Understanding the New CTC ECE Teacher Performance Expectations
and the Role of Competencies in Early Childhood Preparation and Professionalization

CAAEYC Forum
Palm Springs, CA.

November 8th 2019

Welcome and Introductions

- Phyllis Jacobson, Administrator Professional Services Division, CTC
- Jan Fish, PEACH Co-Lead Consultant and CSUN Professor Emerita
- Jaime Kalenik, Program Officer, First 5 LA
- (Christina Nigrelli, Senior Director of Programs, ZTT, Western Office)
- Carola Oliva Olson, Associate Professor, EC Studies, CSUCI
- Deborah Owens, Glendale College, PEACH ECE Competencies Co-Lead
- Fiona Stewart, Program Director, CCALA

Desired Outcomes of Our Session Today

- Understanding the new CTC EC Teaching Performance Expectations and Program Guidelines
- Understanding the role of early childhood competencies in California
  - The Role of Competencies in Professional Preparation and Professionalization
  - Zero to Three (ZTT) P-5 Cross-Sector Core Competencies and P-3 Critical Core Competencies
  - CA DLL Professional Development Grant Project at CSU, Channel Islands
  - CA ECE Competencies—in Higher Education and Professional Development
- Exploring the uses of early childhood competencies in your work setting

Understanding the New ECE Teaching Performance Expectations and Program Guidelines

Phyllis Jacobson, Ed.D., Administrator

Professional Services Division

Commission on Teacher Credentialing

November 2019
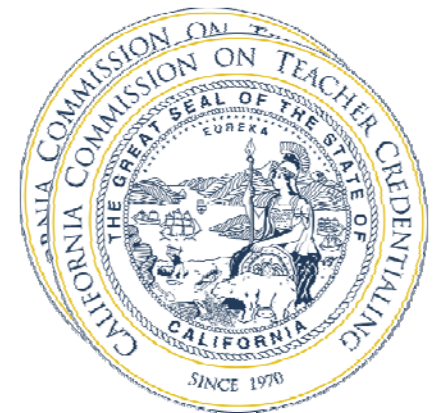
History in a Nutshell

➢Transforming the Workforce Birth through Eight report, 2015, *which led to*

➢California TWB8 workgroup and state plan, 2018, *which led to*

➢Development and Adoption of Teaching Performance Expectations, 2019, *which led to*

➢Development and Adoption of Program Guidelines, 2019

What Are Performance Expectations?

- A description of the *knowledge*, *skills*, and/or *abilities* an individual should have and be able to demonstrate at a minimally competent level to be qualified to *begin* professional practice

- Describe expected performance relative to one or more *job-related functions* of the permit or credential sought by the candidate (e.g., assisting, teaching, mentoring/coaching, administrating)

What Are Performance Expectations? (Cont.)

- Express a *higher level of integration* of the knowledge, skills, and/or abilities relative to required for effective job-related performance

- Describe *pedagogical applications* of content knowledge

- Describe *observable behavior or actions* by the candidate

- Are *measurable through observable behavior* and/or applied knowledge and skills

What Are Performance Expectations? (Cont.)

- Should be *taught to and learned by candidates within preparation programs* (via coursework and focused field work/clinical practice experiences for candidates)

- Should be *achievable* by appropriately-prepared candidates

Performance Expectations DO NOT…

- **Represent or describe**
  - ➤ discrete individual or narrow pieces or aspects of knowledge, skills, and/or abilities expected of candidates
  - ➤ passive subject area content knowledge independent from pedagogical applications of that content knowledge
  - ➤ the content or organization of specific courses taught within a preparation program
  - ➤ expectations for candidates' foundational content knowledge

Source Documents for the Performance Expectations

✓ *California Early Childhood Learning Competencies* (CDE)

✓ *California Preschool Learning Foundations, vol. 1-3* (CDE)

✓ *NAEYC Professional Preparation Standards* (NAEYC)

✓ *Transforming the Workforce, Birth Through Age 8: A Unifying Foundation (National Research Council and Institute of Medicine)*

✓ *California Teaching Performance Expectations (CTC)*

✓ *California Standards for the Teaching Profession (CTC)*

Why Do We Need Performance Expectations?

- Provide a *common language and a common set of expectations* for identifying and describing what candidates need to know and be able to do across the field of ECE

- Describe the *observable performance* of candidates for a Child Development Permit based on these common expectations and standards across the field

- Provide a *reasonable number of expected competencies* for candidates to learn, practice, and be assessed on

Why Do We Need Performance Expectations? (Cont.)

