

California Early Childhood Education Teaching and Administrator Performance Expectations

Commission on Teacher Credentialing



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Early Childhood Education Teaching and Administrator Performance Expectations

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**ECE Teaching and Administrator Performance Expectations
Based on the *California Standards for the Teaching Profession*
May 2019**

Note: *These Performance Expectations are advisory at the present time and represent an aspirational set of candidate competencies for a child development permit for voluntary use by preparers of the early childhood education workforce.*

Part I: Teaching Performance Expectations

**Introduction to the Teaching Performance Expectations Documents for the
Job Foci of Assisting, Teaching, and Master Teaching/Mentoring/Coaching
within Early Childhood Education**

The California Standards for the Teaching Profession:

- Standard 1: Engaging and Supporting All Students* in Learning
- Standard 2: Creating and Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 5: Assessing Students for Learning
- Standard 6: Developing as a Professional Educator

**In the Early Childhood Education (ECE) context, “students” is understood to refer to “young children,” from birth through age 8. The remainder of this document uses the term “children” in place of “students” unless the language of the CSTP is referenced.*

Organization: These two related documents use the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California practitioner in the four key job roles addressed by the *Early Childhood Education Teaching Performance Expectations* (ECE-TPEs and ECE-CAPEs. The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to grades K-12, the content of the performance expectations in this document has been specifically adapted to apply to the work of those serving in the job role of assisting, teaching, and master teaching/mentoring/coaching in ECE programs and to address teaching and learning for California’s youngest learners from birth through age 8.

Each set of ECE-TPEs includes a narrative that provides the context and intent of the related performance expectations as well as a set of elements that identify key aspects of beginning performance. The numbering and order of the six sets of performance expectations within each ECE-TPE document do not indicate relative importance or value; all ECE-TPEs are considered equally important and valuable. In addition, the order of the elements listed under each of the six sets of performance expectations within each ECE-TPE do not indicate relative importance or value.

The *ECE Teaching Performance Expectations* (ECE-TPEs) represent the body of knowledge, skills, and abilities that beginning California Early Childhood practitioners in their respective job roles should have the opportunity to learn and practice in preparation programs in California. These practitioners demonstrate their knowledge of the ECE-TPEs by successfully completing course work and engaging in fieldwork/clinical practice in the Early Childhood (ECE) setting. The ECE-TPEs are intended to guide preparation program development; candidate competency with respect to the ECE-TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The ECE-TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's *Preschool Learning Foundations*, California's *Infant Toddler Development and Learning Foundations*, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the *Transforming the Workforce for Children Birth Through Age 8* national report. They require Beginning California practitioners to demonstrate the knowledge, skills, and abilities to provide safe, healthy, developmentally appropriate, inclusive and supportive learning environments to meet the needs of every young child in his/her ECE setting, and to understand and apply child development as well as pedagogical theories, principles, and practices for the comprehensive education of children who are English learners, dual language learners, and Standard English learners.

Details about expectations for knowledge, skills, and performance for each of the four key job roles are provided through the specific ECE-TPE elements and narratives provided within each of the six CSTP Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of ECE-TPEs, reference is made to "children." This phrase is intended as a widely inclusive term that references **all** children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of "children" applies whenever and wherever the phrase "all children" is used in these standards and ECE-TPEs.

Source Documents: The Standards and Performance Expectations contained in these documents are grounded in several key source documents in the field, as adapted to apply to

beginning practitioners at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood practitioner would know or be able to do. The documents and standards cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce.

The source documents, in alphabetical order, are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The California Infant Toddler Development and Learning Foundations*, California Department of Education, 2009
- *The California Preschool Learning Foundations, volumes 1-3*, California Department of Education, 2008
- *The California Standards for the Teaching Profession*, California Commission on Teacher Credentialing, 2009
- *The NAEYC Professional Preparation Standards*, National Association for the Education of Young Children, 2010
- *The Teaching Performance Expectations*, California Commission on Teacher Credentialing, rev. 2016
- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Institute of Medicine and National Research Council of the National Academies, 2015

Assistant Teaching in the Early Childhood Setting
ECE Teaching Performance Expectations
May 2019

Job Role Addressed by this set of Performance Expectations: Assisting/Teaching in an ECE setting. A California practitioner in the job role of ECE assistant teaching assists in providing service in the care, development, and instruction of children in a child care and development program (currently the Associate Teacher level of the Permit).

Early Childhood Education Teaching Performance Expectations (ECE-TPEs)

ECE-Assistant Teaching TPE 1

Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 1: Narrative

Beginning California practitioners in the job role of ECE assistant teaching develop knowledge of the typical and atypical progression of young children’s cognitive development, social-emotional skills, first- and dual- language development, literacy, Mathematics, general learning competencies, physical development, and mental, emotional, and physical health. They also understand the home role of the family in the development and learning of their children, and the importance of working collaboratively in partnership with families to support young children’s growth and development, including health, safety, and nutritional practices that support a positive environment for learning. Candidates understand how these elements interact to facilitate development and learning, including the integral and interactive role in and effects of teachers, family, culture, and the community on children’s development.

Beginning California practitioners in the job role of ECE assistant teaching develop knowledge of the demographics, cultural, linguistic, and socioeconomic backgrounds, and perspectives of the children and families served within the EC setting. They understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions. They also understand, with guidance and direction, how to assist the Teacher and/or the Master Teacher in helping to mitigate the negative effects of chronic stress and exposure to trauma on young children’s development, learning, and behavior. Beginning California practitioners in the job role of ECE assistant teaching are able to recognize or identify with guidance from the Teacher and/or the Master Teacher when additional screening and services may be needed from other professionals in the early childhood setting to support young children with special needs.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of how to collaborate with families, colleagues and the community to support young children’s development and learning, and understand how to identify the locally-available care and education services for children and families as well as services in closely

related sectors such as health, mental health and social services. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate and connect with families as partners in a mutually respectful, collaborative, culturally responsive and reciprocal way, and know how to assist the Teacher and/or the Master Teacher to set goals with families that prepare them to engage in complementary behaviors and activities at home, in the EC setting, and in the community that enhance children's development and early learning.

Beginning California practitioners in the job role of ECE assistant teaching have a beginning understanding of theories, principles, and practices for the comprehensive language instruction of young first- and dual-language learners as guided and/or as directed by Teachers and/or Master Teachers. They understand appropriate pedagogical approaches and programs for developing language proficiency and helping young children access, understand, and respond to the language of schooling. They appropriately apply practices for English language and dual language development to assist children in achieving literacy in English as well as to support the home language if other than English.

Beginning California practitioners in the job role of ECE assistant teaching understand the importance of using knowledge of a child's background and assessment of prior development and learning both in English and the home language, if applicable, to implement differentiated child-centered learning experiences under the guidance and/or direction of the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand and assist in implementing learning experiences based on the child's level of language proficiency and developmental learning, as well as supporting learning in the home language within the ECE setting.

Beginning California practitioners in the job role of ECE assistant teaching help assure that children understand what they are to do during both child-initiated and teacher-planned learning experiences and assist in monitoring and documenting children's progress towards developmental and learning goals.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- a) Explain the typical progression of young children's cognitive development, social-emotional skills, first- and dual-language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health.
- b) Describe major characteristics of typical and atypical child development
- c) Explain the integral role in and effects of teachers, family, culture, language, and the community on children's development
- d) Describe biological and environmental factors (including gender orientation, gender roles and home culture) that influence young children's development and learning

- e) Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- f) With guidance and direction from the Teacher and/or the Master Teacher, apply knowledge of individual children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge and experiences (“funds of knowledge”) and cultural, language, and socioeconomic backgrounds, to help engage them in learning
- g) Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning, with guidance and/or direction from the Teacher and/or the Master Teacher
- h) Explain how to recognize and consult with the Teacher and/or Master Teacher when a child may need additional diagnosis and services, and how to identify the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- i) Describe the unique care, development, and learning needs of infants and toddlers and how to assist in supporting their physical and emotional well-being, growth, development, and learning within the early childhood setting
- j) Assist in monitoring children’s development and learning and adjust learning experiences as guided or directed by the Teacher and/or the Master Teacher so that children continue to be actively engaged in their learning

ECE-Assistant Teaching TPE 2
Creating and Maintaining Effective Environments for Young Children’s
Development and Learning

ECE-TPE 2: Narrative

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the skills, with guidance and/or direction from the Teacher and/or the Master Teacher, to establish home relationships and interactions with children that are nurturing and use positive, child-directed language. They understand how to use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to help ensure consistency, predictability, maximize access to learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment. In addition, they explain 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 time period in young children’s lives.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate the ability to promote children’s positive social and emotional development and development of self-regulation while following guidance and/or direction from the Teacher and/or the Master Teacher to help mitigate challenging behaviors in ways that reflect an understanding of the multiple developmental, biological and environmental factors that affect behavior. They recognize the effects of complex factors from outside the setting (e.g., poverty, trauma,

parental depression, experiencing violence in the home or community) that affect children's development and learning, and they are able to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They help manage effective learning environments (physical space, materials, activities, schedules, routines, and, in concert with the Teacher and/or the Master Teacher classroom management) that promote children's learning.

Beginning California practitioners in the job role of ECE assistant teaching understand that in addition to individual cultural, linguistic, socioeconomic and learning backgrounds, children bring a wide range of life experiences that both support and may also impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California practitioners in the job role of ECE assistant teaching help create with guidance and/or direction from the Teacher and/or Master Teacher, healthy learning environments by promoting the development and maintenance of positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they assist in implementing these practices as appropriate to the developmental levels of children to provide a safe and engaging classroom climate.

