

PROPOSED REVISIONS TO THE CHILD DEVELOPMENT PERMIT PERFORMANCE EXPECTATIONS

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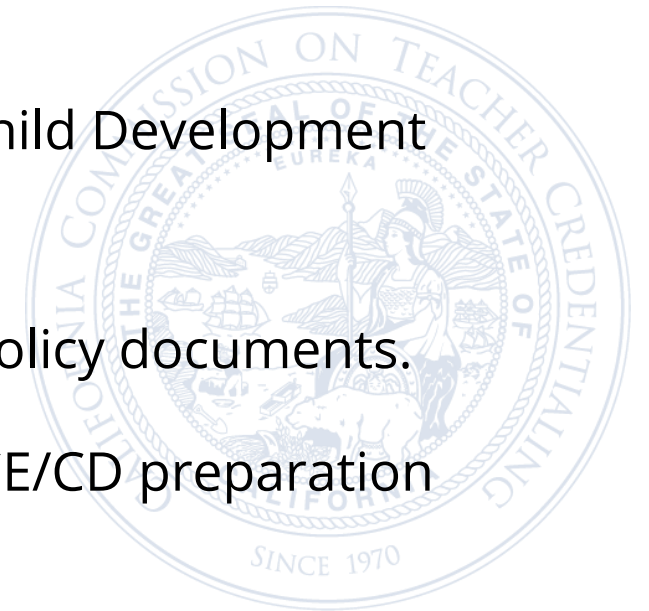
AGENDA

- Background and Rationale
- Revision Recommendations
- Overview of Proposed Revisions by Domain
- Field Review Plan
- Next Steps



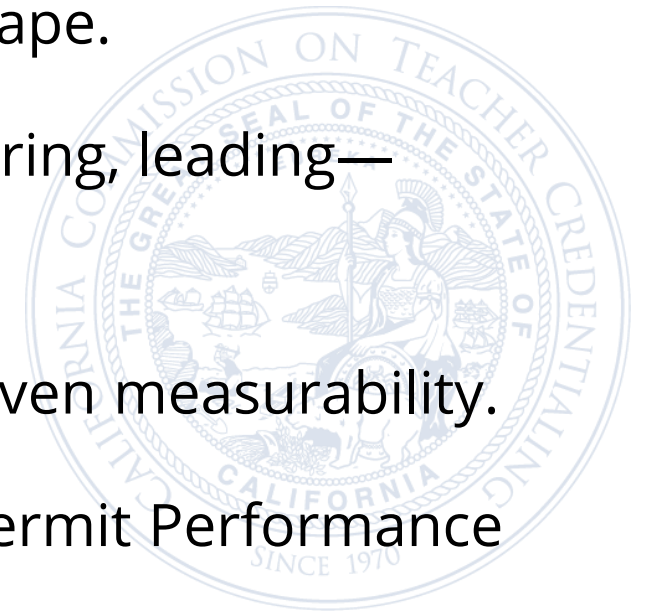
INTRODUCTION

- The ECE TPEs were initially adopted in 2019 to guide preparation for the Child Development Permit.
- In February of 2025, the Commission adopted the updated the Child Development Permit structure.
- The CDP structure and these revised PEs were informed by key policy documents.
- The draft is streamlined and de-duplicated to fit within 24-unit ECE/CD preparation scope.
- Universal Design for Learning and culturally sustaining pedagogy are embedded.



