

# Clinical Practice for the PK-3 Early Childhood Education Specialist Instruction Credential



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# Today's Agenda

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- Program Requirements for the PK-3 ECE Specialist Instruction Credential
- Clinical Practice Overview
- Requirements
  - Hours and Placement
  - Program Supervisors
  - LEA/ECE Employed Supervisor/Cooperating Teacher
  - Placement Sites
- Components of Clinical Practice
- Residents and Interns
- Equivalency Options



# Components of a Program

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Educator preparation programs are designed to prepare future educators to build understanding of teaching and learning competencies and to apply, practice, and reflect on these skills in the classroom.

Preparation programs build on the subject matter knowledge candidates bring with them (from their undergraduate programs) and connect theory to practice.

Programs are required to address:

- **Preconditions** (Initial and Program Specific) – statutory requirements or Commission policy for conducting an educator preparation program.
- **Common Standards** – applies to the overall institution and the way the program fits into the culture, vision, mission, etc.
- **Program Standards** – Concepts specific to the type of educator preparation program that the institution must provide
- **Teaching Performance Expectations (TPEs)** – credential-specific competencies. Candidates must successfully complete all local program assessments and a Teaching Performance Assessment (TPA) demonstrating these competencies.



# Types of Educator Preparation Programs

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- Traditional Student Teaching – postbaccalaureate 1-2 years
- Integrated Teacher Education Program (ITEP) – candidate earns both baccalaureate degree and credential
- Residency – candidate assigned to a classroom for a minimum of 50% for an entire year – postbaccalaureate
- Intern – candidate completes preservice, is teacher of record serving on an intern document, and completes coursework and assessments in their own classroom. Has specific supervision requirements





# Requirements for PK-3 ECE Specialist Instruction Credential

- Bachelors or higher degree from regionally accredited institution of higher education
- Subject Matter Requirement (foundation for credential program)
  - 24 units in ECE/Child Development OR
  - BA or above in one of nine specific majors
- Completion of Commission-Approved Preliminary PK-3 ECE Specialist Instruction Credential Program
  - Teacher preparation coursework (theory and pedagogy)
  - 600 Hours of Supervised Clinical Practice
  - Introduce/Practice/Assess TPEs
  - Includes Literacy, Math and Equity, Inclusion, and Diversity standards and TPEs
- Passage of Commission-Approved Teaching Performance Assessment.
  - Multiple Subject CalTPA, EdTPA, or FAST in TK-3 classroom until PK-3 ECE TPA is available for use
  - PK-3 Performance Assessment when available
- Passage of RICA or Literacy Performance Assessment - will be Cycle 2 of CalTPA - in TK-3 classroom until PK-3 ECE TPA is available for use

# Standards for PK-3 ECE Specialist Instruction Credential

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1. Program Design and Curriculum
2. Preparing Candidates Toward Mastery of the PK-3 ECE Specialist Instruction Teaching Performance Expectations (PK-3 ECE TPEs)
3. **Clinical Practice: Opportunities to Learn and to Practice**
4. Equity, Inclusion and Diversity
5. Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements
6. Implementation of a Teaching Performance Assessment
7. Effective Literacy Instruction in PK-3 Settings
8. Effective Mathematics Instruction in Pk-3 Settings
9. Induction Individual Development Plan



# Clinical Practice Requirement - Overview

- [Clinical Practice Guide for the PK-3 ECE Specialist Instruction Credential](#)
- Clinical Practice is a **developmental** and **sequential** set of activities **integrated with theoretical and pedagogical coursework** and must consist of a minimum of 600 hours of clinical practice.
- Clinical Practice includes
  - **supervised early field experiences,**
  - **initial supervised student teaching,** and
  - **final supervised student teaching** (including four weeks of solo or co-teaching or its equivalent)