Beginning California practitioners in the job role of ECE assistant teaching understand the role of children's peer interactions in promoting each other's learning and the importance of peer relationships in establishing a positive climate of learning. They help support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where children feel they belong and feel safe to communicate.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- k) Establish positive home relationships with young children and positive relationships with children's families
- l) Follow productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children, and adjust these as necessary to meet children's developmental and/or learning needs
- m) Assist in promoting children's positive social behavior and self-regulation
- n) Understand developmentally-appropriate expectations for young children's behavior
- o) Assist in implementing strategies to prevent and/or address young children's challenging
- p) behaviors, and strategies to help children learn to resolve conflicts
- q) Describe the effects of factors outside the setting on children's social-emotional well-being and, with guidance and/or direction from the Teacher and/or the Master Teacher, are able to adjust the environment as well as classroom practice to help children and, as directed, to collaborate with families and service providers as appropriate

- r) Promote children's social-emotional growth, development, and individual self-regulation
- s) using positive confirmations, interventions and supports to foster a caring community
- t) where each child feel safe and is treated fairly and respectfully by adults and peers
- u) Describe elements of effective, developmentally-appropriate learning environments
- v) (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children's development and learning
- w) Explain how an effective home-school-family partnership supports children's development and learning

ECE-Assistant Teaching TPE 3

Understanding and Organizing Content Knowledge for Young Children's Development and Learning

ECE-TPE 3: Narrative

As guided and/or directed by the Teacher and/or the Master Teacher, beginning California practitioners in the job role of ECE assistant teaching have the skills to assist in implementing a linguistically- and developmentally-appropriate curriculum and learning experiences consistent with California's Infant/Toddler Learning Foundations and the Preschool Learning Foundations, in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first- and dual-language learners, English language development, literacy, mathematics, physical development, health, history-social science, and visual and performing arts. In addition, they understand how to modify and adjust instruction in accordance with children's individualized learning plans for young children with special needs.

Beginning California practitioners in the job role of ECE assistant teaching demonstrate how to assist in setting appropriate individualized goals and objectives to advance young children's development and learning within and across the curriculum. They are familiar with and implement developmentally-appropriate pedagogy for key areas in the early childhood curriculum.

As guided and/or as directed by the Teacher and/or the Master Teacher, Beginning California practitioners in the job role of ECE assistant teaching implement learning experiences and sequences that focus on key themes of the early childhood curriculum. They integrate the appropriate use of technology within instruction. They work collaboratively as well as in consultation with colleagues to help support children' development and engagement with learning.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- a) Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children

- b) Apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the principles of effective pedagogy and learning experiences across the curriculum
- c) Describe typical learning trajectories in different domains of development and their implications for curriculum design and developmentally appropriate learning activities
- d) Understand and demonstrate how to interact with children in ways that support their learning and developing skills
- e) Understand how to adjust learning experiences to meet the needs of all young children and to effectively engage children's varying developmental and skill levels, learning styles, strengths and needs, including implementing individualized learning plans for young children with special needs
- f) Appropriately implement learning experiences that are developmentally- culturally- and linguistically appropriate, engaging, and supportive of children's learning
- g) Assist in setting individualized, developmentally-appropriate learning goals and objectives for young children in the early childhood setting
- h) Understand common early childhood curricular approaches, including their alignment to the California Infant/Toddler Learning Foundations and Preschool Learning Foundations and the principles put forth in the California Early Development and Learning System-based Curriculum Review Tool from the California Department of Education
- i) Demonstrate observational skills in documenting young children's development and learning
- j) Use and adapt, as guided and/or as directed by the Teacher and/or the Master Teacher, learning resources, learning materials, and a range of technology, including assistive technology, to help facilitate children's equitable access to the curriculum and learning experiences

ECE-Assistant Teaching TPE 4

Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

ECE-TPE 4: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of effective pedagogical strategies in early childhood education when implementing developmental and learning experiences for children. They consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that stimulate and facilitate children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use their knowledge of children's cultural, linguistic, ethnic, economic perspectives and characteristics, skill levels, and first- and dual-language acquisition and development when implementing learning experiences, and play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current materials, resources, methods and technologies in designing and implementing learning experiences to promote children's development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help advance the development and learning of children who are dual language learners. They understand and apply, with guidance and/or direction from the Teacher and/or the Master Teacher, the use of inclusive pedagogical practices, universal design, accessibility, and differentiation/adaptation of learning experiences and environments to help advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or developmental delays. They help create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, small and large group activities and interactions, materials, equipment, activities, classroom management) that promote children's learning, and they involve families at home and in the community with the curriculum to support children's growth and development, as guided and/or as directed by the Teacher and/or the Master Teacher.

Beginning California practitioners in the job role of ECE assistant teaching understand how to effectively use content area knowledge, content pedagogy, and children's learning goals to assist in planning and providing appropriate learning experiences and assessment for young children. They understand the interconnectedness of children's skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Infant/Toddler Foundations and Preschool Early Learning Foundations and their underlying principles. They help provide access to learning experiences and key content concepts for all children by assisting in removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children's needs, as guided and/or directed by the Teacher and/or the Master Teacher.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- a) Help plan learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- b) Understand general principles of effective pedagogy for young children, including ways in which children's play as a teacher-guided, children-centered intentional learning opportunity and as child-initiated play can contribute to children's learning, growth and development
- c) Implement appropriate pedagogy for key content and skill areas in the early childhood curriculum
- d) Understand information from assessment data about children's current status with respect to the Infant/Toddler and Preschool Learning Foundations
- e) Understand the range and characteristics of typical and atypical development from birth through adolescence to help plan learning experiences for children
- f) Assist in implementing learning experiences that are developmentally appropriate, engaging, and playful, as well assessments that reflect the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable

- g) Implement and help monitor and document learning experiences for children, making effective use of available time to maximize learning opportunities and provide access to learning experiences for all children by removing barriers and providing access through learning strategies that include:
- Appropriate use of technology, including assistive technology
 - Use of developmentally-, linguistically-, and culturally-appropriate learning experiences
 - Learning materials, and learning resources for all children, including first- and dual language learners
 - Appropriate modifications for children with disabilities and/or advanced abilities (i.e., gifted and talented)
 - Opportunities for children to support each other in learning
 - Use of community resources and services as guided and/or directed by the Teacher and/or the Master Teacher
- h) Explain how specific learning experiences would be differentiated/adapted to address specific individual children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- and dual-language acquisition and development, as well as children’s diverse learning styles, motivations, interests, skills, physical, emotional, social and cognitive development
- i) Explain how to plan learning experiences that incorporate child-initiated and teacher-guided play interactions, daily routines, teacher-focused conversations, and teacher-focused interactions, within the context of a supportive classroom environment, that work in concert to support young children’s development and learning
- j) Describe how to access resources for planning and implementing learning environments and learning experiences, including using the expertise of the Teacher and/or the Master Teacher as well as other colleagues as available in the early childhood setting
- k) Assist in developing specific plans for engaging and partnering with families in supporting children’s growth and development
- l) Integrate movement and kinesthetic experiences within learning experiences to support young children’s development and learning
- m) Describe appropriate strategies for supporting home language for the youngest learners
- n) Describe appropriate strategies for supporting dual language learners in developing language and literacy skills for infants, toddlers, and preschool age children
- o) Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities and or advanced abilities (i.e., gifted and talented) access appropriate learning experiences
- p) Demonstrate effective planning of learning experiences and the use of pedagogical practices based on observation, assessments, and the California Early Development and Learning System resources from the California Department of Education

ECE-Assistant Teaching TPE 5

Assessing and Documenting Young Children’s Development and Learning

ECE-TPE 5: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand basic principles for observing, documenting, and interpreting children’s developmental progress in all domains, play and social interactions. They understand assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California’s Infant Toddler and Preschool Learning Foundations. Beginning California practitioners in the job role of ECE assistant teaching help implement assessments for formal and informal use, as applicable and as guided and/or directed by the Teacher and/or the Master Teacher, consistent with policies and practices of the early childhood setting to document children’s developmental progress and to guide their curriculum and pedagogical practices. They understand how to work collaboratively with the Teacher and/or the Master Teacher to interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate with the Teacher and/or the Master Teacher to use observational and other measurement results to gauge individual children’s developmental progression. They understand how assessments can provide useful information regarding how current pedagogical strategies are working for individual children, and to understand appropriate differentiation/adaptations and improvements in pedagogical practices. Beginning California practitioners in the job role of ECE assistant teaching understand how to communicate assessment results understandably and appropriately to children and families, as guided and/or as directed by the Teacher and/or the Master Teacher, within applicable policies and procedures of the early childhood setting.

Beginning California practitioners in the job role of ECE assistant teaching understand how to use multiple ways to inform their judgment about what a child knows and is able to do, and to document children’s learning and developmental progress. They help support children in learning how to review peer work- and self-assess their own work.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- a) Demonstrate understanding of commonly-used early childhood developmental, screening and formative assessment strategies
- b) Demonstrate understanding of the characteristics and purposes of formative and summative measures of young children’s development
- c) Demonstrate understanding of the key characteristics of culturally and linguistically appropriate assessments
- d) Demonstrate understanding of how to interpret, with guidance and assistance from the Teacher and/or the Master Teacher, basic assessment findings from formative and summative assessments

- e) Describe how assessment results can be used to inform planning and learning experiences
- f) Demonstrate understanding of how to work with specialists to interpret and understand assessment results from formative and summative assessments for children with special needs
- g) Develop a sample communication appropriate for families regarding results of children’s developmental assessments and outcomes, as consistent with policies and practices within the early childhood setting
- h) Describe how to collect and analyze assessment data from multiple measures and sources to plan and modify learning environments and learning experiences to document children's learning over time
- i) Demonstrate understanding of how to Interpret first- and dual-language learners’ assessment results to identify their level of proficiency in English as well as in their home language, as applicable, as well as how to use this information in helping to plan learning experiences and sequences.

