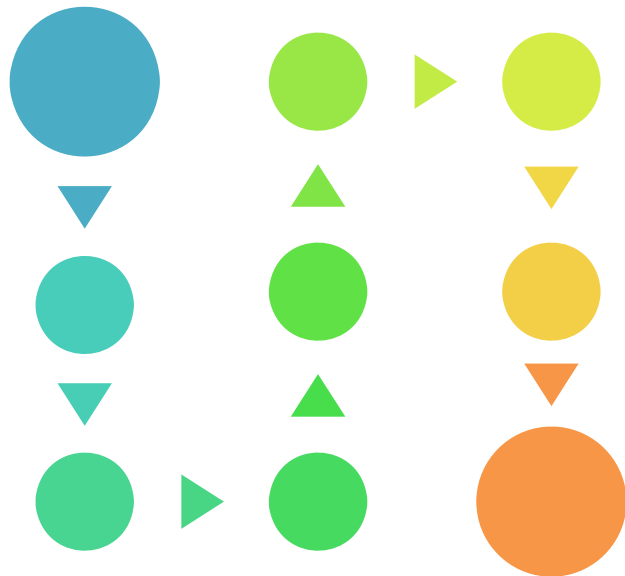


Pipelines and Pathways: The Current Status of ECE Professional Development in Los Angeles County

Paper 4 – Constructing New Routes: Considerations for the Development of an ECE Credential



PEACH Papers Series

By the

Partnerships for Education, Articulation and Coordination through
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¹ Explanations of the acronyms used for the organizations/agencies are provided in the reference section.

PEACH Paper 4



Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) is the higher education component of the Los Angeles County Early Care and Education Workforce Consortium. PEACH is funded by the First 5 Commission of Los Angeles County (First 5 LA) for a 5-year period (2011-2016) and administered by Los Angeles Universal Preschool (LAUP). PEACH currently includes Early Childhood Education/Child Development faculty representatives from fourteen Los Angeles county community colleges, 4 California State University (CSU) campuses, University of California, Los Angeles (UCLA) and 2 private universities (University of La Verne and Pepperdine University).

The mission of PEACH is to strengthen existing and support the development of new and enhanced, academic professional development pathways and related education programs for both the current and future early care and education² (ECE) workforce in Los Angeles County. The goals of PEACH focus on supporting the establishment and/or improvement of (a) the articulation of ECE-related³ courses and academic degree programs from high school to community college, from community college to 4-year campus, and from a baccalaureate program to graduate study in ECE/Child Development; (b) the alignment of ECE-related courses with similar content from one institution of higher education (IHE) to another (e.g., course content, level of content, and similar course numbering); (c) existing and new ECE-related BA/BS programs; (d) advocacy for the development and approval of an ECE credential for professionals working with the youngest children, 0 to 8 years of age); (e) support for the development

² There is a current shift in the field from using the term early *childhood* education when referring to ECE, to using early *care and* education. While ECE is used throughout the PEACH Papers all efforts were made to accurately reflect each program, agency or IHE's use of the term.

³ ECE-related refers to disciplines that may address similar topics (e.g., child development, human development, developmental psychology, child and family studies) but are not directly focused on early childhood education or care and education. ECE professionals may receive degrees and/or training in these related disciplines.

of an ECE-specific doctoral program in Los Angeles County; and (f) recommendations for increased codification of professional preparation of ECE trainers.

PEACH Paper Series

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential is one in a series of six developed by the PEACH partners to describe the current status of professional development programs in IHEs in Los Angeles County as well as other elements of the professional preparation of the current and future ECE workforce.

The entire series includes the following related topics:

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH Paper 6 - Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH Papers have been developed to provide background information to guide PEACH's work. The research, preparation and analysis for each paper in this series has been designed and conducted by PEACH partners. It should be noted that the information provided in the PEACH Papers represents a "snapshot in time" and are reflective of the PEACH authors' knowledge and understanding as of July 2014. Our hope is that the information and analysis contained in the papers will serve to inform and

inspire those involved in current systems efforts related to ECE workforce development in Los Angeles County, throughout California and beyond.

