

Transforming the Workforce for Children Birth Through Age 8:  
Implementation Plan for the State of California

---

## **APPENDIX A: ACKNOWLEDGEMENTS**

---

# ACKNOWLEDGEMENTS

## ACTION PLANNING TEAM MEMBERS

We are deeply appreciative of the following Action Planning Team members who participated in the development of California's TWB8 Implementation Plan.<sup>1</sup>

### Work Group 1: Permitting & Credentialing Requirements

- **Cecelia Fisher-Dahms (Co-Lead)**, Education Administrator, Early Education and Support Division, California Department of Education\*
- **Mary Vixie Sandy (Co-Lead)**, Executive Director, California Commission on Teacher Credentialing
- Phyllis Jacobson, Administrator, California Commission on Teacher Credentialing
- Antonia Lopez, Director of Early Childhood Education, National Council of La Raza
- Peter Mangione, Co-Director, Center for Child and Family Studies, WestEd\*
- Scott Moore, Executive Director, Kidango
- Jennifer Moreno, Education Programs Assistant, Professional Learning and Support Division, California Department of Education
- Shanita Smith, Head Start Staffing Technician, Head Start - State Preschool, Los Angeles County Office of Education
- Eric Sonnenfeld, Business Services Manager, Merced County Office of Education, Early Education Department
- Natalie Woods Andrews, Director, School Readiness Department, Sacramento County Office of Education\*

### Work Group 2: Professional Pathways

- **Kim Johnson (Co-Lead)**, Chief, Child Care and Refugee Programs Branch, Welfare to Work Division, California Department of Social Services
- **Sarah Neville-Morgan (Co-Lead)**, Deputy Director, Program Management Division, First 5 California
- Stephanie Aguilar, Director, Child Development Training Consortium, Yosemite Community College District
- Lisa Carr, Manager, Parent and Family Support Unit, SETA Head Start
- Elise Crane, Senior Program and Policy Analyst, Office of Early Care and Education, City and County of San Francisco
- Jennifer Miller, Senior Program Associate, The California Inclusion and Behavior Consultation Network, WestEd Center for Prevention and Early Intervention
- Christina Nigrelli, Senior Director of Programs, ZERO TO THREE (ZTT) Western Office\*
- Linda Olivenbaum, Director, CA Early Childhood Mentor Program, Chabot College
- Elise Parnes, Nurse Consultant III, California Department of Developmental Services

---

<sup>1</sup> All listed Action Planning Team members attended at least one planning meeting.

\* indicates membership on the Professional Learning Team

- George Philipp, Senior Program Associate, WestEd E3 Institute\*
- Fiona Stewart, Program Director, Child Care Alliance of Los Angeles

### **Work Group 3: Higher Education and Ongoing Professional Learning**

- **Jan Fish (Co-Lead)**, Lead Consultant, Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), Los Angeles County Early Care and Education Workforce Consortium\*
- **June Milovich (Co-Lead)**, Co-Faculty Director, Curriculum Alignment Project, Child Development Training Consortium\*
- Margaret Bridges, Researcher, Institute of Human Development, UC Berkeley
- Nancy Hurlbut, Interim Dean of Education, California State Polytechnic University, Pomona
- Elena Montoya, Research and Policy Associate, Center for the Study of Child Care Employment, UC Berkeley
- Steve Perez, Education Programs Consultant, California Department of Education
- Faith Polk, Assistant Professor, Brandman University
- Debra Silverman, Education Administrator, Program Management Division, First 5 California\*
- Barbara Tamialis, Professor/Mentor Coordinator & Chair, Child Development Department, Saddleback College; California Community College Early Childhood Educators

### **SUPPORT TEAM MEMBERS**

- Camille Maben, Executive Director, First 5 California
- Debra McMannis, Director, Early Education and Support Division, California Department of Education
- Cecelia Fisher-Dahms, Education Administrator, Early Education and Support Division, California Department of Education
- Nicole Garibaldi, Consultant, Early Education and Support Division, California Department of Education
- Sarah Neville-Morgan, Deputy Director, Program Management Division, First 5 California
- Debra Silverman, Education Administrator, Program Management Division, First 5 California
- Aaron Price, President, Glen Price Group (GPG)
- Caitlin Lawrence-Toombs, Vice President, GPG
- Christopher Szecsey, Senior Associate, GPG
- Stacy Zhong, Summer Associate, GPG

### **OTHER ACKNOWLEDGMENTS**

Special thanks to: The David and Lucile Packard Foundation and First 5 California for financial support; the Support Team for their overall strategic direction; the Work Group Co-Leads for their leadership and coordination support; the National Academies of Medicine, Innovation to Incubation (i2I) Division for coordination and support for core team meetings; Hattaway Communications for communications and design support; and the Glen Price Group (GPG) for facilitation, coordination, writing, and research support.

Transforming the Workforce for Children Birth Through Age 8:  
Implementation Plan for the State of California

---

## **APPENDIX B: RECOMMENDATIONS FROM INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL**

---

# RECOMMENDATIONS FROM INSTITUTE OF MEDICINE & NATIONAL RESEARCH COUNCIL

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation<sup>1</sup>

## QUALIFICATION REQUIREMENTS FOR PROFESSIONAL PRACTICE

- 1) Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.
- 2) Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.
- 3) Strengthen practice-based qualification requirements, including supervised induction period, for all lead educators working with children from birth through age 8.