ECE-Assistant Teaching TPE 6

Developing as a Professional Early Childhood Educator

ECE-TPE 6: Narrative

Beginning California practitioners in the job role of ECE assistant teaching understand current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California practitioners in the job role of ECE assistant teaching understand how to collaborate and communicate effectively with Teachers, Master Teachers, supervisors and other professionals in the early childhood setting to facilitate mutual understanding, coordinated efforts and collective contributions to support children’s development and learning.

Beginning California practitioners in the job role of ECE assistant teaching help organize the work of other adults such as assistants and/or aides in the ECE setting. They understand how adults learn, and how to collaborate with the Teacher and/or the Master Teacher to give constructive feedback and otherwise support their effectiveness in carrying out their assigned responsibilities with children and families in the program. Beginning California practitioners in the job role of ECE assistant teaching are committed to continually developing their own skills as teachers.

Beginning California practitioners in the job role of ECE assistant teaching seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, reflective practice, and observations of their work in the early childhood setting. They are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for their own ongoing professional learning. Beginning California practitioners in the job role of ECE assistant teaching develop an understanding of

their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for helping to improve children's learning outcomes. They hold high expectations for all children's optimal development.

Elements

Beginning California practitioners in the job role of ECE assistant teaching are able to:

- a) Explain historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- c) Reflect on practice, discuss with colleagues, and use this information to help improve their own pedagogical practices in the ECE context
- d) Demonstrate the ability to co-plan and co-teach with others such as Teachers, Master Teachers, and others in the ECE setting
- e) Collaborate and communicate effectively with other professionals, where applicable
- f) Demonstrate how to organize, communicate and coordinate the work of aides in the early childhood setting
- g) Demonstrate how to provide constructive performance feedback to adults under their supervision
- h) Demonstrate how to communicate effectively with one's own supervisors
- i) Demonstrate their commitment to their own learning by taking advantage of available professional development learning opportunities
- j) Recognize their own values as well as their implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect their pedagogical practices and professional relationships with colleagues, and work to mitigate any negative impact on the teaching and learning of children or on partnerships with families
- k) Exhibit caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- l) Demonstrate professional responsibility for helping children's learning and classroom management, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families
- m) Conduct themselves with integrity and model ethical conduct for themselves and others

Teaching in the Early Childhood Setting
ECE Teaching Performance Expectations
May 2019

Job Role Addressed by this set of Performance Expectations: Teaching in an ECE setting. An Early Childhood Teacher provides service in the care, development, and instruction of children in a child care and development program and may also supervise the work of other adults in the specific ECE setting.

ECE-Teacher TPE 1
Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 1: Narrative

Beginning California Early Childhood Teachers are knowledgeable of the typical and atypical progression of young children’s cognitive development, social-emotional skills, first- and dual-language development, literacy, Mathematics, general learning competencies, physical development, and mental, emotional, and physical health. They also understand the home role of the family in the development and learning of their children, and the importance of working collaboratively in partnership with families to support young children’s growth and development, including health, safety, and nutritional practices that support a positive environment for learning. They understand how these elements interact to facilitate development and learning, including the integral and interactive role in and effects of teachers, family, culture, and the community on children’s development.

Beginning California Early Childhood Teachers are knowledgeable of the demographics, cultural, linguistic, and socioeconomic backgrounds and perspectives of the children and families served within the ECE setting. They understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions. They also understand how to help mitigate the negative effects of chronic stress and exposure to trauma on young children’s development, learning, and behavior. Beginning California Early Childhood Teachers recognize when additional screening and services may be needed from other professionals in the early childhood setting to support young children with special needs.

Beginning California Early Childhood Teachers collaborate with families, colleagues and the community to support young children’s development and learning, and are knowledgeable of the locally-available care and education services for children and families as well as services in closely related sectors such as health and social services. They know how to access and effectively use these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning California Early Childhood Teachers communicate and connect with families as partners in a mutually respectful, collaborative, culturally responsive and reciprocal way, and know how to set goals with families that prepare them to engage in

complementary behaviors and activities at home and in the community that enhance children’s development and early learning.

Beginning California Early Childhood Teachers understand and apply theories, principles, and practices for the comprehensive language instruction of young first- and dual-language learners. They understand and use appropriate pedagogical approaches and programs for developing language proficiency and helping young children access, understand, and respond to the language of schooling. They appropriately apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English as well as to support the home language if other than English.

Beginning California Early Childhood Teachers use knowledge of a child’s background and assessment of prior learning both in English and the home language, if applicable, to differentiate child-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the child in developing literacy in English. They are able to determine communicative intent, particularly with children at emerging and developing language proficiency levels and with children who have special needs.

Beginning California Early Childhood Teachers design and implement learning experiences based on the child's level of language proficiency and developmental learning, keeping in mind that children’s individual needs vary and may be multifaceted. Additionally, they understand how to support young children’s dual language development as well as how to support young children’s home language, if other than English.

Beginning California Early Childhood Teachers assure that children understand what they are to do during learning experiences and monitor children’s progress toward learning goals.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Describe the typical progression of young children’s cognitive development, social-emotional skills first- and dual-language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health.
- b) Differentiate characteristics of typical and atypical child development
- c) Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children’s development
- d) Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children’s development
- e) Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting
- f) Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”) and cultural, language, and socioeconomic backgrounds, to engage them in learning

- g) Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning
- h) Describe how to recognize when a child may need additional diagnosis and services, and demonstrate awareness of the types of services that may be available for children with an identified disability or other special need within applicable policies and procedures of their early childhood setting
- i) Describe the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting
- j) Provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.
- k) Monitor children’s development and learning and adjust learning experiences while teaching so that children continue to be actively engaged in their learning

ECE-Teacher TPE 2
Creating and Maintaining Effective Environments for Young Children’s
Development and Learning

ECE-TPE 2: Narrative

Beginning California 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 how to and consistently use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to ensure predictability, maximize learning opportunities, and maintain active engagement and a sense of emotional security and support in the learning environment. In addition, 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 time period in young children’s lives.

Beginning California Early Childhood Teachers demonstrate the ability to promote positive social and emotional development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. They are able to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children’s development and learning, and how to adjust the learning environment, schedule and routines as well as learning experiences to support children experiencing these effects. They create and manage effective learning environments (physical space, materials, activities, classroom management) that promote children’s learning.

Beginning California Early Childhood Teachers recognize that in addition to individual cultural, linguistic, socioeconomic and learning backgrounds, children bring a wide range of life experiences that both support and may also impact their readiness to learn, including adverse

or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning California Early Childhood Teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families, using routines and procedures that maximize children's engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning California Early Childhood Teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Establish positive home relationships with young children and positive relationships with children's families
- b) Develop productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children, and adjust these as necessary to meet children's developmental and/or learning needs
- c) Demonstrate the ability to promote children's positive social behavior and self-regulation
- d) Set developmentally-appropriate expectations for young children's behavior
- e) Identify and implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts
- f) Recognize the effects of factors outside the setting on children's social-emotional well-being and are able to adjust the environment as well as classroom practice to help children and, as needed, to collaborate with families and service providers
- g) Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each child is treated fairly and respectfully by adults and peers
- h) Describe elements of potentially effective, developmentally-appropriate learning environments (physical space, routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children's development and learning
- i) Explain how an effective home-school-family connection supports children's development and learning

- j) Explain how to identify resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile

ECE-Teacher TPE 3
Understanding and Organizing Content Knowledge for Young Children’s
Development and Learning

ECE-TPE 3: Narrative

Consistent with California’s Infant/Toddler Learning Foundations and the Preschool Learning Foundations, beginning California Early Childhood Teachers demonstrate the ability to design and implement a culturally-, linguistically- and developmentally-appropriate curriculum in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first- and dual-language learners, English language development, literacy, mathematics, physical development, health, history-social science, and visual and performing arts. They demonstrate knowledge of typical learning trajectories and are able to plan a developmentally appropriate scope and sequence of learning goals, learning experiences, and pedagogical strategies. In addition, they understand how to modify and adjust instruction in accordance with children’s individualized learning plans for young children with special needs.

Beginning California Early Childhood Teachers set appropriate individualized goals and objectives to advance young children’s development and learning within and across the curriculum. They are familiar with the strengths and limitations of early childhood curricular approaches, and with developmentally-appropriate pedagogy for key content areas in the early childhood curriculum.

