PK-3 ECE Specialist Instruction Credential Handbook

The Commission on Teacher Credentialing

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Section 1: Introduction to the PK-3 ECE Specialist Instruction Credential

The PK-3 Early Childhood Education (ECE) Specialist Instruction Credential focuses on developmentally appropriate practices for young children in grades PK through 3. PK-3 teachers are expected to design, implement, and facilitate learning activities throughout this grade span which engage students according to their developmental levels. Classroom learning activities need to take into consideration and value each child's cognitive, social, emotional, linguistic, and cultural experiences, and other relevant background characteristics, assets and abilities as well as any area(s) of special needs. Developmentally appropriate practices foster young children's joyful learning and help maximize the opportunities for all children to achieve their full potential.

This credential recognizes and values the rich background and extensive experience candidates who come from current and/or prior work in the ECE field bring to their preparation programs. Taken together, these prior work experiences, knowledge and wisdom can provide foundational preparation in child development and early childhood education to support candidates' transition from the Child Development Permit system to earning the PK-3 ECE Specialist Instruction Credential and serving as a teacher in a PK-3 ECE classroom setting.

Authorization: This credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and to team teach or to regroup students across classrooms, in preschool through grade three. The English learner (EL) authorization provided through this credential aligns with the EL authorization that is earned upon completion of a Single, Multiple, or Education Specialist teaching credential program.

Applicable Regulations: Title 5 Code of Regulations Sections 80067.1, 80067.2, and 80067.3 (currently in process-see [August 2022 Commission agenda item](#))

Summary of Credential Requirements: This credential will require the applicant to have completed all of the following requirements. Multiple options are available for meeting these requirements as described in the August 2022 agenda item:

1. Possession of a bachelor's degree or higher from a regionally accredited institution of higher education. *(Note: if the bachelor's degree is in child development or early childhood education, it will meet the subject matter requirement in #2 below).*
2. Completion of the subject matter requirement in child development or early childhood education
3. Completion of a Commission approved PK-3 ECE Specialist Instruction Credential preparation program
4. Passage of a Commission approved Teaching Performance Assessment
5. Passage of the Reading Instruction Competence Assessment (RICA) examination or a commission approved literacy assessment aligned with the requirements of Education Code section 44320.3.

Preparation for the Credential: As indicated in the summary of credential requirements, all candidates for the credential must complete a Commission approved PK-3 ECE Specialist

Instruction Teacher Preparation Program. Approved PK-3 ECE Specialist preparation programs must meet the Commission's preconditions and program standards (see Sections 2 and 3 of this document for the preconditions and standards). Within the preparation program, candidates learn, practice, reflect, are assessed, and receive feedback on their progress relative to the performance expectations (TPEs) for the job role of a PK-3 ECE Specialist Instruction teacher. The PK-3 ECE Specialist Instruction Teaching Performance Expectations are provided in Section 4 of this document. Teacher preparation programs are offered in a variety of models, options, and approaches to better meet the needs of candidates. Further information about preparation programs and TPEs is provided in Sections 3 and 4 of this handbook.

Section 2: Preconditions for PK-3 Education Specialist Instruction Credential Programs

(1) Limitation on Student Teaching Prerequisites.
No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English Language Skills as required by Program Precondition 2.

(2) English Language Skills.
In each program of professional preparation, candidates demonstrate knowledge of methods of developing English language skills including those for whom English is a second language, in accordance with the Commission's standards and performance expectations. The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B).

(3) Undergraduate Student Enrollment.
Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education.

(4) Assessing Candidates for Subject Matter Competence.
The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:
- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, for the PK-3 Early Childhood Education Specialist Instruction credential.
- Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement and notify candidates of that standing.

(5) Demonstration of Subject Matter Competence.
The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:
  (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major.
  (B) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

(6) Completion of Requirements.
A college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential including but not limited to:
- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
- Completion of the subject matter requirement
- Passage of the Reading Instruction Competence Assessment (RICA) or a Commission approved literacy performance assessment for early childhood education.
- Completion of a Commission approved preparation program
- Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education.

(7) Professional Preparation Program Equivalency for Clinical Practice.
Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.

PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalence for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.
    (A) Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.
    (B) Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22.

Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):
- The use of developmentally appropriate teaching strategies for preschool-aged children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.

- A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.
- An ability to communicate effectively with young children and their families/guardians.

Preconditions Specific to Interns

(1) Baccalaureate Degree Requirement.
Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.