- Provide a *basis for developing coursework* to help candidates focus on expectations for their performance with young children

- Provide a *basis for candidate assessment* on their performance with children and adults, as appropriate, relative to these common competencies

Why Do We Need Performance Expectations? (Cont.)

- Help focus candidates and programs on *performance outcomes rather than on seat time* and written assessments to verify knowledge, skills, and abilities gained

- Allow for *easier transitions* of candidates between programs and courses across institutions based on a common set of expectations

How Are the Performance Expectations Organized?

- Use the same organization of content as the *California Standards for the Teaching Profession (CSTP)*

- The CSTP were purposefully developed and adopted by the CTC to be *broadly applicable to the work of all California educators,* with appropriate adaptations for specific populations such as ECE

- CSTP are organized into *six domains* universal to at all levels in California

Why Use the CSTP?

➢ Provides a *seamless continuum* describing the work of all educators in California from Birth through grade 12

➢ Content within each domain has been *specifically adapted to apply to the work of ECE educators* of young children from birth-age 8

➢ Provides a common framework, professional language, and sets of performance expectations shared by *ALL* California educators

Using the CSTP (Cont.)

- **NOT** meant or used to require ECE workforce to learn or apply content knowledge or performance expectations appropriate for working with students beyond age 8
- **NOT** meant to be the same as preparation for a multiple subject teacher

The Six Universal Domains of the CSTP

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing students for learning
6. Developing as a professional educator

Who Prepares the ECE Workforce?

- Primarily *higher education*, either at the California Community Colleges or at 4-year postsecondary institutions

- Currently there is an *array of coursework* both stand-alone and organized into a program

- But the coursework currently does not have to meet any *field-wide or statewide program quality standards* that would assure that Child Development Permit candidates are well-prepared regardless of the institution or program attended

For Further Information....

- *California Early Childhood Educator Competencies* (CDE)

https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf

- *California Preschool Learning Foundations, vol. 1-3* (CDE)

https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

- *NAEYC Professional Preparation Standards* (NAEYC)

https://www.naeyc.org/our-work/higher-ed/standard

For Further Information….

- *Transforming the Workforce, Birth Through Age 8: A Unifying Foundation (National Research Council and Institute of Medicine)*
- https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a
- *California Teaching Performance Expectations (CTC)*
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0
- *California Standards for the Teaching Profession (CTC)*
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf?sfvrsn=c9747b7e_0

So What About Preparation Programs?

✓ First-ever set of Program Guidelines to address the issue of the *quality of preparation* for the ECE workforce

✓ *Provide parallel quality assurance* with programs that prepare the TK-12 workforce

✓ Brings ECE preparation into the *continuum of preparation* of all educators

Program Guidelines Overview

- Provide a *description of expected program qualities* to assure that all candidates receive the preparation and support they need to be successful in their job roles in ECE settings, and assure that candidates have *opportunities to learn, practice, and be assessed* on the applicable Performance Expectations

- Are *descriptive*, not prescriptive

- Programs *organize their coursework, fieldwork/clinical practice* as they see fit in order to implement the program guidelines

- Programs can *vary significantly* in how they implement the program guidelines within their local context and to meet candidate needs

Additional Advantages of Program Guidelines

✓ Provide a ***common way to look at the quality of preparation*** received by the ECE workforce across the state and across preparation institutions

✓ Can potentially form the ***basis for a system of quality assurance*** mechanisms in the future

The Six ECE Program Guidelines

1. Program Design
2. Preparing Candidates to Master the ECE Performance Expectations
3. Opportunities to Learn and Practice
4. Monitoring and Supporting Candidate Progress
5. Faculty and Supervisor Qualifications
6. Assessment of Candidate Competency

References

- ***ECE Performance Expectations:***
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=2
- ***ECE Program Guidelines:***
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-program-guidelines-pdf.pdf?sfvrsn=4

What's Next?

- Any interested ECE preparation program sponsor can *look at their own coursework, course syllabi, and course content* against the Performance Expectations (Matrix available)

- CAP-participating institutions are starting that review process

- Program sponsors can also *look at their alignment relative to the Program Guidelines*

What's Next? (Cont.)

- Programs can also *think about ways to reorient assessment practices* to infuse more performance outcomes-based candidate assessment strategies into the course curriculum and assignments
- CAP-participating institutions are also beginning that review

What Else is New?