## HIGHER EDUCATION AND ONGOING PROFESSIONAL LEARNING

- 4) Build an interdisciplinary foundation in higher education for child development.
- 5) Develop and enhance programs in higher education for care and education professionals.
- 6) Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

## EVALUATION AND ASSESSMENT OF PROFESSIONAL PRACTICE

- 7) Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

## THE CRITICAL ROLE OF LEADERSHIP

- 8) Ensure that policies and standards that shape the professional learning of care and education leaders (elementary school principals and directors in early care and education settings) encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning in their organizations.

## INTERPROFESSIONAL PRACTICE

- 9) Improve consistency and continuity for children from birth through age 8 by strengthening collaboration and communication among professionals and systems within the care and education sector and with closely related sectors, especially health and social services.

## SUPPORT FOR IMPLEMENTATION

- 10) Support workforce development with coherent funding, oversight, and policies.
- 11) Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.
- 12) Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

## IMPROVEMENT OF THE KNOWLEDGE BASE

- 13) Build a better knowledge base to inform workforce development and professional learning services and systems.

---

<sup>1</sup> Institute of Medicine & National Research Council (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. Retrieved from <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>.

# **APPENDIX C: RECOMMENDATIONS CROSSWALK**

# RECOMMENDATIONS CROSSWALK

This document was developed in January 2016 to inform initial planning work and prioritization of the recommendations from the Institute of Medicine and National Research Council’s *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. It was not intended to be a stand-alone document, and is provided here as supporting documentation for the Implementation Plan.

The table below provides an overview of recommendations from various relevant reports that were identified in late 2015, and indicates alignment between the reports to ensure that California’s Implementation Plan is informed by the full range of available advice and guidance. For each row, bolded page numbers indicate the source(s) of the exact recommendation text in the left-hand column. Additional page numbers indicate aligned or related recommendations from other reports.

Recommendation	Transforming the Workforce for Children B-8 <sup>1</sup>	California Comprehensive Early Learning Plan <sup>2</sup>	Condition of Children Birth to Age Five <sup>3</sup>	A Golden Opportunity <sup>4</sup>	Teaching the Teachers <sup>5</sup>	Not Golden Yet <sup>6</sup>
<b>Qualification Requirements for Professional Practice</b>						
Credentials and staff educational qualifications need to be aligned with the Competencies and reflect mastery of those Competencies		<b>p. 27</b>				p. 20
Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8	<b>p. 511</b>					p. 20
Recognize the birth through third grade continuum and create seamlessness between birth-to-5 and K-12 educators					<b>p. 48</b>	<b>p. 20</b>
Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement with specialized knowledge and competencies, for all lead educators working with children birth through age 8	<b>p. 513</b>					
Strengthen practice-based qualifications requirements, including a supervised induction period, for all lead educators working with children birth through age 8	<b>p. 521-522</b>					

<b>Recommendation</b>	<b>Transforming the Workforce for Children B-8<sup>1</sup></b>	<b>California Comprehensive Early Learning Plan<sup>2</sup></b>	<b>Condition of Children Birth to Age Five<sup>3</sup></b>	<b>A Golden Opportunity<sup>4</sup></b>	<b>Teaching the Teachers<sup>5</sup></b>	<b>Not Golden Yet<sup>6</sup></b>
<b>Higher Education</b>						
Continue the process of alignment and articulation of the ECE curriculum within and across the CCCs and CSUs			<b>p. 44</b>	<b>p. 90</b>		p. 21
Evaluate the effectiveness of higher education programs in promoting required ECE competencies				<b>p. 93</b>	p. 47	
Address gaps in higher education program capacity, course offerings, practicums, and faculty quality and diversity			<b>p. 43</b>	<b>p. 90</b>		p. 21
Phase in specialized accreditation for ECE AA and BA programs			<b>p. 45</b>	<b>p. 90</b>		
Implement approaches to serve diverse students drawing on proven models such as coaching, counseling, and technology-mediated PD				<b>p. 90</b>		
Focus degree programs on particular areas where research suggest teachers are not yet strong e.g. dual language learners, special education	p. 515-518	<b>p. 31</b>	<b>p. 43</b>	p. 99		
Require a course in math teaching			<b>p. 43</b>			
Ensure broad availability of college course and PD for infant-toddler caregivers	p. 515-518	<b>p. 31</b>	<b>p. 44</b>			
Establish clear timelines with systematic support for an articulation and transfer process within and among colleges and universities	p. 513		<b>p. 44</b>	p. 93		
Strengthen efforts to expand higher education offering to more remote communities without college campuses, to utilize distance learning and web-based training resources			<b>p. 44</b>			
Build an interdisciplinary foundation in higher education for child development	<b>p. 522</b>					
Develop and enhance programs in higher education for care and education professionals	<b>p. 525</b>				p. 47	p. 21
Prepare ECE professionals to support Dual Language Learners		<b>p. 28</b>	p. 48			<b>p. 21</b>