Beginning California Early Childhood Teachers design developmental and learning experiences and sequences that highlight connections, relationships, and themes across the early childhood curriculum, and they integrate the appropriate use of technology within instruction. They work with colleagues through collaboration and consultation to support children’ engagement with learning. They also apply developmentally--appropriate pedagogical practices for the development of literacy, language, comprehension, and knowledge in the areas of the early childhood curriculum for all children.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Demonstrate sufficient discipline-based knowledge in the content areas appropriate for young children
- b) Demonstrate understanding of the principles of effective instruction and facilitation by applying these principles when planning and organizing curriculum and learning experiences

- c) Describe typical learning trajectories in different domains of development and their implications for curriculum design and developmentally-appropriate learning activities
- d) Understand and demonstrate how to interact with children in ways that support their content learning and developing skills
- e) Demonstrate the observational skills necessary to appropriately document the effectiveness of the learning activities and use this information to adjust instruction as appropriate
- f) Understand and demonstrate how to adjust a curriculum to meet the needs of young children and to address differences in young children’s skill levels and learning styles, as well as how to adjust the curriculum and learning activities to address children’s individualized learning plans for young children with special needs
- g) Identify key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Framework for planning developmentally appropriate curriculum and learning experiences for young children
- h) Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children’s learning
- i) Use knowledge about children and learning goals to organize the curriculum to facilitate children’s understanding of key content area concepts and make accommodations and/or modifications as needed to promote children’s access to the curriculum
- j) Set individualized goals and objectives for content learning for young children in the early childhood setting
- k) Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler Learning Foundations and the Preschool Learning Foundations as well as the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
- l) Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their learning development
- m) Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting

ECE-Teacher TPE 4
Planning Instruction and Designing Developmental and Learning Experiences
For All Young Children

ECE-TPE 4: Narrative

Beginning California Early Childhood Teachers are knowledgeable of effective teaching strategies in early childhood education when planning instruction and designing developmental and learning experiences for all young children. They also apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and providing instruction to children. They

consistently demonstrate nurturing, responsive and developmentally-appropriate interactions with children that facilitate children's development and learning.

Beginning California Early Childhood Teachers apply knowledge of children's cultural, linguistic, ethnic, economic characteristics, skill levels, and first- and second-language acquisition and development when planning learning experiences, and they create and/or facilitate play-based, active investigations for children. They understand how to leverage different kinds of developmentally-appropriate current technologies in learning experiences to promote children's learning.

Beginning California Early Childhood Teachers advance the development and learning of children who are dual language learners. They understand and apply the use of inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays. They create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management, health, safety, and nutrition) that promote children's learning, and they involve families at home and in the community with the curriculum to support children's growth and development.

Beginning California Early Childhood Teachers understand how to effectively use content area knowledge, content pedagogy, and children's learning goals to design appropriate developmental and learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflect the interconnectedness of children's skills development in literacy, mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Infant/Toddler Foundations and Preschool Learning Foundations and their underlying principles. They provide access and help teachers develop or improve their knowledge and skills to provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate pedagogical strategies tailored and adapted as necessary to meet individual children's needs.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Plan developmental and learning experiences, as applicable, that are developmentally appropriate, build on what children know and understand, and can be individualized to accommodate different skill levels and learning styles
- b) Describe general principles of effective pedagogy for young children, including ways in which children's play as a teacher-guided, children-centered intentional learning opportunity as well as child-initiated play can contribute to children's learning, growth and development
- c) Demonstrate appropriate pedagogy for key content and skill areas in the early childhood curriculum

- d) Use information from assessment data about children's current status with respect to the Infant/Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children
- e) Understand and apply knowledge of the range and characteristics of typical and atypical early childhood growth and development from birth through adolescence to help inform planning learning experiences for all children
- f) Design and implement learning experiences that are intentionally developmentally appropriate, engaging, and playful, as well as assessments that reflect the interconnectedness of content areas and related children's skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable
- g) Plan, design, implement and monitor instruction, making effective use of available time to maximize learning opportunities and provide access to the curriculum for all children by removing barriers and providing access through learning strategies that include:
 - appropriate use of instructional technology, including assistive technology
 - use of developmentally, linguistically, and culturally appropriate learning experiences
 - learning materials, and learning resources for all children, including first- and dual-language learners
 - appropriate modifications for children with disabilities
 - opportunities for children to support each other in learning
 - use of community resources and services as applicable
- h) Demonstrate how specific learning experiences would be adapted to address specific children's needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first- second- and dual language acquisition and development, as well as children's diverse learning styles, motivations, interests, skills, social and cognitive development
- i) Demonstrate planning that incorporates child-initiated and teacher-guided play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children's development and learning
- j) Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues and Master/mentor teachers as available
- k) Develop specific plans for engaging and partnering with families in supporting children's growth and development
- l) Integrate movement and kinesthetic experiences within the curriculum to help young children's development and learning
- m) Describe appropriate strategies for supporting home language for the youngest learners in developing language and literacy skills
- n) Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for infants, toddlers, and preschool age children
- o) Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with disabilities access the curriculum

- p) Describe appropriate pedagogical strategies and potential curriculum and pedagogical modifications to help young children with other identified social-emotional needs and children who are gifted and talented access the curriculum
- q) Demonstrate effective planning of learning experiences and the use of educational practices based on observation, assessments, and the California Early Development and Learning system resources from the California Department of Education

ECE- Teacher TPE 5

Assessing and Documenting Young Children’s Development and Learning

ECE-TPE 5: Narrative

Beginning California Early Childhood Teachers understand and apply basic principles for observing, documenting, and interpreting children’s development as the context for curriculum development in all domains, play and social interactions. They know how to select assessment strategies that are developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with California’s Infant Toddler and Preschool Learning Foundations. Beginning California Early Childhood Teachers select and/or design assessments for formal and informal use, as applicable, and consistent with policies and practices of the early childhood setting to document children’s progress and to guide their curriculum and pedagogical practices. They use and appropriately interpret the results of a range of both informal and formal assessment tools and strategies.

Beginning California Early Childhood Teachers use observational and other assessment results to understand individual children’s developmental progression. They also know how to use assessments to determine whether current pedagogical strategies are working for individual children, and to guide adaptations and improvements in pedagogical practices. Beginning California Early Childhood Teachers communicate assessment results understandably and appropriately to children and families, within applicable policies and procedures of the early childhood setting.

Beginning California Early Childhood Teachers use multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children’s learning and developmental progress. They support children in learning how to peer- and self-assess their work.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies
- b) Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children
- c) Choose and/or use program- or site-identified formative assessment strategies appropriate for assessing a particular skill

- d) Identify and describe the key characteristics of culturally- and linguistically-appropriate assessments
- e) Interpret basic assessment findings from formative and summative assessments, seeking assistance as needed from colleagues or other professionals in the early childhood setting
- f) Describe how to apply assessment results to inform planning and learning experiences
- g) Develop a sample communication appropriate for families regarding children's assessment outcomes, as consistent with policies and practices within the early childhood setting
- h) Collect and analyze assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time
- i) Work with specialists to interpret assessment results from formative and summative assessments for children with special needs
- j) Interpret first- and dual-language learners' assessment data to identify their level of proficiency in English as well as in their home language, as applicable, and use this information in planning learning experiences and sequences

ECE-Teacher TPE 6

Developing as a Professional Early Childhood Educator

ECE-TPE 6: Narrative

Beginning California Early Childhood Teachers are familiar with current and historical early childhood education perspectives, theories, program types, and philosophies. Beginning California Early Childhood Teachers understand how to collaborate and communicate effectively with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children's learning and outcomes.

Beginning California Early Childhood Teachers organize and supervise the work of other adults such as assistants and/or aides in the ECE setting. They understand how adults learn, and how to give constructive feedback and otherwise support their professional development to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program. They know how to communicate effectively with the program staff they may supervise, the program's Master Teacher(s) and administrator(s). They understand the importance of gathering and providing information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Master Teacher(s) and/or the program/site administrator(s). Beginning California Early Childhood Teachers are committed to continually developing their own skills as teachers.

Beginning California Early Childhood Teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with children, families, and

colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning California Early Childhood Teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for all children's learning outcomes. They hold high expectations for all children.

Elements

Beginning California Early Childhood Teachers are able to:

- a) Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's and families' well-being as the central concern
- c) Reflect on practice and use this information to improve teaching and learning in the EC context
- d) Demonstrate the ability to co-plan and co-teach with others such as other teachers, Master/mentor teachers, and others in the ECE setting
- e) Collaborate and communicate effectively with other professionals, where applicable
- f) Demonstrate effective strategies for supporting adult learning related to the teaching of young children
- g) Demonstrate how to organize and direct the work of other adults in the early childhood setting
- h) Demonstrate how to provide constructive performance feedback to adults
- i) Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors
- j) Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors
- k) Demonstrate their commitment to their own learning by taking advantage of available learning opportunities
- l) Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of children
- m) Exhibit positive dispositions of caring, support, acceptance, and fairness toward all children and families, as well as toward their colleagues
- n) Demonstrate professional responsibility for all aspects of children's learning and classroom management, including responsibility for the learning outcomes of all children, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families
- o) Conduct themselves with integrity and model ethical conduct for themselves and others

Master Teaching/Mentoring/Coaching in the Early Childhood Setting
ECE Teaching Performance Expectations
May 2019

Job Role Addressed by this set of Teaching Performance Expectations: Teaching, Coaching and Mentoring in an ECE setting. An Early Childhood Master Teacher/Mentor/Coach provides service in the care, development, and instruction of children in a child care and development program, assists in the professional learning, growth and development of other program staff through coaching and mentoring activities, and may also supervise the work of other adults in the specific ECE setting.

ECE- Master Teaching/Mentoring/Coaching TPE 1
Engaging and Supporting All Young Children in Development and Learning

ECE-TPE 1: Narrative

Beginning Master Teachers/Mentors/Coaches incorporate knowledge of the typical and atypical progression of young children’s cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., first and second language development, literacy, Mathematics), general learning competencies, physical development, and mental, emotional, and physical health in their planning, learning experiences, and interactions with young children. Beginning Master Teachers/Mentors/Coaches can explain and can help teachers develop or improve their knowledge of how these elements interact to facilitate development and learning, including the integral role of teachers, family, culture, and the community in children’s development.