(2) Demonstration of Subject Matter Competence.
The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:
a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, or a related major.
b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

(3) Preservice Requirement.
Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:
- State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with California's K-3 Student Content Standards and Frameworks and the *Preschool Learning Foundations* and *Curriculum Framework* in the core curriculum areas for grades PK-3).
- General pedagogical strategies for PK-3 children, including classroom management and planning.
- Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings.
- Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
- Instruction in English Language Development for multilingual and English learner students.

(4) Professional Development Plan.
The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved PK-3 Early Childhood Specialist Instruction program of teacher preparation. The plan shall include all the following:

- Provisions for an annual evaluation of the intern.
- A description of the courses to be completed by the intern and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities.
- Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.

(5) Supervision of Interns.
In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities:
- Complete a signed Memorandum of Understanding between the commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided.
- Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience.

Additionally,
- In all intern programs, the participating institutions, in partnership with employing districts, shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners for candidates without a valid English learner authorization.
- The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed.
- No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

(6) Assignment and Authorization.
The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential. The institution stipulates that the intern's services meet the instructional or service needs of the participating districts.

(7) Participating Districts.
Participating districts are California public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.

(8) Length of Validity of the Intern Certificate.

Programs must communicate to interns that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years.

(9) Non-Displacement of Certificated Employees.
The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

(10) Justification of Intern Program.
When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

(11) Bilingual Language Proficiency.
Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. Reference: Education Code Section 44325(c)(4).

Section 3: PK-3 ECE Specialist Instruction Credential Program Standards

Standard 1: Program Design and Curriculum
The program is designed to address the range of candidate performance expectations so that early childhood teachers will develop the knowledge, skills, and abilities to work effectively with all children from preschool through grade 3 and their families. Coursework and fieldwork/clinical practice experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children preschool to grade 3. Candidate preparation is grounded in a clearly articulated evidence-based theoretical framework of developmentally, linguistically, and culturally responsive teaching and learning practices for the care and education of young children. The program also includes preparation for collaborating effectively with families to support their children's development and learning. These research and evidence-based theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all PK-3 California public school students, the program's curriculum includes child and adolescent growth and development, including the implications of neurodiversity, human learning theory; social, cultural, philosophical, and historical foundations of education; developmentally, linguistically, and culturally responsive pedagogy for young children in the content areas identified in the California's K-3 Student Content Standards and Frameworks and the *Preschool Learning Foundations* and *Curriculum Framework*. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential.

Standard 2: Preparing Candidates Toward Mastery of the *PK-3 ECE Specialist Teaching Performance Expectations* (PK-3 ECE TPEs)
The *PK-3 ECE Specialist Teaching Performance Expectations* describe the set of professional knowledge, skills, and abilities expected of a beginning level PK-3 ECE Specialist practitioner in order to effectively support the growth, development, and learning of all PK-3 students in meeting the state-adopted standards and to work collaboratively with families to support children's learning.

The program's organized coursework, and clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each PK-3 ECE Teaching Performance Expectation (PK-3 ECE TPEs). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PK-3 ECE Specialist Instruction TPEs as they apply to the authorization of the PK-3 ECE Specialist Instruction Credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

Standard 3: Clinical Practice: Opportunities to Learn and to Practice
A. Organization of Clinical Practice Experiences
The program's clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with

PK-3 students in California early learning settings. Some of these experiences may take place in the candidate's California Early Childhood Education employment setting (e.g., California State Preschool, Head Start) as well as within TK-3 public school settings, provided the candidate meets the 600 hours of clinical practice as described below.

Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Clinical practice experiences must include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom. Candidates in a Teacher Residency program pathway must have experiences in a different grade level than which they are doing their residency placement.

Clinical Practice, including field experiences, provides opportunities for all candidates to observe classrooms and settings that exemplify developmentally-, culturally- and linguistically appropriate and effective practices.

Candidates are provided with opportunities to gain knowledge of important concepts in early learning appropriate to the developmental range of young children PK-grade 3. For young children in PK, these concepts are consistent with California's adopted *Preschool Learning Foundations and Curriculum Frameworks.* For children in grades TK-3, these would be consistent with both the *Preschool Learning Foundations* and the K-3 Student Content Standards and Frameworks for these grade levels, as appropriate to the age/grade levels of the children. The program provides candidates with opportunities to demonstrate their understanding of a range of early childhood assessments of learning as well as of social, emotional growth and development. The program provides candidates with opportunities to understand how ECE personnel organize and supervise the work of other adults in the early learning setting (e.g., paraprofessionals, other support personnel).