<b>Recommendation</b>	<b>Transforming the Workforce for Children B-8<sup>1</sup></b>	<b>California Comprehensive Early Learning Plan<sup>2</sup></b>	<b>Condition of Children Birth to Age Five<sup>3</sup></b>	<b>A Golden Opportunity<sup>4</sup></b>	<b>Teaching the Teachers<sup>5</sup></b>	<b>Not Golden Yet<sup>6</sup></b>
<b>Ongoing Professional Learning</b>						
Develop a well defined ECE career pathway aligned to competencies, QRIS and training programs in higher education and other PD venues		p. 27	<b>p. 44</b>	<b>p. 90</b>	p. 48	
Develop competencies for ECE teacher educators, trainers, mentors, coaches, resource and referral personal and staff in organizations that support the ECE workforce				<b>p. 90</b>		
Support the consistent quality and coherence of professional learning support during ongoing practice for professionals working with children from birth through age 8	<b>p. 529</b>					
Through QRIS and other mechanisms, address other barriers to attaining high-quality care with competent providers and advance teacher qualification requirements by tier			p. 44	<b>p. 90</b>		
<b>Evaluation and Assessment of Professional Practice</b>						
Implement an ECE workforce registry	p. 552-553		<b>p. 43</b>	<b>p. 90</b>		<b>p. 20</b>
Ensure that a workforce data system is compatible with K-12 workforce data	p. 552-553		<b>p. 43</b>	p. 92		
Track infant-toddler provider participation in high quality workforce development that is aligned to ECE Competencies, Foundations and other standards	p. 552-553	p. 33	<b>p. 43</b>	p. 90		
Conduct research to refine hypotheses about the relationship of practice and child outcomes with the intensity of PD activities			<b>p. 45</b>			
Conduct research on the efficacy of various approaches to teacher preparation			<b>p. 45</b>	p. 97		
Conduct research on characteristics of caregivers that are more likely to stay in the field in order to develop strategies to stabilize the field			<b>p. 45</b>			
Include workplace environment and the role of ECE center directors on teacher practice in research on ECE teacher effectiveness			<b>p. 45</b>			

Recommendation	Transforming the Workforce for Children B-8 <sup>1</sup>	California Comprehensive Early Learning Plan <sup>2</sup>	Condition of Children Birth to Age Five <sup>3</sup>	A Golden Opportunity <sup>4</sup>	Teaching the Teachers <sup>5</sup>	Not Golden Yet <sup>6</sup>
California's ECE Competencies should be updated periodically to reflect best practices and early learning standards	p. 539	<b>p. 27</b>				
Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8	<b>p. 534</b>					
<b>Critical Role of Leadership</b>						
Ensure that policies and standards that shape the professional learning of care and education leaders encompass the foundational knowledge of competencies needed to support high-quality practices for child development and early learning in their organizations	<b>p. 539</b>				p. 47	
<b>Inter-Professional Practice</b>						
Improve consistency and continuity for children from birth through age 8 by strengthening collaboration and communication among professionals and systems within the care and education sector with closely related sectors, especially health and social services	<b>p. 542</b>					
<b>Support for Implementation</b>						
Address needs for financial supports for practitioners to pursue additional PD or education	p. 518	p. 31	<b>p. 44</b>	<b>p. 90</b>		
Support workforce development with coherent funding, oversight, and policies	<b>p. 544-545</b>	p. 29				
Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8	<b>p. 545</b>					
Support comprehensive state- and local-level efforts to transform the professional workforce for children birth through age 8	<b>p. 550</b>					

<b>Recommendation</b>	<b>Transforming the Workforce for Children B-8<sup>1</sup></b>	<b>California Comprehensive Early Learning Plan<sup>2</sup></b>	<b>Condition of Children Birth to Age Five<sup>3</sup></b>	<b>A Golden Opportunity<sup>4</sup></b>	<b>Teaching the Teachers<sup>5</sup></b>	<b>Not Golden Yet<sup>6</sup></b>
Institute more rigorous evaluation for funded programs, including effects on participant competencies, quality of care, retention, and child development outcomes	p. 534			<b>p. 90</b>		
Streamline and align the set of programs in light of evidence of program effectiveness or other systems changes (e.g. ECE competencies, career ladder and credentialing, and QRIS)		p. 29		<b>p. 90</b>		
Invest public dollars to address compensation disparities and working conditions	p. 518			p. 97		<b>p. 20</b>
Build incentives for early learning into local control funding formula decisions						<b>p. 20</b>
Set higher compensation levels for ECE teachers if education standards are raised to improve recruitment and retention		p. 27	<b>p. 42</b>	p. 97		p. 20
<b>Improvement of the Knowledge Base</b>						
Build a better knowledge base to inform workforce development and professional learning services and systems	<b>p. 552</b>					

<sup>1</sup> Institute of Medicine & National Research Council (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press.

<sup>2</sup> Governor’s State Advisory Council on Early Learning and Care (2013). *California Comprehensive Early Learning Plan*.

<sup>3</sup> American Institutes for Research. (2012). *Condition of Children Birth to Age Five and Status of Early Childhood Services in California: Synthesis of Recent Research*.

