

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

RE: Agenda Item 3IP Proposed Adoption of Regulations Regarding Options for Meeting the Subject Matter Competence Requirement

We, in higher education, urge that the list of baccalaureate degree majors that meet multiple-subject (MS) subject matter competence in PSA 21-10 (in response to AB130) be expanded to include Child Development/Child and Adolescent Development/Human Development/or/Early Childhood (CD/CAD/HD/or/EC) majors. We argue this to provide equitable opportunities for (CD/CAD/HD/or/EC) majors to enter the credential program as that provided for Liberal Studies (LS) majors. It is important to note that both CD/CAD/HD/or/EC and LS programs have pathways created as pre-credential pathways and other pathways that do not focus on elementary teaching. For instance, California State University Fullerton (CSUF) has four pathways in Child and Adolescent and four pathways in LS. Both programs only have one pathway that is designed for multiple subject pre-credential students. One could compare the non-pre-credential program for Child and Adolescents to the pre-credential LS programs. Of course, in this case, LS would have more subject matter content. This is what Appendix B in 3I did. It compared the LS pre-credential program to the ECS Early Childhood program. This does not compare similar programs and presents a biased perspective and cannot be used as evidence for making subject matter decisions.

Because a list of possible CTC subject matter approved majors was distributed to a limited audience before the meeting agenda materials were published on 3I, CA EC Baccs wrote the following letter to respond to the list prior to the 3I agenda being published. However, the list was not published by the required minimum of ten days prior to June 17 meeting so we did not have adequate time to revise our letter. Can a vote be taken on subject matter at this meeting even though the materials were not distributed by the ten day minimum? As such, please note that the letter was written prior to the agenda item documents being published and may present a few comments that are no longer relevant. We still argue that CD/CAD/HD/or/EC majors need to be on the list of approved subject matter majors for the multiple subject credential.

Below is a copy of the letter that CA EC Baccs sent to Commission on Teacher Credentialing: Attention David DeGuire, Director of Professional Services; and Mary Sandy, Executive Director. At that time, we only had two days to get this letter signed and over forty-nine faculty and administrators from baccalaureate programs signed the letter.

DATE: June 2, 2022

TO: California Commission on Teacher Credentialing: Attention David DeGuire, Director of Professional Services; and Mary Sandy, Executive Director

FROM: CA EC Baccs

RE: Including CD/CAD/HD/EC degrees on the list of majors that meet the MS Subject Matter Competence

We, in higher education, urge that the list of baccalaureate degree majors that meet multiple-subject (MS) subject matter competence in PSA 21-10 (in response to AB130) be expanded to include Child Development/Child and Adolescent Development/Human Development/or/Early Childhood (CD/CAD/HD/or/EC) majors. Please add these majors to the list of additional majors that David DeGuire distributed to be part of the Commission on Teacher Credentialing (CTC) draft regulations that the commissioners will vote on at the June 2022, Commission meeting.

Like the other degree majors listed, CD/CAD/HD/EC baccalaureate include similar MS subject matter competence embedded in the major. CD/CAD/HD/EC impart more than subject-matter competence knowledge. Coursework in these majors prepare students to gain a deep understanding of developmentally appropriate teaching pedagogy and rich experience working with children and families as related to the subject matter. Many of the majors listed here-in have already been serving pre-service and in-service teachers as preparatory programs for the MS credential; now CD/CAD/HD/EC students are disadvantaged because of the CSET requirements; these majors should be added to the list of majors for the MS subject matter majors. We base our request on the following:

- The content of the CD/CAD/HD/EC degrees are inclusive of the MS subject matter competencies that are required by MS credential programs. Further, we currently prepare thousands of future elementary school teachers.
- The interdisciplinary content of CD/CAD/HD/EC majors is uniquely suited for teacher preparation.
- Excluding CD/CAD/HD/EC from the list of majors that qualify as a pathway to meet MS subject matter proficiency places unfair obstacles on minoritized pre-service teachers and will lead to disenfranchise and oppress a predominantly BIPOC population. Not including CD/CAD/HD/EC will inhibit the state's mission to increase equity, diversity, and inclusion in the teacher preparation pipeline and workforce.

Many CD/CAD/HD/EC programs have had approved MS subject matter preparation majors that satisfied MS subject matter requirements in lieu of the CSET. CD/CAD/HD/EC programs embed similar subject matter content as the three designated degree programs (i.e., Liberal Studies, Liberal Arts, or Elementary Education). The PSAs and the list of additional majors to be added to regulations fail to recognize these equally qualified baccalaureate programs as those named, cutting off a large supply of potential teacher candidates.

The interdisciplinary nature of CD/CAD/HD/EC programs combined with a focus on studying children's development and pedagogy uniquely provide preservice teachers with the competencies to support children's learning throughout the elementary years. Developmental knowledge and evidence-based practice are critical in planning and effectively delivering curriculum for elementary children.

California's commitment to diversity, anti-racism, and inclusion demands eliminating barriers. Excluding CD/CAD/HD/EC from MS subject matter list is a major barrier for students that needs to be eliminated. Students pursuing CD/CAD/HD/EC degrees are culturally, racially, and linguistically diverse and help to provide a more diverse multiple subject candidate pool. According to CSCCE research, (<https://cscce.berkeley.edu/publications/data-snapshot/early-educators-equipped-to-teach-tk/>) and CDE approximately 76% of elementary public-school students are children of color while only 39% of TK-12 grade teachers are teachers of color. In contrast, 70% of center-based ECE teachers are teachers of color and 58% of center-based teachers have a baccalaureate degree in child development or early childhood education.

From an equity standpoint, the cost of and reliance on standardized exam-based CSET and CBEST are major barriers for CD/CAD/HD/EC students. Research illustrates that such exclusionary and racially biased policies and systems create barriers to student access and inevitably are determining factors that results in the reduction in numbers of first-generation students, multilingual learners, and students of color from entering teacher credentialing programs. These barriers contribute to the perpetuation of the disenfranchisement and oppression of the BIPOC future teachers. We argue that requiring CD/CAD/HD/EC students to take the CSET/CBEST inhibits prospective qualified candidates of BIPOC heritages from pursuing or persisting in completing a teaching credential.

To summarize, the main focus of AB 130 is to create multiple pathways to prepare more teachers, reduce barriers in teacher preparation and recruitment, and increase diversity and equity in our teaching workforce. Denying CD/CAD/HD/EC programs from being listed as approved majors discourages students from pursuing this appropriate pathway to elementary teaching and obstructs the goal of increasing diversity and inclusion in California' teaching population.

For the reasons mentioned above and others, ***it is imperative that CD/CAD/HD/EC Majors be included as acceptable degree "names" on the additional list of majors that meet MS subject matter competence.***

Sincerely the undersigned individuals from Baccalaureate and Post-Baccalaureate Faculty and Administrators,

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Submitted by the CA Baccs Coordinating Team

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