Purpose of Paper 4

Paper 4 - Constructing New Routes: Considerations for the Development of a ECE Credential has multiple purposes that include: (a) to describe recent developments in California that have stimulated debate and support for an ECE credential in California, (b) to survey the history of credentials and the Child Development Permit structure in California, (c) to explore national trends by examining individual states' efforts to strengthen certification and credentialing for ECE educators, (d) to describe ECE baccalaureate pathways projects that combine the completion of the BA degree and current Multiple Subject Credential, and (e) to describe PEACH involvement in recent events in California related to ECE credential development.

Introduction

Over recent years, researchers have noted that expectations of ECE educators have become more complex as recent findings about early brain development indicate the critical role of ECE educators and caregivers in the learning and development of young children. As a result, researchers and policy makers have explored the relationship between the developmental and learning outcomes of young children (ages 0 to 5 years) and the level and content of their teachers' academic preparation. (Please see *Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County* for more information on this topic). In addition, increasing numbers of researchers, policymakers and ECE stakeholders have turned their attention to affirming (or re-affirming) that the early childhood developmental period of life spans birth to eight years of age (NAEYC, n.d.; Bornfreund, 2011; Takanishi, 2011; LAUSD Board Resolution, 2013; San Mateo County Office of Schools Resolution, 2014). This shift is reflected in many states' changing educational credentialing policies. These changes are the result of recent early education policy debates, local school board and state

department decisions, as well as new initiatives that affect the early care and education of children from birth to age eight *and* the professional preparation of ECE teachers to work with children during this specific developmental period; the changes stem from increased, inclusive dialogue among ECE and primary education professionals, researchers, and policy makers from both the birth through age 5 (0 to 5) and Transitional Kindergarten (TK) through 3rd grade contexts.

Increasing Support for an ECE Credential in California

Various elements have contributed to increasing support for an ECE credential in California. Therefore, this section presents information about the development and integration of California's ECE professional development system, with specific attention to some current related initiatives, as well as statewide legislative proposals, to name a few. Together, this information provides a rationale for an ECE credential in California as it reflects increasing recognition of the need to integrate elements of an early care and education system serving California's children birth to eight years of age.

The Development and Integration of California's ECE Professional Development System (0-5)

In recent years, ECE initiatives at the state and national level have proliferated. Please refer to *PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies* for more information, however, a summary is provided here. Advances in building and integrating elements of the California ECE professional development system have yielded numerous resources from the California Department of Education (CDE) including: the Infant-Toddler Learning and Development Foundations and Curriculum Frameworks; the California Early Childhood Educator Competencies; the Preschool Learning Foundations, Curriculum Framework and Instructional Guides; Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning – Resource Guide; and the Desired Results Developmental Profile (<http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>). Other elements of the California early learning professional development system are designed to facilitate the dissemination of these ECE initiatives statewide in children's classrooms and in adult students' ECE professional preparation

programs, such as the Faculty Initiative Project (FIP) and the Competencies Integration Project (CIP). More specifically, the CDE/ECE Faculty Initiative Project (FIP) is designed to

support faculty efforts to examine existing child development and early childhood education courses and curricula through the utilization of key CDE publications and initiatives in course methods and content...Given the significant role played by the community college and state university systems in pre-service teacher preparation, the CDE/ECE Faculty Initiative Project will offer opportunities for faculty to examine the CDE initiatives and publications as they relate to coursework at the community college and state university levels. Finding common reference points across systems is vital to the success of college students studying early care and education and is critical for the optimal outcomes for the children and families they will serve.

http://www.wested.org/facultyinitiative/project_overview.html

In addition, the Competencies Integration Project (CIP) is a collaborative effort among faculty from California's State University (CSU) and California Community Colleges (CCC) with the goal of linking measurable ECE higher education and ECE training student/trainee learning outcomes and California's Early Childhood Educator Competencies (<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>). CIP has developed a rubric, a self-guided mapping tool and process to bridge the ECE Competencies, college courses and other professional development activities

<https://www.childdevelopment.org/cs/cip/print/htdocs/cip/home.htm>.

Integration of Elements of California's Education System (0-8)

There are several recent events in the state that demonstrate increasing acknowledgement of the ECE developmental period as not only 0-5 years, but also inclusive of 0-8 years.