- Legislation

- Preschool Development Grant

- Master Plan process

- Potential Foundation support

About First 5 LA

- Public agency created by voters in 1998 to support children prenatal to age 5, funded exclusively by a tax on cigarettes

- Our work focuses on strengthening systems (public agencies, organizations, and communities) to better meet the needs of young children and their families

- We partner to ensure early childhood systems are:

  - accessible

  - quality

  - aligned

  - sustainable

Competencies as a Tool to Improve Early Childhood Systems

- Create shared language among professionals

- Support both incumbent and emerging workforces

- Encourage alignment between systems

- Increase quality of services delivered

Examples of Projects Funded

- P-5 Workforce Development Project

- ECE Competencies Projects
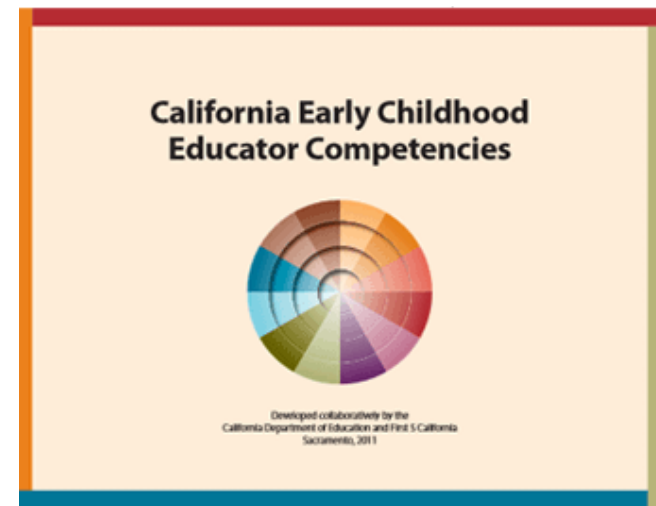
Lessons Learned and Next Steps

- Need to embed competencies throughout systems to make them relevant and useful

- Workforce preparation programs, training organizations and professionals need dedicated time to understand and utilize competencies

- What are the assessment and accountability mechanisms?

DUAL LANGUAGE LEARNERS

FUNDING | PROJECT MODEL | COURSE OVERVIEW

Carola Oliva-Olson, Ph.D.

ALT OPTION

Background

BUDGET ACT OF 2018

Authorizing professional development of licensed providers

directed towards providers serving young dual language learners.

PURPOSE

Offer high quality professional development activities

for early educators of dual language learners in infant/ toddler, early care and center-based settings or classrooms.

OFFICIAL FUNDING

Source U.S. Department of Health and Human Services

Child Care and Development Block Grant

FUNDED VIA

California Department of Education, Early Learning and Care Division

Dual Language Learners Professional Development Grant 2019-2020

KEY PARTNER

EARLY EDGE CALIFORNIA

Goal of grants

Increase professional knowledge and skills in the areas of

Dual language learning

Second language acquisition strategies

Biliteracy development

Multilingualism in early learning settings

DUAL LANGUAGE LEARNERS
PROFESSIONAL DEVELOPMENT GRANT

Two sequential undergraduate courses
(1 academic unit each) offered through CSU Channel Islands Extended University focused on teaching young dual language learners, birth to five, in diverse settings.

- Course: EDUC 490 Special Topics

Zero cost for participants + stipend and textbook

ECE Director involvement

REQUIREMENTS

- Mandatory orientations for ECE Directors and participants

- Commitment to a pre- and post-program self-assessment

- Participants must be actively teaching in a classroom

- ECE program will allow and support teachers to implement new practices and document their experiences via photo and video

STRUCTURAL HIGHLIGHTS

- Co-Teaching Model + Lead Instructor

- Reflective Communities of Practice

- In-Person and Online, English and Spanish

COURSE 1: DUAL LANGUAGE LEARNERS

SESSION 1

Introduction to Dual Language Learners

Demographic trends, policies, research

SESSION 2

Dual Language Learning

Bilingual language development, advantages of bilingualism, code switching

SESSION 3

Community of Practice 1

Family Language and Culture Interview/Child Case Study

SESSION 4

Cultural Competence

Self-reflection and critical awareness, culturally relevant pedagogies, assessment

SESSION 5

Community of Practice 2

Child Language Proficiency

EDUC 490 #1 - Young DLLs
EDUC-490 Sec 001 - Special T...
Spring 2019

This course introduces early childhood professionals to the development of young dual language learners in early learning settings. The course responds to a growing need for teachers and early learning professionals to develop skills and knowledge to implement optimal learning experiences in high quality learning environments for all children. The focus of this course is on current education policies and demographic trends, children's bilingual language development and assessment, and on teachers' cultural competence.
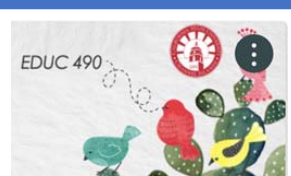
COURSE 2: EFFECTIVE PROGRAMMING FOR DUAL LANGUAGE LEARNERS

