refer to the list of requirements for the PK-3 Credential provided in the PK-3 ECE Specialist Credential [Handbook](#) on the PK-3 website.
- 9. Will CSPP Teachers with a Master's in Curriculum and Instruction (ECE), a site supervisor permit, and 10 years of Preschool Teacher experience be granted the PK-3 Credential?**
  - A candidate with the background described in this question would be given 200 hours, and possibly up to 400 hours, of credit towards meeting the 600 hours clinical practice experience requirement.
- 10. The credential requires a bachelor's degree. Can it still be incorporated into a bachelor's degree program at a university?**
  - Programs may offer an integrated undergraduate program pathway as an option if they so choose.
- 11. Where does a person apply for the credential?**
  - The credential is not yet available until the regulations have been approved by the Office of Administrative Law. Candidates must meet all of the requirements for the credential before they can apply, once the credential is available. Candidates completing a Commission approved PK-3 ECE Specialist Instruction Credential program will be recommended by their

program for the credential. Multiple Subject credential holders qualifying for the credential can apply directly to the Commission.

**12. When is the soonest that students will be able to start the new PK-3 credential program?**

- Programs cannot be approved to start offering preparation to candidates until the credential has been established in state regulations. The earliest programs may possibly be able to start in fall 2023.

**B. The Subject Matter Requirement for the PK-3 ECE Specialist Instruction Credential**

**1. What are the required elements for an ECE course to "count" toward subject matter?**

- The course must be in early childhood education and/or child development (ECE/CD), and must be non-remedial, degree-applicable units from a regionally accredited institution of higher education.

**2. Is there a CSET option for meeting subject matter for the PK-3 credential?**

- There are no CSET options to meet the subject matter competency for the PK-3 credential.

**3. If a teacher holds a MS credential and has 24 verified units in ECE/CD, have they met the requirements for the PK-3 credential?**

- Yes, they have met the requirements for the PK-3 credential and may apply directly to the Commission for the new credential.

**4. Will a Child Development major be recognized as meeting the subject matter competence for the PK-3 credential?**

- Yes.

**5. Can candidates earn ECE subject matter units through prep program coursework and/or clinical practice?**

- No. Teacher preparation program units are not subject matter units, they are focused on pedagogical preparation. It is intended that coursework towards meeting the subject matter requirement is taken as a part of a degree program or at a community college rather than relying on preparation program and/or clinical practice coursework to meet the subject matter requirement. Coursework must focus on ECE/CD specifically.

**6. For current credentialed teachers that hold a CA Child Development Permit, will this be considered meeting the subject matter competency?**

- The subject matter requirement is 24 units of ECE/CD. Those who hold a permit but do not have 24 units in ECE will not have met the subject matter competency.

**7. Within the first 60 days of the candidate's admission we must complete an assessment of a demonstration of subject matter competence. What assessment is this?**

- See Program Precondition 4.

**C. Relationship Between the Multiple Subject and the PK-3 ECE Specialist Instruction Credential**

**1. Can candidates who are earning a MS credential in a program take the 24 units and earn both credentials?**

- Yes, candidates can take both the 24 units and the MS credential program and then apply to the Commission for the PK-3 credential when the PK-3 credential is available.

**2. Is there a pathway for future PK-3 credential holders to earn a MS credential as well?**

- This topic will be under consideration in the future.

3. **If someone holds the MS Credential and a Child Development Permit what is the benefit to applying for the PK-3 Credential?**
  - It demonstrates that the teacher has particular expertise in early learning, care, and development. The PK-3 credential also meets the apportionment requirements for LEA funding for TK classes.
4. **What is the timeline for those who will already have a MS credential and want to add the PK-3 Credential?**
  - The PK-3 credential is not yet available until it has completed the state regulatory process.