State office name change. In January, 2014, the California Department of Education's Child Development Division was renamed to the Early Education and Support Division, and revised their age

span focus from 0-5 years to 0-13 years, in alignment with the age span of infant-toddler, preschool, and school age child care programs licensing parameters (<http://www.cde.ca.gov/re/di/or/cdd.asp>).

Development of related state ECE documents reflect a 0-8 focus. As more educators and policymakers explore the early care and education of children 0-8 years of age, the California Department of Education has supported work to align early learning and development resources for young children (0-5), as described above, with existing standards, expectations and curriculum for children in early elementary grades (up to age eight). As a result, *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework* was created (<http://www.cde.ca.gov/sp/cd/re/psalignment.asp>). This document is significant because it represents a commitment to the concept of including children from birth forward in the statewide education system as well as communicating the desire to create a more cogent, cohesive early learning and development system for California’s children

Attention to early learning and development programs. Other recent changes at the local and county levels that indicate further coordination of public ECE early learning and development programs in California that service children from birth to age eight include:

- The Los Angeles Unified School District (LAUSD) Board’s unanimous vote to consider the ECE age span as 0-8 years and to recommend the development of an ECE credential in California in June 2013 (see Figure 1 in Appendix A).
- San Mateo County Office of Schools and the County Superintendent approved a similar measure that explicitly stated their support for the development of an ECE credential in January 2014 (see Appendix B).
- In the context of the development of their county universal preschool programs, Los Angeles and San Mateo Counties both proposed requiring a BA-level, credentialed teacher in every preschool

(Bellm, Whitebook, Cohen, & Stevenson, 2004). In addition, Bellm et al. (2004) comment that Los Angeles and San Mateo Counties have the greatest number of preschoolers in their universal preschool programs, which demonstrates a commitment to the advancement of the early education system. This also provides further rationale for Los Angeles County to assume a leadership role in the development of an ECE credential in California.

- Karoly (2012) cites the key role the Los Angeles County ECE Workforce Consortium plays in promoting optimal professional preparation of ECE teachers. The Los Angeles County Office of Education (LACOE) Early Childhood Education Professional Learning Communities (ECE-PLC) is one sample Consortium component. ECE-PLC generates a rich dialogue among teachers, their principals and other administrators working with children from birth through kindergarten, and has implications for teachers in all primary grades. This program represents another promising model of ECE cross-sector professional dialogue that serves to strengthen the preparation and daily practice of ECE teachers working with children 0-5 as well as Transitional Kindergarten (TK) and kindergarten teachers working with children four to six and their colleagues teaching in first, second and third grades.

CSU Transitional Kindergarten Pre-Service Preparation Project. The advent of TK in California has re-confirmed the need for specific knowledge and skills to teach effectively in classrooms with children in the ECE developmental period of 0-8. One initiative addressing this need is the CSU Transitional Kindergarten Pre-Service Preparation Project. Designed to strengthen the preparation of Multiple Subject Credential pre-service teacher candidates with deepened knowledge and understanding, this Project has developed TK modules that IHE teacher educators may integrate into their teacher preparation coursework. All of the modules build upon three foundational ECE elements to effective teaching in a TK classroom: (1) developmentally appropriate practice, (2) the role of the environment, and (3) curriculum integration. Currently available modules cover the following topics and content areas: Child Development, English Learners, Inclusion and Special Education, An Overview of Literacy, Topics in

Early Literacy, Mathematics, Science, Social Studies, and the Arts

(http://teachingcommons.cdl.edu/tk/csu_projects/).

SB 837 (Steinberg) and SB 1123 (Liu). In addition, in 2014 legislative proposals in California, SB 837 [Steinberg] and SB 1123 [Liu]) have generated lively debate and dialogue among ECE providers working with children 0-5, TK, kindergarten, and primary grades public school teachers, principals as well as other ECE stakeholders. In turn, this dialogue has provided the opportunity to engage a broader base of ECE stakeholders and has increased the likelihood of developing a shared vision for California’s youngest learners, 0 to 8 years of age.

Initially, SB 837 (see Appendix C) proposed to:

- Provide all 4-year-olds with high-quality, developmentally appropriate TK.
- Combine the best quality standards from current TK and State Preschool, creating a model that results in sustainable gains in school performance.
- Be funded through Average Daily Attendance (ADA), with additional resources provided for low-income, English learner and foster children.
- Allow for a mixed delivery system, in which school districts and charter schools may contract with private TK providers who meet quality standards.
- Allow existing federal and state preschool funds to be focused on additional early care and education programs for low-income 3- and 4-year-olds, giving them an added boost when they need it most.