As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers, assess candidates' pedagogical performance in relation to the PK-3 ECE TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PK-3 ECE Specialist Instruction TPEs.

The program provides initial orientation for preparation program supervisors and employer-based supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimum amount of program supervision involving formal evaluation of

each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but the activities must be archived either by annotated video or scripted observations and evaluated based on the TPEs, in order to produce data that can be aggregated and disaggregated.

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

C. Criteria for the Selection of Program Supervisors
The program selects individuals who are credentialed, or who hold a Master Teacher or higher-level Child Development Permit as appropriate to the field placement of the candidate being supervised, or who have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. Supervisors should have recent professional experiences in early childhood settings where the curriculum aligns with California's *Preschool Learning Foundations and Curriculum Frameworks*. For children in grades TK-3, these would be consistent with both the *Preschool Learning Foundations* and the state-adopted content standards and Frameworks that reflect the diversity of California's student population, as appropriate to the instructional setting. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the Commission-approved TPA model(s) chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of LEA/ECE Employed Supervisors
The program selects LEA/ECE site supervisors who hold a PK-3 ECE Specialist Instruction Credential or a Multiple Subject Credential, or who hold a Master Teacher level or higher Child Development Permit and have a minimum of three years of appropriate teaching experience (e.g., Preschool, TK-3). The LEA/ECE supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and LEA-employed supervisor must be a collaborative process between the employer and the program.

The program provides LEA-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that LEA-employed supervisors remain current in the knowledge and skills needed to provide effective candidate supervision and address program expectations for Clinical Practice experiences.

Standard 4: Equity, Inclusion and Diversity
The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments. Through coursework and Clinical Practice experiences, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies; and (d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.

The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other supports for learning and access for all young children. The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.

Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
Candidates are assessed by the preparation program for meeting all applicable program requirements. With respect to the Teaching Performance Expectations (TPEs), candidates are assessed through a coherent set of performance-based activities focusing on the adopted PK-3 Performance Expectations. The information gained through the program's assessments is used to help set learning goals for candidates and inform candidates' progress towards meeting the PK-3 ECE TPEs. Program faculty, program supervisors, and LEA-based supervisors monitor and support candidates during their progress towards mastering the TPEs.

Evidence regarding candidate progress and performance in meeting these and all other program requirements is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting of all program requirements.

Standard 6: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model(s) selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

6A: Administration of the Teaching Performance Assessment (TPA)
(1) The program identifies one or more individuals responsible for implementing the chosen TPA model(s) and documents the administration processes for all tasks/activities of the applicable TPA model(s) in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with PK-3 students. The program assures that each PK-3 setting where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

 (7) The program has a clearly defined written appeal policy for candidates, informs candidates about the policy prior to the assessment, and implements the appeal policy with candidates who do not pass the TPA and appeal their results.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

6B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model (s) selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with the TPA model's guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.

- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the PK-3 Teaching Performance Expectations (PK-3 ECE TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a PK-3 ECE Specialist Instruction Credential and have met all credential requirements.

6C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. the program selects potential assessors for the local scoring option and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the areas assessed within the TPA. The model sponsor is responsible for training, calibration, and scoring reliability for all assessors within the centralized scoring process. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 7: Effective Literacy Instruction in PK-3 Settings
The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas[1][2] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and

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[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech to text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

how progress in the other themes supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that children's instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on the children's age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies,[3] the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining[4]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for children who have not benefited from supplemental support

c) Instruction that is responsive to individual children's age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

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[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all practices that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socioeconomic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

d) Incorporation of the *California Dyslexia Guidelines*

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine children's literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote children's autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children's age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for children's independence, motivation, and learning. Importantly, candidates learn the importance of creating literacy environments for young children that are nurturing and joyful and that encourage active, playful exploration and investigation and providing opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in imaginative and dramatic play. The program also emphasizes the importance of families as the first, primary, and ongoing contributors to children's literacy development. Candidates learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

7a. Foundational Skills[5]
The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print rich and child centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.

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[5] See also the Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts.

The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly in text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual children/English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[6] The program teaches candidates to plan foundational skills instruction based on children's previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for children with reading, writing, or other literacy difficulties and disabilities, including children at risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children's families and guardians as well as with other teachers, specialists, and administrators from the school or district to initiate needed referrals for additional assessment and intensive intervention.

