Responding to CTC Surveys on Performance Expectations (TPEs and APEs) and Preparation Program Guidelines

PARTNERSHIPS FOR EDUCATION, ARTICULATION AND COLLABORATION THROUGH HIGHER EDUCATION (PEACH)

Agenda

- What are Performance Expectations?
  - Performance Expectation Standards
  - Performance Expectation Standards and CA ECE Competencies
  - Questions and Comments about Performance Expectations

- How to Access the CTC Surveys on TPEs and APEs
  - Format of Performance Expectation Surveys
  - Questions and Comments on Performance Expectation Surveys

- What are Preparation Program Guidelines?
  - A Closer Look at the Preparation Program Guidelines
  - Format of TPE Surveys
  - Questions and Comments on Preparation Program Guidelines

- Next Steps

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)

- Describe a PERFORMANCE by the candidate

Excerpted Slide #9 from Sullivan and Jacobson

March, 2018 presentations at CSU TK Conference and PEACH Convening

What Are Performance Expectations?

- 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

Excerpted Slide #10 from Sullivan and Jacobson

March, 2018 presentations at CSU TK Conference and PEACH Convening

What Are Performance Expectations?

- 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

Excerpted Slide #11 from Sullivan and Jacobson

March, 2018 presentations at CSU TK Conference and PEACH Convening

What Are Performance Expectations?

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

Excerpted Slide #12 from Sullivan and Jacobson

March, 2018 presentations at CSU TK Conference and PEACH CD Permit Convening

The California Standards for the Teaching Profession: Basis of All CA Teaching Credentials and Draft ECE TPEs

- Standard 1: Engaging and Supporting All Young Children in Learning
- Standard 2: Creating and Maintaining Effective Environments for Young Children's Development and Learning
- Standard 3: Understanding and Organizing Content Knowledge for Young Children's Development and Learning
- Standard 4: Planning Instruction and Designing Developmental and Learning Experiences for All Young Children
- Standard 5: Assessing and Documenting Young Children's Development and Learning
- Standard 6: Developing as a Professional Early Childhood Educator

Definitions of CTC TPE Competencies and CA ECE Competencies

- TPE - Six California Standards
  - "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." (CA Commission on Teacher Credentialing, 2018)

- CA ECE Competencies – 12 Competency Areas
  - "The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The *California ECE Competencies* are research-based and designed to guide professional development and related quality improvement activities."(*Excerpted Slide #2 from Seidman, Schut & Hurlbut, October 6, 2017 presentations at PEACH CA ECE Competencies Mapping Tool Training)*

Focus 1: Competency Areas

PERFORMANCE AREA 1

Knowledge About Child Development and Learning

Topics	Competency Contexts: Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
Context of developmental theory and research	Is aware that developmental theory and research represent particular perspectives that are not necessarily universal.	Initiates interactions about a variety of cross-cultural developmental perspectives, theory, and research with staff, colleagues, and families.	Applies an understanding of the context of developmental theory and research to work with diverse children and families.	Stays current on cross-cultural developmental theory and research. Uses an understanding of the context of developmental research and theory to inform decisions about policies and practices for diverse groups of children and families.
Developmental theory and research	Communicates basic knowledge of developmental theories and current research findings as they apply to children's social–emotional, language, cognitive, and perceptual and motor development, and understands implications for practice.	Explains major developmental theories and current research findings and their contributions to the profession. Applies theory to practice and provides resources to staff and colleagues.	Develops program policies and practices that reflect a strong foundation in developmental theory and current research. Engages staff and colleagues to analyze developmental theory for relevance to practice and cultural sensitivity.	Stays current on literature and research about developmental theory, uses that knowledge to inform decisions, and provides professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.
Developmental domains	Identifies major milestones and communicates with families about the social–emotional, language, cognitive, and perceptual and motor domains for the stages represented in the group. Observes children in natural settings to enhance the study of child development. Uses appropriate terminology to describe development, learning, and curriculum.	Applies general knowledge of development in all domains from conception through early childhood, including knowledge about typical and atypical development. Uses research and literature on development to inform planning for individual children within the group. Ensures staff, colleagues, and families understand commonly accepted terminology that describes development, learning, and curriculum.	Engages staff, colleagues, and families to discuss development in all domains. Develops a program philosophy and policies that support children's growth and development in all domains, within the context of family, home, and cultural considerations.	Designs systems and strategies to help early childhood educators increase their understanding of development in all domains, and of the role of early education settings in supporting child development and learning. Stays informed about current research on children's development, learning, and curriculum, and shares pertinent information with early childhood educators, demonstrating consideration for their diverse educational, linguistic, and practical experiences. Introduces new terms or constructs as appropriate.