#### **D. Program Standards (Including Program Standards, TPEs, and the TPA)**

1. **How are the current ECE Competencies being integrated into program standards?**
  - The competencies have been incorporated with the adopted Teaching Performance Expectations. Program Standard 2 requires programs to prepare all candidates towards meeting the TPEs.
2. **Are the TPE's finalized?**
  - Yes. The TPEs were adopted by the Commission in October 2022.
3. **Where can I find information on applying for offering the credential?**
  - Information for Commission-approved institutions to apply to offer a new credential type will be available on the Commission's Initial Program Review [webpage](#). In addition, these webinars are providing information about how to apply and write to the standards. The recordings are posted on the PK-3 Credential [webpage](#).
4. **For Community College programs with an ECE AS-T, are students expected to meet the TPEs and TPAs within just the 24 units of ECE or are they connected to completing the second two years for the BA and credential?**
  - Candidates for the PK-3 credential will not take the TPA until they are in a teacher preparation program. The TPA is embedded in the teacher preparation program, not in the community college AS-T program. These are separate but interrelated experiences.
5. **What TPA will be required for the PK 3 credential?**
  - Until there is a PK-3 ECE TPA, the Multiple Subject TPA is being used but must be completed in grades TK, K, 1, 2, or 3. The Literacy TPEs will be required of all elementary programs and their candidates.
6. **What is in place to ensure that current evaluators have an ECE background to ensure they are able to evaluate a TK-3 TPA with an understanding of developmentally appropriate practice?**
  - See Program Standard 5.
7. **We are an institution that uses edTPA for our current SPED and GenEd credentials. It was mentioned yesterday a TPA needs to be developed; does that include both a CalTPA and edTPA needing to be developed? If it is just a CalTPA, will we be able to keep using the edTPA for our current credentials and then the CalTPA for the PK-3 credential?**
  - TPA requirements and options for the MS credential are not changing. The PK-3 CalTPA is presently being developed.

#### **E. Applying to Offer a Preparation Program**

1. **Does the Intent to submit process require an application or proposal template?**
  - Institutions seeking to offer a PK-3 credential will follow a clear set of instructions for submitting program proposals and will participate in the Initial Program Review process (IPR). Submission materials including a Notice of Intent to Submit, Verification Form with

required signatures from institutional leadership, and responses to all program standards. Instructions for Submitting Proposals will be available early in 2023. A specific template will not be employed, however, specific evidence (course syllabi, organizational chart, etc.) will be identified in the instructions. A webinar is also being planned to provide technical assistance to institutional personnel who would like additional information about how to submit a program proposal. Watch the PSD e-News for more information on this webinar.

**2. Is it appropriate to apply to create a new ECE PK-3 training program as well as participating as a BIR reviewer?**

- The Commission will need volunteer reviewers to read program proposals and will be encouraging institutions submitting program proposals to make available one or more reviewers to volunteer to read other submissions. The Commission anticipates it will need individuals who have expertise in PK and TK as well as Multiple Subject teachers and educator preparation faculty members with expertise to volunteer to review. More information about reviewing program proposals will be available early in 2023.

**3. What impact will this have on induction programs? Will induction programs need to have a separate program for the PK-3 credential?**

- The PK 3 credential, like the MS/SS and Education Specialist credentials, is a two-tier credential and will require someone with a preliminary PK-3 credential to participate in induction in order to clear their credential. The Commission anticipates working with the induction community to discuss how induction programs will be impacted and any issues that may need to be addressed.

**4. What is the timeline for accreditation when will we submit?**

- The Commission is currently working on the regulatory package that will need to be submitted as one of the first steps in formally establishing this credential in law. Staff is simultaneously working on the details related to submitting proposals and identifying the evidence that will be required. The Commission staff anticipates that more information on the timeline and program submission requirements is anticipated to be available early in 2023.

**5. We have a BA in EC program and will revise it for the PK-3 ECE credential. We will develop an Integrated Teacher Education Program (ITEP) - ECE credential program. Do we prepare one or two applications?**

- The Commission will provide additional guidance about how to submit program proposals if an institution plans to operate more than one pathway (integrated, intern, traditional student teaching, residency, etc.) leading to the credential. In order to be approved for more than one pathway, it will be critical for reviewers to understand where there are commonalities and differences in the proposed pathways by a specific institution. For those who would like to offer an integrated program and are seeking approval of both a subject matter program that meets the subject matter requirement as well as seeking approval for a PK-3 credential program, yes, two proposals would be necessary. This is because the bachelor's degree will be reviewed against the subject matter requirements while the credential program will be reviewed against the PK-3 preconditions, standards, and performance expectations.

**6. Do the community colleges need to submit their course syllabi, and other documentation as they would be partnering with a CSU or UC?**

- The evidence, including course syllabi, that will be submitted to the Commission for approval of PK-3 credential program will be only those related to the credential program itself. Community colleges should work with their partnering Commission approved program

sponsor (CSU, UC, or private/independent IHE) to determine what they require for the partnership.