<sup>4</sup> Karoly, L.A. (2012). *A Golden Opportunity: Advancing California’s Early Care and Education Workforce Professional Development System*. RAND Corporation.

<sup>5</sup> Austin, L.J.E., Whitebook, M., Kipnis, F., et al. (2015). *Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in California*. Center for the Study of Child Care Employment, University of California, Berkeley.

<sup>6</sup> Jackson, S. (2015). *Not Golden Yet: Building a Stronger Workforce for Young Children in California*. New America.

Transforming the Workforce for Children Birth Through Age 8:  
Implementation Plan for the State of California

---

## **APPENDIX D: DRAFT PREPARATION STANDARDS**



# **Preparation Standards for the Early Childhood Education Permit- Teacher Level**

## **Commission on Teacher Credentialing**

**Standards Adopted**

*Date*

This handbook, like other publications of the Commission on Teacher Credentialing, is not copyright. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

(888) 921-2682 (toll free)

This handbook is available at: <http://www.ctc.ca.gov/>

DRAFT

### **Standard 1: Design of Early Childhood Education Preparation**

The preparation provided to candidates is designed to address the range of candidate performance expectations so that the early care and education workforce will develop the knowledge, skills, and abilities to work effectively with all children from birth through age 8 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children. Candidate preparation is grounded in the theoretical framework of developmentally- and culturally-appropriate practices for the care and education of young children as well as for collaborating effectively with families to support their children’s development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively promote learning for all California young children, key elements within the curriculum include typical and atypical child growth and development from birth through age eight; developmentally- and culturally-appropriate pedagogy for young children in key content areas such as early language and literacy, mathematics, science, technology, engineering, arts, and social studies; socio-emotional growth and development; understanding the learning trajectories of young children; designing and implementing developmentally- and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children. The preparation design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of the Child Development Permit. (see also Standard 6).

### **Standard 2: Preparing Candidates to Master the *Performance Expectations* (PEs)**

The *Performance Expectations* (PEs) describe the set of professional knowledge, skills and abilities expected of a beginning level Child Development Teacher in order to effectively support the growth, development, and learning of all young children and to work collaboratively with families to support children’s learning.

The coursework and fieldwork/practicum/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the PEs as these apply to the intended level of the Child Development Permit, and (b) prepares

the candidate for course-related and other assessments of their competence with respect to the PEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the PEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the PEs.

### **Standard 3: Opportunities to Learn and to Practice**

#### **A. Fieldwork/Practicum/Clinical Practice Experiences**

The program's Fieldwork/Practicum/Clinical Practice experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with young children in California early care and education settings. These experiences may be within the candidate's ECE workplace if appropriate and as available.

Fieldwork provides opportunities for candidates to observe a variety of early childhood classrooms and settings and to select focus students for deeper observational study, including children who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are English learners; and (d) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for children during both class and play time. Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in early learning of subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe a range of early childhood assessments of learning as well as of socio-emotional growth and development. Candidates are also able to observe how ECE personnel organize and supervise the work of other adults in the early care and education setting.

The range of experiences provided to candidates may include supervised early field experiences, guided observations in a variety of ECE settings, and practice teaching (i.e., co-planning and co-teaching, or guided teaching), among others. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or ECE settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating ECE teachers understand their role and expectations. Clinical supervision and support for candidates may include an in-person site visit, video capture or synchronous video observation.

#### **B. Criteria for Field Work/Practicum/Clinical Practice Placements**

Sites selected for candidate experiences should demonstrate commitment to developmentally- and culturally-appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the



Least Restrictive Environment (LRE), provide support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection. Selected sites should also have a fully qualified site administrator.

#### **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Child Development Permit Requirements**

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

#### **Standard 5: Faculty Qualifications**

Coursework is provided by qualified faculty members who have relevant knowledge and experience in the field of early care and education. Faculty members must have a minimum of a Bachelor's degree in Early Childhood Education or a closely related field, with a Master's degree preferred. Faculty should also have an understanding of adult learning theory in order to work effectively with the early care and education workforce and to effectively supervise fieldwork, practicum, and/or clinical practices experiences for candidates.

#### **Standard 6: Assessment of Candidate Competency**

Candidates are assessed through a coherent set of performance-based activities focusing on the adopted Performance Expectations for the intended level of the Child Development Permit. Examples of performance-based assessments could include:

- Asking candidates to describe observations of focus students and what the candidate learned about each child's development on dimensions such as language skills, behavior, developmental level, and special needs, if applicable
- Providing candidates with case studies of children and asking the candidate to discuss the child with regard to what they have learned about child growth and development and implications for supporting the child's learning and other developmental needs
- Asking candidates to draw on their observations and experiences to describe their understanding of the conditions that promote early learning of young children
- Asking candidates to explain the influence of external factors that affect children and families and to provide examples if available from their site observations

- Asking candidates to describe a key concept from a major ECE curriculum area and to develop a lesson plan to teach this concept to young children
- Asking candidates to practice setting instructional and developmental goals for a focus young child in a fieldwork/practicum/clinical practice setting, or based on a case study of a young child
- Asking candidates to describe how a teacher in the fieldwork/practicum/clinical practice setting created and managed an effective classroom environment
- Asking candidates to explain basic concepts of first and second language acquisition, and to describe appropriate strategies to support children’s language acquisition
- Asking candidates to describe how they would use technology and media within ECE instruction
- Asking candidates to describe and provide examples of some commonly-used early childhood assessments
- Asking candidates to interpret findings from a formative early childhood assessment