SESSION 1

Introduction to Effective Programming

Program self-assessment, Language Plan, Infant/ toddler and preschool classrooms

EDUC 490

EDUC 490 #2 - Effective Program...
EDUC-490 Sec 002 - Special T...
Spring 2019

SESSION 2

Personalized Oral Language Learning (POLL)

Culture and Environment

SESSION 3

Community of Practice 1

Environment

SESSION 4

Personalized Oral Language Learning (POLL)

Language and Families

SESSION 5

Community of Practice 2

Classroom Language Interactions

This course focuses on effective instructional and programmatic practices that ensure full and effective participation of young dual language learners. Topics that will be covered include: Classroom Language Models, Planned Language Approach (PLA), Personalized Oral Language Learning (POLL) principles and strategies, and program self-assessments.

FALL 2019

COURSE SESSION SCHEDULE – *ONLINE**

ONLINE COHORTS

Meets synchronously on Saturdays:

8 AM – 11 AM

9 AM – 12 PM

SESSION	COURSE #1	COURSE #2
Session 1	September 7th	November 2nd
Session 2	September 14th	November 9th
Session 3 – COP #1	September 28th	November 23rd
Session 4	October 5th	December 7th
Session 5 – COP #2	October 19th	December 21st

* *Cohorts that meet in-person will have a varied schedule due to the # of seating hours required for an academic unit.*
   Students will receive their exact schedule as part of their enrollment process.

Lecture and small group activities

Lecture for Online Courses

- All meetings occur in Zoom

- Students must join by video

- All students need access to a reliable computer with internet access and webcam

- Breakout rooms are used for small group discussion

Lecture for In-Person

- Course meetings are face-to-face

- For assignments, students need access to a reliable computer with internet to access course materials in the course management system
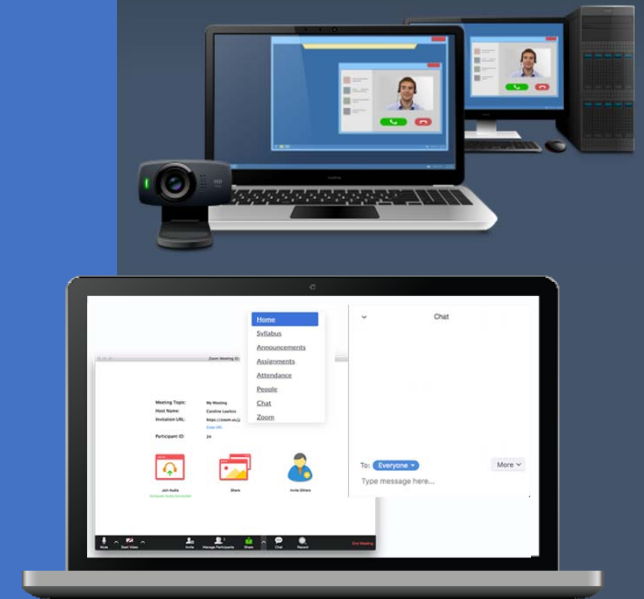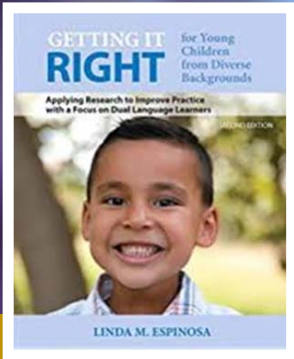
COURSE TEXTBOOK

GETTING IT RIGHT

BY

LINDA ESPINOSA

Textbook & Readings

- Primary text for this course is "Getting It Right for Young Dual Language Learners from Diverse Settings, 2nd Edition by Linda Espinosa