## **F. Preparation Program Models, Pathways, and Collaboration with Community**

### **Colleges**

**1. We understand that community colleges can't apply to develop a program, but would we still be eligible for any of the grants if we're partnering with 4-year institutions? If yes, how would we apply? What role is there for community colleges? What is the benefit for 4-year institutions to partner with CCCs?**

- Since the PK-3 credential requires a bachelor's degree, the community colleges cannot offer a PK-3 credential preparation program on their own but they can be key collaborators with institutions of higher education as part of credential preparation. Candidates completing an associate degree in Early Childhood Education or Child Development that includes 24 units in the applicable areas will be meeting the subject matter requirement for the credential. Students completing other associate degrees at community colleges might also choose to complete coursework that meets the subject matter requirement as part of their course of study. Additionally, several community colleges have put together programs with 24 ECE/CD units of degree applicable coursework for multiple subject credential holders to help them meet the subject matter requirements for the PK-3 credential.

**2. When "selecting a Commission-approved model" Teaching Performance Assessment, is there a choice of models or do we design our own? To begin before the PK-3 TPAs are available in 2025, do we use the FPU MS model already in place? Who is the model sponsor?**

- The Commission is in the process of developing a new PK-3 ECE Teaching Performance Assessment. Until that performance assessment is available, preparation programs can use their current Multiple Subject TPA model (CalTPA, edTPA, and FAST) with PK-3 credential candidates, with the proviso that the TPA must be completed in any of grades TK-3 (not in PK). You can learn more about [Teaching Performance Assessments in California](#) on the Commission's website.

**3. While the CTC Child Development Permit Advisory work has continued for a number of years and yielded recommendations to possible revisions for the Permit, will the ECE Specialist Credential replace the recommendations for the Permit? Or will the recommendations of changes to the Permit continue to be developed and bring edits to the Permit Matrix?**

- The PK-3 credential, and the Child Development Permit are two different and separate licensing processes. The prior recommendations concerning the Child Development Permit do not apply to the PK-3 credential. Please be sure you are [subscribed to the ECE News Update](#) for updates on the Child Development Permit and other ECE news.

**4. Will teaching time in the classroom under a Child Development Permit count towards teaching requirements to clear the PK-3 ECE Specialist Instruction Credential?**

- Educators who hold a Child Development Teacher Permit with 6+ years of full-time satisfactory experience in a center based preschool program may receive credit towards meeting the Clinical Practice requirement for the PK-3 credential. More detailed information on the equivalency options is provided in Precondition 7 in the PK-3 Credential [Handbook](#).

**5. How will you provide technical assistance (i.e., will there be office hours?)**

- There are existing ECE office hours on the first and third Tuesdays of the month. Staff in the Professional Services Division are working on additional resources to support the submission of program proposals. Please be sure you are subscribed to the ECE News Update, the [PSD e-News](#) and check the [PK-3 ECE Specialist Instruction Credential page](#) for updates.

**6. Does the credential program need to be offered through the education department, or can an ECE/CD department located in an authorized institution be able to offer the credential? Faculty capacity in credential programs is a real issue in the CSU.**

- The credential does not need to be offered through the education department. Institutions of higher education offering educator preparation programs are required to have the education department, school of education, or other credential preparation body of the Institution sign off to acknowledge they are aware of and working with the preparation program being proposed. One way to maximize available staffing to support the program could be to partner with local community colleges offering Early Childhood Education and Child Development program coursework.

**7. How do teacher education programs determine if a current MS credential course would count for a PK-3 credential? For example, how would we determine whether a course in "Early Literacy" could apply towards PK-3 credential?**

- Coursework and fieldwork must address the PK-3 standards and TPEs in order for programs to be approved and for continuing accreditation. It is possible for programs to use some Multiple Subject coursework as long as the program can demonstrate that the coursework addresses the PK-3 standards and TPEs. Commission staff are working to develop technical support for program standards to provide this type of information. Please be sure you are subscribed to the ECE News Update and check our [PK-3 ECE Specialist Instruction Credential page](#) for updates.

**G. Clinical Practice Requirements**

**1. For teachers who already have a bachelor's and 24 ECE/CD units, what are the parameters now for their "student teaching?"**

- A bachelor's degree and 24 ECE/CD units does not qualify a person to earn the PK-3 credential. These individuals would need to complete an educator preparation program, including clinical practice experience as well as all other requirements for the credential.