While the SB 837 bill (and its companion legislation, SB 1123) went through many modifications and ultimately was not adopted through the legislative process, some key elements of the legislative proposals were successfully considered subsequently during the state’s budget process. SB 837’s comprehensive proposal illustrates increased political will to integrate best practices for teachers and programs working with the state’s children zero to eight years of age—from research and policy developed in two realms—ECE initiatives for children zero to five and public school initiatives (TK through 3rd grade). Also, the initially proposed universal expansion of TK funded by Average Daily Attendance

indicates increased willingness to consider utilizing state public school funding formula to support a universalized public education initiative for all of the state's 4-year-olds.

In their June 11, 2014 update regarding SB 837 and SB 1123, *Sacramento Bee* journalists David Siders and Jim Miller described the successful outcomes of these legislative modifications and subsequent budget process negotiations:

California will add thousands of additional transitional Kindergarten and child care slots for young children, according to a budget deal taking shape at the Capitol...The agreement will include \$264 million for several new children's programs, including 11,500 preschool slots for low-income 4-year-olds by June 2015, while another 31,500 slots would be created in future years. In addition, there would be \$50 million in grants to preschool programs, \$69 million to increase reimbursement rates for early learning and child care providers, and more training. Democrats initially sought much more, including offering Transitional Kindergarten to all 4-year-olds, regardless of income. (<http://www.sacbee.com/2014/06/11/6477263/california-to-add-child-care-transitional.html>)

Budgetary dialogue around these legislative proposals also uncovered other key factors as well, including (a) teacher compensation disparity (the gap between ECE 0-5 teacher and public elementary school teacher compensation), (b) teacher-child ratios in preschool vs. and TK classrooms (1:20; 1:10 proposed in original version of SB 837), and (c) working parents' need to have full-day, year-round early education service. Fernandez, in her article, cites the response of Kim Patillo Brownson, Director of Educational Equity at the Advancement Project, to the budget negotiations inspired by the bills: "Part of what is very exciting about this budget proposal is that they become full day, full year programs, which are particularly necessary for working families who are often working 10- to twelve-hour days" (<http://www.scpr.org/blogs/education/2014/06/12/16831/california-budget-agreement-is-biggest-expansion-t/>)

These conversations and outcomes reflect the increasing ability and willingness to consider characteristics traditionally present in ECE 0-5 public school early education centers *or* in elementary school early grades and propose provision of successful elements from one system to another for better early learning and development outcomes and overall system improvement.

Different skills. Bornfreund (2011) identifies factors that are unique to teachers in the early childhood period (0-8 years). The skills needed for teachers of preschool through third grade are different than those needed by teachers of higher grades. Teachers working with young children need knowledge and skills based on child development and early education, including social-emotional development and family engagement, as well as effective strategies for teaching early literacy, math, and science. It is suggested that the ECE teacher's preparation in child development can make a significant contribution to implementation of K-12 Common Core State Standards mandated by federal Race to the Top legislation (recently introduced in California K-12 schools). And while recent SB 837-inspired state budget deliberations in California resulted in the requirement for all new TK teachers to complete a minimum of 24 units in ECE coursework, potential risks still include the movement of 4th- and 5th-grade teachers into the early grades K through three and the employment of teachers who do not have training in developmentally appropriate practices or in early warning signs for children who may need additional support in social-emotional or cognitive development. Elementary school faculty may have acquired limited practical experience in an ECE setting or enrolled in a limited number of ECE/Child Development courses, and/or may have limited knowledge or appreciation of the latest research in ECE or child development and the implications that research results hold for their teaching practice (Bornfreund, 2011; Maxwell, 2008, as cited in Bornfreund, 2011; Whitebook et al., 2012).

This distinction between the different skills required of the ECE 0-8 teacher as contrasted with teachers of older children provides further justification for the need to integrate elements of an early care and education system serving California's children birth to 8 years of age.

The next section presents a discussion of the history of credentialing in California to set an historical context for a new ECE credential in the state.