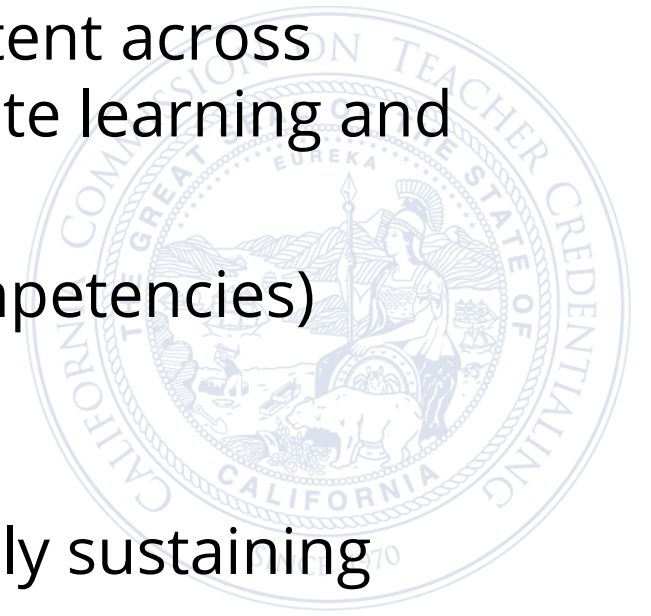
BACKGROUND AND RATIONALE

- The 2019 ECE TPEs needed to be updated to align with the revised CDP structure (2025) and the evolving early learning landscape.
- Revised CDP clarifies roles—assisting, teaching, mentoring, leading—with authorizations and preparation pathways.
- Addressed prior issues of overlap/duplication and uneven measurability.
- The ECE TPEs are now called the Child Development Permit Performance Expectations (CDP-PE).



REVISION RECOMMENDATIONS

- Field feedback on the 2019 TPEs included concerns of duplication, lengthy, uneven measurability consistent across domains to support reliable evaluation of candidate learning and practice during preparation.
- Provide crosswalks (e.g. CAP, DRDP, ELD, ECE Competencies) in appendix C.
- Role appropriate expectations are included while embedding contemporary priorities: UDL, culturally sustaining pedagogy, MLL supports and inclusive practices.



OUTCOME

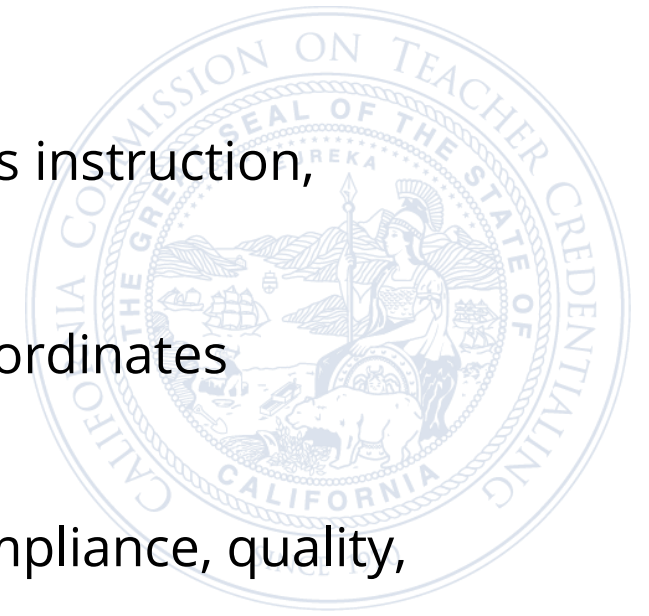
The Child Development Performance Expectations are:

- Concise
- Teachable
- Practice-oriented
- Observable
- Includes program-embedded evidence



OVERVIEW OF PROPOSED REVISIONS BY PERMIT LEVEL

- **ECE 1** — Assistant Teacher: assists under guidance of ECE 2+; short periods alone per program standards.
- **ECE 2** — Teacher: teacher of record; supervises ECE 1; designs instruction, assessment, family engagement.
- **ECE 3** — Mentor: advanced practitioner; mentors ECE 1–2; coordinates curriculum and staff development.
- **ECA 1** — Site Supervisor: supervises a single site; ensures compliance, quality, and staff development.
- **ECA 2** — Program Director: supervises multiple sites; program-wide leadership and quality systems.



OVERVIEW OF PROPOSED REVISIONS BY PERMIT LEVEL

Early Childhood Educator (ECE) 1 (Assistant Teacher) is authorized to **assist** in the care, development and instruction of children under the guidance and supervision of an ECE2 or higher. Can provide *short periods* alone per program standards.

