



officers

president Erin M. Simon, Ed.D. **president-elect** Parvin Ahmadi **vice president** Rafael Plascencia

vice president for legislative action Gina Potter, Ed.D. **past president** Charlie Hoffman **executive director** Edgar Zazueta, Ed.D.

June 13, 2022

Dr. Tine Sloan, Chair
Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95811

RE: June 15-17 CTC Agenda Items 3A and 3B

Dear Dr. Sloan:

Thank you for the opportunity to provide input on behalf of the Association of California School Administrators (ACSA) and our more than 17,000 California education leaders in regard to the upcoming Commission on Teacher Credentialing (CTC) meeting agenda.

ACSA asks that as the Commission moves forward with the PK-3 Credential, they err on the side of maximum flexibility to ensure multiple pathways and options for teachers already in the system and those interested in teaching our youngest youth are afforded a variety of options to demonstrate their expertise.

Recent data from the Learning Policy Institute¹ estimates that Transitional Kindergarten (TK) expansion will add hundreds of thousands of new public school students by full implementation in 2025-26, requiring an estimated 11,900 to 15,600 new lead TK teachers and at least 16,000 to 19,700 new assistant TK teachers. Fully staffing the student-teacher ratios to 10:1 by 2025-26 to meet the needs of an estimated 291,000 to 358,000 students will be a herculean task for Local Education Agencies (LEAs).

Item 3A and the crosswalk to Tables 1-8 in [Item 3H](#) of April's CTC meeting discuss critical decision points that carry great consequence. It is vital that we strike the perfect balance between the rigor of what's required to ensure properly credentialed TK teachers, and the multiple entry points and avenues to demonstrate skills, knowledge, and abilities. We know through research that candidates drop out of the system at each testing juncture, so any combination of coursework and work experience should be explored as an alternative to additional assessments. ACSA recommends that the CTC move with haste to allow any

¹ Melnick, H., Garcia, E., & Leung-Gagné, M. (2022). Building a well-qualified transitional kindergarten workforce in California: Needs and opportunities. Learning Policy Institute.

office locations

sacramento

1029 J Street, Suite 500, Sacramento, CA 95814
Tel 916.444.3216 • 800.608.2272

burlingame

1575 Bayshore Highway, Burlingame, CA 94010
Tel 650.692.4300 • 800.608.2272

web site

www.acsa.org

additional options proposed by the ECE Credentialing Workgroup (in Tables 2-8 in Item 3H) that may be afforded within regulations.

ACSA agrees with the following staff recommendation outlined in the last paragraph of page 12 of Item 3A:

Child Development Teacher or higher-level Permit holders who have a minimum of six years of experience teaching in the field and who meet the subject matter knowledge requirement be able to use the approach authorized in statute for teacher credential candidates with private school experience to waive the teacher preparation program, including the Clinical Practice component, for the PK-3 ECE Specialist credential, if they also complete coursework that addresses K-3 curriculum, assessment and pedagogy, methods of teaching reading, and teaching multilingual learners EC (44253.3).

We also recommend that the Teaching Performance Assessment and the Reading Instruction Competence Assessment also be waived for this subset of professionals. ACSA asks that when considering the credential requirements for the PK-3 credential, work experience is factored into each nuance of this new credential to honor the knowledge and proficiency these professionals bring.

In the best interest of kids, it's imperative to move with expediency to ensure that pathways are open so that LEAs can fulfill staffing needs. ACSA is here to assist in the implementation of these programs. Don't hesitate to contact me at (916) 970-7044 or skaminski@acsa.org.

Sincerely,



Serette Kaminski
Legislative Advocate

cc: Mary Vixie Sandy, Ed.D., Executive Director, Commission on Teacher Credentialing
Linda Darling Hammond, Ph.D., Chair, State Board of Education
Brooks Allen, Executive Director, State Board of Education
Rigel S. Massaro, Deputy Legal Counsel, State Board of Education
Sarah Neville Morgan, Deputy Superintendent, California Department of Education
Stephen Propheter, Director, Early Education Division, California Department of Education