Beginning Master Teachers/Mentors/Coaches model incorporating knowledge of the demographics, cultural, linguistic and socio-economic background, and perspectives of the children and families served within the ECE setting, and can explain and help teachers develop or improve their knowledge of the role and influence of culture on young children’s development. Beginning Master Teachers/Mentors/Coaches can explain and can help teachers develop or improve their knowledge of how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions that facilitate development and learning. Beginning Master Teachers/Mentors/Coaches also understand and can help teachers take steps to mitigate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Beginning Master Teachers/Mentors/Coaches also recognize and take appropriate action, as well as help teachers understand and take appropriate action, when additional diagnosis and services may be needed from other professionals in the early childhood setting. Beginning Master Teachers/Mentors/Coaches model collaborative partnerships with families, colleagues and the community to support young children’s development and learning, and are familiar with the locally-available support services for children and families. Beginning Master Teachers/Mentors/Coaches apply their knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services to

access and effectively use as well as help guide teachers in using these resources as needed and within applicable policies and procedures of their early childhood setting. Beginning Master Teachers/Mentors/Coaches model communicating and connecting with families in a mutually respectful, collaborative, culturally responsive and reciprocal way, and they model setting goals with families that prepare them to engage in complementary behaviors and activities at home and in the community that enhance children’s development and early learning.

Beginning Master Teachers/Mentors/Coaches understand and model the application of comprehensive language instruction for young first- and dual-language learners. They understand and model appropriate pedagogical approaches and programs for developing language proficiency and helping young children access, understand, and respond to the language of schooling. They appropriately apply and help teachers develop or improve the knowledge and skills of how to apply theories, principles, and pedagogical practices for English language development to assist children to achieve literacy in English as well as to assist children to achieve literacy and support the home language if other than English.

Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their ability to use knowledge of a child’s background and assessment of prior learning both in English and the home language, if applicable, to differentiate student-centered learning experiences and to select learning materials and strategies, including the incorporation of visual and performing arts, to support the development of literacy.

Beginning Master Teachers/Mentors/Coaches design and implement, and help teachers develop or improve their knowledge and skills of how to design and implement, learning experiences based on the child's level of language proficiency and developmental learning, keeping in mind that children’s individual needs vary and may be multifaceted. Additionally, they demonstrate and help teachers understand how to support young children’s dual language development as well as how to support young children’s home language, if other than English.

Beginning Master Teachers/Mentors/Coaches model and help teachers how to develop or improve their knowledge and skills of assuring that children understand what they are expected to do during learning experiences and monitor student progress toward learning goals.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Describe the typical progression of young children’s cognitive development, social-emotional skills, first- and dual-language development, literacy, mathematics, general learning competencies, physical development, and mental, emotional, and physical health
- b) Differentiate characteristics of typical and atypical child development
- c) Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children’s development
- d) Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children’s development

- e) Describe the demographics and the cultural and linguistics background and perspectives of the children and families served within in the early childhood setting
- f) Apply knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”) and cultural, language, and socioeconomic backgrounds, to engage them in learning
- g) Communicate and collaborate in partnership with families in a culturally appropriate and responsive manner to support young children’s development and learning
- h) Describe how to recognize when a child may need additional diagnosis and services, and identify the types of services that may be available for children with an identified disability or other special need within applicable policies of the early childhood setting
- i) Describe the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood setting
- j) Provide a supportive learning environment for children's first- and dual-language acquisition and development, and learning. Monitor children’s development and learning, and adjust learning experiences while teaching so that children continue to be actively engaged in their learning
- k) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to engaging and supporting all young children in development and learning

ECE- Master Teaching/Mentoring/Coaching TPE 2
Creating and Maintaining Effective Environments for Young Children’s
Development and Learning

ECE-TPE 2: Narrative

Beginning Master Teachers/Mentors/Coaches demonstrate the ability to establish, model and assist teachers to develop home relationships and interactions with children that are nurturing and use positive, child-directed language, as well as language appropriate for colleagues and families within the early childhood setting. Beginning Master Teachers/Mentors/Coaches consistently demonstrate, model, and help teachers develop and/or improve their knowledge and skills of how to use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to ensure predictability and learning opportunities, and to maintain active engagement and a sense of emotional security and support in the learning environment. In addition, they model and help teachers 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 time period in young children’s lives.

Beginning Master Teachers/Mentors/Coaches demonstrate and help teachers develop and/or improve their knowledge and skills of how to promote positive social and emotional development and self-regulation for children while mitigating challenging behaviors in ways

that reflect an understanding of the multiple biological and environmental factors that affect behavior. Beginning Master Teachers/Mentors/Coaches recognize and help teachers recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children's development and learning, and adjust the learning environment, schedule and routines as well as learning experiences practice to support children experiencing these effects. They demonstrate and model creating and managing effective learning environments (physical space, materials, activities, classroom management) that promote student learning.

Beginning Master Teachers/Mentors/Coaches recognize and help teachers recognize that in addition to individual cultural, linguistic, socioeconomic and learning backgrounds, children bring a wide range of life experiences that both support and may impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning Master Teachers/Mentors/Coaches model and help teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all children and families to the learning environment, using routines and procedures that maximize student engagement, supporting conflict resolution skills, and fostering children's independent and collaborative learning, and they implement these practices as appropriate to the developmental levels of children to provide a safe and caring classroom climate.

Beginning Master Teachers/Mentors/Coaches recognize and help teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They model and help teachers support all children's mental, social-emotional, and physical health needs by fostering a safe and welcoming learning environment where children feel they belong and feel safe to communicate.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Establish positive home relationships with young children and positive, respectful relationships with children's families
- b) Implement productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children, and adjust these as necessary to meet children's developmental and/or learning needs
- c) Promote children's positive social behavior and self-regulation
- d) Set developmentally-appropriate expectations for young children's behavior
- e) Implement strategies to prevent and/or address young children's challenging behaviors, and implement strategies to help children learn to resolve conflicts
- f) Recognize the effects of factors outside the setting on children's social-emotional well-being and adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers

- g) Promote children's social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community where each student is treated fairly and respectfully by adults and peers
- h) Incorporate elements of effective, developmentally-appropriate learning environments (physical space, schedule and routines, materials, activities, equipment, classroom management, health, safety, and nutrition) that promote young children's learning
- i) Establish an effective home-school-family connection that supports children's development and learning and explain effective strategies for engaging families productively
- j) Access community resources to support children, including those who have experienced trauma, homelessness, abuse, foster care, incarceration, and/or are medically fragile
- k) Explain how an effective home-school-family connection interacts to support children's development and learning
- l) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to creating and maintaining effective environments for young children's development and learning

ECE- Master Teaching/Mentoring/Coaching TPE 3
Understanding and Organizing Content Knowledge for Young Children's
Development and Learning

ECE-TPE 3: Narrative

Consistent with California's Infant/Toddler Learning Foundations and the Preschool Learning Foundations, beginning California Master Teachers/Mentors/Coaches demonstrate and help teachers develop and/or improve their knowledge and skills of how to design and implement a culturally-, linguistically- and developmentally-appropriate curriculum in social-emotional development, language development, cognitive development, and perceptual and motor development for infants and toddlers; and, for young children, in early language and literacy development for first- and dual-language learners, English language development, literacy, mathematics, physical development, health, history-social science, and visual and performing arts. They incorporate and help teachers incorporate knowledge of typical learning trajectories and plan a developmentally appropriate scope and sequence of learning goals, learning experiences, and pedagogical strategies. In addition, they understand and help teachers develop their knowledge and skills of how to modify and adjust instruction in accordance with children's individualized learning plans for young children with special needs.

Beginning Early Childhood Master Teachers/Mentors/Coaches set and help teachers develop or improve their knowledge and skills of how to set appropriate individualized goals and objectives to advance young children's development and learning areas across the curriculum. They understand and can explain to teachers both the strengths and limitations of common-used early childhood curricula, and appropriate pedagogy for key foundational content areas in the early childhood curriculum to support children's development and learning.

Beginning Master Teachers/Mentors/Coaches design and help teachers develop or improve their knowledge and skill of how to design developmental and learning experiences and sequences that highlight connections, relationships, and themes across the early childhood curriculum, and they integrate the appropriate use of technology within learning experiences. They work with colleagues through collaboration and consultation to support children's engagement with learning experiences. They also model and help teachers apply appropriate pedagogical practices for the development of literacy, language, comprehension, and knowledge in the areas of the early childhood curriculum for all children.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Demonstrate expert discipline-based knowledge in the content areas appropriate for young children
- b) Use principles of effective instruction and facilitation by applying these principles to planning and organizing curriculum and learning experiences
- c) Explain typical learning trajectories in different domains of development and their implications for curriculum design and developmentally-appropriate learning activities
- d) Demonstrate how to interact with children in ways that support their content learning and developing skills
- e) Demonstrate the observational skills of appropriately documenting the effectiveness of the learning activities and use this information to adjust instruction as appropriate
- f) Demonstrate how to adjust a curriculum to meet the needs of young children and to address differences in young children's skill levels and learning styles, as well as how to adjust the curriculum and learning activities to address children's individualized learning plans for young children with special needs
- g) Use key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Framework for planning developmentally appropriate curriculum and learning experiences for young children
- h) Design and implement learning experiences that are developmentally- and linguistically-appropriate, engaging, and supportive of children's learning
- i) Use knowledge about children and learning goals to organize the curriculum to facilitate children's understanding of key content area concepts and make accommodations and/or modifications as needed to promote children's access to the curriculum
- j) Set individualized goals and objectives for content learning for young children in the early childhood setting
- k) Explain the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler Learning Foundations and the Preschool Learning Foundations as well as the principles put forth in the California Early Development and Learning System-based curriculum from the California Department of Education
- l) Individually and through consultation and collaboration with other educators, plan for effective learning opportunities appropriate for young children and provide multiple ways for young learners to demonstrate their learning development