# Clinical Practice Requirement - Hours

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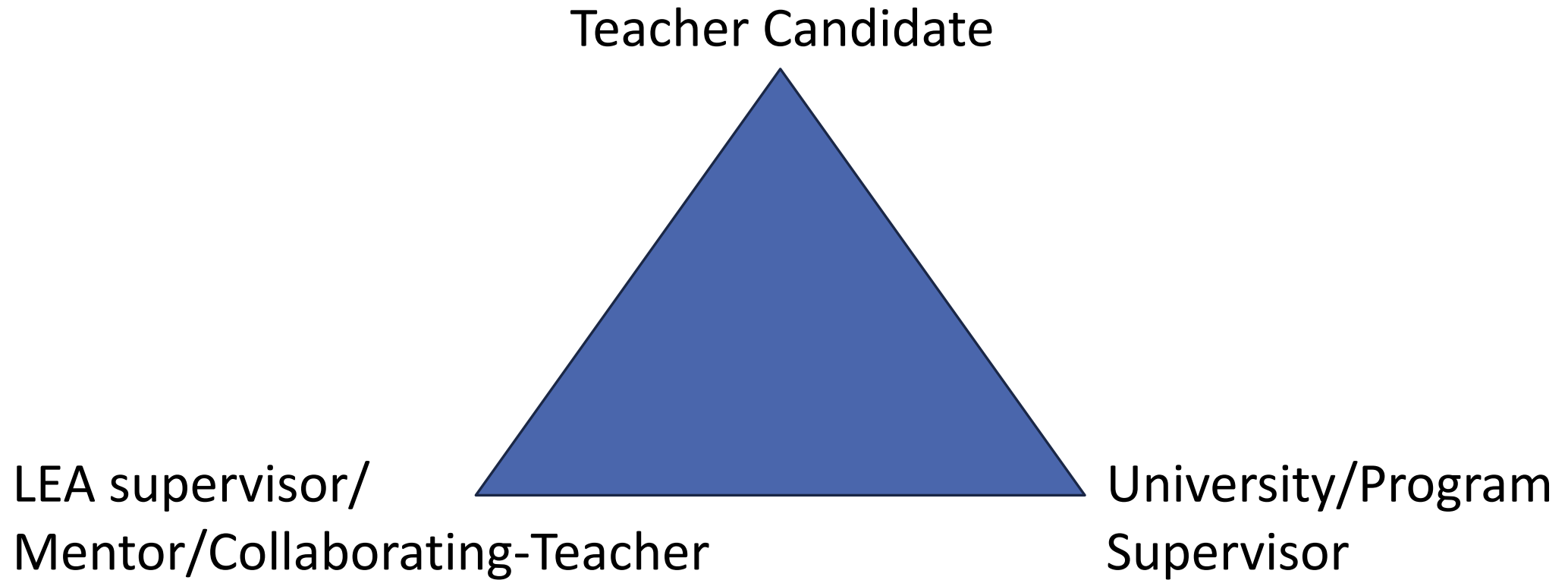


- Clinical practice requirement for this credential is a **minimum** of 600 hours:
  - 200 in PK/TK
  - 200 in K-3
  - 200 in choice PK-3



# Clinical Practice Triad

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# University/Program Supervisor

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- Selected by the program to provide supervision, guidance, and reflection with teacher candidates.
- Main link between the program and the mentor.
- Provides feedback, guidance, and opportunity for reflection on lesson/activity plans.
- Part of the triad including the mentor teacher, and teacher candidate.
- Completes and submits formal observations
  - 6 per semester
  - 4 per quarter



# University/Program Supervisor Qualifications

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- California teaching credential, **or**
- hold a Master Teacher or higher level Child Development Permit (Site Supervisor, Program Director) as appropriate to the field placement of the candidate being supervised, **or**
- have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. (Standards for the Preliminary PK-3 ECE Specialist Instruction Credential, 3(B))



# LEA/Center-Based Supervisor Qualifications

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- Credential – one of the following:
  - PK-3 ECE Specialist Instruction,
  - Multiple Subject Credential, or
  - Master Teacher level or higher Child Development Permit (Site Supervisor, Program Director)
- Minimum of three years of experience teaching on one of the credentials listed above.
- Demonstrates exemplary teaching practices as determined by the employer and the preparation program.



# LEA/Center-Based Employed Supervisor

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- Teacher(s) of record in the learning space (except for internships where this individual is a colleague).
- Models how to plan, implement, assess, and reflect on learning experiences.
- Collaborates with teacher candidate to incorporate program elements and required lessons.
- Contributes to feedback in formal observations.



# Required Supervisor\* Training

## ➤ Program responsible to provide supervisors training in

- orientation to the program
- current content-specific pedagogy and instructional practices
- assessment (including TPA)
- effective supervision techniques, including
- cognitive coaching,
- adult learning theory

\*minimum 10 hours for LEA/Center based supervisors



# What is a Center-Based Facility?

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A Center Based facility is a Childcare Center or Day Care Center facility of any capacity, other than a family childcare home as defined in Title 22 Section 102352 (b) (7), in which less than 24-hour per day non-medical care and supervision are provided to children in a group setting.