Excerpted Slide #2 from Seidman, Schut & Hurlbut, October 6, 2017 presentations at PEACH CA ECE Competencies Mapping Tool Training)

PERFORMANCE AREA 1

Knowledge About Child Development and Learning

Topics	Competency Contexts: Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
Context of developmental theory and research	Is aware that developmental theory and research represent particular perspectives that are not necessarily universal.	Initiates interactions about a variety of cross-cultural developmental perspectives, theory, and research with staff, colleagues,	Applies an understanding of the context of developmental theory and research to work with diverse children and families.	Stays current on cross-cultural developmental theory and research. Uses an understanding of the context of developmental research d theory ies
Developmental theory and research	Communicates basic knowledge of developmental theories and current research findings as they apply to children's social–emotional, language, cognitive, and perceptual and motor development, and understands implications for practice.	Explains major developmental theories and current research findings and their contributions to the profession. Applies theory to practice and provides resources to staff and colleagues.	Develops program policies and practices that reflect a strong foundation in developmental theory and current research. Engages staff and colleagues to analyze developmental theory for relevance to practice and cultural sensitivity.	Stays current on literatu re-search about developm tal theory, uses that knowledge to inform decisions, and provides professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.
Developmental domains	Identifies major milestones and communicates with families about the social–emotional, language, cognitive, and perceptual and motor domains for the stages represented in the group. Observes children in natural settings to enhance the study of child development. Uses appropriate terminology to describe development, learning, and curriculum.	Applies general knowledge of development in all domains from conception through early childhood, including knowledge about typical and atypical development. Uses research and literature on development to inform planning for individual children within the group. Ensures staff, colleagues, and families understand commonly accepted terminology that describes development, learning, and curriculum.	Engages staff, colleagues, and families to discuss development in all domains. Develops a program philosophy and policies that support children's growth and development in all domains, within the context of family, home, and cultural considerations.	Designs systems and strategies to help early childhood educators increase their understanding of development in all domains, and of the role of early education settings in supporting child development and learning. Stays informed about current research on children's development, learning, and curriculum, and shares pertinent information with early childhood educators, demonstrating consideration for their diverse educational, linguistic, and practical experiences. Introduces new terms or constructs as appropriate.

Increasing Depth, Breadth, and Critical Thought

Excerpted Slide #2 from Seidman, Schut & Hurlbut, October 6, 2017 presentations at PEACH CA ECE Competencies Mapping Tool Training)

PEACH DRAFT DOCUMENT – DO NOT DISTRIBUTE

The California Standards for the Teaching Profession: Proposed TPEs and APEs

*Order of Competencies in each standard may be reordered for comparison across job descriptions

	ECE Assist Teaching TPEs	***ECE Teacher TPEs**	***ECE Master Teacher/Mentor/Coach**
	Competencies included • Understand the typical progression of young children's cognitive and linguistic development, (including first- and second language development, emerging literacy, mathematics and scientific concepts, visual and performing arts), physical and social-emotional development • Understand the characteristics of typical and atypical child development • Understand the integral role in and effects of teachers, family, culture, language, and the community on children's development • Understand biological and environmental factors (including gender orientation, gender roles and home culture) that influence young children's development and learning • Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting	Competencies included • Describe the typical progression of young children's cognitive (including first- and second language development, emerging literacy, mathematics and scientific concepts), physical and social-emotional development • Differentiate characteristics of typical and atypical child development • Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children's development • Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children's development • Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting	Competencies included • Describe the typical progression of young children's cognitive (including first- and second language development, emerging literacy, and mathematics and scientific concepts), physical and social-emotional development • Differentiate characteristics of typical and atypical child development • Describe and discuss the integral role in and effects of teachers, family, culture, and the community on children's development • Identify and describe biological and environmental factors (including gender roles and home culture) that influence young children's development • Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting

PEACH Recommendation

- One of guiding documents for our review of the TPEs was the CA ECE Competencies. Developed and vetted by the ECE field, The CA ECE competencies are organized across 4 competency contexts that reflect a developmental progression of required knowledge and skills in ECE job-related practice (job roles and functions)

- **PEACH Recommendation 1:** Greater differentiation (depth and breadth) is needed across the three levels of TPEs
  - Assisting TPEs
  - Teaching TPEs
  - Master Teacher/Mentor/Coach
  - **See Attachment A: TPEs and APEs Table of Competencies**
  - **See Attachment B: TPEs comparison with CA ECE Competency Contexts**