- m) Use and adapt learning resources, learning materials, and a range of technology, including assistive technology, to facilitate children's equitable access to the curriculum, in collaboration as appropriate with other educators in the early childhood setting
- n) Explain and apply concepts relating to children's learning trajectories, including goals, developmental progressions, and learning experiences, tasks and strategies
- o) Demonstrate sufficient discipline-based knowledge to design appropriate environments and learning experiences for young children across the content areas of the curriculum.
- p) Design and develop model learning experiences and activities that are developmentally- and linguistically-appropriate, engaging, and that support children's learning in each foundational content area
- q) Interact and model interacting with children in ways that support and enhance their content learning and developing skills
- r) Use and model the use of knowledge about children's learning goals to organize the curriculum to facilitate student understanding of major foundational concepts within the content areas of the curriculum
- s) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to understanding and organizing content knowledge for young children's development and learning

ECE- Master Teaching/Mentoring/Coaching TPE 4
Planning Instruction and Designing Developmental and Learning Experiences
For All Young Children

ECE-TPE 4: Narrative

Beginning Master Teachers/Mentors/Coaches implement and model effective teaching strategies in early childhood foundational content areas when planning instruction and designing developmental and learning experiences for all young children. They also apply and help teachers develop or improve their knowledge and skills of how to apply knowledge of child growth and development and a range of pedagogical and caregiving practices when implementing developmentally-appropriate curriculum and providing instruction to children. They consistently demonstrate and model for teachers nurturing, responsive and developmentally-appropriate interactions with children that facilitate children's development and learning.

Beginning Master Teachers/Mentors/Coaches use and help teachers develop or improve their knowledge and skills of how to use California's Infant/Toddler and Preschool Learning Foundations to provide guidance for the development and learning of the state's young learners and they model applying this foundational knowledge when planning and implementing care, developmental, and learning experiences for all young children.

Beginning Master Teachers/Mentors/Coaches incorporate and help teachers develop or improve their knowledge and skills of how to incorporate knowledge of children's cultural, linguistic, ethnic, economic characteristics, skill levels, and first- and dual-language acquisition

and development when planning learning experiences, and they create and help teachers understand how to create and/or facilitate play-based/active investigations for children and to facilitate child-initiated play. The model and help teachers develop or improve their knowledge and skills of how to use inclusive pedagogical practices, universal design, accessibility, and adaptation to advance the development and learning of children who have specialized developmental or learning needs and children with disabilities or learning delays. Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their knowledge and skills of how to leverage different kinds of developmentally-appropriate current technologies in curricula and pedagogical practice to promote children's learning. Beginning Master Teachers/Mentors/Coaches design and develop linguistically, culturally, and developmentally appropriate curriculum for the EC program.

Beginning Master Teachers/Mentors/Coaches advance and help teachers develop or improve their knowledge and skills of how to advance the development and learning of children who are dual language learners, selecting and applying pedagogical strategies consistent with appropriate and effective early first- and second- language acquisition and development principles and practices.

Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their knowledge and skills of setting appropriate learning goals for children and effectively using content-specific pedagogy to design appropriate learning experiences and assessment for all young children. They design and implement learning experiences and assessment that reflect the interconnectedness of student skills development in literacy, Mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Infant/Toddler Foundations and Preschool Learning Foundations and their underlying principles. They provide and help teachers develop or improve their knowledge and skills of how to provide access to the curriculum for all children by removing barriers and using a range of appropriate learning experiences strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches are responsive and help teachers develop or improve their responsiveness to children experiencing chronic stress/adversity. Beginning Master Teachers/Mentors/Coaches model and help teachers develop or improve their knowledge of how to create and manage effective learning environments (physical space, schedules and routines, adult-child interactions, materials, equipment, activities, classroom management, health, safety, and nutrition) that promote student learning, and they involve families at home and in the community with the curriculum to support children's growth and development.

Beginning California Early Childhood Master Teachers/Mentors/Coaches understand how to effectively use foundational content knowledge, content pedagogy, and learning goals to design appropriate learning experiences and assessment for all young children. They demonstrate the ability to design and implement instruction and assessment that reflect the interconnectedness of academic content areas and related student skills development in

emerging literacy, Mathematics, science, and other disciplines across the early childhood curriculum in alignment with California's Preschool Learning Foundations and their underlying principles. They provide access to the curriculum for all children by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning Master Teachers/Mentors/Coaches are able to design, develop, and implement professional development and learning experiences for the ECE program staff to help staff develop their own capabilities relative to effective curriculum development and teaching strategies for young children as applicable to their job responsibilities in the ECE setting.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Describe and apply general principles of effective pedagogy for young children, including ways in which children's play as both child-initiated and as a teacher-guided, children-centered intentional learning opportunity can contribute to children's academic learning
- b) Apply knowledge of child growth and development to design linguistically, culturally and developmentally-appropriate learning experiences
- c) Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, language and communication, socialization, self-regulation, and self-help skills for all children)
- d) Demonstrate appropriate pedagogy for each of the key foundational content areas and skill areas in early learning
- e) Demonstrate the ability to consider factors such as cultural, linguistic, ethnic, economic, ability and gender diversity, and first- and dual-language acquisition and development with respect to planning developmentally-appropriate learning
- f) Use information from assessment data about children's current Infant Toddler and Preschool Learning Foundations-related skills to determine learning needs and goals and to make plans for children's learning experience
- g) Explain the implications of language proficiency and cultural background for planning both short-term and long-term learning experiences
- h) Apply knowledge of the range and characteristics of typical and atypical child development from birth through age 8 to help inform both short-term and long-term planning and learning experiences for all children
- i) Design and implement learning experiences and developmentally-appropriate assessment that reflects the interconnectedness of foundational content areas and related children's skills development in literacy, Mathematics, science, and other foundational content areas across the curriculum
- j) Plan, design, implement and monitor learning experiences, making effective use of learning time to maximize learning opportunities for all children by removing barriers and providing access through learning experiences strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - use of developmentally, linguistically, and culturally appropriate learning experiences, instructional materials, and learning resources for all children,

- appropriate modifications for children with disabilities and special needs;
 - opportunities for children to support each other in learning; and
 - use of community resources and services as applicable.
- k) Demonstrate how specific learning experiences would be adapted to address specific children’s needs related to their cultural background, linguistic, ethnic, economic, skill levels, gender, and first, second, and dual -language acquisition, as well as children’s diverse learning styles, motivations, interests, skills, social and cognitive development
 - l) Demonstrate planning that incorporates focused play interactions, consistent daily routines, and focused conversations interactions, along with a supportive classroom environment, that work in concert to support young children’s development and learning
 - m) Access resources for planning and implementing learning experiences, including the expertise of community and school colleagues
 - n) Develop specific plans for engaging families in supporting children’s growth and development
 - o) Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
 - p) Describe appropriate strategies for supporting young children’s home language and home language development
 - q) Describe appropriate learning experiences strategies and potential curriculum and pedagogical modifications to help young dual language learners access to the curriculum
 - r) Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with disabilities access the curriculum
 - s) Describe appropriate pedagogical strategies and potential curriculum and learning experiences modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum
 - t) Use the California Infant Toddler and Preschool Learning Foundations resources from the California Department of Education to plan learning experiences and developmentally-appropriate assessments
 - u) Demonstrate planning that incorporates the contexts of child- and teacher-initiated focused play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children’s development and learning
 - v) Plan for children’s diverse learning styles, motivations, interests, and abilities
 - w) Build on child-initiated activities to contribute to children’s academic, social and emotional learning
 - x) Plan for family engagement to support children’s growth and development
 - y) Integrate movement and kinesthetic experiences within the curriculum to help young children’s development and learning
 - z) Use a variety of technology and media, and explain the applicability of these technologies and media within early childhood learning experiences
 - aa) Plan, develop, and assist others to implement curriculum within the EC program.

- bb) Plan, develop, and implement effective professional development and learning experiences for EC program staff relating to curriculum development and effective lesson planning

ECE- Master Teaching/Mentoring/Coaching TPE 5

Assessing and Documenting Young Children’s Development and Learning

ECE-TPE 5: Narrative

Beginning Master Teachers/Mentors/Coaches apply and help teachers develop their knowledge and skills to apply basic principles for observing, documenting, and interpreting children’s development in all domains in the context of learning experiences, play and social interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, relevant, reliable and valid across a variety of populations, and aligned with the California Infant Toddler and Preschool Learning Foundations. Beginning Master Teachers/Mentors/Coaches model appropriately selecting and/or designing assessments for formal and informal use, as applicable, to support their curriculum and pedagogical practices, and to document children’s progress, as consistent with policies and practices of the early childhood setting. Beginning Master Teachers/Mentors/Coaches model the use and appropriate interpretation of the results of a range of both informal and formal assessment tools and strategies to improve pedagogical planning and learning experiences.

Beginning Master Teachers/Mentors/Coaches explain and demonstrate to teachers how observational and other assessment results can be used to understand individual children’s developmental progression and to determine whether needs are being met, and they use this information to individualize, adapt, and improve pedagogical practices. Beginning Master Teachers/Mentors/Coaches model communicating assessment results understandably and appropriately to children, families, and others, within the policies and practices of the early childhood setting.

