
2B

Information/Action

Educator Preparation Committee

Child Development Permit Performance Expectations Field Survey Update

Executive Summary: This agenda item presents the results of a Commission field survey conducted between October and November 2025 on the recommendations of the Commission’s Child Development Permit Performance Expectations Field Survey. Next steps are presented for Commission discussion and possible action.

Recommended Action: Staff recommends that the Commission review the information presented in this agenda item and, if appropriate, approve proposed changes to the Child Development Permit Performance Expectations and next steps.

Presenters: Renee Marshall, Administrator, Debra Keeler and Bronwyn Kennedy, Consultants, Division of Standards, Accreditation, and Workforce Investment

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.

Child Development Permit Performance Expectations Field Survey Update

Introduction

This agenda item presents the results of a Commission field survey conducted between October and November 2025 on the recommendations of the Commission’s Child Development Permit Performance Expectations Field Survey.

The Commission on Teacher Credentialing (Commission) adopted Performance Expectations (PEs) to guide preparation for the Child Development Permit in 2019. In [February 2025](#), the Commission took action to update the Child Development Permit. Updated Child Development Permit Performance Expectations were presented to the Commission for review in [October of 2025](#) and a survey was simultaneously circulated to the field for review and comment on the updated PEs. This item presents for Commission and public review updated PEs that have been revised in alignment with the updated Child Development Permit (CDP) structure and Child Development Permit Performance Expectations Field Survey results.

Both the updated CDP and these updated PEs align with key policy documents, including the Master Plan for Early Learning and Care (2020), the 2024 Infant/Toddler & Preschool–TK Foundations, and Desired Results Developmental Profile (DRDP). A summary crosswalk to California reference documents is included in [Appendix C](#). In addition to culturally sustaining pedagogy interwoven, the revised document reduces duplication and overall length to ensure feasibility for preparation programs (24-unit ECE/CD coursework scope) while maintaining fidelity to the job role of beginning CDP professionals.

This agenda item is organized into several key sections designed to provide a clear understanding of the revision process and its intended outcomes. It begins with a Background and Rationale section that situates the revised CDP-PEs within the broader context of California’s early childhood education policy landscape and summarizes the factors that led to this revision. The Field Survey and Number of Responses section give a concise description of the field survey context and the breadth of feedback from the field. The Field Survey Results, Analysis and Modifications section provides an overview by permit level and domain of the quantitative and qualitative data along with recommended revisions based upon the field survey feedback. Finally, the Implementation Timeline and Next Steps identifies immediate priorities and outlines future phases of development, communication, and field support.

Background and Rationale

This item proposes the CDP-PEs and situates them within California’s current policy landscape. California state’s early learning investments most notably Universal Prekindergarten (UPK) implementation and priorities from the [Master Plan for Early Learning and Care](#) have expanded and clarified expectations for educators serving children birth through age eight. In parallel,

updates to the ECE permit matrix that were approved in February 2025 refine role delineations (e.g., assistant/lead/advanced), authorizations, and preparation pathways. As a result, portions of the current Performance Expectations no longer map cleanly to the updated matrix or to the realities of today's mixed-delivery system. The proposed changes address these misalignments by re-anchoring candidate performance to the revised roles and to current statewide documents and priorities.

The revised PEs describe the set of knowledge, skills, and abilities expected of a CDP candidate at the point of beginning practice in an early learning and care program. Scope and sequencing were revised to reflect beginning staff in various job roles with entry level training in ECE core areas in addition to teachers within an associate degree ECE/CD program. The proposed CDP-PEs retain the intent of the current PEs while including role-appropriate expectations at the beginning assisting, teaching, mentoring, administrating levels, while also embedding contemporary priorities that include Universal Design for Learning, culturally sustaining pedagogy, explicit supports for dual language learners, inclusive practices across Individualized Education Program/Individual Family Service Plan contexts, infant/toddler specificity where warranted, and attention to executive function and wellness as noted in [Appendix B](#).

In short, the revision consolidates duplicative content, emphasizes observable action verbs tied to evidence that can be seen in practice, and restores one-to-one alignment between the PEs and the updated matrix so programs can feasibly prepare candidates within realistic unit constraints. [Appendix A](#) provide the full domain framework and the proposed TPE elements.

Revisions to the CDP-PEs followed the Commission's usual steps which include focused conversations with experts and education partners to determine clarity, job relevance, and completeness along with an extensive field survey to verify consistency across domains and to support reliable evaluation of candidate learning and practice during preparation that is reflected in the variety of current job roles.

Field Survey and Number of Responses

At the October 2025 Commission meeting, Commission staff presented the CDP-PEs and informed the Commission of a Field Survey that was being conducted to gather feedback on the proposed changes. The Field Survey was released on October 10, 2025, and remained open until November 10, 2025. It was widely distributed across the early childhood education field, reaching licensed childcare facilities, Head Start programs, early learning associations and networks, the California Department of Education (CDE), 2-year and 4-year higher education institutions, and the Commission's listservs. Five surveys represented each of the levels to the Child Development Permit Matrix structure approved in February of 2025. Respondents provided general information, including their name and email, program type, and job role.

Field Survey respondents were asked to evaluate the proposed domains and elements of each level of the permit, (ECE 1, ECE 2, ECE 3, ECA 1 and ECA 2) using a 4-point Likert scale (essential, important, somewhat important, unnecessary). The proposed domains for each level included the following:

Six ECE Domains for ECE 1-3

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

Four ECE Domains for ECA 1 and 2

1. Program Development and Administration
2. Personnel Management
3. Business and Fiscal Management
4. Personnel Development

Each level, domain, and element is described within [Appendix A](#). An open-ended question was asked at the end of each domain, that allowed respondents to share any thoughts overall. At the conclusion of each level respondents were given the opportunity to share concluding thoughts, feedback, and any missing elements that should be included.

Table 1 below provides the number of survey submissions survey respondents by the survey language accessed. Individuals who submitted more than one survey had their most recent responses included in the results.

Table 1: Total Survey Respondents

CDP Matrix Levels	Number of Respondents
ECE 1	258
ECE 2	162
ECE 3	84
ECA 1	151
ECA 2	122
Total	777

Table 2 below provides the percentage of survey submissions survey respondents by type of program.

Table 2a: Total Responses by Type of Program Related to the Five CDP Levels

Type of Program	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Head Start/Early Head Start	55	37	15	21	20
Licensed Family Child Care	38	25	12	19	9
State Funded Preschool Program	71	52	24	54	52
Community Based/Private Center	19	7	6	24	12
Licensed Exempt Center (non-LEA)	5	2	1	3	2

Type of Program	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
LEA licensed-exempt Center	2	2	0	0	0
FCCHN	0	0	0	2	0
Family Friend and Neighbor	14	3	1	1	0
Montessori	3	0	1	1	1
None	15	10	5	5	6
Other	36	24	19	21	20
Total	258	162	84	151	122

Table 2b: Percent of Total Responses by Type of Program Related to the Five CDP Levels

Type of Program	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Head Start/Early Head Start	21.3%	22.8%	17.9%	13.9%	16.4%
Licensed Family Child Care	14.7%	15.4%	14.3%	12.6%	7.4%
State Funded Preschool Program	27.5%	32.1%	28.6%	35.8%	42.6%
Community Based/Private Center	7.4%	4.3%	7.1%	15.9%	9.8%
Licensed Exempt Center (non-LEA)	1.9%	1.2%	1.2%	2.0%	1.6%
LEA licensed-exempt Center	0.8%	1.2%	0.0%	0.0%	0.0%
FCCHN	0.0%	0.0%	0.0%	1.3%	0.0%
Family Friend and Neighbor	5.4%	1.9%	1.2%	0.7%	0.0%
Montessori	1.2%	0.0%	1.2%	0.7%	0.8%
None	5.8%	6.2%	6.0%	3.3%	4.9%
Other	14.0%	14.8%	22.6%	13.9%	16.4%
Total	100%	100%	100%	100%	100%

In Table 3 below, survey respondents provided their selection to the question, “Please review the entire list and select which representation best describes your primary current role.”

Table 3a: Total Responses by Primary Role Related to the Five CDP Levels

Role	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Assistant/Associate Teacher	47	6	0	0	1
Teacher	40	74	17	11	9
Director	39	19	15	71	48
Family Child Care Owner/Operator	37	18	10	16	7
Other Administrator	19	7	8	31	29
Coach	7	6	8	1	2
Trainer	2	0	1	0	0
Resource and Referral Staff	1	1	0	1	0
County Office of Education Staff	5	4	4	3	6
Local First 5 Staff	1	1	1	0	0
Faculty Community College	17	8	8	6	7
Faculty 4 Year Institution (CSU, UC)	2	0	0	0	0
Faculty 4 Year Institution (Private)	1	0	0	0	0

Role	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Higher Education Administrator/Chair/ Department Head Community College	6	3	2	3	2
Higher Education Administrator/Chair/ Department Head 4 Year Institution (CSU, UC)	1	0	0	0	1
Higher Education Administrator/Chair/ Department Head 4 Year Institution (Private)	0	0	0	0	1
ECE Student	2	0	0	0	0
Local Planning Council	0	0	0	0	0
Advocate	1	1	1	0	0
California Mentor Program	1	1	2	0	0
Private Organization	0	0	0	0	0
Retired	1	2	0	0	0
None	9	4	4	4	4
Other	19	7	3	4	5
Total	258	162	84	151	122

Table 3b: Percent of Total Responses by Primary Role Related to the Five CDP Levels