The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., instruction beyond the earliest years and before children have typically developed fluency in decoding).

7b. Meaning Making

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[6] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for standards and expectations specific to multilingual programs.

[7] See the California Department of Education/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussion, speaking with others, and listening to, viewing, and giving presentations. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other text. The program addresses literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical listening, speaking, reading, and writing across disciplines in ways that are appropriate for the age of the children. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, reading, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of children's asset, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development
Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that children learn, think, and express information, ideas, perspectives, and questions orally and in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster oral and written language development for all children, including discipline-specific academic language. Candidates learn to express interest in and attend to children's verbalizations and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing children's language, including their knowledge of how language works. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate children's learning of complex sentence and text structures and emphasizes that children enrich their language as they listen, speak, read, and write; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, and other communications; understanding of children's English language proficiency; and the integration of language development with other themes.

7d. Effective Expression
Coursework and supervised field experiences address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and discussion partners; presenters; and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to help children identify effective expression in what they listen to, view, and read, as they examine the words, images, and organizational structure of written, oral, or visual text. Through the program, candidates learn to teach children to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help children communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages children's existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.
Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/

printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

Candidates learn to support children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Additionally, candidates learn to teach children to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to engage children in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge
Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators to plan and implement instruction that maximizes children's development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many children, particularly when the content relevance is clear, reflects and values children's diverse experiences and cultures, and is responsive to their interests.
The program emphasizes the importance of full access to content instruction—including through print and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all children. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as children navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to their age and development. The program also teaches wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital

resources safely and responsibly, and to foster digital citizenship[8] in ways that are appropriate for children's age and development. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Children with Disabilities
Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for children. Candidates learn and practice how to collaborate with families and guardians as well as with other teachers, specialists, and administrators from the school or district to gain additional assessment and instructional support for children. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.[9]

The program incorporates the *California Dyslexia Guidelines*[10] through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development
Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide

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[8] See *California Digital Learning Integration and Standards Guidance* for additional information.
[9] See *California Practitioners' Guide for Educating English Learners with Disabilities* for additional information.
[10] See California Education Code 44259(b)(4).

integrated ELD in which children identified as English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards, Preschool Learning Foundations, (or other content standards), and ELD standards in tandem[11] to plan instruction that advances English learner students' academic and language development, strengthening their abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works.

The program also prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to children's proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in designated ELD in ways that support content instruction, building into and from specific topics of study. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice
The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[12] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their children.

Standard 8: Effective Mathematics Instruction in PK-3 Settings
The credential program's coursework and supervised field experiences include the study of effective means of teaching mathematics to young children, consistent with the State Board adopted K-3 Mathematics Standards and Framework and the *Preschool Learning Foundations* and *Curriculum Framework*. Coursework and supervised field experiences prepare teachers to model mathematical thinking, inquiry, practice, and processes in their classrooms and to engage in mathematics teaching and learning in a mutually respectful manner with students.

Coursework and supervised field experiences prepare candidates to draw on and extend children's prior mathematical knowledge, understandings, and capabilities. The program prepares candidates to build positive relationships with children that help candidates understand children's mathematical understandings and provide appropriate learning activities

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[11] See California Code of Regulations, Title 5, Section 11300(a, c).

[12] See proposed Preliminary PK-3 ECE Specialist Credential Program Standard 2: Preparing Candidates towards Mastery of the PK-3 ECE Specialist Teaching Performance Expectations and Program Standard 3: Clinical Practice: Opportunities to Learn and to Practice, for additional details.

and experiences that build on children's developing mathematical capabilities. The program prepares candidates to use their knowledge of individual children to meet them where they are developmentally and provide the support needed to sustain their progress.

Through coursework and supervised field experiences programs stress the goal of building children's conceptual understanding so that children develop a strong foundation for later math learning. Candidates learn to engage children in activities that encourage students to use a range of tools and strategies to solve problems, including working in pairs or small groups. The program teaches candidates to relate mathematics to children's interests and everyday life and embed math learning opportunities in daily activities. Candidates learn how to differentiate instruction and learning activities to meet individual children's learning needs.

