

PK-3 ECE Specialist Credential: Equity, Inclusion and Diversity



UNPACKING THE EQUITY, INCLUSION, AND DIVERSITY
STANDARD 2/2/2023

CTC Team

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Agenda – What to Expect Today?

- Welcome – Overview
- Guest Speaker – Dr. Terrelle Sales, Pepperdine University
- Unpacking the Standard
- Crosswalk: Standard and Where it Connects to TPEs
- Submitting New Program Proposals
- Resources
- Wrap up





Terrelle Sales, PhD

Assistant Professor of Teacher Education
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Unpacking PK-3 Credential Standards

- Who is doing the action?
- What is the action?
- What does the action encompass?
- How should the action be done?



Unpacking the Standard

- The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments. Through coursework and Clinical Practice experiences, candidates (a) ...



Unpacking the Standard *continued*

- The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments. Through coursework and Clinical Practice experiences, candidates
(a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; ...



Unpacking the Standard *continued*

- The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other supports for learning and access for all young children.
- How should the action be done?
- coursework and clinical practice



Unpacking the Standard *continued*

- The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.
- How should the action be done?
- coursework and clinical practice



Viewing coursework and clinical practice through an equity lens

- Using this standard as a lens through which programs view choices related to:
 - Curriculum
 - Pedagogy
 - Assessment

Bringing this lens to programs so educators are prepared to cultivate truthful, inclusive, validating, and meaningful learning spaces for all students.

- How might you weave this standard throughout coursework and clinical practice?

• In what ways are you already doing so?



Resources linked later in this presentation.

Examples of Standard 4 in programs

- The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.
- Incorporate inquiry activities into seminar setting and other coursework.
- Explore current topics in education and their relation to theories and principles of educational equity.
- Inquire and reflect on case studies related to equity, inclusion and social justice in classroom, teacher preparation.
- Build in reflective journaling based on clinical practice placement experience in relation to theories and principles of educational equity.



Examples of Standard 4 in programs *continued*

- Through coursework and Clinical Practice experiences, candidates
- (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status;
- Critical inquiry and reflection in journals and discussions on candidates' own identity and attitudes related to these domains.
- Observe and interrogate patterns of privilege and power in clinical practice, course work, book study.



Examples of Standard 4 in programs *continued*

- Through coursework and Clinical Practice experiences, candidates
- (b) learn ways to analyze, monitor, and address these issues at the individual and system level;
- Role play developmentally appropriate ways to address these issues.
- Practice critical conversations about how contemporary events and policies (at the school site, community, and larger levels) relate to theories and principles of educational equity and inclusion.
- Explore how decisions are made about pedagogy, curriculum, and assessment in learning spaces.



Examples of Standard 4 in programs *continued*

- Through coursework and Clinical Practice experiences, candidates
- (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies;
- In seminar or course(s) devoted to educational policy/history, explore the evolution of education policy and practice in the U.S. and how it has been influenced by implicit and explicit racial bias.
- Engage in critical inquiry and reflection on behavior policy and cultivating developmentally appropriate responses to children's behaviors in both historical and contemporary (e.g., clinical practice) contexts.



Examples of Standard 4 in programs *continued*

- (d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.
- Brainstorm situations with peers – What are obstacles to speaking up? What is the process to inquire? What do I do if I see a child being excluded or marginalized?
- In methods and other courses explore/problem solve how teachers create accessible learning spaces – taking initiative to address obstacles to children with learning and/or physical disabilities.
- Role play strategies for engaging with peers, administrators, community members in advocating for inclusive and just learning spaces.



Examples of Standard 4 in programs *continued*

The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.

- Use case studies and/or observations from readings, personal experiences, or current events to develop strategies for identifying, analyzing, and addressing individual and institutional inequities and how they affect each of the domains listed in 4a.
- Explore the history of how educational policy in the U.S. has created and maintained institutional bias (i.e., redlining, standardized testing, behavior policies, physical learning environments, school day/year) and how these continue to impact young children.
- Engage in facilitated critical conversations and role play about how teachers can help constructively address inequity and obstacles to inclusive learning.



Examples of Standard 4 in programs *continued*

- The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other supports for learning and access for all young children.
- Explore and advocate for child-driven, developmentally appropriate practices and access to on-site services for all young children
- Inquire and reflect on how elements of play-based, ethnic studies, social and emotional learning, and other assets-based pedagogies help teachers to develop culturally sustaining learning spaces.
- Plan/facilitate/participate in events in clinical practice placement and the community in which the children and families live.



Examples of Standard 4 in programs 20

- The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.
- Ensure all candidates learn about, reflect on and learn to meet the academic and social needs of mono- and multilingual learners – placing value on children's home language and translanguaging.
- In teaching methods and other courses, model and practice assets-based pedagogy.
- Candidates reflect on their own personal educational experiences, how they have been shaped by these, and how they inform their role as teachers.
- Listen to children.



Mapping examples of Standard 4 and TPEs

PK-3 ECE Specialist Instruction Credential

Mapping Examples of how Program Standard 4 intersects with TPEs

This document provides examples of ways in which programs might consider ensuring they provide opportunities for candidates to engage with the elements of PK-3 Credential program standard 4. These examples are not prescriptive nor required but are shared here to help programs begin thinking about the ways in which they might weave the elements of this standard throughout their coursework and clinical practice and/or to identify ways in which they may already be addressing this standard.