# Requirements for placement settings:

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Elementary school or center-based Early Childhood Education Setting demonstrating

- commitment to developmentally, culturally, and linguistically appropriate practices as well as to collaborative relationships with families/guardians,
- evidence-based practices and continuous program improvement
- have partnerships with appropriate other educational, social, and community entities that support teaching and learning,
- place students with disabilities in the Least Restrictive Environment (LRE),
- provide robust programs and support for English learners,
- reflect to the extent possible socioeconomic and cultural diversity,
- permit video capture for candidate reflection and TPA completion
- have a fully qualified site administrator



# What is required for Clinical Practice?

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- Apply preparation coursework principles to the classroom
- Plan, teach, assess, and reflect on learning experiences
- Formal observations (6 per semester/4 per quarter) focus on PK-3 TPEs, **ensuring ALL TPEs are assessed.**
- Intern supervision – 144 hours plus 45 in EL
- Candidates must demonstrate that they are proficient on every TPE.
- Triad collaboration – candidate, program supervisor, mentor teacher
- Debrief, reflect, determine strengths/growth areas
- Preparation for and completion of Performance Assessments (TPA, LPA)



# Elements of Clinical Practice

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## Observation and Reflection

- Observe mentor teacher interactions and instruction
- Debrief with program supervisor

## Early student teaching

- Small-group and full-class lessons
- Plan and debrief with program supervisor and mentor teacher

## Final student teaching

- Full day planning and instruction
- Plan and debrief with program supervisor and mentor teacher

These are general models of clinical practice that may vary from program to program.



# Performance Assessments

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- Ensure placements provide all necessary conditions as listed in Program Standard 6.
  - Candidates will need to complete their TPA in their TK-3 placement (until new PK-3 TPA is available)
  - Development timeline impacts order of placement.
  - California, current, grade-level standards (MS PA is designed for TK and up)
  - Video policy in place – permissions on file.
  - After July 1, 2025, clinical practice must include ability to complete LPA
- Teaching Performance Assessment (TPA)
  - Design program so that candidates complete Cycle 1 in Math, Cycle 2 in Literacy. (This is where LPA will occur after July 1, 2025)
  - Imperative that all required elements are followed, including ensuring candidates and students are visible and audible in videos, appropriate students are included (i.e., English Learner, student with disability, etc.) See resources slide.
  - TPA Coordinator is critical role and needs to be current on TPA requirements.



# Considerations for Internships

**Intern** = person serving on an intern document issued by the Commission, where a fully credentialed teacher was not available to fill a vacancy, is a teacher of record and an employee of the district

**Clinical Practice minimum requirements apply to ALL candidates regardless of pathway**

Programs collaborate with employers to determine logistics :

- Specific supervision hour requirements – 144 hours plus 45 EL
- Ultimate responsibility of program to ensure candidates have required experience (200 minimum each: PK/TK and K-3)
- This cannot be left up to the candidate or employer to determine.

Details to consider

- Ideal to include within the candidates' contracted hours
- Make clear in MOU between program and employer
- Is it possible to 'swap' teachers or release one day a week?



# Considerations for Residencies

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## **Clinical Practice minimum requirements apply to ALL candidates regardless of pathway**

### Definition of teacher residency

- Co-teaching all year, candidate is a student teacher who is not the teacher of record
- At least 50% of the year with the same teacher in the same classroom
- This leaves opportunities for candidates to complete minimum 200 hours in the other required grade level

### Programs collaborate with partner sites to determine logistics:

- Commission approved program has ultimate responsibility to ensure candidates have required placement/experience
- This cannot be left up to the candidate or site to determine.

Designing a residency with a grant in mind? [Technical assistance is available!](#)



# Options for Equivalency for Clinical Practice

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- View as exception – not the rule. Program coherence is essential.
- Unique to this credential
- Available for ECE professionals and those who have completed Practicum hours.
- Only for PK/TK portion of clinical practice (must still complete K-3 placement)
- Equivalency experience must have been with three- and four- year-old children
- Must meet criteria outlined in proposed regulations (See [Handbook](#))
  - ***No partial credit for Option 1***
  - ***No substitutions***
- Maximum of 400 hours of clinical practice equivalency for PK/TK.



# Option 1:

## Professional Equivalency for Clinical Practice

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➤ One of the following

- Child Development Permit: teacher level or higher
- Lead teacher in Head Start program
- Lead teacher in childcare and development center serving preschool-aged children

**AND**

➤ Six years or more of satisfactory, full-time teaching as a lead teacher in a public or private center-based childcare and development program setting serving preschool-aged children that is either

- License exempt childcare and development center OR
- Hold a license as defined in section 101152(I)(1) Article 1, Chapter 1, Division 12, of Title 22
- Candidate must provide written verification – See PK [Handbook](#) for specifics

➤ Full-time teaching = classroom-based teaching for at least 3 hours per day, for at least 75% of the school year.