- Textbook is accessible as a PDF or e-text

COURSE SESSION STRUCTURE

Padlet Virtual Bulletin Board

- Student progress and materials exploration is documented in Padlet

- Students are invited to Padlet. Encouraged to open "free account" to track their posts
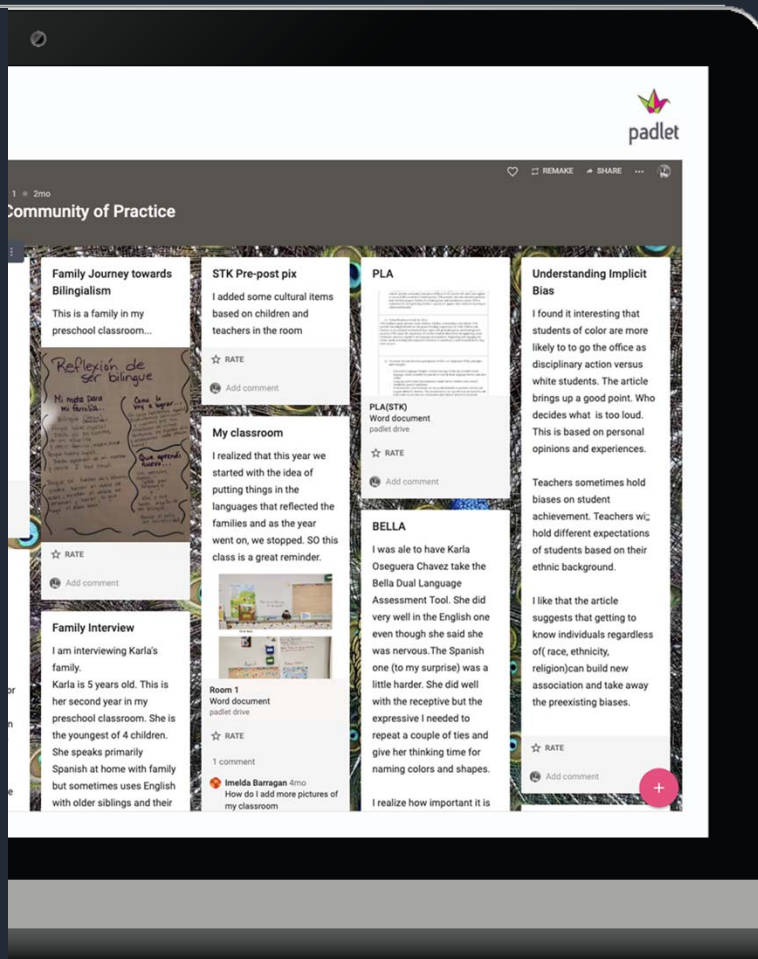
California Early Childhood Educator Competencies: Mapping Los Angeles County

Presented by

Dr. Deborah L. Owens, Glendale Community College

PEACH Partner; Co-Lead ECE Competencies Mapping Tool Project

California Early Childhood Educator Competencies

- California Department of Education/Child Development Division and First 5 California collaborated to develop the California Early Childhood Educator Competencies.

- The ECE Competencies are grounded in the CDE's California Early Learning and Development System (Learning and Development Foundations).

- As an integral part of the early learning and development system, the ECE competencies are aligned with the system's other components – DRDP, Foundations and Frameworks, Program Guidelines.

Purpose of the ECE Competencies

- Provide a coherent structure and content to support the professional development of the early childhood workforce in California.
- Inform the course of study developed in institutions of higher education designed to prepare the workforce.
- Provide guidance in the definition of ECE credentials and certificates.
- Offer comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support learning and development for young children in a variety of program types.

Organization of the Competencies: Areas and Contexts

Competency Areas:

- have overlapping content;

- define knowledge, skills and dispositions essential for effective high quality early care and education practice;

- include key concepts based on theory, research and practice;

- define performance areas that organize knowledge and skills within a competency area into a small number of sub areas or topics.

Two new Performance Areas now integrated under Professionalism Competency Area
- Adult Learning
- Coaching

Twelve Competency Areas:

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions and Guidance
- Family and Community Engagement
- Dual Language Learning
- Observation, Screening, Assessment and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health Safety and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

Organization of the Competencies: Areas and Contexts

Four Contexts –areas of responsibility:

- Supporting Early Learning and Development

- Planning and Guiding Early Learning and Development

- Creating and Maintaining Program Policies and Practices and,

- Advancing the Early Childhood Profession

Additional Resources

ECE Competencies Mapping Tool–for higher education faculty and professional development providers [www.ca-ececomptool.org]

ECE CompSAT–for the early childhood workforce, a self-guided tool to support reflection and assessment in the 12 competency areas [www.ececompsat.org]

ECE Competencies Mapping Tool, Los Angeles County and Institutions of Higher Education

PEACH an early childhood higher education collaborative received funding from First 5 LA to explore the potential benefits of integrating the CA ECE competencies into Child Development/Early Childhood Education Coursework and introduce the use of the ECE Competencies Mapping Tool as a resource.

