



June 13, 2022  
Commission on Teacher Credentialing  
1900 Capitol Ave.  
Sacramento, CA 95811

RE: **Agenda Item 3B: Proposed Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Credential**  
CTC Meeting June 15, 2022

Thank you for the Commission staff's update on its work related to the Teaching Performance Expectations and Preparation Program Standards for the revision of the Early Childhood Education Specialist PK-3 Credential. While we acknowledge that broad input and feedback was sought from the field, PEACH still has concerns that we address as follow:

### **Incomplete Drafts for the Commission's Consideration?**

Agenda Item 3B describes the work to date on the PK-3 TPEs and Preparation Program Standards and presents PK-3 TPEs and Program Standards for the Commission's consideration and vote. The description of the related timeline and activities indicates there was very little time and opportunity to fully integrate and reflect Child Development subject matter proposed in Item 3A (June 3, 2022) throughout the PK-3 TPEs and Preparation Program Standards described in Item 3B.

It appears that neither a complete set of Program Standards nor a complete set of PK-3rd TPEs are provided. While Item 3B describes the CTC Program Standards survey included a review of all seven Preparation Program Standards the ECE Workgroup recommended and all seven Program Standards are proposed for Commission consideration, no new Standard #4 related PK-3 TPEs have been presented for Commissioners' review.

The ECE Workgroup added a seventh Preparation Program Standard to the ECE Specialist Credential Standards. This new seventh Preparation Program Standard requires depth of conceptualization and development as well as the development of accompanying, designated PK-3 TPEs regarding **diversity** (cited above) as well as **equity and inclusion**.

PEACH urges CTC change the current Program Standards to reflect the Commission's stated desire to create a "push-up" of child development and early childhood subject matter for PK through third grade.

### **Tight Timelines**

The description of the PK-3 TPEs cites that these TPEs have gone through a number of iterations in their development to this point. PEACH notes CTC's documented history of PK-TPE development, including, the CTC-appointed ECE Workgroup's development of the PK-3 TPEs, and that these TPEs "draw from, integrate, and align with not only the ECE TPEs and Multiple Subject TPEs, but also with the Early Childhood Education Specialist Credential TPEs, the



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Literacy TPEs, and the NAEYC standards.” This is a tall order, especially since the development meetings for the ECE Workforce occurred between mid-December 2022 through March 2022, with a meeting added June 2<sup>nd</sup> to review the PK-3 TPEs, and proposed Program Standards and the draft of the ECE Specialist Credential Child Development Subject Matter was introduced in Item 3A published June 3<sup>rd</sup>, 2022.

Also, as noted in Item 3B, the PK-3 TPEs were modified based on TPE survey responses in April and May, 2022, and the public input survey on the Program Standards was conducted in April-May, 2022—both of these reviews and modification were completed before the drafting and publication of Agenda Items 3A and 3B that clearly change the subject matter context for both PK-3 TPEs and Program Standards.

### **Applause for CTC**

PEACH applauds CTC for its clear centering the ECE Specialist Credential in Child Development subject matter. We join CTC staff and Commissioners in building a Credential that reflects a “push-up” of ECE/Child Development knowledge and pedagogy into the education of children 3 to 8 years of age.

PEACH notes the description provided in Item 3B does not reflect a complete, consistent integration of the CTC-recognized Child Development subject matter in all elements of the ECE Specialist PK-3 Credential. Currently incomplete, this description remains a push-down of K-3<sup>rd</sup> grade Standards. In particular, no significant change is reflected for the K-3<sup>rd</sup> grade elements of the ECE Specialist Credential proposal at this point.

**PEACH urges CTC ask the ECE workgroup to review and revise the PK-3 TPEs and seven Program Standards within the ECE Specialist Credential’s Child Development subject matter. We urge CTC to make the changes we propose above so that the Commission can vote on the sum of all ECE Specialist Credential elements.**

### **Additional Details**

We also urge the following specific revisions be considered made now, rather than over time:

We agree with TPE survey respondents to place greater integration of the following Child Development subject matter areas needed within the PK-TPEs as **noted in survey responses**:

- 1) the foundational role of **family engagement** and family-school collaboration and partnerships for children’s optimal growth, development, and learning
- 2) **diversity, equity and inclusion,**
- 3) The foundational role of children’s self-directed **play** in young children’s learning
- 4) **UDL,** and
- 5) **reflective practice.**

Also, PEACH urges the CTC to ask the ECE Workgroup to use its expertise to ground the Pk-3 TPEs in a wholistic integration of the tenets of ECE pedagogy and perspectives (e.g., based on relationships, an ecological, eco-cultural perspective, inquiry, and the knowledge and skills to



prepare the classroom learning environments (e.g., teachers' carefully planned learning centers, carefully selected materials in each center, based on the teachers' observation and assessment of children's knowledge, understanding and uses of prior knowledge and experience, observation of their interests) with teachers' follow-up offers of additional materials to enrich the children's experience and bolster potential learning opportunities.