History of Teaching Credentials in California: Purposes and Enduring Factors

The primary purpose of developing an ECE credential is to support effective professional preparation of teachers to provide optimal early care and education to children in public ECE programs in the state.

While the history of teaching credentials in California begins shortly after statehood was granted in 1850, it is notable that in 1905 California became the first state in the Union to require a fifth year of college work for secondary teaching credentials. Remarkably, for almost thirty years, California was the only state to require a fifth year for teaching credentials. In addition, an early ruling required a minimum of one-third of the prescribed teacher preparation work to be in pedagogy and that this should consist of practice teaching in a well-equipped training school. It is important to note that these three elements have remained constant over time in California teaching credentials: (a) subject matter content, (b) coursework in pedagogy, and (c) practice teaching or student teaching (Commission on Teacher Credentialing [CTC], 2011).

The Fisher Act (1961) and California's Standard Early Childhood Credential

California first established the Standard Early Childhood Credential under the provisions of the Fisher Act beginning in 1961. The Standard Early Childhood Credential was available to first-time applicants until September 15, 1974 (and continuing under certain conditions until 1976.) This Credential was issued under a two-tier system. Most individuals who qualified for their preliminary credential were issued a partial credential and, after completing additional requirements, were issued a clear (or full) credential (CTC, 2011).

Under the Fisher Act (known as the Licensing and Certificated Personnel Law), five new principles governing teaching credentials in the state were instituted:

1. The number of types of credentials in the state was reduced from fifty-seven to just five: Standard Elementary (K-6), Standard Secondary (7-12), Standard Administrative, Standard Junior College (13-14), and Standard Designated Subjects credentials.
2. Candidates for both elementary and secondary education credentials were required to complete a “fifth year” of post-baccalaureate study for full certification—previously, this was only a requirement for secondary credential candidates.
3. Elementary and secondary credential candidates were required to complete an “academic” undergraduate major and minor in their teaching fields for standard certification. Elementary credential candidates were required to complete a “diversified major” consisting of a subject matter major and minor appropriate for elementary school teaching. (As a result of this change, the responsibility of academic departments in the education of teachers was significantly increased while at the same time the amount of coursework in education and pedagogy was significantly reduced.)
4. The courses a secondary teacher could be assigned to teach were aligned with a candidate’s major and minor subject matter preparation.
5. Candidates for administrative credentials were required to have an undergraduate major in an academic field. This change was designed to diminish the previous predominance of physical education majors among administrators. (CTC, 2011, pp. 54-55)

Ryan Act (1970)

Bellm et al. (2004) describe that, “California’s standard early childhood credential was phased out in the mid-1970s with the passage of the Ryan Act, a revamping of the credential system that apparently eliminated various options not considered flexible enough for teacher mobility” (p. 3). To explain, the Teacher Preparation and Licensing Act of 1970 (the Ryan Act) created a new governance structure and language for California credentialing. It contained five new principles:

1. An independent state commission was created, the Commission on Teacher Preparation and Licensing, composed primarily of educators to oversee the professional preparation and certification of all educators. Subsequently, the name of the commission was changed to the Commission on Teacher Credentialing (CTC), which belongs to the executive branch of California's state government. The CTC is comprised of fifteen voting members (and ex-officio members include one representative each for the UC system, CSU system, CCC system, and independent institutions of higher education). The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. More specifically:
 - a) The CTC carries out its statutory mandates by Conducting regulatory and certification activities (including Child Development Permits).
 - b) Developing preparation and performance standards in alignment with state-adopted academic content standards (for teachers and programs in elementary, secondary and special education).
 - c) Proposing policies in credential-related areas.
 - d) Conducting research and program evaluation.
 - e) Monitoring fitness-related conduct and imposing credential discipline.
 - f) Communicating its efforts and activities to the public. (CTC, 2011, pp. 382-383)

Moving forward, as of 2006, there were forty-six states that had some type of professional standards board: "Fifteen states had *autonomous* boards; six states had *semi-autonomous* boards; and 25 states had *advisory* boards" (CTC, 2011, p. 381). CTC history indicates that CTC is the oldest among the existing *autonomous* boards.