Role	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Assistant/Associate Teacher	18.2%	3.7%	0.0%	0.0%	0.8%
Teacher	15.5%	45.7%	20.2%	7.3%	7.4%
Director	15.1%	11.7%	17.9%	47.0%	39.3%
Family Child Care Owner/Operator	14.3%	11.1%	11.9%	10.6%	5.7%
Other Administrator	7.4%	4.3%	9.5%	20.5%	23.8%
Coach	2.7%	3.7%	9.5%	0.7%	1.6%
Trainer	0.8%	0.0%	1.2%	0.0%	0.0%
Resource and Referral Staff	0.4%	0.6%	0.0%	0.7%	0.0%
County Office of Education Staff	1.9%	2.5%	4.8%	2.0%	4.9%
Local First 5 Staff	0.4%	0.6%	1.2%	0.0%	0.0%
Faculty Community College	6.6%	4.9%	9.5%	4.0%	5.7%
Faculty 4 Year Institution (CSU, UC)	0.8%	0.0%	0.0%	0.0%	0.0%
Faculty 4 Year Institution (Private)	0.4%	0.0%	0.0%	0.0%	0.0%
Higher Education Administrator/Chair/ Department Head Community College	2.3%	1.9%	2.4%	2.0%	1.6%
Higher Education Administrator/Chair/ Department Head 4 Year Institution (CSU, UC)	0.4%	0.0%	0.0%	0.0%	0.8%
Higher Education Administrator/Chair/ Department Head 4 Year Institution (Private)	0.0%	0.0%	0.0%	0.0%	0.8%
ECE Student	0.8%	0.0%	0.0%	0.0%	0.0%
Local Planning Council	0.0%	0.0%	0.0%	0.0%	0.0%

Role	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Advocate	0.4%	0.6%	1.2%	0.0%	0.0%
California Mentor Program	0.4%	0.6%	2.4%	0.0%	0.0%
Private Organization	0.0%	0.0%	0.0%	0.0%	0.0%
Retired	0.4%	1.2%	0.0%	0.0%	0.0%
None	3.5%	2.5%	4.8%	2.6%	3.3%
Other	7.4%	4.3%	3.6%	2.6%	4.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Field Survey Results, Analysis, and Modifications

The field survey results outlined below in the quantitative data indicate support of the individual domains and elements. By combining both “Important” and “Essential” responses the overall approval rate of 95% or above was reached on all elements within each domain.

Based on the qualitative data, the total comments were included within the table by permit level and by domain. Suggested revisions were also noted by domain along with affirm as stated and other comments. In looking at the data, affirm as stated responses reinforced the importance of the inclusion of elements for each job role. The other category noted were categorized as specifically N/As or stated no responses.

The suggested revisions were noted for each domain and level. In reviewing these, several suggested word smithing for better readability. These revisions were taken into consideration based on the continuity of the range of levels and domains.

For ECE 1 a specific cluster of comments suggested that the ECE 1 elements were too advanced considering 12 units of preparation. Based on current job roles and function within the field, building capacity was noted as important while assisting an ECE 2+. Revisions were made to the ECE 1 elements to reflect these suggestions.

For ECE levels 1-3 suggestions were made regarding assessment tools to be non-specific within the document. Consideration was given to this, however reflecting on the requirements of subsidized programs that include specific assessment tools, the competency level needed is directly attached to the understanding of development and learning within the classroom environment.

Lastly, it was suggested that supervision of young children be specified. This modification was made to ECE 2 PE 2.3.

Early Childhood Educator 1 Permit Performance Expectations Percentages by Domain and Summary of the Qualitative and Quantitative Data by Level and Domain

The following subsection includes the quantitative survey results percentages by domain for the Early Childhood Educator 1 Permit (ECE 1) along with the qualitative summary data table.

Table 4a. ECE 1 Permit Performance Expectations Percent of Total Responses by Domain

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 1	2,180	0.8%	0.0%	42.9%	56.3%	99.2% (2,162)
Domain 2	1,702	0.7%	0.0%	39.4%	59.9%	99.3% (1,690)
Domain 3	944	1.1%	0.0%	46.7%	52.2%	98.9% (934)
Domain 4	1,644	2.0%	0.0%	45.0%	53.0%	98.0% (1,611)
Domain 5	1,551	4.2%	0.0%	50.0%	45.8%	95.8% (1,486)
Domain 6	1,725	0.5%	0.0%	38.3%	61.2%	99.5% (1,717)

Note: Total Respondents reflect the number of responses at each element level. Therefore, survey respondents may be counted more than once in each domain. See the [Appendix data file](#) for survey results at the element level.

Table 4b: ECE 1 Permit Performance Expectations Qualitative Data

Survey Results	Total Comments	Suggested Revisions	Affirm as Stated	Other
Domain 1	54	4	6	44
Domain 2	48	1	14	33
Domain 3	35	1	3	31
Domain 4	33	1	5	27
Domain 5	38	1	7	30
Domain 6	29	0	3	26
Overall Reflections	181	20	22	139

Note: "Other" includes comments that do not provide additional feedback on the performance expectations.

Early Childhood Educator 2 Permit Performance Expectations Percentages by Domain

The following subsection includes the quantitative survey results percentages by domain for the Early Childhood Educator 2 Permit (ECE 2) along with the qualitative summary data table.

Table 5a: ECE 2: Permit Performance Expectations Percent of Total Responses by Domain

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 1	1,101	0.3%	0.0%	34.3%	65.4%	99.7% (1,098)
Domain 2	1,099	0.0%	0.0%	33.9%	66.1%	100.0% (1,099)
Domain 3	913	0.2%	0.0%	42.5%	57.3%	99.8% (911)
Domain 4	1,353	0.4%	0.0%	43.2%	56.3%	99.6% (1,347)
Domain 5	1,208	0.4%	0.0%	42.8%	56.8%	99.6% (1,203)
Domain 6	1,090	0.4%	0.0%	36.9%	62.8%	99.6% (1,086)

Note: Total Respondents reflect the number of responses at each element level. Therefore, survey respondents may be counted more than once in each domain. See the [Appendix data file](#) for survey results at the element level.

Table 5b: ECE 2: Permit Performance Expectations Qualitative Data

Survey Results	Total Comments	Suggested Revisions	Affirm as Stated	Other
Domain 1	45	2	6	37
Domain 2	44	5	4	35
Domain 3	29	2	3	24
Domain 4	30	1	6	23
Domain 5	25	0	1	24
Domain 6	22	1	1	20
Overall Reflections	107	14	15	78

Note: "Other" includes comments that do not provide additional feedback on the performance expectations.

Early Childhood Educator 3 Permit Performance Expectations Percentages by Domain

The following subsection includes the quantitative survey results percentages by domain for the Early Childhood Educator 3 Permit (ECE 3) along with the qualitative summary data table.

Table 6a: ECE 3: Permit Performance Expectations Percent of Total Responses by Domain

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 1	745	0.0%	0.0%	36.0%	64.0%	100.0% (745)
Domain 2	731	0.0%	0.0%	33.9%	66.1%	100.0% (731)
Domain 3	467	1.3%	0.0%	36.8%	61.9%	98.7% (461)
Domain 4	788	0.0%	0.0%	38.8%	61.2%	100.0% (788)
Domain 5	548	0.2%	0.0%	37.4%	62.4%	99.8% (547)
Domain 6	564	3.7%	0.0%	35.1%	61.2%	96.3% (543)

Note: Total Respondents reflect the number of responses at each element level. Therefore, survey respondents may be counted more than once in each domain. See the [Appendix data file](#) for survey results at the element level.

Table 6b: ECE 3: Permit Performance Expectations Qualitative Data

Survey Results	Total Comments	Suggested Revisions	Affirm as Stated	Other
Domain 1	20	2	6	12
Domain 2	18	2	6	10
Domain 3	17	1	4	12
Domain 4	15	1	2	12
Domain 5	13	2	3	8
Domain 6	16	1	3	12
Overall Reflections	55	8	11	36

Note: "Other" includes comments that do not provide additional feedback on the performance expectations.

Early Childhood Administrator 1 Permit Performance Expectations Percentages by Domain

The following subsection includes the quantitative survey results percentages by domain for the Early Childhood Administrator 1 Permit (ECA 1) along with the qualitative summary data table.

Table 7a: ECA 1: Permit Performance Expectations Percent of Total Responses by Domain

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 1	874	0.3%	0.0%	26.4%	73.2%	99.7% (871)
Domain 2	1,305	0.1%	0.0%	30.2%	69.7%	99.9% (1,304)
Domain 3	1,150	0.6%	0.0%	29.6%	69.8%	99.4% (1,143)
Domain 4	1,374	1.5%	0.0%	40.9%	57.6%	98.5% (1,354)

Note: Total Respondents reflect the number of responses at each element level. Therefore, survey respondents may be counted more than once in each domain. See the [Appendix data file](#) for survey results at the element level.

Table 7b: ECA 1: Permit Performance Expectations Qualitative Data

Survey Results	Total Comments	Suggested Revisions	Affirm as Stated	Other
Domain 1	31	5	2	24
Domain 2	26	3	3	20
Domain 3	20	3	1	16
Domain 4	22	3	1	18
Overall Reflections	95	19	4	72

Note: "Other" includes comments that do not provide additional feedback on the performance expectations.

Early Childhood Administrator 2 Permit Performance Expectations Percentages by Domain

The following subsection includes the quantitative survey results percentages by domain for the Early Childhood Administrator 2 Permit (ECA 2) along with the qualitative summary data table.

Table 8a: ECA 2: Permit Performance Expectations Percent of Total Responses by Domain

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 1	709	0.3%	0.0%	21.8%	77.8%	99.7% (707)

Survey Results	Total Respondents	Unnecessary	Somewhat Important	Important	Essential	Combined Important and Essential (Percent and Number)
Domain 2	1,171	0.1%	0.0%	26.7%	73.2%	99.9% (1,169)
Domain 3	804	1.5%	0.0%	29.6%	68.9%	98.5% (794)
Domain 4	1,217	2.1%	0.0%	42.1%	55.9%	97.9% (1,196)

Note: Total Respondents reflect the number of responses at each element level. Therefore, survey respondents may be counted more than once in each domain. See the [Appendix data file](#) for survey results at the element level.