Early Childhood Educator (ECE) 2 (Teacher) is authorized to serve as the **teacher of record** in the care, development, and instruction of children and provide guidance and supervision to an ECE 1.

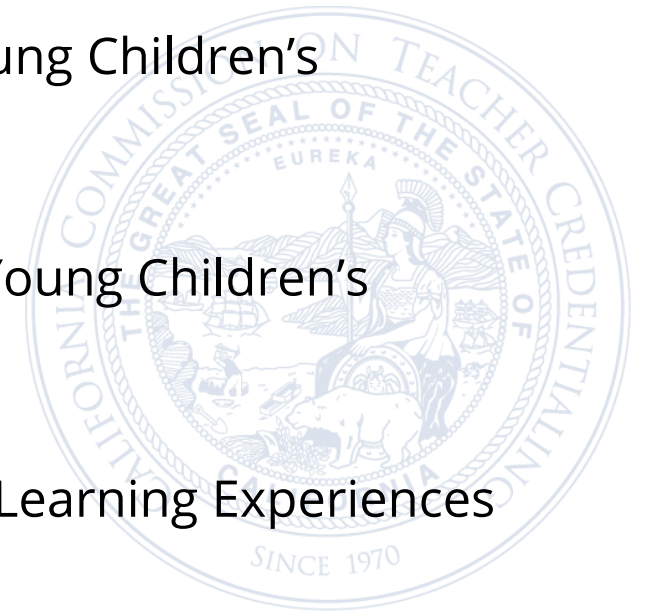
Early Childhood Educator (ECE) 3 (Mentor) is authorized to provide care, development, and instruction of children and provide guidance, mentoring, curriculum coordinator and provide staff development to ECE 1 and 2 Permit holders.

Early Childhood Administrator (ECA) 1 (Site Supervisor) is authorized to supervise an early learning and child development program at a **single site** in the care, development, and instruction of children and to provide guidance and supervision to ECE 1, 2, and ECE 3 staff serving in the role of the teacher of record at that single program site.

Early Childhood Administrator (ECA) 2 (Program Director) is authorized to supervise operating **multiple sites** to oversee the care, development, and instruction of children and to provide guidance and supervision to ECE 1, 2, 3, and ECA 1 staff. The holder may also serve as the coordinator of multiple sites in the areas of curriculum, staff development, and mentorship at the program level.

OVERVIEW OF PROPOSED REVISIONS BY DOMAIN EARLY CHILDHOOD EDUCATOR 1-3

- **Domain 1:** Engaging and Supporting All Young Children in Development and Learning
- **Domain 2:** Creating and Maintaining Effective Environments for Young Children's Development and Learning
- **Domain 3:** Understanding and Organizing Content Knowledge for Young Children's Development and Learning
- **Domain 4:** Planning Instruction and Designing Developmental and Learning Experiences for All Young Children
- **Domain 5:** Assessing and Documenting Young Children's Development and Learning
- **Domain 6:** Developing as a Professional Early Childhood Educator



OVERVIEW OF PROPOSED REVISIONS BY DOMAIN EARLY CHILDHOOD ADMINISTRATOR 1-2

- **Domain 1** Program Development and Administration
- **Domain 2** Personnel Management
- **Domain 3** Business and Fiscal Management
- **Domain 4** Personnel Development



FIELD REVIEW PLAN AND NEXT STEPS

1. Released the Revised CDP-PEs (draft) on October 10 for a 30-day field review. The survey is open through November 10.
2. Synthesize comments and produce a final recommended version of the CDP-PEs.
3. Return to the Commission with final CDP-PEs and an implementation support plan.



IMPLEMENTATION TIMELINE

Timeline	
October 2025	Commission release survey for field review.
December 2025	Staff returns with final draft and response to comments; Commission action.
Spring 2026	CDP-PEs integrated into regulation package.
Summer 2026	Programs invited to align coursework and clinical practice to revised CDP PEs once the regulations package has been approval by the Office of Administrative Law (OAL)
Ongoing	Monitoring, technical assistance, periodic updates as needed.