- In year one of this three year project we convened higher education faculty from community colleges, state universities and private universities to explore potential benefits. We identified participating institutions of higher education and proceeded to develop training materials and offer onsite training and technical support in the use of the ECE Competencies Mapping Tool with the invaluable support of Nancy Hurlbut and Sharon Seidman (co developers of the tool) and Lisa Shut from CDTC where the tool is housed.

- IHE faculty from 23 campuses participated in the technical support meetings, exceeding our goal of 18 campuses, 68% of the participating campuses reported at least one, if not several, faculty conversations about course and program objectives and the ECE competencies and began mapping their courses.

- Many were challenged to find the time to complete the collaborative process called for in the mapping of course content to the ECE Competencies and found the technical support meetings provided an opportunity to begin or complete the process with ready support.

- Including adjunct faculty in the process/dialogue was another challenge noted, some campuses planned retreats or other opportunities to meet that made it possible for adjunct faculty to participate in the process.

ECE Competencies Mapping Tool, Los Angeles County and Institutions of Higher Education

- Our goals in year two included the continuation of the mapping process with the objective of each participating campus mapping an entire program, degree or certificate as appropriate for the institution and using the data to identify course/program strengths and weaknesses in relation to the ECE Competencies.

- We also hoped to generate data that might be useful in program improvement, course revisions and course development as well as program funding for such activities on the campus level. We looked forward to the possibility of enough IHE participation in the region that could generate meaningful data about how effectively higher education in the region prepared the ECE workforce in each of the competency areas. Or at the very least identify regional areas of weakness.

- In year two participating community colleges mapped more than 70% of their core program courses, CSU's and private universities mapped at least 30% of their program or courses to the CA ECE Competencies; exceeding our goals for the year.

- We offered a series of cluster meetings across the region with university and community college partners, providing time and technical support for mapping as well as an introduction to the data generating capabilities of the mapping tool.

- The ECE Competencies Mapping Project was successful in encouraging and supporting the use of the CA ECE Mapping Tool by the IHE faculty preparing the early childhood workforce in the Los Angeles region.

- We were also pleased to learn of the increased dialogue among faculty about course content, objectives and outcomes as examined through the lenses of the ECE Competency areas and the intentional discussions across institutions regarding alignment of coursework, again reflecting the ECE Competency contexts. An unanticipated benefit of the project that was highly valued by the participants.

ECE Competencies Mapping Tool, Los Angeles County and Institutions of Higher Education

As we approach the final year of the project we look forward to…
- Supporting the remaining IHE's in the region in the use of the ECE Competencies Mapping Tool.

- Generating data in support of the work of PEACH as well as individual campuses to better understand the strengths and weaknesses of the workforce preparation systems available in the region; and

- Collaborating with our colleagues in the CCALA professional development ECE Competencies Project.

ECE Competencies Project

Presented by Fiona Stewart, Program Director

Systems Change

To Integrate ECE Competencies into Professional Development

- ECE professional development (PD) providers need greater understanding of the California ECE Competencies to successfully integrate them into training.

- Systems-level change for the ECE PD system required beginning with true understanding and ability to align PD training content in meaningful ways.

CHILD CARE ALLIANCE LOS ANGELES

Transforming ECE Professional Development

- Two year project funded by First 5 LA

- Integrating CA ECE Competencies into PD training
  - Professional Development Organizations
    - Leadership and Trainers

- Trainer Learning Institutes

- Peer Learning Exchange/Network

Multi-Phase Approach

CHILD CARE ALLIANCE LOS ANGELES

PHASE ONE

PHASE TWO

1
- Training
- Build Knowledge
- PD System Overview

2
- Reflection & Integration
- Deepen Knowledge
- TA Action Plan

3
- Peer Learning
- TA Support
- Online Network
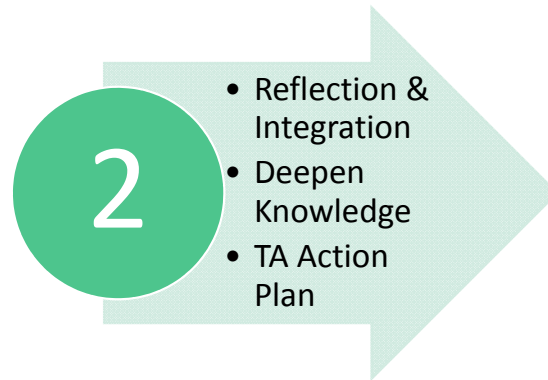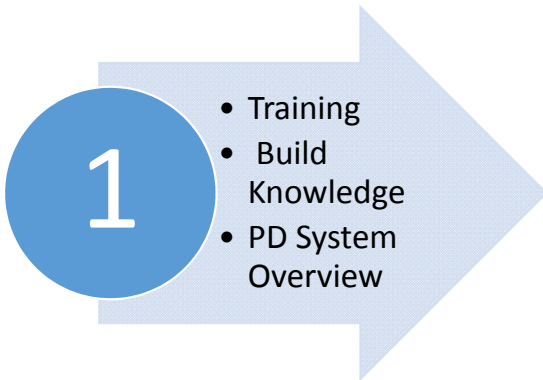
Initial Findings