Table 8b: ECA 1: Permit Performance Expectations Qualitative Data

Survey Results	Total Comments	Suggested Revisions	Affirm as Stated	Other
Domain 1	27	4	2	21
Domain 2	27	2	5	20
Domain 3	24	2	3	19
Domain 4	25	2	4	19
Overall Reflections	92	13	10	69

Note: "Other" includes comments that do not provide additional feedback on the performance expectations.

Table 9: Summary Table of Performance Expectations Recommendations with Modifications

	ECE 1	ECE 2	ECE 3	ECA 1	ECA 2
Domain 1	*Approve	Approve	Approve	Approve	Approve
Domain 2	*Approve	*Approve	Approve	Approve	Approve
Domain 3	*Approve	Approve	Approve	Approve	Approve
Domain 4	*Approve	Approve	Approve	Approve	Approve
Domain 5	*Approve	Approve	Approve		
Domain 6	*Approve	Approve	Approve		

*Approve with modifications.

In summary, the recommendations for ECE 1, ECE 2, ECE 3, ECA 1, and ECA 2 have been thoroughly reviewed, with each domain receiving approval status as indicated above. Elements marked with an asterisk (*) have been approved with modifications to address specific

feedback, ensuring they align with the needs of the field and support a robust framework for early childhood education.

Implementation Timeline and Next Steps

December 2025	Staff returns with final draft and response-to-comments; Commission action.
Spring 2026	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, and periodic updates as needed.

Staff Recommendation

Staff recommends that the Commission review the information presented in this agenda item and, if appropriate, approve proposed changes to the Child Development Permit Performance Expectations and next steps.

Appendix A

Revised Child Development Permit Performance Expectations 2025

The Child Development Permit Performance Expectations (CDP-PEs) define the core competencies for early childhood educators who are new to a specific job role. They provide guidance and a framework for candidates pursuing a Child Development Permit or meeting state requirements for those working in an early learning center and for those who prepare and support the ECE workforce.

Introduction to the Performance Expectations for: Early Childhood Educator 1-3, Early Educator Administrator 1-2 Job Roles

The Child Development Permit Performance Expectations (CDP-PEs) define the essential body of knowledge, skills, and abilities that beginning California early childhood practitioners in the ECE 1, ECE 2, ECE 3, ECA 1, and ECA 2 job roles should have the opportunity to learn and practice during their preparation programs. Candidates demonstrate competence in the ECE-PEs through successful completion of coursework and participation in fieldwork or clinical practice within an early childhood setting. The CDP-PEs are intended to guide preparation program design and implementation. Candidate competency is evaluated by programs throughout coursework and field-based experiences.

Source Documents

The standards and expectations in these documents are adapted from multiple key sources in the field, which often describe accomplished, veteran-level practice. For purposes of state licensure, the CDP-PEs are intentionally synthesized and adapted to define the minimum competencies expected of beginning practitioners at the point of initial licensure. These competencies form the foundation for continued professional growth over the course of an educator's career. These expectations are grounded in research and used as source documents, and can be found in alphabetical order below:

- [California Curriculum Alignment Project \(CAP\)](#)
- [California Early Childhood Educator Competencies](#)
- [California English Language Development Standards, California Department of Education, 2014](#)
- [California Preschool Curriculum Framework](#)
- [California Preschool Through Third Grade \(P-3\) Learning Progressions](#)
- [California Preschool/Transitional Kindergarten Learning Foundations](#)
- [California Infant/Toddler Curriculum Framework](#)
- [California Infant/Toddler Learning and Development Foundations](#)
- [California's Master Plan for Early Learning and Care](#)
- [California Standards for the Teaching Profession, California Commission on Teacher Credentialing, 2009](#)
- [Desired Results Developmental Profile \(DRDP\), California Department of Education, 2025](#)

- [Early Childhood Essentials, A Framework for Aligning Child Skills and Educator Competencies, Learning Policy Institute, 2019](#)
- [NAEYC Professional Standards and Competencies](#)
- [The Teaching Performance Expectations, California Commission on Teacher Credentialing, rev. 2016](#)
- [Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation](#)

The CDP-PEs require beginning practitioners to demonstrate the ability to provide safe, healthy, developmentally appropriate, inclusive, and supportive learning environments for all children; to understand and apply child development principles; and to use pedagogical approaches that support all children.

Organization and Intent of the CDP-PEs

Each set of CDP-PEs includes:

- A narrative overview describing the context and intent of the performance expectations for a specific job role.
- A domain description of the various job role competencies.
- A set of elements identifying the key aspects of beginning practice for each job role.

The numbering and order of the performance expectations do not indicate priority; all are considered equally important. Likewise, the order of elements within each set does not denote relative value.

Six ECE Domains for ECE 1-3

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

Four ECE Domains for ECA 1 and 2

1. Program Development and Administration
2. Personnel Management
3. Business and Fiscal Management
4. Personnel Development

Addressing the Needs of All Children

The term “children” is used inclusively throughout the CDP-PEs to refer to all learners in an early childhood setting including children 0-8 years of age. This includes children with a wide range of developmental, cognitive, physical, linguistic, cultural, and socio-emotional characteristics, including but not limited to disabilities, learning differences, varied levels of academic advancement, and diversity in ethnicity, race, socioeconomic background, gender identity, sexual orientation, language, religion, family structure, and geographic origin.

Early Childhood Educator 1 (Assistant Teacher) CDP Performance Expectations October 2025

A California practitioner in the job role of ECE 1 authorizes the holder to assist in the care, development, and instruction of children in an early learning child development program under the guidance and supervision of an ECE 2 or higher.

ECE 1: Narrative

An ECE 1 supports high-quality, play-based learning by understanding typical and atypical birth–8 development across domains, recognizing the roles of family, culture, community, and language, and individualizing participation with guidance from an ECE 2+. The role helps build caring, culturally and linguistically sustaining environments and routines; promotes social-emotional growth and self-regulation; applies simple strategies based on the principles of Universal Design for Learning (UDL) and explicit supports for dual-language learners; and elevates concerns to the teacher when additional services may be needed. In collaboration with ECE 2+, the ECE 1 assists with content-rich centers, vocabulary and concept building, and differentiated activities; helps facilitate teacher-guided and child-initiated play; and prepares adapted materials and Individualized Education Plan/Individualized Family Service Plan (IEP/IFSP) that are aligned as directed.

The ECE 1 contributes to assessments that typically include Desired Results Developmental Profile (DRDP)-aligned observations, supporting to help administer tools such as Ages and Stages Questionnaire ASQ-Social Emotional (ASQ-SE), helping to organize portfolios of development and learning under the direction of an ECE 2+, using culturally and linguistically appropriate practices, and sharing evidence to inform next steps with teachers and specialists. As a developing professional, the ECE 1 follows ethics, confidentiality, health/safety, and mandated-reporting policies; communicates respectfully with families and colleagues; co-plans within assigned responsibilities (without supervising peers); maintains required certifications and engages in reflective growth; and documents observations, needs, and progress according to program protocols.

ECE 1 Domain 1: Engaging and Supporting All Young Children in Development and Learning

ECE 1 PE 1.1. Support engagement in daily routines and play for children birth-8 using knowledge of developmental typical and atypical progressions across domains (cognitive,

social-emotional, language/literacy, math, physical/health, approaches to learning) [while assisting an ECE 2+](#).

ECE 1 PE 1.2. Apply understanding of the community demographics such as socio-economic status and environmental factors that influence development within the early childhood setting including family, culture, traditions, beliefs, and language [while assisting an ECE 2+](#).

ECE 1 PE 1.3. Assist with the child's participation and access to the curriculum based on each child's interests and assets while supporting children's engagement and learning through play as an important context for learning (child-initiated and teacher-guided) with guidance from an ECE 2+.

ECE 1 PE 1.4. Assist in extending learning with purposeful prompts, feedback, and language modeling with guidance from an ECE 2+.

ECE 1 PE 1.5. Provide assistance in working with families in culturally responsive, respectful ways to support development and learning with guidance from an ECE 2+.

ECE 1 PE 1.6. Contribute to tiered support through documenting observations and meeting individual needs ~~with guidance from an~~ [while assisting an](#) ECE 2+.

ECE 1 PE 1.7. With guidance from an ECE 2+, support infant/toddler care and developmental needs during routines, interactions, and play using goals and strategies aligned to the Infant/Toddler Learning and Development Foundations 2025 (ITLDF).

ECE 1 PE 1.8. Assist in providing language-rich, supportive environments for all children monitoring growth in home language and English with guidance from an ECE 2+.

ECE 1 PE 1.9. Monitor the child's development to adapt instruction. Apply UDL aligned strategies while encouraging participation and engagement [while assisting an ECE 2+](#).

ECE 1 Domain 2: Creating and Maintaining Effective Environments for Young Children's Development and Learning

ECE 1 PE 2.1. Greet and engage children and families daily; use children's names and home language words/phrases when appropriate; share observations with the ECE 2+ to strengthen reciprocal partnerships.

ECE 1 PE 2.2. Execute daily routines/schedules developed by the ECE 2+; follow health/safety procedures; and report needed adjustments to maintain healthy, accessible, welcoming spaces.

ECE 1 PE 2.3. Use program-adopted strategies (e.g. visuals, feeling words, prompts, acknowledgments) to support turn-taking, problem-solving, and self-calming; apply clear, developmentally appropriate expectations consistently so each child experiences a caring, fair, and respectful community ~~with guidance of~~ [while assisting](#) an ECE 2+ [in the supervision of young children.](#)

ECE 1 PE 2.4. Support the implementation ~~of proactive-pro~~ social skills, to address challenging behaviors in addition to teaching conflict resolution. Elevate concerns about signs of stress/trauma, medical needs, or other factors to the ECE 2+ and participate in family/service-provider coordination as requested.

ECE 1 PE 2.5. Adjust the environment and classroom practices in response to influencing factors outside the setting on children's social-emotional well-being. Prepare and rotate materials and supports; use the principles of UDL to offer ways for all children to engage, represent, and express learning under the direction of an ECE 2+.