DRAFT

## **APPENDIX E: DRAFT PERFORMANCE EXPECTATIONS**

**California Standards for the Teaching Profession  
Child Development Teacher-Level Permit  
Performance Expectations  
May 16, 2016**

***The California Standards for the Teaching Profession:***

Standard 1: Engaging and Supporting All Students\* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

*\*in the ECE context, “students” is understood to refer to “young children,” from birth through age 8*

**Introduction to this Document**

This document presents the six Standards of the *California Standards for the Teaching Profession* as applied to the set of knowledge, skills, and performance expectations for candidates at the Child Development Permit (CDP) Teacher level. Within the document, a narrative explanation of the set of expected knowledge and skills is provided, followed by a summary in bulleted form of the key performance expectations for each Standard at the level of the beginning CDP Teacher.

Throughout this set of Standards, reference is made to “all young children.” This phrase is intended as a widely inclusive term that references **all** children served in Early Childhood Education (ECE) settings. Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, advanced abilities, and differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and/or geographic origin.

The range of children in California ECE settings also includes young children whose first language is English, dual language learners, English learners, and Standard English learners. This inclusive definition of “all children” applies whenever and wherever the phrase “all children” is used in these Standards.

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p style="text-align: center;"><b>1</b>  <b>Engaging and Supporting All Young Children in Learning and Development</b></p>	<p style="text-align: center;"><b>Standard 1: Narrative</b></p> <p>Candidates develop knowledge of the typical and atypical progression of young children’s cognitive development, social-emotional skills, specific content-based knowledge and skills (e.g., language, literacy, mathematics), general learning competencies, physical development, and health. Candidates understand how these elements interact to facilitate learning and development, including the integral role of teachers, family, culture, and the community in children’s development.</p> <p>Candidates develop knowledge of the demographics, cultural background, and perspectives of the children and families served, and can describe the role and influence of culture on young children’s development. Candidates understand how biological and environmental factors interact to influence children’s development and learning, including the positive effects of consistent, nurturing interactions that facilitate development and learning. Candidates also understand and can facilitate the effects of chronic stress and exposure to trauma that can influence development, learning, and behavior. Candidates also recognize when additional diagnosis and services may be needed.</p> <p>Candidates understand how to collaborate with families and the community to support young children’s development and learning, and understand the locally-available support services for children and families. Candidates are able to use their knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services to access and effectively use these resources as needed. Candidates understand how to communicate and connect with families in a mutually respectful, collaborative and reciprocal way, and to set goals with families that prepare them to engage in complementary behaviors and activities at home and in the community that enhance children’s development and early learning</p> <p style="text-align: center;"><b>Standard 1: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the typical progression of young children’s cognitive, physical and social-emotional skills</li> <li>• Differentiate characteristics of typical and atypical child development</li> </ul>