# Option 1:

## Professional Equivalency for Clinical Practice (cont'd)

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- Candidate must provide verification from the employer confirming the teacher's performance was satisfactory or better in the following areas:
  - Use of developmentally appropriate teaching strategies for preschool aged children
  - Demonstration of a deep knowledge of early literacy, early mathematics, and other preschool subjects, and use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- Candidates must have demonstrated the ability to do the following:
  - Establish and maintain developmentally appropriate standards and expectations for student behavior
  - Plan and implement a sequence of appropriate learning activities, both teacher and child initiated
  - Evaluate and assess student learning outcome.
  - To communicate effectively with younger children and their families/guardians.



# Option 1:

## Professional Equivalency for Clinical Practice (cont'd 2)

- No partial “credit”
  - candidate must meet **all** elements of this option in order to apply this equivalency
- Program must grant a candidate that meets all of this option’s criteria 200 hours equivalency for PK/TK and may, at the program’s discretion, grant up to another 200 hours of equivalency.
- The maximum number of hours any one candidate for Option 1 can be granted is 400.



# Option 2: Practicum Equivalency for Clinical Practice

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- Aligned with **ECE Practicum** ([C-ID for Community Colleges](#) or equivalent articulation information for CSU, UC, and Independent)
- Regionally accredited institute of higher education (IHE)
- Credit-bearing and degree applicable
- Completed in preschool or ECE setting serving 3–4-year-old children
- Supervised by trained faculty member/instructor with expertise in ECE/CD pedagogy and includes observation, feedback, reflection
- Grade of C or better – candidate provides transcripts
- Equivalency granted commensurate with number of practicum hours (up to a total of 200 hours)



# Keep in mind

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- 600 hours is the minimum requirement for clinical practice. Programs may require more.
- Candidates who have completed their minimum clinical practice hours may still have to complete additional clinical practice hours to complete all requirements (TPA for example). Candidates should be aware of this! Please make clear in your candidate materials.
- Candidates may qualify for one, both, or neither equivalency – institution must design cohesive program incorporating intentional clinical practice that integrates program content and pedagogy.
- Program is responsible for providing **accurate, complete** information in all materials for all constituents (see Precondition 7 in [Handbook](#) for exact language)
  - Website
  - Training materials
  - Handbooks
- Program is ultimately responsible for ensuring candidates are prepared to
  - Be effective in the classroom
  - Successfully complete performance assessments (TPA, RICA).



# Candidates granted clinical practice equivalency

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- Maximum of 400 hours equivalency for PK/TK
- Must complete minimum of 200 hours in K-3 placement
- Still need to complete preparation program coursework and assessments.
- Interns must still complete all elements of program while on intern credential
  - Formal observations (6 per semester/4 per quarter)
  - Coursework
  - Assessments (TPA, RICA)
- Program retains authority and responsibility for recommending candidate
  - If employer is not ensuring candidates the necessary placement, it is the responsibility of the program that this be corrected.



# Proposing a PK-3 ECE Specialist Instruction Credential Program

- Initial Program Review (IPR) for Commission-approved Institutions
- Peer Review Process
- Step by Step instructions on [“Submitting a Proposal for a New Educator Preparation Program in California”](#) page of CTC website
- IPR Team available to meet with your institution throughout the process



# Resources

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- [CTC PK-3 ECE Specialist Instruction Credential page](#)
- [PK-3 ECE Specialist Instruction Credential Handbook](#)
- [Clinical Practice Guide for PK-3 ECE Specialist Instruction Credential](#)
- [Performance Assessment Guide](#)
- [Performance Assessment - Faculty Policies and Resources](#)
- [Subscribe to the ECE News](#)
- [Subscribe to the PSD News](#)



# Connect with the Commission



## Contacts:

For questions on program proposals and requirements: [IPR@ctc.ca.gov](mailto:IPR@ctc.ca.gov)

(We are happy to make time to meet with your Team as you develop your proposal.)

### IPR Office hours

[First Wednesdays](#): 11am – 12pm (Zoom ID# 87278561345)

[Third Wednesdays](#): 11am – 12pm (Zoom ID# 88065042403)

**ECE team:** [ECE@ctc.ca.gov](mailto:ECE@ctc.ca.gov)

### ECE Office hours

[First Tuesdays](#) – 12pm – 1pm (Zoom ID# 83000799079)

[Third Tuesdays](#) – 12pm – 1pm (Zoom ID# 85348030305)

Certification Questions: [careerguidance@ctc.ca.gov](mailto:careerguidance@ctc.ca.gov)

# Questions?

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Thank you!