ECE 1 PE 2.6. Use strategies to support building independence; monitoring children’s engagement for the purpose of adapting instruction in real time using simple (UDL)-aligned strategies (visuals, choices, sensory supports) elevate concerns to an ECE-2+. monitor and communicate children’s responses to the ECE 2+.

ECE 1 PE 2.7. Assist in building and sustaining home school partnerships by supporting communication with families about their children’s progress, share approved resource information with families as directed; follow referral and follow-up procedures; complete and file required notes/forms accurately and on time; under the direction of an ECE 2+.

ECE 1 Domain 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning

ECE 1 PE 3.1. Identify key concepts children are expected to learn in early learning content areas aligned to ITLDF/PTKLF [based on research](#) and use this shared language when communicating with colleagues and families [while assisting an ECE 2+](#).

ECE 1 PE 3.2. ~~Implement~~ [Support the implementation of](#) activities that support inquiry-based curriculum and learning objectives [while assisting an ECE 2+](#) using the principles of UDL (multiple means of engagement, representation, and expression) and cultural and linguistically sustaining materials (e.g., multilingual labels, visuals/gestures, home-language books) so all children can access concepts.

ECE 1 PE 3.3. Assist in setting up and rotating content-rich learning centers and invitations to explore that reflect children’s interests, cultures, and home languages, as outlined by the ECE 2+.

ECE 1 PE 3.4. Embed vocabulary and concept-building routines (naming, describing, comparing, sequencing) during daily interactions consistent with ITLDF/PTKLF, English Language Development (ELD) guidance, [while assisting an ECE 2+](#) ~~share with the ECE 2+ for planning~~.

ECE 1 Domain 4: Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

ECE 1 PE 4.1. Use strategies during teacher–child interactions (e.g., modeling, open-ended questioning, feedback loops) and support peer play based learning structures; record children’s responses ~~and share with the~~ [while assisting an ECE 2+](#) ~~for next step planning~~.

ECE 1 PE 4.2. Collect and organize observation evidence of learning with guidance of an ECE 2+. Contribute to short- and long-term learning experiences.

ECE 1 PE 4.3. Implement Individualized Education Plan (IEP) and/or Individualized Family Service Plan (IFSP) aligned accommodations and modifications as directed by ECE 2+; prepare adapted materials and environments; monitor and log how supports affect participation; promptly communicate observations to the ECE 2+ and related service providers.

ECE 1 PE 4.4. ~~Embed~~ [Implement](#) child-initiated and teacher-guided play, daily routines, focused conversations, interactions, and movement/kinesthetic experiences across the day in a way that sustains children’s engagement and learning [while assisting an ECE 2+](#).

ECE 1 PE 4.5. Seek guidance from mentor teachers; and help leverage state/community resources (e.g., libraries, museums) to support quality learning experiences.

ECE 1 PE 4.6. As directed [by an ECE 2+](#), gather family input ~~and share with the ECE 2+ to help understand better~~ how family perspectives [are important in guiding children’s progress inform classroom plans.](#)

ECE 1 PE 4.7. Implement explicit language support and honor children’s home languages through translanguaging strategies; record observations to inform assessment as directed by an ECE 2+.

ECE 1 Domain 5: Assessing and Documenting Young Children’s Development and Learning

ECE 1 PE 5.1. Demonstrate familiarity with program-approved screening and assessment tools (e.g., DRDP evidence collection, ASQ/ASQ-SE), by preparing materials, supporting and accurately recording responses within required timelines, collecting multiple sources of evidence while organizing in portfolios or data systems per program protocols and under the guidance of an ECE 2+.

ECE 1 PE 5.2. Recognize and explain the key characteristics of cultural and linguistically appropriate assessments and apply cultural and linguistically responsive practices during assessment activities to help ensure fair, valid evidence under the guidance of an ECE 2+.

ECE 1 PE 5.3. Describe and learn how to interpret, with guidance and assistance from ECE 2+, basic assessment findings. Assist in summarizing findings by sharing concise observation notes/patterns and carry out recommended in-the-moment and short-term supports

ECE 1 PE 5.4. Review assessment results to inform planning and learning experiences in coordination with an ECE 2+.

ECE 1 PE 5.5. Demonstrate understanding of the role of specialists to interpret and understand assessment results from formative and summative assessments for children with special needs; provide translation/interpretation support as available; maintain confidentiality and follow program policy [under the direction of an ECE2+](#).

ECE 1 PE 5.6. Monitor progress over time by updating portfolios, entering data on schedule, and flagging regression or lack of progress under the direction of an ECE 2+.

ECE 1 PE 5.7. Gather MLL assessment data in both English and the home language when possible and with an ECE 2+, co-interpreting language proficiency to inform planning and supports.

ECE 1 Domain 6: Developing as a Professional Early Childhood Educator

ECE 1 PE 6.1. Adhere to professional ethics and confidentiality, act in an ethical manner, with honesty and integrity, with children’s and families’ well-being as the central concern showing fairness to all children; know when to seek guidance from ECE 2+.

ECE 1 PE 6.2. Demonstrate the ability to co-plan assigned portions of routines and learning experiences with guidance from ECE 2+ and related service providers, following clear roles and shared goals.

ECE 1 PE 6.3. Collaborate and communicate effectively with other professionals, where applicable. Offer peer support when invited; do not supervise peers.

ECE 1 PE 6.4. Demonstrate commitment to own learning by taking advantage of available professional development opportunities. Use structured reflection tools (e.g., plan–do–study–

act cycles, video/self-assessment, peer feedback) as assigned and apply feedback from ECE 2+ to improve practice.

ECE 1 PE 6.5. Maintain required certifications (e.g., Mandated Reporter, CPR/First Aid, health/safety) and complete required professional development (e.g., DRDP, Classroom Assessment Scoring System (CLASS), or specialized areas); set growth goals with ECE 2+ and track progress.

ECE 1 PE 6.6. Recognize own values as well as implicit and explicit biases, and the ways in which these may positively and negatively affect teaching and learning and work to mitigate any negative impact. Invite coaching and feedback under guidance under an ECE 2+.

ECE 1 PE 6.7. Demonstrate professional support for children’s learning and classroom management, carry out assigned responsibilities that support children’s learning and classroom organization; escalate concerns promptly to ECE 2+.

Early Childhood Educator 2 (Teacher) ECE Teaching Performance Expectations October 2025

A California practitioner in the job role of ECE 2 authorizes the holder to be the **teacher of record** in the care, development, and instruction of children in an early learning child development program and provide guidance and supervision to an ECE 1. Instructional services may include but shall not be limited to development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

ECE 2: Narrative

An ECE 2 is a skilled practitioner who understands typical and atypical development from birth–8 across all domains and uses that knowledge together with community, cultural, and family context to engage every child through play-based, language-rich learning as the teacher of record. The role designs healthy, safe, predictable routines and inclusive environments; teaches prosocial behavior and self-regulation with trauma-informed strategies; and sustains home-language and English development through UDL-aligned supports (e.g., multiple means of engagement, visuals, translanguaging). Drawing on the CA ITLDF/PTKLF and DRDP progressions, the ECE 2 plans and sequences integrated learning across content areas, differentiates and individualizes instruction, and implements IEP/IFSP accommodations and assistive technology so all children can participate.

The ECE 2 implements program-approved screening and formative assessments (e.g., DRDP, ASQ/ASQ-SE), gathers multiple measures of evidence of children’s development and learning, ensures cultural and linguistic appropriateness, interprets results with colleagues and specialists, and communicates strengths-based findings with families to co-plan next steps and monitor progress over time. Professionally, the ECE 2 models ethics, confidentiality, and reflective practice; collaborates and co-teaches with colleagues and related service providers; organizes and directs the work of other adults and supportive coaching; and pursues ongoing learning (e.g., DRDP/CLASS and specialized professional development) to improve teaching and contribute to program effectiveness.

ECE 2 Domain 1: Engaging and Supporting All Young Children in Development and Learning

ECE 2 PE 1.1. Use understanding of typical and atypical developmental progressions and characteristics of children ages 0-8 across all domains of learning including: social–emotional, language, literacy, mathematics, science, physical, health, history-social science, visual and performing arts and approaches to learning to engage and support all children in learning.

ECE 2 PE 1.2. Use knowledge of children’s prior experiences, interests, assets, funds of knowledge, family culture, and language to provide individualized learning.

ECE 2 PE 1.3. Engage children through play as an important context for learning (child-initiated and teacher-guided). Extend learning with purposeful prompts, feedback, and language modeling.

ECE 2 PE 1.4. Use knowledge of community demographics and environmental factors to facilitate communication and collaboration with home school partnerships to support young children’s development and learning in a respectful, culturally responsive manner.

ECE 2 PE 1.5. Collaborate with team specialists, referring families in their early childhood setting as appropriate to provide multi-tiered systems of support (MTSS) based on identified needs.

ECE 2 PE 1.6. Oversee the support of infant/toddler care development, and learning needs during routines, interactions, and play experiences aligned to the ITLDF.

ECE 2 PE 1.7. Support home language, through various means, monitoring growth in both home language and English.

ECE 2 Domain 2: Creating and Maintaining Effective Environments for Young Children’s Development and Learning

ECE 2 PE 2.1. Build reciprocal, culturally and linguistically sustaining relationships with children and families to support development and learning.

ECE 2 PE 2.2. Design and maintain safe, healthy, predictable daily routines/schedules, and practices to support personal care routines.

ECE 2 PE 2.3. Teach and reinforce strategies to promote self-regulation, prosocial behavior and conflict resolution with clear, developmentally appropriate expectations and consistent modeling [while overseeing the supervision of young children](#).

ECE 2 PE 2.4. Implement proactive and trauma-informed strategies to address challenging behaviors.

ECE 2 PE 2.5. Recognize and respond to external factors (e.g., stress, trauma, foster care, medical needs) by adapting the environment and practices and coordinating with families and service providers.

ECE 2 PE 2.6. Design inclusive environments using the principles of UDL (multiple means of engagement, representation, expression) and ELD-aligned environmental supports so all children can participate in learning.