PEACH DRAFT DOCUMENT – DO NOT DISTRIBUTE

	ECE Assist Teaching TPEs	*ECE Teacher TPEs	*ECE Master Teacher/Mentor/Coach
Standard 1: Engaging and Supporting All Young Children in Learning	• Describe the demographics and the cultural and linguistic background and perspectives of the children and families served within in the early childhood setting	• Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting	• Describe the demographics and the cultural background and perspectives of the children and families served within in the early childhood setting
ECE COMPETENCIES CONTEXTS	SUPPORTING EARLY LEARNING & DEVELOPMENT Attends to the culturally diverse attributes of children and families. (119)	PLANNING AND GUIDING EARLY LEARNING & DEVELOPMENT Works proactively to support children and families as they transition to the early childhood setting. ..... Embraces each child's culture and sees it as an asset. (143)	CREATING AND MAINTAINING POLICIES AND PROGRAM POLICIES AND PROCEDURES Develops and implements policies and practices that promote inclusion of all children and families in the program. Facilitates accommodations that address the unique contributions and perspectives, both cultural and generational, of all families. (169)

The California Standards for Administrators and Draft ECE APEs

Standards for Early Childhood Education Program Administration and Supervision

- Standard 1: Program Development and Administration
- Standard 2: Personnel Management for Early Childhood Education Programs
- Standard 3: Business and Fiscal Management for Early Childhood Education Programs
- Standard 4: Personnel Development for Early Childhood Education Program

Alignment between CTC Performance Expectations and CA ECE Competencies

Teacher Performance Expectations (TPEs)	**CA ECE Competency Areas Covered**	**CA ECE Competency Areas Missing or Minimally Covered**
Standard 1: Engaging and Supporting All Young Children in Learning	• Child Development and Learning	• Culture, Diversity and Equity • Family and Community Engagement • Dual Language Development • Special Needs and Inclusion • Health Safety and Nutrition • Leadership in Early Childhood Education
Standard 2: Creating and Maintaining Effective Environments for Young Children's Development and Learning	• Relationships, Interactions, and Guidance	
Standard 3: Understanding and Organizing Content Knowledge for Young Children's Development and Learning	• Child Development and Learning • Relationships, Interactions, and Guidance	
Standard 4: Planning Instruction and Designing Developmental and Learning Experiences for All Young Children	• Observation, Screening, Assessment, and Documentation • Learning Environments and Curriculum	
Standard 5: Assessing and Documenting Young Children's Development and Learning	• Observation, Screening, Assessment, and Documentation	
Standard 6: Developing as a Professional Early Childhood Educator	• Professionalism	
Administrator Performance Expectations (APEs)		
Standard 1: Program Development and Administration	• Administration and Supervision	
Standard 2: Personnel Management for Early Childhood Education Programs	• Administration and Supervision	
Standard 3: Business and Fiscal Management for Early Childhood Education Programs	• Administration and Supervision	
Standard 4: Personnel Development for Early Childhood Education Program	• Administration and Supervision	

PEACH Recommendations

- **PEACH Recommendation 2:** Further Alignment of TPEs and APEs with 12 CA ECE Competency Areas is essential

- **PEACH Recommendation 3:** Make explicit the degree to which APEs are inclusive of the administrator's prior preparation in meeting the TPEs

- **See Attachment C: Alignment between CTC Performance Expectations and CA ECE Competencies**

Questions about Performance Expectations

CTC Draft Documents and Surveys

The five draft documents for review and the five surveys on the webpage include:

- ECE Assisting: Teacher Performance Expectations
- ECE Teaching: Teacher Performance Expectations
- Master Teacher/Mentor/Coach: Teacher Performance Expectations
- ECE Administrator: Administrator Performance Expectations
- ECE Preparation Program Guidelines
- **See Attachment D: Links to CTC Stakeholder Surveys and Draft Documents**

CTC Draft Document and Surveys

- CTC Staff developed draft teaching performance expectations (TPEs), administrating performance expectations (APEs), and preparation program guidelines in collaboration with a technical advisory panel of ECE professionals.

- The Commission is now seeking statewide stakeholder feedback on these draft documents in order to further inform its work.