Standard Language	PK-3 TPEs	Examples of possible connections/learning experiences/guiding questions
<p>The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.</p> <p>Through coursework and clinical practice experience, candidates will:</p>	<p>1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.6, 2.7, 3.6, 4.3, 4.4, 4.5, 4.7, 4.8, 5.1, 5.4, 5.5, 5.7, 6.2, 6.3, 6.4, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8</p>	<p>Addressing this standard in courses:</p> <p>Seminar – reflection, discussion</p> <p>Instructional Methods – decisions about</p> <ul style="list-style-type: none"> • Curriculum • Ways of knowing • Language <p>Assessment</p> <ul style="list-style-type: none"> • Exploring different approaches and how they reflect students’ funds of knowledge
<p>(a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status;</p>	<p>6.1, 6.2, 6.4</p>	<ul style="list-style-type: none"> • direct instruction • book study • reflective journaling • participating in webinars, conferences, etc. that center on these topics • guest speakers

Please see supporting documents for this slide deck for complete access to Table



Initial Program Review

- Commission-approved institutions that wish to offer a new program
- Explicit pieces of authentic evidence (e.g., course syllabi, faculty qualifications, manuals, handbooks, advising materials)
- Peer reviewed; iterative
- COA approval
- Please attend the webinar on Friday, February 3 from 9am-11am



PK-3 Standard 4 Evidence Guide

Preliminary PK – 3 ECE Specialist Instruction Credential Standard 4 Evidence Guidance

Please include:

- *evidence from authentic sources such as examples of assignments and assessments, identified program policies, excerpts from handbooks, examples of instructional materials, documentation, and/or reflections.*
- *a direct link to the specific location of the evidence (i.e.: page or section)*
- *a limited narrative providing context for how the linked evidence addresses the relevant portion of the standard*

Program Standard 4: Equity, Inclusion, and Diversity	Evidence Guidance
<p>The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.</p> <p>Through coursework and clinical practice experience, candidates will (see a-g below):</p>	<p>Please provide a brief (250 words maximum) narrative explaining the program’s approach to addressing</p> <ul style="list-style-type: none"> • how and where equity, inclusion, and diversity are incorporated throughout the program. • how candidates are provided with formative feedback on the effectiveness of their implementation of strategies to address equity, inclusion, and diversity.
<p>(a) Examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status</p>	<p>Provide evidence from both coursework and clinical practice where candidates:</p> <ul style="list-style-type: none"> • are introduced to and provided opportunities to examine, practice, and apply their understandings of the concepts of privilege & power, including each domain identified in the standard. • relate issues from each domain to their personal attitudes.
<p>(b) Learn ways to analyze, monitor, and address these issues at the individual and system level</p>	<p>Provide evidence from both coursework and clinical practice where candidates:</p> <ul style="list-style-type: none"> • learn how to recognize issues of privilege and power at the individual and system level. • demonstrate understanding of how to analyze, monitor, and address issue of privilege and power at both the individual and system level.

Please see supporting documents for this slide deck for complete access to Table



CDE Equity Resources

- Six Goals of Equity in Education: Characteristics of Quality Schools
 - Tools for Professional Development around Social Justice
 - Information on Innovative Practices in California
 - Recent Research on Related Topics
- Website: <https://www.cde.ca.gov/qs/ea/>



ECE Resources

- CPIN Inclusion Opportunities – Professional Learning Opportunities: <https://cpin.us/content/inclusion-opportunities>
- Learning Foundations (under revision): <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- California Department of Education – Inclusive Early Education Resources: <https://www.cde.ca.gov/sp/cd/op/ieeresources.asp>
- California Department of Education – California Early Childhood Online (CECO): <https://www.caearlychildhoodonline.org/>
- NAEYC – Diversity, Equity, and Culture Competence: <https://www.naeyc.org/our-work/public-policy-advocacy/cultural-competence>
- EEIC, CoP on Equity, Inclusion, and Diversity: https://drive.google.com/drive/folders/1bDGHaJHvrkd7VnhrZARzBQuaibDvtng0?usp=share_link



Links to ECE Resources

- **Submit questions to** <https://forms.office.com/g/NTpuWiMyjd>
- **For information, webinars, slide decks and resources, please visit the CTC PK-3 ECE Specialist Instruction Credential page** <https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential>
- **PK-3 Handbook** https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pk-3-handbook.pdf?sfvrsn=74bd26b1_9
- **Subscribe to the ECE News** <https://www.ctc.ca.gov/commission/newsletters/ece-news-email-list>
- **Subscribe to the PSD News** <https://www.ctc.ca.gov/commission/newsletters/psd-news>
- **Send us an email** ECE@ctc.ca.gov
- **ECE Office hours**
 - First Tuesdays – 12pm – 1pm : <https://us02web.zoom.us/j/83000799079>
 - Third Tuesdays – 12pm – 1pm : <https://us02web.zoom.us/j/84012874082>
- **ECE Community Circle**
 - Monday February 6th 11:00 am - 12:30 pm [Link to Register: https://us02web.zoom.us/j/85960942365](https://us02web.zoom.us/j/85960942365)



Additional PK-3 Credential Webinars

Past Webinars:

- PK-3 Overview – November 2022
- PK-3 Q & A – December 2022
- Unpacking the PK3 Literacy Standards - January 2022
- Unpacking the PK3 Math Standard - February 2023

Recordings can be found on the [PK-3 ECE webpage](https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential) :
<https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential>

Upcoming Webinars:

- PK-3 Program Proposal Process: February 3; 9-11 am
<https://us02web.zoom.us/j/84752583294>