ECE 2 PE 2.7. Identify and connect children and families to community resources. Coordinate environmental supports with specialists and community providers. Document referrals and follow-up per program policy.

ECE 2 Domain 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning

ECE 2 PE 3.1. Demonstrate competency of standards by implementing what children are expected to know and be able to do in early learning content areas aligned to the ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education and use this shared language when communicating with colleagues and families.

ECE 2 PE 3.2. Describe ~~typical~~ learning trajectories (DRDP 2025; ITLDF/PTKLF) and apply knowledge to sequence and organize content ~~knowledge~~ that results in the continuum of development.

ECE 2 PE 3.3. Plan inquiry-based curriculum and learning experiences for young children based on identified key learning objectives appropriate for young children as aligned to the ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education.

ECE 2 PE 3.4. Identify the strengths and ~~weaknesses~~ limitations of commonly used early childhood curricula and approaches, with regard to their consistency with the ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education.

ECE 2 PE 3.5. Understand the use of UDL and culturally sustaining pedagogy to choose and present content in multiple ways (visual, verbal, tactile), include home-language materials, to effectively assist in children’s learning.

ECE 2 PE 3.6. Master principles of inquiry and instruction to plan integrated, play-based learning across content areas that contribute to children’s learning, growth, and development.

ECE 2 Domain 4: Planning Instruction and Designing Developmental and Learning Experiences For All Young Children

ECE 2 PE 4.1. Plan instruction based upon the ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education as the central foundation for what children should know and be able to do.

ECE 2 PE 4.2. Design and implement developmentally and linguistically appropriate, play-based learning activities with clear learning goals that build on children’s prior knowledge and accommodate different skill levels and learning styles.

ECE 2 PE 4.3. Plan and implement teacher–child interactions that scaffold content and language, (modeling, questioning, feedback loops) and structure peer learning to deepen understanding.

ECE 2 PE 4.4. Plan explicit language supports in content areas that encourage home language development through oracy routines, visuals, and translanguaging.

ECE 2 PE 4.5. Use DRDP and evidence-based assessments that are grounded in knowledge of typical and atypical development (birth–8) to set goals and sequence learning experiences.

ECE 2 PE 4.6. Differentiate and individualize accommodations and implement IEP/IFSP supports; address disabilities, social-emotional needs, and all learning profiles.

ECE 2 PE 4.7. Integrate and sustain child-initiated and teacher-guided play, daily routines, focused conversations/interactions, and movement/kinesthetic experiences across the day to support development and learning.

ECE 2 PE 4.8. Access resources for planning and implementing learning experiences, including mentor teachers and leveraging state and community resources resulting in quality outcomes for children.

ECE 2 PE 4.9. Co-plan with families as partners in goal-setting and at-home school connections; document how family input informs plans.

ECE 2 Domain 5: Assessing and Documenting Young Children’s Development and Learning

ECE 2 PE 5.1. Implement developmentally appropriate screening and formative assessment tools (e.g., DRDP, ASQ, ASQ-SE, district and Local Education Agency (LEA) specific assessments) for the program context.

ECE 2 PE 5.2. Collect and document evidence from informal observations of children engaged in activities, formative and summative assessments (based on observations, work samples, portfolios, checklists) for targeted skills; use data to inform instruction.

ECE 2 PE 5.3. Ensure cultural and linguistic appropriateness and equitable opportunities: use home-language support, consider ELD language needs, and ensure children are represented appropriately in assessment findings.

ECE 2 PE 5.4. Interpret assessment findings and adjust instruction for short-term follow-up and long-term planning; co-plan with colleagues to support continued learning; monitor progress over time and document children’s learning.

ECE 2 PE 5.5. Communicate assessment results to families in strengths-based, plain language; co-interpret findings and co-plan next steps consistent with program policy.

ECE 2 PE 5.6. Develop and implement individualized or small-group interventions based on assessment results and consultation with specialists.

ECE 2 PE 5.7. Work with peers in a Professional Learning Community (PLC) to interpret assessment results from formative and summative assessments for all children.

ECE 2 PE 5.8. Interpret first- and dual-language learners’ language assessment data to identify their level of proficiency in English as well as in their home language, as applicable, and use this information in planning learning experiences and sequences.

ECE 2 Domain 6: Developing as a Professional Early Childhood Educator

ECE 2 PE 6.1. Act in an ethical manner with honesty and integrity, placing children’s and families’ well-being at the center, while demonstrating caring, support, acceptance, and fairness toward all children, families, and colleagues.

ECE 2 PE 6.2. Organize and direct the work of other adults using schedules, role clarity, and supportive coaching that provides strengths-based, actionable feedback to help them develop their skills.

ECE 2 PE 6.3. Communicate expectations, progress, and program needs effectively with supervisees and supervisors through documentation and follow-through.

ECE 2 PE 6.4. Engage in ongoing professional development by maintaining certifications, set growth goals and track progress to develop as a professional. Use reflective practice to improve teaching and learning.

ECE 2 PE 6.5. Evaluate the impact of one’s own experiences on their relationships with children, families, and the community, invite feedback, and apply strategies that strengthen teaching and learning for all children.

ECE 2 PE 6.6. Demonstrate professional responsibility for all aspects of children’s learning and classroom management, including responsibility for the learning outcomes of all children, along with appropriate concerns and policies regarding the privacy, health, and safety of children and families.

ECE 2 PE 6.7. Engage in professional advocacy and policy awareness appropriate to role; stay informed on ECE policies; contribute constructively to program and community initiatives.

Early Childhood Educator 3 (Mentor)
ECE Teaching Performance Expectations
October 2025

A California practitioner in the job role of ECE 3 authorizes the holder to provide care, development, and instruction of children in an early learning child development program and provide guidance, mentoring, and supervision to ECE 1 and 2 Permit holders. The holder may also serve as **coordinator of curriculum, and staff development** at a site or program level, and **provide mentorship** under the supervision of an Early Childhood Administrator 2. Instructional services may include but shall not be limited to development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

ECE 3: Narrative

An ECE 3 is an advanced site leader who synthesizes birth–8 developmental knowledge across all domains to design equitable, play-based learning and to coach ECE 1–2 staff in high-quality, culturally and linguistically sustaining practice. The role centers home-school and community partnerships, building two-way, home-language communication and co-planning goals and home school partnerships. ECE 3 ensures safe, healthy, predictable environments; teaches and models prosocial behavior and self-regulation; and implements UDL- and trauma-informed strategies that guarantee access for dual-language learners and children with diverse needs.

Using DRDP, ASQ/ASQ-SE, work samples, and other district assessments, ECE 3 builds reliable assessment systems, interprets data with colleagues and specialists, and uses findings to adjust curriculum, environments, and supports while guiding MTSS referral and follow-up. The role curates and sequences content aligned to CA ITLDF/PTKLF, develops scope-and-sequence and planning templates, and models effective adult–child interactions, feedback loops, and language supports across content areas. Professionally, ECE 3 leads reflective supervision, mentoring, and coaching cycles; maintains ethical, legal, and confidentiality standards; coordinates community resources; and drives continuous quality improvement (CQI) so every child—and the educators who serve them—thrives.

ECE 3 Domain 1: Engaging and Supporting All Young Children in Development and Learning

ECE 3 PE 1.1. Apply typical and atypical progressions (birth–8) across all domains (social-emotional, language/literacy, math, science, physical/health, history–social science, arts, approaches to learning) to design learning opportunities for children; mentor ECE 1–2 to apply in daily interactions.

ECE 3 PE 1.2. Analyze site level data regarding family and community demographics, languages, and funds of knowledge; to ensure cultural and linguistically sustaining practices in curriculum and environment are present; mentor ECE 1–2 to build relationship with families and children.

ECE 3 PE 1.3. Design child-initiated and teacher-guided play that extend learning with purposeful literacy, math and science learning objectives; observe and mentor ECE 1–2.

ECE 3 PE 1.4. Establish and maintain reciprocal, two-way communication systems (home language when possible); co-plan goals and home school partnerships; develop ECE 1–2 capacity to engage families respectfully and effectively.

ECE 3 PE 1.5. Implement a (MTSS): identify early indicators of need, coordinate targeted interventions, and manage referrals (e.g., Individualized with Disabilities Education Act (IDEA)/LEA, Regional Center) with clear documentation; train and supervise ECE 1–2 in their roles within MTSS.

ECE 3 PE 1.6. Align routines, environments, and interactions for infants/toddlers with the CA ITLDF (e.g., primary caregiving, continuity of care, serve-and-return); model and coach ECE 1–2 to integrate caregiving, and play routines.

ECE 3 PE 1.7. Design environments and instructions that honor home language and support English development (translanguaging, oracy routines, visuals/gestures, sentence frames); monitor growth in both languages and mentor ECE 1–2 on ELD strategies.

ECE 3 PE 1.8. Apply and model UDL (multiple means of engagement, representation, expression), sensory/assistive supports, and trauma-informed strategies so every child can participate fully; supervise ECE 1–2 in consistent implementation.

ECE 3 PE 1.9. Use formative observations to adjust interactions and plans in real time; facilitate data conversations with ECE 1–2 to refine goals, environments, and instruction.

ECE 3 Domain 2: Creating and Maintaining Effective Environments for Young Children’s Development and Learning

ECE 3 PE 2.1. Establish and sustain two-way, culturally and linguistically sustaining communication systems; mentor ECE 1-2 in building trusting relationships that honor family goals, funds of knowledge, and home languages.

ECE 3 PE 2.2. Develop site/classroom routines and schedules; ensure health/safety practices (handwashing flows, sanitation, allergy plans, safe materials) are implemented with fidelity; use CLASS Environments assessment tool to adjust the environment; mentor ECE 1-2 on consistent execution and accessibility.

ECE 3 PE 2.3. Teach and model prosocial skills to ensure fair, respectful interactions; observe ECE 1-2 practice and provide actionable feedback to strengthen consistency, creating a collaborative environment.