Exhibit 30. **Mean ranking reported by participants representing their knowledge, skills and access to resources before and after their participation in the ECE Competencies Learning Institute**

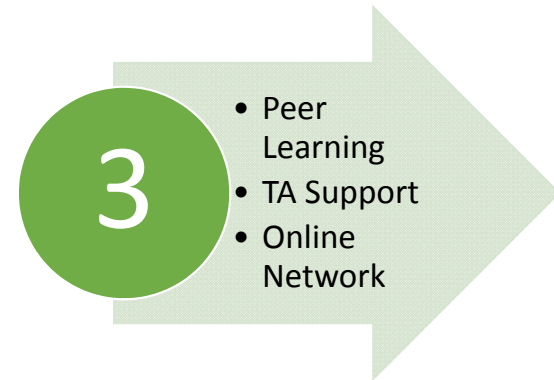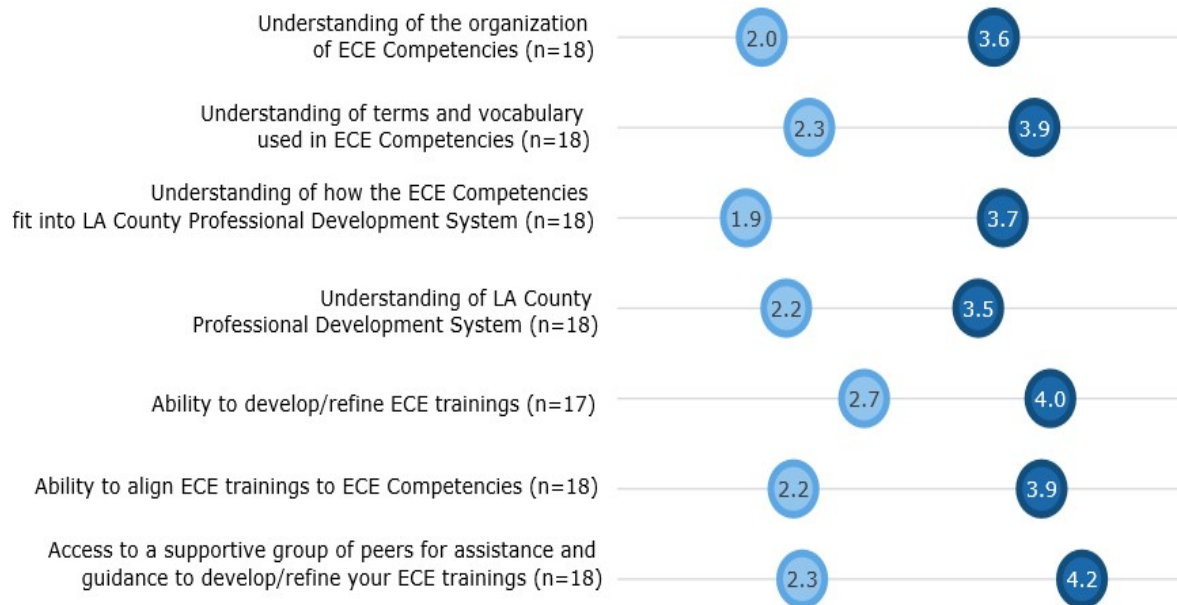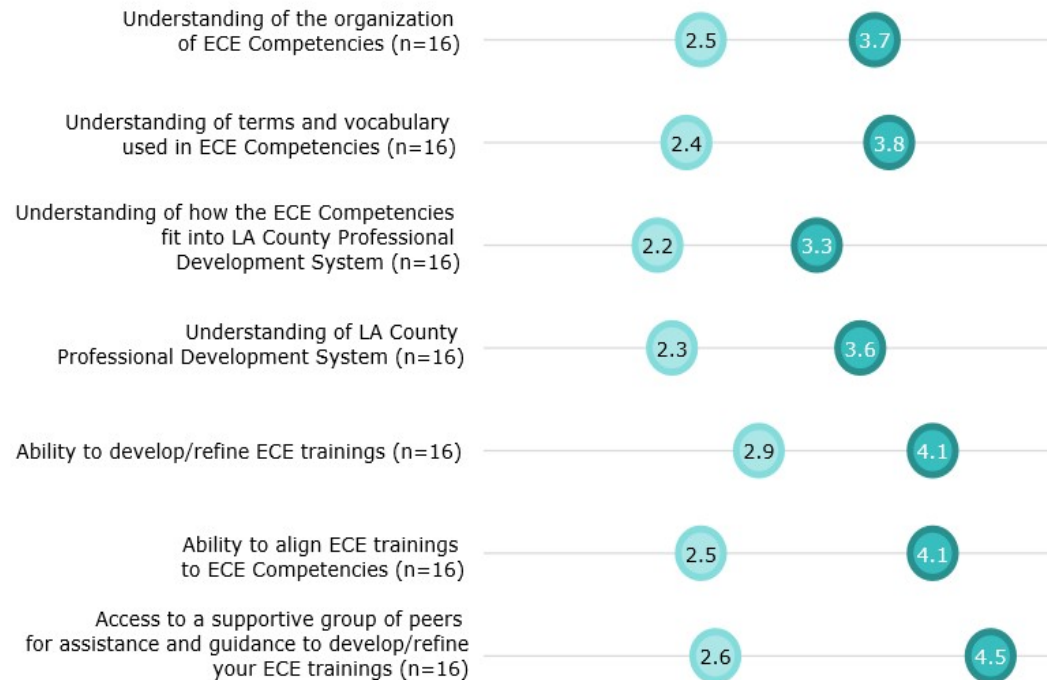| Measure	Before	After
Understanding of the organization of ECE Competencies (n=18)	2.0	3.6
Understanding of terms and vocabulary used in ECE Competencies (n=18)	2.3	3.9
Understanding of how the ECE Competencies fit into LA County Professional Development System (n=18)	1.9	3.7
Understanding of LA County Professional Development System (n=18)	2.2	3.5
Ability to develop/refine ECE trainings (n=17)	2.7	4.0
Ability to align ECE trainings to ECE Competencies (n=18)	2.2	3.9
Access to a supportive group of peers for assistance and guidance to develop/refine your ECE trainings (n=18)	2.3	4.2