Beginning Master Teachers/Mentors/Coaches model the use of multiple ways to inform their judgment about what a child knows and is able to do, and they accurately document children’s academic and developmental progress. They model supporting children in developmentally-appropriate ways of learning how to peer- and self-assess their work.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Appropriately implement commonly-used early childhood screening and formative assessment strategies
- b) Explain the characteristics and purposes of formative and summative assessments of young children
- c) Choose and use formative assessment strategies appropriate for assessing a particular skill and for tracking children’s learning in all foundational content and skill areas

- d) Identify and describe the key characteristics of developmentally, culturally- and linguistically -appropriate assessments
- e) Interpret basic assessment findings from formative and summative assessments of young children
- f) Collect and analyze assessment data from multiple measures and sources, including observations and direct interactions with children, and from family members-to plan and modify learning experiences and document children's learning over time
- g) Work with specialists as needed or as appropriate to interpret assessment results from formative and summative assessments to distinguish between children whose first language is English and children with language or other disabilities
- h) Interpret dual and English learners' assessment data to identify their level of proficiency in English as well as in their home language, as applicable, and use this information in planning learning experiences and setting individualized learning and related goals for children
- i) Apply assessment results to inform planning and learning experiences
- j) Communicate effectively with children, families, co-teachers and administrators regarding student assessment outcomes, within applicable policies and practices of the early childhood setting
- k) Explain how they would work effectively with teachers to model and to help teachers develop and apply knowledge and skills related to assessing and documenting young children's development and learning

ECE- Master Teaching/Mentoring/Coaching TPE 6 Developing as a Professional Early Childhood Educator

ECE-TPE 6: Narrative

Beginning Master Teachers/Mentors/Coaches explain, compare and contrast, and help teachers understand and apply current and historical early childhood education perspectives, theories, program types, and philosophies. They describe and help teachers develop or improve their knowledge and skills to use effective ways to collaborate and communicate with both supervisors and professionals in other related roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to support children's learning and outcomes.

Beginning Master Teachers/Mentors/Coaches effectively organize and supervise the work of other adults such as assistants and aides within the EC setting. They understand how adults learn, and how to give constructive feedback and otherwise support professional development to increase teachers' and other staff members' effectiveness in carrying out their assigned responsibilities with children and families in the early childhood setting. Beginning Master Teachers/Mentors/Coaches understand how to apply this knowledge in working with all staff members to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, mentor, and/or coach. They are committed to their own continuing professional growth and learning as early care and education professionals.

Beginning Master Teachers/Mentors/Coaches understand the essential knowledge and skills necessary to serve as a mentor and as a coach. They are able to explain the key differences between the roles of mentoring and of coaching in a job setting. They understand and respect the confidentiality of personal information about the individuals being mentored and/or coached. They organize and provide both mentoring and coaching support to the teaching staff as appropriate and as needed and/or as directed within the early childhood setting.

Beginning Master Teachers/Mentors/Coaches understand how to gather and provide information as appropriate about both the effectiveness of the learning environment, curriculum, routines and schedules, and the effectiveness of the personnel whom they may assist, mentor, coach, and/or supervise to the program's higher level administrators.

Beginning Master Teachers/Mentors/Coaches seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. They are aware of their potential implicit and explicit biases and the potential impact, positive or negative, on their expectations for and relationships with children, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Mentor Teacher Beginning Master Teachers/Mentors/Coaches demonstrate an understanding of their fundamental responsibilities as professional educators and of their accountability to children, families, colleagues, and employers. They participate as team members with colleagues and families, and they take responsibility for all children's learning outcomes. They hold high expectations for all children, staff, and themselves.

Elements

Beginning Early Childhood Master Teachers/Mentors/Coaches are able to:

- a) Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies
- b) Act in an ethical manner, with honesty and integrity, and with children's well-being as the central concern
- c) Reflect on practice and use this information to improve teaching and learning in the ECE context
- d) Describe ways to collaborate and communicate with other professionals
- e) Understand effective strategies for supporting adult learning related to the teaching of young children
- f) Demonstrate the ability to co-plan and co-teach with other Early Childhood Permit holders such as teachers and others in the EC setting
- g) Demonstrate how to organize and supervise, mentor, and/or coach, as appropriate, the work of other adults in the early childhood setting
- h) Demonstrate how to provide constructive performance feedback to adults
- i) Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors

- j) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting
- k) Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession)
- l) Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate)
- m) Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors in the early childhood setting

Part II Early Childhood Education Administrator Performance Expectations

Based on the *Early Childhood Educator Competencies* and the *California Administrator Performance Expectations*

May 2019

Standards for Early Childhood Education Program Administration and Supervision

Standard 1: Program Development and Administration

Standard 2: Personnel Management for Early Childhood Education Programs

Standard 3: Business and Fiscal Management for Early Childhood Education Programs

Standard 4: Personnel Development for Early Childhood Education Programs

Introduction to this Document

Organization: This document includes *Early Childhood Education Administrator Performance Expectations* (ECE-CAPEs) for early childhood education professionals intending to work in the capacity of an early childhood education (ECE) administrator, whether in the role of supervising a single program site or multiple program sites. Administrator Performance Expectations represent the body of knowledge and skills that beginning California early childhood practitioners in the job role of an administrator should have the opportunity to learn and practice in preparation programs in California.

Beginning California practitioners in the job role of an ECE administrator learn and demonstrate their knowledge and skills related to the Administrator Performance Expectations in the context of successfully completing coursework and engaging in fieldwork/clinical practice related to the performance expectations in an early childhood education setting. Administrator Performance Expectations are intended to guide the development of preparation programs offered by institutions of higher education; the level of a permit candidate's competency with respect to the Administrator Performance Expectations is assessed by the preparation programs during coursework and fieldwork/clinical practice experiences.

The organization of the ECE-CAPEs is based primarily on an analysis of the content of the Child Development Permit-related preparatory coursework provided through the California Community Colleges and the California State University for candidates for a Site Supervisor/Program Director permit. This coursework is grounded in and reflects the California Department of Education's *Early Childhood Educator Competencies*, which were developed collaboratively by the early childhood community and represent concepts that form the basis for teaching and administering effective early childhood education programs in California.

In addition to these foundational sources, the ECE-CAPEs are also aligned with the recommendations regarding the general competencies and knowledge needed by early childhood education leaders as presented in the national report *Transforming the Workforce*

for Children Birth through Age 8: A Unifying Foundation, issued in 2015 by the Institute of Medicine and the National Research Council of the National Academies.

The ECE-CAPEs are research-based, aligned to and informed by the source documents cited below. They require beginning California practitioners in the job role of administrator to demonstrate the knowledge and skills to establish and/or maintain developmentally appropriate, safe and healthy learning environments that support young children's development across all domains and that meet the needs of each young child; to effectively support, promote, and maintain the program's fiscal, business, and management operations in accordance with applicable laws, regulations, policies, and procedures; to recruit, hire, support, evaluate, and retain/dismiss personnel in accordance with applicable laws, regulations, policies and procedures; and to effectively represent the program publicly to children, families, and the larger community.

Details about expectations for the knowledge and performance of beginning California practitioners in the job role of administrator are provided through the specific performance expectation narratives and elements provided within each of the four Standards listed above.

Addressing the teaching and learning of all young children: Throughout this set of ECE-CAPEs, reference is made to "children." This phrase is intended as a widely inclusive term that references **all** young children within a given ECE setting. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual and/or academic advancement. "All children" is inclusive of children regardless of ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of children in California early learning settings also includes children whose first language is English, and children who are dual language learners who are developing language proficiency in English as well as their home language. This inclusive definition of "all children" applies whenever and wherever the phrase "all children" is used in these standards and ECE-CAPEs.

Source Documents: The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California practitioner in the job role of administrator at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran Early Childhood Administrator would know or be able to do. The publications cited below as key source documents in the field largely describe levels of expected accomplished veteran practice and thus the content of these documents has purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce. The source documents are:

- *The California Early Childhood Educator Competencies*, California Department of Education, 2012
- *The Infant/Toddler Learning and Development Program Guidelines*, California Department of Education, 2018

- *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation.* Institute of Medicine and National Research Council of the National Academies, 2015
- *The California Preschool Program Guidelines,* California Department of Education, 2015
- *The California Preschool Learning Foundations, volumes 1-3,* California Department of Education, 2008
- *The California Community Colleges Curriculum Alignment Project – Expansion,* Child Development Training Consortium, 2013
- *The NAEYC Professional Preparation Standards,* National Association for the Education of Young Children, 2010
- *The California Administrator Performance Expectations,* California Commission on Teacher Credentialing, 2017

Performance Expectations for California Practitioners in the Job Role of An Early Childhood Education Administrator May 2019

Job Role Addressed by this set of Standards and Performance Expectations: Administrating in an ECE setting. A California practitioner in the job role of administrator may supervise a single ECE site program and/or multiple programs; provide service in the care, development, and learning of children in a child care and development program; supervise the work of other adults in an ECE setting; and serve as coordinator of early childhood curriculum and staff development.

ECE-CAPE 1 Program Development and Administration

ECE-CAPE 1: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about the mission, philosophy, and values of the early childhood education (ECE) program they lead. They demonstrate effective practices for developing, administering, and evaluating the quality of early childhood programs, including developing and implementing the program's design, overseeing the program's fiscal, business, health, safety, and nutrition components; managing, leading, and supporting the staff in a variety of settings and program types; assuring that the program site provides a safe, healthy, respectful and caring environment for children and staff in accordance with all applicable laws, regulations, and policies; and evaluating the effectiveness of the program in providing quality learning opportunities for all young children in their early childhood setting. They understand how to use multiple sources of assessment data to appropriately and effectively make program modifications to improve outcomes for children and to inform program decisions and policies.