ECE 3 PE 2.4. Implement MTSS, (e.g. teaching pyramid, Positive Behavioral Interventions and Supports (PBIS)-aligned, prevention-focused strategies); analyze behavior data to refine support; coordinate with specialists and mentor ECE 1-2 in these practices.

ECE 3 PE 2.5. Identify indicators of stress/trauma in order to adapt environments and routines accordingly and collaborate with families and outside providers to meet the individual needs of the child; guide ECE 1-2 in these procedures.

ECE 3 PE 2.6. Use UDL to provide multiple means of engagement, representation, and expression; use physical space, schedule and routines, materials, activities, and equipment, to help promote young children’s learning and development; mentor ECE 1-2 for fidelity and continuous improvement.

ECE 3 PE 2.7. Create structures for family input and co-design (advisory groups, workshops); ensure interpretation/translation and accessible formats; mentor ECE 1-2 to integrate family goals into daily practice.

ECE 3 PE 2.8. Maintain an up-to-date referral map (early intervention, health, social services); establish site protocols for referrals, documentation, and follow-up; coordinate with specialists; supervise ECE 1-2 in implementing and tracking supports per program policy.

ECE 3 PE 2.9. Create environment that promotes wellness practices and executive function development. Integrate visual schedules, choice-making, calm corners, movement/self-regulation routines, and sensory supports; monitor effects on engagement and independence; model for and mentor ECE 1-2 to implement with consistency.

ECE 3 Domain 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning

ECE 3 PE 3.1. Synthesize and articulate core concepts across early learning content areas aligned to the ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education to produce site-level big-ideas/essential-understandings maps (birth–8) and coach ECE 1–2 to use them.

ECE 3 PE 3.2. Analyze learning progressions (e.g., DRDP indicators; ITLDF/PTKLF strands, LEA and district level assessments) to organize the order in which content is introduced; analyze learning and development progressions to organize content trajectories by domain and mentor ECE 1–2 on anticipating next steps.

ECE 3 PE 3.3. Prioritize and curate developmentally appropriate content based on ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education; select materials and experiences that reflect children’s cultures and languages.

ECE 3 PE 3.4. Evaluate curricula and approaches for alignment to ITLDF/PTKLF, CA Content Standards; document strengths/limitations, recommend adoptions or adaptations, and lead Professional Learning Communities to improve curricular and developmental appropriateness.

ECE 3 PE 3.5. Model UDL and culturally/linguistically sustaining pedagogy in how content is represented, engaged, and expressed; develop exemplars and coach ECE 1–2.

ECE 3 PE 3.6. Design play-based content frameworks integrating language/literacy, math, science, arts, social studies, and physical/health; provide planning templates for ECE 1-2; monitor implementation fidelity and child-response data to iterate and scale effective practices.

ECE 3 Domain 4: Planning Instruction and Designing Developmental and Learning Experiences For All Young Children

ECE 3 PE 4.1. Describe and model general principles of effective pedagogy for young children, including ways in which children’s play, whether child-initiated or teacher-guided, can serve as intentional opportunities that contribute to children’s learning.

ECE 3 PE 4.2. Facilitate integrated, play-based learning experiences that are developmentally and linguistically appropriate; build on children’s prior knowledge/interests and sequence short- and long-term experiences using DRDP data, ITLDF/PTKLF, CA Content Standards; coach ECE 1–2 to implement accordingly.

ECE 3 PE 4.3. Implement and model high-quality adult–child interactions (sustained shared thinking, intentional language modeling, questioning, feedback loops) and structure learning routines; observe ECE 1–2 practice and provide strengths-based, actionable feedback.

ECE 3 PE 4.4. Plan and model explicit language supports across content areas that sustain home language and develop English (oracy routines, interactive read-aloud, and translanguaging); monitor growth in both languages and coach ECE 1–2 on implementation.

ECE 3 PE 4.5. Apply knowledge of typical and atypical development (birth–8) to set learning goals and align plans with children’s developmental trajectories and program standards, while differentiating and individualizing accommodations and modifications, implementing IFSP/IEP/504 supports, including social-emotional and behavioral needs while coordinating with specialists.

ECE 3 PE 4.6. Embed and model the use of UDL and culturally sustaining pedagogy throughout the curriculum: provide multiple means of engagement/representation/expression; select/adapt materials (including assistive technology); add ELD-aligned supports (multilingual visuals, gestures, sentence frames); remove barriers; mentor ECE 1–2 in these adaptations.

ECE 3 PE 4.7. Design and implement learning experiences that reflect foundational content areas and related skills through play experiences, purposeful routines, focused conversations/interactions, and movement/kinesthetic experiences; mentor ECE 1–2 in content areas.

ECE 3 PE 4.8. Leverage and align resources: curate planning tools and materials; coordinate with community/state resources; schedule and facilitate collaborative planning/calibration to improve quality and consistency; mentor ECE 1–2 in resource development.

ECE 3 PE 4.9. Use and model a variety of strategies to promote engagement, independence (skill based), and equitable participation for every child while promoting relational interdependence.

ECE 3 PE 4.10. Partner with families as co-planners: set shared goals; create home school partnerships; incorporate family language/culture and funds of knowledge; ensure plans reflect family input and are communicated in understandable, strengths-based ways.

ECE 3 Domain 5: Assessing and Documenting Young Children’s Development and Learning

ECE 3 PE 5.1. Lead selection, calibration, and implementation of developmentally appropriate screening and assessment tools (e.g., DRDP, ASQ, ASQ-SE, district assessments) aligned to program policy and timelines; train and coach ECE 1–2 to administer and document with fidelity.

ECE 3 PE 5.2. Build and manage a multi-measure evidence system (observations, work samples, portfolios, checklists, family input) to model data use for short- and long-term planning, while monitoring progress over time to generate reports on growth and access and identify trends and inequities to inform program improvements.

ECE 3 PE 5.3. Analyze assessment data for first- and dual-language learners to determine English proficiency and home-language development; guide teachers in planning targeted language supports (e.g. translanguaging, oracy routines, visuals) and coach ECE 1-2 on implementation).

ECE 3 PE 5.4. Co-develop measurable goals and learning plans in a PLC aligned to IEP/IFSP and program standards in collaboration with colleagues and families; monitor implementation and provide feedback to ECE 1–2; and coordinate multidisciplinary referrals and consultations (e.g., Special Education, Physical Therapy), ensuring timely follow-up, thorough documentation, and sustained family partnership per policy.

ECE 3 PE 5.5. Ensure cultural and linguistically responsive assessment while mitigating bias, mentoring staff on MLL-appropriate practices and interpreting findings at the child, group, and classroom levels to facilitate data dialogues with staff, adjust curriculum, environment, and supports, and document decisions and impacts.

ECE 3 PE 5.6. Communicate results to families in strengths-based, plain language and in the family’s preferred language; co-interpret findings and co-plan next steps, providing translated summaries as needed.

ECE 3 TPE 5.7. Train ECE 1–2 on notetaking, documentation quality, and reliability. Uphold ethical and legal assessment practices for observation and assessment (consent, confidentiality, secure data storage).

ECE 3 Domain 6: Developing as a Professional Early Childhood Educator

ECE 3 PE 6.1. Model and uphold ethics. safeguard confidentiality; fulfill mandated-reporter duties; mentor ECE 1-2 staff in ethical decision-making.

ECE 3 PE 6.2. Lead structured reflection in Continuous Quality Improvement (CQI). Facilitate plan–do–study–act cycles, video/self-study, peer observation, and data reviews (e.g., DRDP/CLASS, district and LEA assessments) to improve teaching and learning across the one or multiple sites.

ECE 3 PE 6.3. Supervise and coach staff. Organize schedules and facilitate role clarity for ECE 1-2 staff; provide strengths-based, actionable feedback; document coaching cycles; build capacity for independent, high-quality practice.

ECE 3 PE 6.4. Set and communicate expectations for ECE 1-2; monitor progress; document and report program needs and barriers; brief supervisors and stakeholders; follow through on action items.

ECE 3 PE 6.5. Guide professional development. Maintain own credentials/certifications; design and deliver site Professional Development (PD) aligned to program goals and state frameworks; support ECE 1-2 growth plans and track progress.

ECE 3 PE 6.6. Build an inclusive, respectful climate by mitigating bias setting norms for fairness, and collaboration, recognizing contributions, addressing conflicts restoratively, and promoting wellness for children, families, and staff, while ensuring compliance, safety, and quality conducting incident reviews, and keeping required records aligned with policy.

ECE 3 PE 6.7. Advocate and engage externally. Stay current on ECE policy; represent the program in committees/initiatives; coordinate community partnerships and resources; contribute to CQI plans, grants, and pipeline/mentorship for emerging leaders.

**Early Childhood Administrator 1 (Site Supervisor)
ECE Teaching Performance Expectations
October 2025**

A California practitioner in the job role of ECA 1 authorizes the holder 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. Instructional services may include but shall not be limited to the responsibility for the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

ECA 1: Narrative

On a single site, the ECA 1 leads implementation of play-based curriculum and learning environments aligned with the California ITLDF/PTKLF and frameworks; and other curriculum-related resources developed by the California Department of Education; establishes inclusive, culturally and linguistically responsive policies that engage families and connect them to community resources; and ensures compliance with Community Care Licensing (Title 22) and Title 5 through accurate records, timely reporting, and ethical daily operations. The ECA 1 designs developmentally appropriate schedules, oversees assessment systems (e.g., DRDP, ASQ/ASQ-SE, CLASS, Class Environment), and uses child- and family-informed data for continuous improvement. Personnel management includes understanding roles and ratios, coordinating shared leadership, supporting staff orientation and evaluation, providing staff feedback with formal and informal tools, maintaining adherence to handbooks and mandated training, and fostering an inclusive, wellness-oriented culture through reflective supervision. Business functions include tracking regulatory requirements, maintaining audit-ready records (enrollment, meals, Licensing/Title 5 forms, purchasing, inventory), creating compliant staff schedules, organizing data for quality improvement, elevating issues to the Program Director or Administrator and, when required, notifying the Licensing Program Analyst (LPA) or Title 5 contact, and advocating for resources with clear evidence. Personnel development focuses on competency-based growth, practice-based coaching, trauma-informed and restorative practices, PLC that analyze program data, documented Professional Development completions, and adult-learning cycles leveraging Quality Rating and Improvement System (QRIS) resources under the direction of an ECA 2.