<b>CSTP Standard</b>	<b>CDP Teacher Level Narrative and Performance Expectations</b>
	<ul style="list-style-type: none"> <li>• Describe and discuss the integral role of teachers, family, culture, and the community in children’s development</li> <li>• Identify and describe biological and environmental factors (including gender roles) that influence young children’s development</li> <li>• Describe the demographics and the cultural background and perspectives of the children and families served in the early childhood setting</li> <li>• Communicate and collaborate with families to support young children’s development and learning</li> <li>• Describe how to recognize when additional diagnosis and services may be needed</li> <li>• Understand the types of locally-available support services for children and families</li> <li>• For candidates working or intending to work in an Infant/Toddler setting, understand the unique care, development, and learning needs of the youngest children and how to support their growth, development, and learning</li> </ul>
<p style="text-align: center;"><b>2</b>  <b>Creating and Maintaining Effective Environments for Young Children’s Learning and Development</b></p>	<p style="text-align: center;"><b>Standard 2: Narrative</b></p> <p>Candidates demonstrate the ability to establish primary relationships and interactions with children that are nurturing and use positive, child-directed language. Candidates understand how to consistently use productive routines, maintain a schedule that meets individual and group needs, and make transitions brief and productive (i.e., healthful, safe, and predictable) in order to ensure predictability and learning opportunities, and to maintain active engagement and a sense of emotional security and support in the learning environment.</p> <p>Candidates demonstrate the ability to promote positive social and emotional development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. Candidates have the ability to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children’s learning and development, and how to adjust the learning environment as well as instructional practice to support children experiencing these effects.</p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p style="text-align: center;"><b>Standard 2: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Establish positive primary relationships with young children</li> <li>• Develop productive (i.e., healthful, safe and predictable) daily routines and schedules for potential use with children which can also serve as learning opportunities for children</li> <li>• Demonstrate the ability to promote children’s positive social behavior and self-regulation</li> <li>• Set developmentally-appropriate expectations for young children’s behavior</li> <li>• Recognize and implement strategies to prevent and/or address young children’s challenging behaviors, and implement strategies to help children learn to resolve conflicts</li> <li>• Recognize the effects of factors outside the setting on children’s social-emotional well-being and understand how to adjust the environment as well as classroom practice to help affected children and, as needed, to collaborate with families and service providers</li> <li>• Describe elements of potentially effective learning environments (physical space, routines, materials, activities, equipment, classroom management) that promote young children’s learning</li> <li>• Recognize how an effective home-school-family connection interacts to support children’s learning and development</li> </ul>
<p style="text-align: center;"><b>3</b>  <b>Understanding and Organizing Content Knowledge for Young Children’s Learning and Development</b></p>	<p style="text-align: center;"><b>Standard 3: Narrative</b></p> <p>Candidates develop an understanding of content and concepts important in early learning of major subject-matter areas, including linguistically- and developmentally-appropriate curriculum in early language and literacy, mathematics and mathematical reasoning, science, technology, engineering, arts, and history and social sciences. Candidates demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and instructional tasks and strategies) and become proficient in each of the Standards and specific subject-matter areas. Candidates learn to set appropriate individualized goals and objectives to advance young children’s development and learning within and across Standards and subject areas For infants and toddlers, candidates implement the four foundational domains identified within the California Early Learning and Development System from the California Department of Education. Candidates are familiar with the strengths and limitations of common-used early childhood curricula, and with appropriate subject matter pedagogy for key subject areas in the</p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p>early childhood curriculum.</p> <p style="text-align: center;"><b>Standard 3: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Have sufficient discipline-based knowledge to teach content to young children</li> <li>• Know the principles of effective instruction and facilitation in each content domain</li> <li>• Know how to design activities that are developmentally appropriate, engaging, and support students learning in each content domain</li> <li>• Know how to interact with children in ways that support their content learning and developing skills</li> <li>• Know how to individualize activities and instruction to address differences in young children’s skill levels and learning styles</li> <li>• Identify key content appropriate for young children as identified in the California Infant/Toddler and Preschool Foundations and Curriculum Framework for planning developmentally appropriate curriculum and learning activities for young children</li> <li>• Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum</li> <li>• Plan setting individualized goals and objectives for content learning for young children in the early childhood setting</li> <li>• Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including the California Early Learning and Development System-based curriculum from the California Department of Education</li> </ul>
	<p style="text-align: center;"><b>Standard 4: Narrative</b></p> <p>Candidates understand how to use their knowledge of child growth and development and a range of instructional and caregiving practices, when designing and providing developmentally-appropriate curriculum and instruction to students, including implementing curricula and approaches that engage children through nurturing, responsive interactions and facilitated learning and development in all Standards in ways appropriate to children’s levels of development. Candidates are familiar with California’s infant/toddler and Preschool Foundations and Curriculum Framework that provide guidance</p>



CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p style="text-align: center;"><b>4</b></p> <p><b>Planning Instruction and Designing Learning and Development Experiences for All Young Children</b></p>	<p>for the development and learning of the state’s young learners and they apply this foundational knowledge when planning the care, development, and learning experiences for all young children.</p> <p>Candidates apply knowledge of factors such as cultural, linguistic, ethnic, economic, ability, first- and second-language acquisition when planning lessons, and they also apply knowledge of play-based/active investigation curriculum models and approaches applicable to curriculum and instruction provided to young children. Candidates understand how to leverage different kinds of current technologies in curricula and instructional practice to promote children’s learning.</p> <p>Candidates understand how to advance the learning and development of children who are dual language learners. They understand the use of inclusive instruction, universal design, accessibility, and adaptation to advance the learning and development of children who have specialized developmental or learning needs such as children with disabilities or learning delays. In addition, candidates understand how to be responsive to children experiencing chronic stress/adversity. Candidates understand how to create and manage effective learning environments (physical space, adult-child interactions, materials, equipment, activities, classroom management) that promote student learning, and they understand how to involve families at home and in the community with the curriculum to support children’s growth and development.</p> <p style="text-align: center;"><b>Standard 4: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Explain concepts relating to children’s learning trajectories, including goals, developmental progressions, and instructional tasks and strategies</li> <li>• Describe general principles of effective pedagogy for young children, including ways in which children’s play as a teacher-guided, children-centered intentional learning opportunity can contribute to children’s academic learning.</li> <li>• Apply knowledge of child growth and development to design developmentally-appropriate lesson plans</li> <li>• Apply knowledge of curriculum to address all dimensions of child development (e.g., physical, cognitive, social/emotional, language and communication, socialization, self-regulation, and self-</li> </ul>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
	<p>help skills for all children)</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to consider factors such as cultural, linguistic, ethnic, economic, ability and gender diversity, and first- and second-language acquisition with respect to instructional planning</li> <li>• Demonstrate planning that incorporates the contexts of focused play interactions, daily routines, focused conversations, and focused interactions, along with a supportive classroom environment, that work in concert to support young children’s learning and development</li> <li>• Apply knowledge of how to plan for children’s diverse learning styles, motivations, interests, and abilities</li> <li>• Apply knowledge of how to plan for family engagement to support children’s growth and development</li> <li>• Integrate movement and kinesthetic experiences within the curriculum to help young children’s learning and development</li> <li>• Use a variety of technology and media, and discuss the applicability of these technologies and media within early childhood instruction</li> <li>• Describe appropriate strategies for supporting home language for our youngest learners</li> <li>• Describe appropriate strategies for supporting dual language learners in developing English language and literacy skills for preschool age children</li> <li>• Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young dual language learners access to the curriculum</li> <li>• Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with disabilities access the curriculum</li> <li>• Describe appropriate instructional strategies and potential curriculum and instructional modifications to help young children with other identified socio-emotional needs and children who are gifted and talented access the curriculum.</li> <li>• Demonstrate effective lesson planning and the use of educational practices based on observation, assessments, and the California Early Learning and Development system resources from the California Department of Education.</li> </ul>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p style="text-align: center;"><b>5</b>  <b>Assessing and Documenting Young Children’s Learning and Development</b></p>	<p style="text-align: center;"><b>Standard 5: Narrative</b></p> <p>Candidates understand basic principles for observing, documenting, and interpreting children’s play and interactions, as well as for assessing children, that are linguistically and developmentally appropriate, culturally and linguistically sensitive, and relevant, reliable and valid across a variety of populations, Standards and Foundations, as applicable, and assessment purposes. Candidates are able to appropriately select and/or design assessments for formal and informal use, as applicable, to support their curriculum and instructional practices, and to document children’s progress. Candidates understand how to use and interpret the results of a range of both informal and formal assessment tools and strategies. Candidates learn to explain how assessment results can be used to understand individual children’s developmental progression and to determine whether needs are being met, and they understand how to use this information to individualize, adapt, and improve instructional practices. Candidates are able to communicate assessment results understandably and appropriately to children and families.</p> <p style="text-align: center;"><b>Standard 5: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of commonly-used early childhood screening and formative assessment strategies</li> <li>• Demonstrate understanding of the characteristics and purposes of formative and summative assessments of young children</li> <li>• Choose and use formative assessment strategies appropriate for assessing a particular skill</li> <li>• Identify and describe the key characteristics of culturally and linguistically appropriate assessments</li> <li>• Interpret basic assessment findings from formative and summative assessments</li> <li>• Describe how to apply assessment results to inform planning and instruction</li> <li>• Develop a sample communication appropriate for children and families regarding student assessment outcomes</li> </ul>
	<p><b>Standard 6: Narrative</b></p>