Beginning California practitioners in the job role of an ECE administrator address program staffing needs based on their knowledge of appropriate staffing in the early childhood setting(s) they lead. They prepare program, fiscal, and other required reports for funding and oversight agencies as well as for other agencies as needed. They model and carry out their legal and ethical responsibilities, and demonstrate professional behavior appropriate to the leadership role within ECE programs and settings. They demonstrate reflective practice, good time management skills, and positive professional, family, and community relationships.

Beginning California practitioners in the job role of an ECE administrator represent the program(s) they lead through outreach, collaborative efforts, and positive communications with colleagues, families, the community, and other service providers to support the program and to provide enhanced learning opportunities for young children.

Elements

Beginning California practitioners in the job role of an ECE administrator are able to:

- a) Demonstrate an understanding of a variety of ECE program structures, philosophies, settings, and curricular models and approaches that may be used or implemented within a high-quality early childhood education program
- b) Demonstrate an understanding of the range and the types of laws, regulations, and policies applicable to ECE program operations and program types
- c) Demonstrate the skills to design, develop, implement, and assess a high quality ECE program in accordance with all applicable laws, regulations, and policies
- d) Implement effective methods of ECE program administration within and across sites, as applicable
- e) Implement effective methods for establishing and maintaining a positive program climate
- f) Assure that effective routines and schedules are established and maintained within an ECE program that help facilitate young children’s learning
- g) Identify, address, and monitor issues of diversity, inclusion, equity and access within ECE programs and settings
- h) Apply methods and tools, including multiple, valid sources of assessment and other data, for program evaluation and improvement purposes
- i) Model ethically responsible, culturally- and linguistically-sensitive conduct and interactions with children, staff, families, and the community
- j) Demonstrate effective, culturally-and linguistically-responsive leadership strategies to ensure equity and respect for children, families, staff and colleagues of the program
- k) Prepare and submit program, fiscal, and other reports, as required
- l) Represent the program effectively to families, the community, funding and oversight agencies, and other early childhood providers collaborating with the program
- m) Initiate collaborative arrangements with other agencies and services providers to support the program and its staff, and to provide enhanced learning opportunities for children
- n) Initiate culturally- and linguistically-responsive outreach efforts to families and the community to collaboratively support children’s growth, development, and learning
- o) Demonstrate effective public speaking skills with a variety of audiences within the early childhood community
- p) Demonstrate collaborative leadership skills and effective strategies for working with staff, families, the community, and other constituencies within the early childhood setting

ECE-CAPE 2

Personnel Management for Early Childhood Programs

ECE-CAPE 2: Narrative

Beginning California practitioners in the job role of an ECE administrator are knowledgeable about principles and practices of personnel management and leadership within ECE programs. They are knowledgeable about applicable laws, regulations, and program policies regarding the hiring, supervision, evaluation, retention and termination of program staff, including components of hiring practices, staff observation practices, professional development and

support of staff, and staff evaluation practices. They are able to train staff on the program's operational policies, procedures, and handbooks, and assure that the staff is knowledgeable about applicable mandated reporting requirements. They are able to design and implement strategies for staff team building, and for dealing with conflict that may arise among staff members, between staff and families, or in other program related contexts.

Beginning California practitioners in the job role of an ECE administrator are able to provide effective leadership and support for the ongoing learning and skill development of staff that will enhance instructional and other learning and development opportunities for children.

Elements

Beginning California practitioners in the job role of an ECE administrator are able to:

- a) Demonstrate an understanding of the key roles of program staff and required staff qualifications
- b) Demonstrate effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate
- c) Implement principles, practices, and applicable local, state, and national laws, regulations, and policies governing the hiring, compensation, management, evaluation, retention, and termination of employees
- d) Develop and/or implement processes of recruiting, hiring, and evaluating ECE program personnel consistent with applicable personnel laws, regulations, and policies
- e) Identify and appropriately use formal and informal staff observation and evaluation tools consistent with applicable policies and procedures of the early childhood setting
- f) Demonstrate an understanding of the program's policies, procedures, and handbooks
- g) Implement policies and practices to assure that staff is knowledgeable about local, state, and national provisions applicable to mandated reporting requirements
- h) Demonstrate team building and conflict resolution skills that reflect an awareness of various cultural, linguistic, or other unique characteristics of program staff
- i) Assure the immediate as well as the long-term staffing of the early childhood setting with qualified, effective personnel
- j) Provide effective leadership and support to the staff to enhance instructional and other learning opportunities for children

ECE-CAPE 3

Business and Fiscal Management for Early Childhood Education Programs

ECE-CAPE 3: Narrative

Beginning California practitioners in the job role of an administrator administer the ECE program(s) in accordance with applicable health and safety codes, including but not limited to provisions of the Americans with Disabilities Act (ADA). They are able to develop and oversee the program budget and fiscal management and recordkeeping processes, including food and nutrition services, strategic planning, budgeting, record keeping, funding, facilities management, maintenance and repair of the facility/facilities as applicable, to assure the ongoing effective, cost-efficient operation of the program. They advocate for the program(s) as

needed to assure the resources necessary to appropriately meet the business and fiscal needs of the early childhood setting(s). They prepare budget documents, make budget adjustments as needed, and report as required concerning the fiscal stability of the program(s), and assure that the program does not exceed its allocated operational funding. They assure that the necessary human and material resources needed to operate and maintain the program are available in a timely manner.

Elements

Beginning California practitioners in the job role of an ECE administrator are able to:

- a) Comply with local, state, and national provisions applicable to administration of an ECE program, including but not limited to meeting ADA requirements, health and safety regulations, emergency preparedness procedures, food and nutrition services, and physical facilities management and maintenance
- b) Identify issues and processes of compliance with regulations and regulatory systems relating to ECE programs, and take effective action to address these issues as needed
- c) Demonstrate effective procedures for developing, administering, monitoring, and maintaining program budget(s).
- d) Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an ECE setting
- e) Develop and implement policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures
- f) Implement the business- and fiscal-related processes of strategic planning, including start up and needs assessment, budgeting, and record keeping
- g) Identify and appropriately address issues requiring approval, input, or guidance from a board, advisory council, or other governing body within the given program structure
- h) Demonstrate the ability to advocate for the program, its accomplishments and its needs, as appropriate and within policies and procedures of the early childhood setting(s)

ECE-CAPE 4

Personnel Development for Early Childhood Programs

ECE-CAPE 4: Narrative

Beginning California practitioners in the job role of an ECE administrator provide leadership for the professional growth and development of staff. They stay informed regarding current research in the field of early childhood education, early development and learning, and pedagogical practices. They can help staff recognize and address professional biases. They help staff recognize and address signs of child trauma, physical needs and/or emotional stress. They promote culturally responsive, positive, and restorative strategies to address the diverse needs of all children and their families.

Beginning California practitioners in the job role of an ECE administrator provide, as well as facilitate, connections to and support for professional development opportunities, including planning and implementing relevant professional development opportunities and quality improvement efforts that reflect current knowledge of child development and of effective,

high-quality curricular and pedagogical practices. They are responsive to staff-identified as well as administrator-identified staff needs for professional development and support. They facilitate observations, mentoring, coaching and other professional learning opportunities for themselves as well as for staff.

Beginning California practitioners in the job role of an ECE administrator appropriately use observational methods and other evaluation strategies to assess the quality of staff's pedagogical practices and interactions, to recognize effectiveness of staff efforts, and identify and address areas in need of improvement. They understand how to use multiple sources of assessment data appropriately and effectively to make adjustments to inform professional learning. They understand and can recognize and appreciate different leadership styles. They encourage and help develop leadership skills among staff through modeling, coaching, and mentoring. Under their leadership, candidates support collaboration opportunities for themselves and their staff to increase their understanding of and facilitate linkages among different kinds of providers of health, education, social services, or other community services for children and families in the early childhood setting.

Elements

Beginning California practitioners in the job role of an ECE administrator are able to:

- a) Support and engage in ongoing reflective practice and reflective leadership
- b) Identify and use appropriately observational and other evaluation strategies to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement
- c) Assist staff in developing personalized professional growth plans based on state-adopted professional growth requirements as well as on identified individual needs
- d) Provide professional activities for staff, as well as Identify and help staff access other appropriate professional development resources and opportunities
- e) Provide effective feedback to staff on their performance and supervise others delegated to do so in the program setting, as applicable
- f) Demonstrate support for the staff's instructional and professional growth and development efforts and activities
- g) Identify advantages and disadvantages of different leadership styles to promote and help support leadership development and opportunities for staff
- h) Differentiate between the knowledge and skills needed to lead, mentor, and coach staff in the ECE setting
- i) Support best practices in mentoring and coaching for the staff
- j) Recognize and identify staff professional biases, signs of trauma in children, and manifestations of mental illness in children.
- k) Support culturally responsive, positive and restorative strategies to address the diverse needs of all children and their families
- l) Support collaborative efforts among the staff to increase understanding of and access to other appropriate resources to promote staff development and enhance learning opportunities for children

- m) Identify appropriate agency and community resources available to the program and its families, and explain the interrelationship of these providers and how to access these resources, when and as applicable, to support the learning, growth, and development of young children
- n) Implement effective strategies and methods for promoting learning for adults within the ECE program to enhance staff competencies.