Candidates learn to provide learning activities and opportunities for children to figure out different ways to solve problems on their own or with classmates, and to explain or show how they arrived at their solution to the problem. Programs emphasize the importance of observing, listening, and reflecting on children's mathematical thinking and discourse and asking questions, posing new learning activities and opportunities and providing a variety of tools to further surface and build on children's mathematical thinking. Candidates learn to ask children questions to elicit children's thinking and problem-solving processes as they engage in math activities.

Coursework and supervised field experiences prepare teachers to facilitate children's learning in all of the critical strands of mathematics in the areas of 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry. For all strands and across all grade levels PK-3 (Appendix D), the program provides teachers with effective ways to both engage children in *thinking* about mathematics while they *do* mathematics, and help children develop confidence in their mathematical skills. The program assists teachers to learn to help children develop increasingly complex mathematical understandings and skills consistent with the progression of the mathematics strands identified in the K-3 Mathematics Standards and Framework and the *Preschool Learning Foundations* and *Curriculum Framework*.

Through coursework and supervised field experiences, candidates learn that deep mathematical thinking and learning occurs and is supported through promoting multiple modes of communication about mathematics, including language, gestures, movement, use of a variety of tools, writing, art, and other modalities, thereby allowing all children, including English learners and children with disabilities, opportunities to express their mathematical development in meaningful and comprehensible ways.

Standard 9: Induction Individual Development Plan
Before exiting the preliminary program, candidates, LEA-based supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Section 4: PK-3 Early Childhood Specialist Instruction Credential Teaching Performance Expectations (TPEs)

Teaching Performance Expectations (TPEs) describe the set of job-related, performance-oriented knowledge, skills, and abilities expected of a beginning PK-3 ECE Specialist Instruction Credential candidate at the point of initial state licensure.

TPEs are based on the organizational structure and framework provided by the Commission-adopted *California Standards for the Teaching Profession (CSTP)*, however, the content of these foundational educator TPEs has been adapted specifically for the PK-3 context and grade levels, and they have been purposefully reoriented to reflect developmentally appropriate practice. In addition, pursuant to SB 488 (Chapter 678, Statutes of 2021), a TPE focused specifically on literacy (TPE 7) has been added. The CSTP, developed with extensive field input, were selected as the organizing framework because these standards were intentionally developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning across all educational contexts.

These are the six *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.*

Alignment of the TPEs to other Foundational Sets of Standards in the Field
The PK-3 ECE Specialist Instruction TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's *Preschool Learning Foundations*, the ECE TPEs for the Child Development Permit adopted by the Commission, the student content standards adopted by the State Board of Education, the National Association for the Education of Young Children (NAEYC) national program standards, and the competencies identified within the landmark national report *Transforming the Workforce for Children Birth Through Age 8.* The TPEs as a whole require beginning California PK-3 ECE Specialist Instruction Credential candidates 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 their 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 and multiple language learners as well as children with disabilities and/or other special needs. *Note: each Commission-approved teacher preparation program is required to use the state-adopted standards and frameworks referenced above as key source materials for coursework and, as applicable, for informing fieldwork and clinical practice experiences for candidates so that candidates are well-*

prepared to implement these standards and pedagogical practices with children in the PK-3 setting.

Details about expectations for knowledge, skills, and performance for are provided through the specific PK-3 ECE Specialist TPE elements provided within each TPE domain.

How the TPEs Address Effective Instruction for ALL Children in the PK-3 Setting
Throughout this set of PK-3 ECE TPEs, reference is made to "children." This phrase is intended as a widely inclusive term that references all children within a given PK-3 ECE setting. Children may exhibit a wide range of learning and behavioral characteristics and assets 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 as well as multilingual learners. This inclusive definition of "children" applies whenever and wherever the phrase "all children" is used in these standards and PK-3 ECE TPEs.

How Candidates Learn, Practice, and are Assessed on the TPEs Within Preparation Programs
Each Commission-approved educator preparation program is required to help candidates learn, practice, and be assessed on the TPEs as well as to receive feedback on their progress. Each PK-3 ECE Specialist Instruction preparation program must address ALL of the TPEs adopted by the Commission regardless of how many times a specific concept may be referenced within the full set of TPEs.