Source: Harder & Company, 2019. ECE Competencies Learning Institute Pre-Survey, Modules 1-4 and Post-Survey Data Book.

[2] Statistical significance was determined using a paired-sample t-test with a one-tailed p-value less than .05. A thicker border around the circles signals statistical significance.

Initial Findings

Exhibit 46. **Mean ranking reported by participants representing their knowledge, skills and access to resources before and after their participation in the ECE Competencies Training and Technical Assistance Project**

Understanding of the organization of ECE Competencies (n=16): 2.5 → 3.7

Understanding of terms and vocabulary used in ECE Competencies (n=16): 2.4 → 3.8

Understanding of how the ECE Competencies fit into LA County Professional Development System (n=16): 2.2 → 3.3

Understanding of LA County Professional Development System (n=16): 2.3 → 3.6

Ability to develop/refine ECE trainings (n=16): 2.9 → 4.1

Ability to align ECE trainings to ECE Competencies (n=16): 2.5 → 4.1

Access to a supportive group of peers for assistance and guidance to develop/refine your ECE trainings (n=16): 2.6 → 4.5

Project Potential

Systems Change

- Trainer Approval
  - Trainer Certification
- Increased Integration of ECE Competencies
  - Increase trainer knowledge and skills on the CA ECE Competencies
  - Increase integration of CA ECE Competencies into PD
- Increase PD participant knowledge on the CA ECE Competencies

CHILD CARE
ALLIANCE
LOS ANGELES

Thank You

Fiona Stewart

Program Director, Child Care Alliance of Los Angeles

fiona.stewart@ccala.net

www.ccala.net

www.collaborativeleadership.info

Questions?

What does this mean for you and your work?
Small Group Discussion

- Where do competencies fit in your work ?
- How can competencies described in this presentation contribute to your work and the work of your agency?
- Consider involvement opportunities—which ones fit best with your work?
- What might be your next steps regarding competencies?

Thank You!

- Thank you for your participation!

- Please complete our session evaluation
  and

- Please stay in touch!