ECA 1 Domain 1: Program Development and Administration

ECA 1 PE 1.1. Lead the implementation of curriculum and learning environments at a single site aligned with the California ITLDF/PTKLF and other curriculum-related resources developed by the California Department of Education, applying foundational knowledge of early childhood development to create quality play-based learning experiences across the program.

ECA 1 PE 1.2. Establish inclusive program policies and practices that support diversity; models and fosters responsive relationships with children and connect families to resources that develop home school partnerships.

ECA 1 PE 1.3. Ensure single-site compliance with health, safety, nutrition, and licensing standards, specifically Community Care Licensing (Title 22) requirements and/or Title 5 program/contract requirements maintaining accurate records and required reports accountability, ethical practice, and high-quality program implementation in daily operations.

ECA 1 PE 1.4. Establish and monitors single-site, developmentally appropriate daily schedules and routines that meet Title 22/Title 5 requirements, support individualized learning, and ensure equitable access to meaningful learning and development opportunities for all children.

ECA 1 PE 1.5. Oversea single-site implementation of the DRDP, ASQ, ASQ-SE, CLASS, CLASS Environment and other authentic assessment tools from a district, guiding staff to use child- and family-informed data to monitor progress, inform instruction, and lead cycles of continuous program improvement.

ECA 1 PE 1.6. Communicate proactively at the single site with staff and families and external agencies (Title 22 and/or Title 5 representatives); Ensure clear reporting, consistent messaging, and elevating site needs to the ECA 2 (Program Director) or Administrator to ensure compliant, responsive, high-quality operations.

ECA 1 Domain 2: Personnel Management

ECA 1 PE 2.1. Demonstrate an understanding of the key roles, responsibilities, and qualifications of site-based staff to ensure that staffing meets Community Care Licensing (Title 22, CCR) requirements, Title 5 contract standards, and quality expectations outlined in program policies.

ECA 1 PE 2.2. Coordinate and collaborate with staff in reviewing program goals, policies, and practices, aligned with the California ITLDF/PTKLF, Frameworks and CA Content Standards, fostering shared leadership and inclusive decision-making.

ECA 1 PE 2.3. Support orientation, and evaluation of personnel in ways that reflect developmentally appropriate practices and maintain compliance with site-level licensing and program standards.

ECA 1 PE 2.4. Utilize formal tools (e.g., CLASS, CLASS Environment observation rubrics) and informal strategies to assess staff practice, providing cultural and linguistically responsive feedback that supports growth and reflective practice.

ECA 1 PE 2.5. Understand and implements site policies, procedures, and family/staff handbooks, ensuring consistency with Community Care Licensing regulations, Title 5 expectations, and other program quality frameworks.

ECA 1 PE 2.6. Ensure that all staff are trained and knowledgeable about mandated reporting laws, confidentiality requirements, and professional ethical responsibilities as defined in state guidelines, district or other local governing policies, and site protocols.

ECA 1 PE 2.7. Foster an inclusive, respectful work environment through team-building activities, conflict resolution strategies, and ongoing staff wellness support that strengthen site culture.

ECA 1 PE 2.8. Support staffing solutions that maintain required ratios, promote staff-child continuity, and sustain quality of care in alignment with Title 22 ratio regulations and Title 5 quality standards.

ECA 1 PE 2.9. Provide site-level leadership and reflective supervision that enhance educator practice, build staff capacity, and support alignment with program goals and CQI program improvement systems that include assessment data (e.g. DRDP, CLASS, CLASS Environments, Parent Survey) to inform quality improvements.

ECA 1 Domain 3: Business and Fiscal Management

ECA 1 PE 3.1. Ensure single-site compliance with Community Care Licensing (Title 22), Title 5 program/contract requirements, health and safety codes, emergency preparedness requirements, nutrition standards, accessibility requirements (Americans with Disabilities Act), and basic facility upkeep documentation.

ECA 1 PE 3.2. Identify and monitor regulatory requirements (e.g., ratios, qualifications, training, drills, incident/illness logs, mandated reporting), maintain required records/forms, submit site reports on time, and take prompt corrective action when concerns arise.

ECA 1 PE 3.3. Support fiscal accountability by maintaining accurate site records (e.g., purchase requests, receipts, inventories) and forwarding documentation to program leadership per established procedures.

ECA 1 PE 3.4. Maintain daily business-operations records (e.g., enrollment/attendance, sign-in/out, meal counts, LIC and Title 5 forms, supply requests, petty-cash logs if applicable) to ensure efficiency, audit readiness, and compliance.

ECA 1 PE 3.5. Create and manage staff schedules and coverage plans that meet Title 22 ratios and supervision requirements, monitor staff qualifications, and support staff.

ECA 1 PE 3.6. Participate in site planning and quality-improvement processes by conducting needs assessments, organizing data (CQI, DRDP, CLASS, and Parent Survey for Title 5 programs), and maintaining records that support continuous improvement and required monitoring.

ECA 1 PE 3.7. Exercise sound judgment in elevating issues to the Program Director or Administrator, when appropriate, notifying the assigned Licensing Program Analyst (LPA) or Title 5 program contact per reporting protocols.

ECA 1 PE 3.8. Advocate for site resources by sharing clear evidence (e.g., enrollment trends, safety logs, facility checklists) that documents needs and program impact, while staying within established purchasing and approval channels.

ECA 1 Domain 4: Personnel Development

ECA 1 PE 4.1. Engage in reflective practice and site leadership by using competency-based tools to support staff and applying a continuous improvement template to guide goals and next steps.

ECA 1 PE 4.2. Use formal observation tools such as CLASS (Toddler/Pre-K), CLASS Environment and DRDP Observation Notes with DRDP Online or other district tools to conduct formative observations and record the results to inform coaching and demonstrate compliance.

ECA 1 PE 4.3. Support each educator in creating an individualized professional growth plan track progress and add to portfolio platforms.

ECA 1 PE 4.4. Coordinate site professional development with administration along with county professional development offerings archiving completion certificates at the site.

ECA 1 PE 4.5. Model mentoring and coaching practices that center cultural humility and psychological safety using evidence based coaching strategies.

ECA 1 PE 4.6. Recognize and respond to personal experiences while promoting trauma-informed, healing-centered practices by using reflection tools, Pyramid Model materials, and incident reflections.

ECA 1 PE 4.7. Foster collaborative inquiry and PLC at the school site, analyzing data to inform the progression of children’s learning and promote advancement in a child’s readiness skills.

ECA 1 PE 4.8. Use conflict resolution strategies by facilitating conversations with families and staff using strength-based strategies to develop positive relationships.

ECA 1 PE 4.9. Support staff to identify and connect families with community resources by maintaining a live resource directory and tracking referrals and follow-up with families as needed.

ECA 1 PE 4.10. Apply adult-learning principles by planning coaching, modeling, and feedback cycles that are culturally responsive resources and systems under the direction of an ECA 2 or an administrator.

**Early Childhood Administrator 2 (Program Director)
ECE Teaching Performance Expectations October 2025
2025**

A California practitioner in the job role of an ECA 2 authorizes the holder to supervise an early learning and child development program operating at **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. Instructional services may include but shall not be limited to the responsibility for the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

ECA 2: Narrative

ECA 2 provides program-wide, multi-site leadership that integrates developmental theory and the California ITLDF/PTKLF into coherent curriculum, learning environments, and family engagement across all locations. The role designs equity-centered policies and partnerships, ensures compliance with Community Care Licensing (Title 22) and/or Title 5, and coordinates ADA, health, safety, nutrition, emergency preparedness, and reporting systems with consistent records and accountability. ECA 2 builds and sustains the program’s workforce by establishing staffing models and succession plans; leading orientation, evaluation, and reflective supervision; and implementing mentoring, Practice-Based/Cognitive Coaching, and adult-learning systems that promote psychological safety and inclusive culture. Program quality is driven through coordinated assessment systems—DRDP, ASQ/ASQ:SE, CLASS, CLASS Environment with PLC using child- and family-informed data for continuous improvement and QRIS alignment.

The role oversees budgeting, resource allocation, and fiscal reporting to ensure transparency and equitable distribution, while streamlining site business operations (enrollment, attendance, purchasing, inventories, and documentation) and creating compliant coverage plans that meet ratio and supervision requirements. ECA 2 communicates program impact to staff, families, funders, and policymakers; elevates systemic issues to governing bodies and LPAs/Title 5

contacts as needed; and forges partnerships with counties, higher education, and community agencies to strengthen pipelines, address any gaps in programing, and sustain high-quality outcomes across all sites.

ECA 2 Domain 1: Program Development and Administration

ECA 2 PE 1.1. Lead the design and implementation of curriculum and learning environments across multiple sites, ensuring alignment with the California ITLDF/PTKLF, other curriculum-related resources developed by the California Department of Education, current research, and developmental theory to create high-quality play-based learning experiences program-wide to meet the needs of all children.

ECA 2 PE 1.2. Establish program-wide policies and practices that supports diversity; models culturally and linguistically sustaining relationships; engages families as partners in program governance; and builds partnerships with community agencies to promote the social-emotional well-being of children and families.

ECA 2 PE 1.3. Ensure compliance with Community Care Licensing (Title 22, CCR) and/or Title 5 contract/program regulations and standards across multiple sites, developing systems for accurate record-keeping, required reporting, and consistent accountability to maintain ethical, high-quality program operations.

ECA 2 PE 1.4. Coordinate and monitors site schedules and program structures to meet Title 22/Title 5 requirements, support individualized learning, and ensure equitable access to meaningful opportunities across all sites.