Thus, the numbering and order of the sets of performance expectations within each PK-3 ECE Specialist Instruction TPE do not indicate relative importance or value; all PK-3 ECE Specialist Instruction 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 PK-3 ECE Specialist Instruction TPE do not indicate relative importance or value. Nor does the number of times a particular concept is mentioned across the TPEs reflect a differential value or importance placed on that particular concept. The PK-3 ECE Specialist Instruction Teaching Performance Expectations (PK-3 ECE-Specialist TPEs) as a whole represent the body of knowledge, skills, and abilities that beginning California Early Childhood teachers of grades PK-3 should have the opportunity to learn and practice in their Commission-approved preparation programs. These practitioners demonstrate their knowledge of the PK-3 ECE Specialist Instruction TPEs by successfully completing coursework and engaging in fieldwork/clinical practice in the Early Childhood (ECE) PK-3 setting.

The PK-3 ECE Specialist Instruction TPEs are expected to guide preparation program development; candidate competency with respect to the PK-3 ECE Specialist TPEs is assessed by programs during candidates' coursework and fieldwork/clinical practice experiences, in addition to the embedded Teaching Performance Assessment process. The Commission's accreditation process verifies and ensures that each approved preparation program is addressing all of the TPEs with candidates during coursework and/or fieldwork/clinical practice experiences and is

providing feedback to candidates on their performance and progress towards meeting program completion requirements.

Special Note Regarding TPE 7: Literacy

TPE 7 has been added to the PK-3 ECE Specialist Instruction Credential TPEs pursuant to the provisions of SB 488 (Chap. 678, Stats. 2021). The legislation provided specific detailed requirements as to the depth and breadth of the content to be included within the Literacy TPEs. However, it is important to note that while the draft PK-3 ECE Specialist Instruction Literacy Standard and TPEs are responsive to the direction of statute pursuant to SB 488, all of the proposed PK-3 ECE Specialist Instruction Credential TPEs align directly with the content of the applicable standards and frameworks indicated above (i.e., the K-3 Student Content Standards and Frameworks and the *Preschool Learning Foundations* and *Curriculum Framework*) although they may not be as extensively explicated as TPE 7.

Special Note Regarding TPE 8: Mathematics

TPE 8 has been added as a separate TPE within the PK-3 ECE Specialist Instruction Credential TPEs because of the critical importance of early mathematics, as well as early literacy, as gateway skills to accessing the content of the curriculum.

PK-3 ECE Specialist Instruction
TPE Domain 1: Engaging and Supporting All Young Children
in Learning

TPE 1.1.   Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.

TPE 1.2.   Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.

TPE 1.3. Demonstrate and apply knowledge of the integral role and effects of children's interpersonal   relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.

TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher- initiated active learning experiences which engage children's interests to deepen and extend their learning.

TPE 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.

TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.

TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.

PK-3 ECE Specialist Instruction
TPE Domain 2: Creating and Maintaining Effective Environments for Children's
Development and Learning

TPE 2.1. Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.

TPE 2.2. Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children's perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments.

TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.

TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.

TPE 2.5. Nurture children's positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.

TPE 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).

TPE 2.7. Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).

PK-3 ECE Specialist Instruction TPE
Domain 3: Understanding and Organizing Core Curriculum for Children's Learning

TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate   play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's   learning.

TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.

TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.

TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.

TPE 3.5. Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.

TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following:
- using developmentally appropriate instructional technology,
- applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression,
- using Multi-Tiered System of Supports (MTSS), including assistive technology

3.7. Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.

PK-3 ECE Specialist Instruction TPE
Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.

TPE 4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.

TPE 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.

TPE 4.4. Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development**.**

TPE 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.

TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.

TPE 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.

TPE 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities

PK-3 ECE Specialist Instruction TPE
Domain 5: Assessing and Documenting Children's Development and Learning

TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.

TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.

TPE 5.4. Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.

TPE 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.

TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.

TPE 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content-specific, and language development goals.

PK-3 ECE Specialist Instruction TPE
Domain 6: Developing as a Professional Early
Childhood Educator

TPE 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.

TPE 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.

TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

TPE 6.4. Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).

TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.

PK-3 ECE Specialist Instruction
Domain 7: Effective Literacy Instruction for PK-3 Settings

TPE 7.1. Plan and implement evidence-based literacy[13] [14] instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the *English Language Arts/English Language Development Framework* (Foundational

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[13] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands and parts are overlapping and should be integrated among themselves and across all disciplines.

[14] For children with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech to text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.

TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

TPE 7.3. Incorporate asset-based pedagogies[15] and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[16]

TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.

TPE 7.5. Foundational Skills.[17] Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the

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[15]Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm children's cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children's lived experiences as assets. These practices affirm the diversity that children bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

[16] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and teaching expectations specific to multilingual programs.

[17] See also the Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts.

manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.

TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to

navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[18]

TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[19] Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.[20] If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.

TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

PK-3 ECE Specialist Instruction TPE
Domain 8: Effective Mathematics Instruction
in a PK-3 Setting

TPE 8.1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework.

TPE 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's Mathematics Standards and the Preschool Learning Foundations.

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[18] See California Digital Learning Integration and Standards Guidance for additional information.

[19] See proposed PK-3 ECE Specialist Teaching Performance Expectations, Domain 5: Assessing and Documenting Children's Development and Learning, for additional details.

[20] See California Practitioners' Guide for Educating English Learners with Disabilities for additional information.

TPE 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

TPE 8.4. Consistent with [California's Standards for Mathematical Practice](), develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to:
1) make sense of problems and persevere in solving them
2) reason abstractly and quantitatively
3) construct viable arguments and critique the reasoning of others
4) model with mathematics
5) use appropriate tools strategically
6) attend to precision
7) look for and make use of structure
8) look for and express regularity in repeated reasoning
9. Make and test conjectures to solve problems; and
10) recognize relationships within and among concepts.

TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.

TPE 8.6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.
TPE 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.

TPE 8.8. Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community.

Appendix C

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Appendix D
State Adopted Content Strands of Mathematics by Grade Level PK-3

Introduction

There are several sets of critical strands of mathematics identified across the grade levels. Although these strands may group key underlying broad concepts of mathematics in different ways and under different titles, nonetheless the overall content and big ideas of mathematics underlying these strands remain consistent, and they all demonstrate a progression of mathematical ideas and concepts as the grade levels advance.

MATH STRANDS: *Preschool Learning Foundations*
1. Number Sense, which includes understanding of counting, number relationships, and operations
2. Algebra and Functions (Classification and Patterning), which focuses on sorting and classifying objects
3. Measurement, which includes comparison and ordering
4. Geometry, which focuses on properties of objects (shape, size, position) and the relation of objects in space
5. Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems

MATH STRANDS: Kindergarten Standards
1. Counting and Cardinality
   a. Know number names and the count sequence.
   b. Count to tell the number of objects. Compare numbers.
2. Operations and Algebraic Thinking
   a. Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
3. Number and Operations in Base Ten
   a. Work with numbers 11–19 to gain foundations for place value.
4. Measurement and Data
   a. Describe and compare measurable attributes.
   b. Classify objects and count the number of objects in categories.
5. Geometry
   a. Identify and describe shapes.
   b. Analyze, compare, create, and compose shapes

MATH STRANDS: First Grade Standards
1. Operations and Algebraic Thinking
   a. Represent and solve problems involving addition and sub traction.
   b. Understand and apply properties of operations and the relationship between addition and subtraction.
   c. Add and subtract within 20.

d. Work with addition and subtraction equations.
2. Number and Operations in Base Ten
    a. Extend the counting sequence.
    b. Understand place value.
    c. Use place value understanding and properties of operations to add and subtract.
3. Measurement and Data
    a. Measure lengths indirectly and by iterating length units.
    b. Tell and write time.
    c. Represent and interpret data. Geometry
    d. Reason with shapes and their attributes.

MATH STRANDS: [Second Grade Standards](#)
1. Operations and Algebraic Thinking
    a. Represent and solve problems involving addition and subtraction.
    b. Add and subtract within 20.
    c. Work with equal groups of objects to gain foundations for multiplication.
2. Number and Operations in Base Ten
    a. Understand place value.
    b. Use place value understanding and properties of operations to add and subtract.
3. Measurement and Data
    a. Measure and estimate lengths in standard units.
    b. Relate addition and subtraction to length.
    c. Work with time and money.
    d. Represent and interpret data.
4. Geometry
    a. Reason with shapes and their attributes.

MATH STRANDS: [Third Grade Standards](#)
1. Operations and Algebraic Thinking R
    a. Represent and solve problems involving multiplication and division.
    b. Understand properties of multiplication and the relationship between multiplication and division.
    c. Multiply and divide within 100.
    d. Solve problems involving the four operations and identify and explain patterns in arithmetic.
2. Number and Operations in Base Ten
    a. Use place value understanding and properties of operations to perform multi-digit arithmetic.
3. Number and Operations—Fractions
    a. Develop understanding of fractions as numbers.
4. Measurement and Data
    a. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
    b. Represent and interpret data.

    c.   Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

    d.   Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

5. Geometry

    a.   Reason with shapes and their attributes