We urge CTC to consider other recommendations from the field, as well. Specifically, PEACH recommends the following modifications to the Preparation Program Standards:

- a. Standard 1: Program Design and Curriculum
  - A description of a sample coherent candidate assessment system needs to be developed.
  - The Preparation Program design and curriculum needs to be ECE/CD subject matter-driven, citing:
    1. the role of play
    2. design must include an emphasis on families and family relationships, the role of the teacher to develop a respectful and warm relationship with families to become aware of the families' strengths, each child's home context for growth and learning, and to build on families' goals and expectations for their children as they relate to
    3. each individual child's learning and goals and expectations of the teacher for each child and the whole group of children in the classroom with
    4. attention and intentional supports for dual and multiple language learners, children with special needs/disabilities/strengths, etc.
- b. Standard 2: Preparing Candidates
  - As written, candidate preparation is more "teaching to the test". Candidates must be under the supervision of faculty who are ECE-trained. Candidates must be grounded in the science of early childhood with its range of evidence- and research-based tenets/practices

Candidate preparation must be centered in ECE/CD subject matter. Students with ECE degrees possess foundational knowledge that is not acquired through professional development nor minimal unit requirements in ECE. Those entering with a Multiple Subject Credential need to study specific course content in both lower and upper division coursework and meet related PK-3 competency-based TPEs.

c. Standard 3: Clinical Practice: Opportunities to Learn and to Practice

- Clinical practice candidate opportunities in ECE/CD must be supervised by faculty members prepared in ECE/CD. Hours counted for clinical practice need to include hours from 2-year and 4-year program ECE/CD



practicum courses, observation courses, supervised field experience, work experience, etc.

- There is no language that addresses the need for candidates to have opportunities in play-based classrooms.
- The language of Standard 3, as written, represents a barrier to all ECE professionals. Pathways are not clearly defined and are not equitable for CD and Multiple Subject candidates.
- Clinical experience for each candidate must include early childhood and K-3 classroom settings supervised by faculty specialized in teaching that specific age group of children. A TK classroom is not typically an early childhood environment. Lack of ECE classroom clinical experience will not prepare candidates adequately for working with our youngest learners.
- There is inequity in Item 3B proposed consideration and treatment of candidates if ECE/CD faculty-supervised Practicum and fieldwork hours cannot be counted from community college and baccalaureate programs. If not allowed, this creates a financial barrier to a qualified candidate and fails to recognize the breadth and depth of a candidate's preparation and experience.

d. Standard 4: Equity, Inclusion and Diversity—A new seventh standard (Please see B. 3. above in this document.)

- ECE graduates meet this through their course work. Candidates who are Liberal Studies majors or Multiple Subject credential holders do not have this specific Preparation Program Standard of the ECE Specialist Credential and are not required to develop foundational knowledge and understanding of diversity, equity, and inclusion.
- As written, this Standard presents a superficial understanding of diversity and not authentic diversity—including ways of being, ways of thinking, values, cultural identity and cultural, racial, linguistic, gender, gender orientation, and group marginalization and biases.
- Family engagement implies the teacher's reaching out to get to know the family and welcome the family's engagement in collaboration with the teacher and school to support their child's individual growth, development and early learning, with the family and child strengths acknowledged and supported further through this relationship and process, as well as the teacher's adjustments of the curriculum to include the diversity of the children and their families.
- Diversity of play. Play does not look the same in all cultures and in all families. Diversity of behaviors. Children in different cultures react to circumstances differently. What is seen as loud by some is normal for other children's cultures.



- Family engagement is superficially, incompletely described.
- e. Standard 5: Monitoring, Supporting, and Assessing
- It is not clear that the persons who are monitoring and supporting candidates have the credentials and competency to support candidates in their development and demonstration of ECE practices.
  - Does not provide describe? assessment of ECE professionals who have experience in the ECE classroom.
  - Does this happen during an ECE major's college coursework (e.g., CD/ECE faculty-supervised community college or 4-year program CD/ECE Practicum and fieldwork), or only at the post-baccalaureate credentialing level?
- Candidates who have participated in piloting ECE-TPEs and ECE-TPA piloted at Community Colleges in CD or ECE are currently locally assessed in their academic program on their campus. The students' completion of this clinical practice experience is not currently transferring [to be counted]to the credential program. Would this also apply to the CD/ECE baccalaureate program clinical practice hours for candidates?
- f. Standard 6: Implementation of a Teaching Performance Assessment
- i. Assessors are selected by the program, but the assessors need to be more stringently defined. They must have a deep background including coursework and professional experience in CD/ECE.
  - ii. CTC's current requirement that candidates be placed solely in clinical practice/fieldwork program environments where the candidate's experience teaching young children can be videoed/recorded limits access to where that candidate can receive clinical practice or field experience. This requirement limits placement options and may inhibit placement in ECE environments outside of K-12 systems.
- g. Standard 7: Induction: Individual Development Plan
- i. There is not a clear definition of who the supervisors are, their preparation and experience, nor upon what they are going to base the Individual Development Plan (IDP).

In summary, we urge the CTC revisits the TPES and Preparation Program Standards with the ECE Workgroup and other ECE/CD faculty members in order to fully integrate Child Development subject matter into the PK-3 TPEs and ECE Specialist PK-3 Credential Preparation Program Standards are comprehensive and provide consistent, ECE-Centric foundational elements to the proposed revision of the ECE Specialist PK-3 Credential.

Thank you to the Commissioners and the CTC staff for your ongoing commitment to supporting EC/CD preparation programs and the preparation of EC/CD students to work with California's youngest children and their families in early learning and development programs. We are





grateful for the continuing opportunity you have afforded PEACH higher education members to support state goals around EC/CD teacher preparation. We look forward to collaborating to support the work that needs to be completed to establish a revised ECE Specialist PK-3 Credential in California.



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