CSTP Standard	CDP Teacher Level Narrative and Performance Expectations
<p><b>6</b>  <b>Developing as a Professional Early Childhood Educator</b></p>	<p>Candidates can explain, compare and contrast current and historical early childhood education perspectives, theories, program types, and philosophies. Candidates understand effective ways to collaborate and communicate with both supervisors and professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.</p> <p>Candidates understand how to organize and supervise the work of Associate Teachers, Assistants, and Aides within the ECE program. They understand how adults learn, and how to give constructive feedback and otherwise support their professional development to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program. Candidates understand how to apply this knowledge in working with the Associate Teachers, Assistants, and Aides to improve staff knowledge, competencies, and effectiveness. They understand how to use effective communication methods with the program staff they will supervise, the program’s Master Teacher(s) and the Site Supervisor. They understand how to gather and provide information about both the effectiveness of the instructional program and the effectiveness of the personnel they will supervise to the Master Teacher(s) and/or the Site Supervisor, as appropriate.</p> <p style="text-align: center;"><b>Standard 6: Performance Expectations</b></p> <p><i>Candidates for the CDP Teacher Level Permit are able to:</i></p> <ul style="list-style-type: none"> <li>• Explain, compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies</li> <li>• Act in an ethical manner</li> <li>• Reflect on practice and use this information to improve teaching and learning in the ECE context</li> <li>• Describe ways to collaborate and communicate with other professionals</li> <li>• Understand effective strategies for supporting adult learning related to the teaching of young children</li> <li>• Demonstrate the ability to co-plan and co-teach with other Child Development Permit holders such as other teachers, Master/mentor teachers, and others in the ECE setting</li> <li>• Demonstrate how to organize and supervise the work of other adults in the early childhood classroom</li> </ul>

<b>CSTP Standard</b>	<b>CDP Teacher Level Narrative and Performance Expectations</b>
	<ul style="list-style-type: none"><li>• Demonstrate how to provide constructive performance feedback to adults</li><li>• Demonstrate how to communicate effectively with staff being supervised and with one's own supervisors</li><li>• Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors</li></ul>

DRAFT

## **APPENDIX F: PROFESSIONS TO INCLUDE IN CAREER LATTICE**

---

# PROFESSIONS TO INCLUDE IN CAREER LATTICE

In order to identify a list of professions to include in California’s Career Lattice, Work Group 2 reviewed the list of professional roles included on pages 46-47 of the IOM/NRC report and reviewed career lattices from other states, including Vermont and Pennsylvania.<sup>1</sup> This resulted in the suggestion to include professional roles that support children from birth through age 8 in a broad range of settings, including those outside of licensed child care and education settings. An initial list of professions for inclusion was shared with participants at the June 2016 stakeholder meeting in Sacramento.