- Links to the draft documents and surveys are available on the Commission's ECE webpage here: https://www.ctc.ca.gov/educator-prep/early-care. The surveys will remain open until **Friday, July 13**

Re: credential meeting ppt - to | PEACH - Calendar - June 2018 | Early Childhood Education

https://www.ctc.ca.gov/educator-prep/early-care 67% Search

Commission on Teacher Credentialing

Search

Home | Credential Information | Program Sponsors | Employers | Educator Misconduct | Data and Reports

Early Childhood Education

Home | Program Sponsors | Early Childhood Education

Also see: Early Childhood Education Archive

Statewide ECE Stakeholder Feedback Surveys

As part of the work to update and strengthen preparation for California's early childhood education workforce, Commission staff developed draft teaching performance expectations (TPEs), administrating performance expectations (APEs), and preparation program guidelines in collaboration with a technical advisory panel of ECE professionals. The Commission is now seeking statewide stakeholder feedback on these draft documents in order to further inform its work. Please click the links below to review the draft documents and respond to the surveys.

Document Draft	Survey Link
ECE Assisting TPEs	Join here.
ECE Teaching TPEs	Join here.
ECE Master Teacher/Mentor /Coach TPEs	Join here.
ECE Administrator APEs	Join here.
ECE Preparation Program Guidelines	Join here.

Search Program Sponsc Search

- Educator Preparation
- PSD Work & Accreditation
- Teacher Development Programs
- Other Program Sponsor Topics
- Program Sponsor Contact Info

Contact Us

Information

Question Format for TPEs and APEs Survey

- **See Attachment E: Questions on the CTC Performance Expectations Surveys**

- Questions 1-10 are demographic questions

- Question 11: Overall, how well do you feel the draft Teaching Performance Expectation describe the job competencies by an *entry level practitioner* in the role of **[Teacher]** in a publicly funded early childhood education setting?
  - Comprehensively
  - Mostly
  - Somewhat
  - Insufficiently

Question Format for TPEs and APEs Survey

- Questions 12 - 17: How well do you feel the competencies identified in Standard 1: Engaging and Supporting All Young Children in Learning describe the job competencies by an *entry level practitioner* in the role of **[Teacher]** in a publicly funded early childhood education setting?
  - Comprehensively
  - Mostly
  - Somewhat
  - Insufficiently
  - One or more competencies not needed/not applicable for this level of practitioner
  - Please use the following space to list any concerns or suggestions you may have. Please be specific.

Question Format for TPEs and APEs Survey

- Question 18: If you feel that any competency critical to the job role of the **[Teacher]** was overlooked, please indicate what competency should have been included.

- Question 19: On the whole
  - I endorse the competencies as written
  - I endorse the competencies with the adjustments indicated above
  - I am neutral on these competencies
  - I do not endorse the competencies as written

Question Format for TPEs and APEs Survey

- Question 20: If no changes were made to the competencies as presented
  - I could live with them
  - I could not live with them

- Question 21: Please use this space to provide any additional feedback that is specifically related to the draft Teaching Performance Expectation for an ECE **[Teacher]**

Questions about TPEs and APEs Surveys

What are ECE Preparation Program Guidelines?

- The purpose of [Preparation] Program Guidelines is to define quality in preparation of the ECE workforce, and to help assure that candidates receive effective, quality preparation for their intended Permit level.

- The [Preparation] Program Guidelines provide direction to preparation programs for how to support candidates for a Child Development Permit to meet the applicable set of Teaching Performance Expectations, and are broadly applicable across all higher education program types, including those offered by a community college and by four-year public and private institutions.

- In addition, the [Preparation] Program Guidelines provide guidance for programs to develop formative assessments that can provide helpful and timely feedback to Child Development Permit candidates on their performance relative to the Teaching Performance Expectations (CTC, 2018)

CTC ECE Preparation Program Guidelines

- Guideline 1: Early Childhood Education Preparation Program Design
- Guideline 2: Preparing Candidates to Master the Early Childhood Education Teaching Performance Expectations (TPEs)
- Guideline 3: Opportunities to Learn and to Practice
  - A. Fieldwork/Practicum/Clinical Practice Experiences
  - B. Criteria for Field Work/Practicum/Clinical Practice Placements
- Guideline 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Child Development Permit Requirements
- Guideline 5: Faculty and Supervisor Qualifications
- Guideline 6: Assessment of Candidate Competency

Preparation Program Guidelines – PEACH Review #1

- The Guidelines address the three draft levels of TPEs, and not the APEs, leaving preparers with no guidance to prepare candidates for administrative level(s) of the CD Permit.