**2. Will the 200-hour waived have any restrictions? Such as practicum hours completed in a work setting?**

- See information provided in Program Precondition 7. Commission staff are working on a clinical practice guidance document that will clarify various aspects of the clinical practice requirement.

**3. What is considered a ECE setting in regard to where clinical practice must be completed?**

- Any center based or school setting that includes children in grades PK-3, inclusive, can be considered an ECE setting where clinical practice can be completed. Commission staff are working on a clinical practice guidance document that will clarify various aspects of the clinical practice requirement.

**4. Can the PK clinical experience setting include CSPP, LEA, and private programs?**

- See Program Standard 3 for information regarding Clinical Practice requirements.

**5. The clinical hours - is it possible for individuals meet this requirement with infant/toddler settings?**

- The PK-3 ECE Specialist Instruction Credential authorizes service in grades PK-3. Clinical practice hours must be completed in settings that include children in any of these grades. Thus, Infant/toddler settings are not eligible settings for clinical practice hours for the PK-3 ECE Specialist Instruction credential.

**6. How are districts being informed of the clinical practice requirements?**

- Teacher preparation programs are responsible for facilitating clinical practice opportunities for candidates.

**7. Does the 6+ years of ECE teaching experience mean PK-3 grade experience?**

- The 6+ years of ECE teaching experience is defined as experience that occurs while holding a valid Child Development Permit at the teacher level or higher or verified employment as a lead teacher in a Head Start program or a childcare and development center serving preschool aged children **AND** is 6 years or more of satisfactory, full time teaching experience as a lead teacher in a public or private center-based childcare or development program serving preschool aged children that meets the requirements of the regulations.

**8. What about assistant teachers in PK-3? Does this count?**

- No, the candidate must hold a teacher level permit and have served as the Lead Teacher in a public or private center-based childcare or development program serving preschool aged children in order to meet the 6+ years of experience option.

**9. What about folks who have been working with infants/toddlers for many years? Does this experience count as well?**

- No, the candidate must hold a teacher level permit and have served as the Lead Teacher in a public or private center-based childcare or development program serving preschool aged children in order to meet the 6+ years of experience option.

**10. Can a teacher internship count towards clinical hours for the PK-3 credential? Will you be able to provide a list of examples of approved clinical hours options?**

- See the Preconditions for Intern Programs. Interns are teacher of record while also working to earn their preliminary credential. Not every hour that an intern teacher is teaching will count toward the 600 hours of required clinical practice. A clinical practice guidance document is being developed to help programs determine what hours to count toward the required 600 hours of clinical practice.

**11. Can you share more information on how an intern teacher might be able to meet the multiple grade level requirements for clinical practice?**

- The standards require a minimum of 200 hours of clinical practice in PK or TK, 200 hours in K-3, and 200 hours in any of the P-3 settings. Intern teacher and student teachers such as those in residency programs will not be exempt from this requirement even though they are assigned to a single classroom. The program will need to identify opportunities that will give these candidates the full range of required experiences.

**12. Will there be financial support for the clinical experience requirements? Especially for those working full time and can't afford income for the clinical practice.**

- There are opportunities for candidate support through a variety of sources. See the [Resource Compendium](#) for examples.

**13. Will student teaching be able to occur in Head Start Programs?**

- It is possible for candidates to do from 200-400 hours of their clinical practice in Head Start Programs. Appropriate settings for clinical practice will be determined by the programs in alignment with the standards.

## **H. The 24 Units for Transitional Kindergarten Apportionment**

1. **If a TK teacher wants to do a job share, does the other teacher they partner with have to have the 24 ECE units or other qualifications the TK has to have in order to work with them? Can they just have a general MS credential?**
  - All teachers teaching TK classes must meet the apportionment requirement if their employer wants to collect apportionment for the TK class.
2. **In the slides, it was noted that MS holders can teach preschool-12th grade in "self-contained classrooms." Does that negate the requirement for 24 ECE/CD units to teach TK?**
  - No. The 24 units requirement is an apportionment (funding) requirement for employers who want to collect apportionment for the TK class.
3. **Regarding the Child Development Permit units, can candidates take the 24 units ECE courses in Extension programs?**
  - The 24 ECE/CD unit requirement for TK apportionment are not for purposes of a Child Development Permit. The units are a funding requirement for credentialed teachers teaching TK whose employers want to collect state funding (apportionment) for those TK classes. These units must be from a regionally accredited institution of higher education and be degree applicable and non-remedial.