Work Group 2 recommends that California’s career lattice includes the following professional roles:

- Community Early Childhood/Child Care Support Agency (County) Employee
- Early Childhood Mental Health Specialist
- Early Interventionist (0-3, 3-5, 5-8)
- ECE Instructor/Faculty
- Family, Friend, and Neighbor Caregiver
- Health Professional
- Home Visitor/Parent Educator/Family Support Provider
- Local Education Agency (LEA) Employee (TK-3<sup>rd</sup> grade)
- Licensed Child Care Program Employee
- Mentor/Coach
- Out of School Time Program Employee
- Physical/Speech/Hearing/Vision Specialist
- Social Worker
- State Office Employee

---

<sup>1</sup> Career Lattices from other states were collected as part of the Early Childhood Professional Development and Education Collaborative’s Career Ladder Project. For sample career ladders, see: [http://clpdocs.weebly.com/uploads/9/5/5/4/9554096/clp\\_report\\_appendix\\_d.pdf](http://clpdocs.weebly.com/uploads/9/5/5/4/9554096/clp_report_appendix_d.pdf)

Transforming the Workforce for Children Birth Through Age 8:  
Implementation Plan for the State of California

---

## **APPENDIX G: STAKEHOLDER ENGAGEMENT**



---

# STAKEHOLDER ENGAGEMENT

The Action Planning Team (APT) provided two opportunities for additional stakeholders to provide input and feedback on the development of the Implementation Plan: 1) Stakeholder Workshop (June 23, 2016), and 2) Feedback on Draft Plan (early August 2016).

## STAKEHOLDER ENGAGEMENT WORKSHOP

In May of 2016, First 5 California and the California Department of Education Early Education and Support Division invited over 40 early childhood leaders from across the state to participate in a one-day workshop in Sacramento, CA. The invited stakeholders represented advocacy, research, health care, higher education, early care and education providers and practitioners, and associations and unions.

On June 23, 2016, more than 20 stakeholders attended the in-person workshop (see below for a list of organizations represented at this workshop) to achieve the following objectives:

1. Learn about the National and California TWB8 efforts to date;
2. Become familiar with the Action Planning Team and its three topic-specific work groups;
3. Provide feedback/input on draft California recommendations and objectives;
4. Discuss future opportunities for input; and
5. Clarify workshop follow-up next steps.

The co-leads for each Priority Area work group shared their work to date and gathered feedback from meeting participants. The feedback gathered during the stakeholder meeting was reviewed by the Action Planning Team and incorporated into the next version of the Implementation Plan as appropriate.

Representatives from the following organizations attended the June stakeholder workshop:

- California Child Care Resource & Referral Network
- California Collaborative for Educational Excellence (CCEE)
- California County Superintendents Educational Services Association (CCSESA)
- California Department of Education (CDE)
- California School Boards Association (CSBA)
- California State University, Los Angeles
- California State University, San Bernardino
- Child Care Resource Center (CCRCCA)
- Early Edge California
- Early Learning Lab
- First 5 Association
- First 5 Santa Clara County
- New Teacher Center (NTC)
- Orange County Department of Education
- Policy Analysis for California Education (PACE)
- Riverside County Child Care Consortium (RCCCC)
- San Joaquin County Office of Education (SJCOE)

## REQUEST FOR ADDITIONAL FEEDBACK

In August 2016, First 5 California and the California Department of Education Early Education and Support Division invited all stakeholders who were invited to attend the June workshop to provide feedback on the draft Implementation Plan via an online feedback form. Overall, feedback was positive with minimal suggested changes. The core team reviewed and incorporated the feedback as appropriate.

## **APPENDIX H: LIST OF ACRONYMS**

---

# LIST OF ACRONYMS

Acronym	Full Text
APT	Action Planning Team
AICCU	Association of Independent California Colleges and Universities
B-8	Birth through age 8
BPECE	Baccalaureate Pathways for Early Care and Education
BTSA	Beginning Teacher Support and Assessment
CAP	Curriculum Alignment Project
CCC	California Community Colleges
CCCECE	California Community College Early Childhood Educators
CCELP	California Comprehensive Early Learning Plan
CDE	California Department of Education
CDP AP	Child Development Permit Advisory Panel
CSAC	California Student Aid Commission
CSCCE	Center for the Study of Child Care Employment
CSTP	California Standards for the Teaching Profession
CSU	California State University
CTC	Commission on Teacher Credentialing
ECE	Early Care and Education
EESD	California Department of Education Early Education and Support Division
EPEC	Early Childhood Professional Development and Education Collaborative
F5CA	First 5 California
HHS	U.S. Department of Health and Human Services
i2I	National Academies of Medicine’s Innovation to Incubation Division
IOM	Institute of Medicine

<b>Acronym</b>	<b>Full Text</b>
LPC	Local Planning Council
NRC	National Research Council
OST	Out of School Time
PEACH	Partnerships for Education Articulation and Coordination through Higher Education
R&R	Resource and Referral
QRIS	Quality Rating and Improvement System
SAC	State Advisory Council on Early Learning and Care
TA	Technical Assistance
TK	Transitional Kindergarten
TWB8	Transforming the Workforce for Children Birth Through Age 8
UC	University of California
VOC	Verification of Completion