- **Unclear description of scope** of preparation program to prepare candidates , **draft states** "[t]o work with all children from birth through age 8 and their families"

- **Clarity needed in description of scope -** [specifically in Early Childhood Education program settings] (Guideline #1)

- **Current CTC TPEs lack a developmental progression of competencies across job roles/functions which results in guidelines that do not adequately support** the preparation programs
  - in order to develop their "**scope and sequence of the curriculum provided to candidates."** (Guideline #1)
  - in order to ensure "the scope of the pedagogical assignments (a) addresses the TPEs as these apply to the intended level of the Child Development Permit." (Guideline #2)

Preparation Program Guidelines – PEACH Review #2

- **Current CTC TPEs do not adequately cover some essential ECE competencies to provide guidance to preparers.**

- ECE competencies related to Culture, Diversity and Equity and Dual Language Development are incompletely and/or inappropriately addressed. Guidelines describe children's dual language status as a "learning need." (Guideline #3)

- Draft TPEs include **one** performance expectation related to "appropriate strategies for supporting home language **for the youngest learners**." The intended age group of children (the youngest learners) is not clear.

Preparation Program Guidelines – PEACH Review #3

- **Current CTC TPEs do not adequately cover some essential ECE competencies to provide guidance to preparers.**

- The draft Guidelines cite the Foundations, they **describe learning as separate from development** "assessment of learning as well as of social-emotional growth and development."

- The California Infant/Toddler Learning & Development Foundations are organized around developmental domains (Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development) and state that learning is "integrated" across developmental domains. (Guideline #3)

Preparation Program Guidelines – PEACH Review #4

- **Current CTC TPEs do not adequately cover some essential ECE competencies to provide guidance to preparers.**

- The initial description of fieldwork in the Guidelines lists several fieldwork opportunities—all that build candidates' observation and documenting skills. These would be goals of candidates' early fieldwork experiences.

- We need deeper, more complex practicum experiences with an emphasis on demonstration of candidates' skills within ECE program settings working with children and adults (Guidelines #3, A. **Fieldwork/Practicum/Clinical Practice Experiences)**

Preparation Program Guidelines – PEACH Review #5

- **Guideline 3: Opportunities to Learn and to Practice**
- **A. Fieldwork/Practicum/Clinical Practice Experiences**

- "As candidates progress through the curriculum"

- This does not reflect the reality that candidates enter and exit ECE preparation programs at different points in time and that programs needs to adjust curriculum to be inclusive of candidates' alternate sequences.

Question Format for the CTC Preparation Program Guidelines Survey

- **See Attachment F: Questions on the CTC Preparation Program Guidelines Survey**

- Questions 1-11 are demographic questions

- Question 12: The Program Guidelines as a whole reflect high-quality standards for the preparation of the ECE workforce
  - Strongly Agree
  - Agree
  - No Opinion
  - Disagree
  - Strongly Disagree

Question Format for the CTC Preparation Program Guidelines Survey

- Question 13: The Program Guidelines as a whole are sufficiently comprehensive
- Question 14: The language of the Program Guidelines as a whole is sufficiently clear
- Question 15: The Program Guidelines as a whole are appropriately ambiguous

(We believe CTC's intention is to convey that Preparation Program Guidelines are to be broad enough in their description of required elements so that a Preparation Program feels free to design its own preparation program.)

- Question 16: Implementing the Program Guidelines as a whole would improve the quality of the preparation of the ECE workforce
- Question 17: Implementing the Program Guidelines as a whole would provide guidance to preparation programs for designing and implementing curriculum and practical/field experiences for Permit candidates
- Question 18: Current preparation programs already meet the Program Guidelines as a whole

Question Format for the CTC Preparation Program Guidelines Survey

- Question 19: Please use the space below to provide any comments related to the Program guidelines as a whole

- Question 20: Please use the space below to provide any comments regarding individual Program Guidelines

Questions about the Preparation Program Guidelines

Next Steps

- **June 14, 2018 - CTC Meeting:** Update on CD Permit and Surveys Regarding Draft EC TPEs, APEs and Program Guidelines
  - **See Attachment G: CTC 6/14/18 Meeting Agenda Information Item 4F: Update on CD Permit and Surveys Regarding Draft EC TPEs, APEs and Program Guidelines**
  - PEACH welcomes and encourages the coordination of public comments at CTC.
  - PEACH is planning to draft a written response and other organizations are as well **(See Attachment H: PEACH Position on CTC Draft Performance Expectations and Preparation Program Guidelines**
  - Written responses can be emailed to Erin Sullivan at email: esullivan@ctc.ca.gov
- What other organizations are planning on attending the CTC and/or presenting public comment or providing written response?
- PEACH encourages everyone in the ECE field to read through all 5 CTC draft documents and respond to all 5 corresponding surveys - **DEADLINE: July 13, 2018**

Thank You!

For more information visit our website at PEACH4ECE.org
or email us info@PEACH4ECE.org