ECA 2 PE 1.5. Oversee multi-site implementation of authentic assessments (DRDP, ASQ, ASQ:SE, CLASS, CLASS Environment), guiding site leaders to use child and family-informed data to monitor progress, inform instruction, and sustain continuous CQI cycles.

ECA 2 PE 1.6. Communicate proactively with staff, families, and external agencies (Title 22 and/or Title 5 representatives). Ensure clear reporting, consistent messaging, and effective escalation of system-wide issues to governing boards, funders, and policymakers.

ECA 2 Domain 2: Personnel Management

ECA 2 PE 2.1. Create staffing models and ensure job descriptions and qualifications across multiple sites result in alignment with Community Care Licensing (Title 22), Title 5 standards, and program quality expectations.

ECA 2 PE 2.2. Oversee personnel systems and professional standards to promote stability, sustainability, and program-wide excellence.

ECA 2 PE 2.3. Work with HR to effectively recruit and retain qualified ECE professionals that meet state licensing and California State Preschool Program requirements.

ECA 2 PE 2.4. Coordinate program-wide orientation, supervision, and evaluation of staff through developmentally appropriate, standards-based processes that meet licensing and program expectations.

ECA 2 PE 2.5. Utilize formal observation tools (e.g., CLASS, CLASS Environment rubrics) and informal coaching strategies to assess and strengthen practice, providing culturally responsive, actionable feedback to staff across sites.

ECA 2 PE 2.6. Establish and monitor consistent personnel policies, handbooks, and procedures

to ensure alignment with Title 22 regulations, Title 5 requirements, and organizational frameworks.

ECA 2 PE 2.7. Ensure staff are trained and compliant in mandated reporting, confidentiality, and ethical responsibilities, with accountability structures in place across sites.

ECA 2 PE 2.8. Foster inclusive, respectful, and collaborative work cultures program-wide, supporting team building, conflict resolution, staff wellness initiatives, and psychological safety.

ECA 2 PE 2.9. Direct staffing solutions that meet Title 22 ratios and supervision requirements, monitor staff qualifications, promote staff-child continuity, and ensure program-wide quality of care and learning.

ECA 2 PE 2.10. Provide multi-site leadership in reflective supervision, mentoring, and coaching to build educator capacity and align staff performance with program goals, DRDP systems, and continuous improvement structures.

ECA 2 Domain 3: Business and Fiscal Management

ECA 2 PE 3.1. Ensure program-wide compliance with Community Care Licensing (Title 22), Title 5 contract/program requirements, ADA accessibility, health and safety codes, emergency preparedness, and nutrition standards, developing systems for oversight across sites.

ECA 2 PE 3.2. Identify and monitor regulatory requirements across multiple sites (e.g., ratios, qualifications, training, drills, mandated reporting, incident/illness documentation), ensuring records are accurate, timely, and compliant.

ECA 2 PE 3.3. Design and manage comprehensive fiscal systems to ensure appropriate allocation of funding consistent with state grant and funded programs requirements to meet the needs of all children.

ECA 2 PE 3.4. Oversee site-level business operations—including enrollment/attendance, fiscal requests, supply chains, inventories, and purchasing—ensuring audit readiness and program sustainability.

ECA 2 PE 3.5. Guide program-wide planning and CQI processes by integrating operational data CQI (DRDP, CLASS, and Parent Survey for Title 5 programs) and fiscal evidence into strategic decision-making.

ECA 2 PE 3.6. Exercise sound judgment in addressing systemic issues, elevating concerns to governing bodies, and ensuring appropriate notifications to LPAs, Title 5 representatives, and funding agencies.

ECA 2 PE 3.7. Advocate for equitable resource allocation by presenting program-wide evidence (enrollment trends, fiscal data, safety records) to funders, boards, and policymakers.

ECA 2 Domain 4: Personnel Development

ECA 2 PE 4.1. Engage in reflective practice and program leadership by using competency-based tools to support staff and applying a continuous improvement template to guide goals and next steps.

ECA 2 PE 4.2. Use formal observation and coaching tools to monitor staff practice program-wide, and organizes data for coaching, compliance, PLC reflection and professional growth cycles for the entire program.

ECA 2 PE 4.3. Support site leaders and educators in creating individualized professional growth

plans aligned with permit renewal, QRIS, district and other local processes, and organizational goals; ensuring documentation is maintained in professional portfolios.

ECA 2 PE 4.4. Coordinate system-wide PD, integrating county, state, and higher education partnerships; documents completions in database systems; and ensures PD offerings are expansive and responsive to staff needs.

ECA 2 PE 4.5. Coordinate with program-wide quality initiatives that include mentoring and coaching practices that emphasize cultural responsiveness, and psychological safety using strategies as aligned with Evidence-Based and Cognitive Coaching.

ECA 2 PE 4.6. Embed trauma-informed and healing-centered practices, ensuring professional learning on Pyramid Model approaches and restorative strategies across sites are implemented.

ECA 2 PE 4.7. Coordinate services with SPED and MTSS systems that provide tiered supports for all children, leading support teams and early identification initiatives that promote early interventions.

ECA 2 PE 4.8. Foster collaborative inquiry by leading PLC meetings with agendas and minutes, using data that summarizes trends in results from the DRDP, CLASS/CLASS Environment, attendance, and screening, tracking action items to closure.

ECA 2 PE 4.9. Ensure family engagement is supported through connections to community resources with centralized tracking of referrals and follow-up strategies.

ECA 2 PE 4.10. Coordinate the transition of children from early learning programs to Transitional Kindergarten (TK) and kindergarten through the relay of DRDP and ASQ to share data that informs school readiness skills and prepares the environment appropriate to their developmental needs.

ECA 2 PE 4.11. Apply adult-learning principles program-wide to design coaching, mentoring, and leadership pipelines that strengthen workforce capacity and align with QRIS and state expectations.

Appendix B

Crosswalk of Selected Major Themes of Interest to the Early Childhood Field with PE Domains

KEY:

TPE 1: Engaging and Supporting All Young Children in Development and Learning

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Development and Learning

TPE 3: Understanding and Organizing Content Knowledge for Young Children’s Development and Learning

TPE 4: Planning Instruction and Designing Developmental and Learning Experiences for All Young Children

TPE 5: Assessing and Documenting Young Children’s Development and Learning

TPE 6: Developing as a Professional Early Childhood Educator

Topic Area - Teacher	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6
Developmentally Appropriate Practice(s)	a	c, f	a, b, c, d, f	a, b, e, g	a, f, h	f
Culturally and Linguistically Appropriate Practice(s)	b, d, g	a, f	a, b, c, d, e	a, b, c, d	c, h	a, e
Multiple Language Learners/Bilingual	b, d, g	a, f	a, e	a, b, c, d	c, h	e
Collaborative Family Relationships/Partnerships/Engagement	d, e	a, e, g		i	e	a, e, f
Differentiated/MTSS/UDL Instruction	b, d, e, g	c, d, e, f, g	b, e, f	b, g	b, d, f, g, h	f
Play-based Activities/Instruction	a, c, f	f	c, e, f	a, b, g		
Child-led/Child-initiated Activities	c		c, e, f	g	b	
Child-teacher Positive Relationships	d	a, c, f		c, f, g	f	a, e, f
Social-Emotional Development and Learning	a, f	a, c, d	a, b, c, f	a, b, f, g	d, f	a, e, f
Trauma-Informed Practice		d, e		f, h		f
Infant/Toddler	f		a, b, c, d			
Children with Disabilities	a, e	f, g	e	e, f, h	b, d, f	a, f

Appendix C

Crosswalks to California Reference Documents

The chart below provides a comprehensive alignment of the California Child Development Permit Performance Expectations (CDP-PEs) with major guiding frameworks: Master Plan for Early Learning and Care (MPELC), Desired Results Developmental Profile (DRDP), English Language Development (ELD) Standards, California Community College Curriculum Alignment Project (CAP) Courses, CA ECE Competencies, and the Learning Policy Institute (LPI) Essentials.

CDP-PE	<u>MPELC</u>	<u>DRDP</u>	<u>ELD Standards</u>	<u>CAP Courses</u>	<u>ECE Competencies</u>	<u>LPI Essentials</u>
PE 1: Engaging & Supporting	Child Development & Learning	ATL-REG, SED, LLD	Asset-based approach; meaningful interaction	Child Growth/Development, Child Family, Community, Principles/ Practices, Intro to Curriculum, Practicum, HSN	Child Development, Equity, Dual Language Development	Social-Emotional Development; Language & Communication; Executive Functioning
PE 2: Environments	Relationships, Interactions & Guidance	SED, PD-HLTH	Print- and language-rich environments; scaffolding	Principles/ Practices, Health/Safety; Diversity, Intro to Curriculum, Observation/Assessment	Learning Environments; Special Needs & Inclusion; Family Engagement	Whole child, UDL, wellness practices
PE 3: Content Knowledge	Curriculum & Assessment	COG, LLD, PD-HLTH	Collaborative, Interpretive, Productive Modes	Principles/ Practices, Intro to Curriculum	Integrated curriculum, UDL, cultural relevance	Interdisciplinary, culturally relevant curriculum
PE 4: Planning Instruction	Child Development & Learning	ATL-REG, COG, LLD	Differentiated, scaffolded, ELD-integrated planning	Principles/ Practices, Intro to Curriculum	Observation-driven, family engagement, inclusive planning	Data-informed, co-constructed, observation-based planning
PE 5: Assessment	Curriculum & Assessment	All DRDP domains	Formative assessment, language monitoring	Principles/ Practices, Intro to Curriculum, Observation & Assessment, Practicum	Equity-based, trauma-informed, family-inclusive assessment	Authentic, formative, culturally responsive assessment
PE 6: Professionalism	Professionalism & Leadership; Policy	Indirect (DRDP data informs reflection)	Language acquisition, multilingual pedagogy	Principles/ Practices, Child Family, Community, Diversity, Practicum	Leadership, advocacy, ethics, collaboration	Equity, reflection, anti-bias, professional learning