2. A strong emphasis was placed on subject matter preparation. A candidate could demonstrate

subject matter competence by either passing a state exam based on completing coursework-approved subject matter or by completing an approved subject matter preparation program, which is considered in lieu of the examination requirement.

3. One credential was created for all teachers, kindergarten through grade twelve, authorizing teaching assignments by the grade level of the content, rather than the age of the students.
4. The option of completing a preliminary teacher education program within a four-year college degree was provided. A teacher candidate then has seven years to complete the "fifth year" requirement.
5. Teaching authorizations included "multiple subject" for teachers who teach many subjects to a single group of students in a self-contained classroom and "single subject" for teachers to teach content of a single subject, typically to rotating groups of students throughout the school day. (CTC, 2011)

A Multiple Subject Credential with an Early Childhood Emphasis

Subsequently, a Multiple Subject Teaching Credential with an Early Childhood Emphasis was approved and issued until additional legislative provisions of SB 2042 discontinued this option. As Bellm et al., (2004) detail:

A Multiple Subject Credential may also list an area of specialization that shows that the holder of the credential has completed a specialized program. A Multiple Subject Credential with an Early Childhood Emphasis was available until 2001, when new standards for teacher preparation programs were implemented pursuant to Senate Bill 2042. The emphasis program required candidates to complete methods and materials for children aged three to eight. The requirements included fieldwork in both preschool and early elementary (K-2) settings. Now that this emphasis program has been discontinued, however, the only option for specialized training is to obtain an Early Childhood Education Specialist Credential [described below], which requires a teacher to

already hold a Multiple Subject, Standard Elementary or General Elementary Teaching Credential.
(pp. 5-6)

Related Credentials Offered at Los Angeles County IHEs

Table 4.1 summarizes the existing teaching credential offerings at some public and private institutions of higher education (IHEs) in Los Angeles County (excerpted from Bellm et al., 2004, p. 18).

Table 4.1

Teaching Credentials Offered at IHEs in Los Angeles County (Bellm et al., 2004, p.18)

Institution	Early Childhood Specialist	Early Childhood Special Education	Blended Credential Not ECE	Multiple Subject Credential
CSU, Dominguez Hills		X	X	X
CSU, Long Beach	X		X	X
CSU, Los Angeles		X	X	X
CSU, Northridge		X	X	X
Cal Poly Pomona			X	X
Loyola Marymount University				X
National University				X
Pacific Oaks College				X

As seen in the table, four different types of teaching credentials that are offered at eight different IHEs in Los Angeles County are documented. The first, Early Childhood Specialist Credential, is only present at one campus in Los Angeles County. This credential

authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development, including age-appropriate teaching methodologies, for child development programs and early childhood education programs (Grade 3 and below) that are coordinated by school districts or county offices of education. This credential also authorizes teaching courses in child development in grades K-12 and in classes organized primarily for adults. It is designed to be

completed after a candidate obtains a standard teaching credential and other related requirements are met. (Bellm, et al., 2004, p. 4)

A Specialist Credential in Early Childhood Special Education is also available in California. This credential is for professionals who wish to work with infants, toddlers and preschoolers with special needs. This credential certifies the recipients to teach children birth to five years who have disabilities or who are at-risk for disabilities. The requirements for this credential are to obtain a baccalaureate or higher degree from a regionally accredited college or university and then complete a Commission-accredited credential program in this education specialist category, resulting in formal recommendation by the college or university through which program requirements are completed. Candidates must also complete a course in Developing English Language Skills (and Reading) with specified content; and related requirements. It is noteworthy that the Specialist credential does not require prior completion of a standard teaching credential (such as the Multiple Subject Teaching Credential). This Early Childhood Special Education specialist credential is available at three campuses in Los Angeles County.

While most academic programs leading to a credential in California require a fifth year of training after the completion of a BA degree, Table 4.1 also includes “blended” programs. Bellm et al., (2004) note that

“blended” [or “integrated”] baccalaureate program and teaching credential (not specifically ECE) are four-year programs that allow students to complete both a BA and the credential requirements in four years [though most programs of study actually require more time than four years to complete]. (p. 5).

California’s Multiple Subject Teaching Credential is also noted and is most prevalent. This credential remains one of three teaching credentials in the U.S. that authorizes the holder to teach the wide range of preschoolers through adults in some settings.

Rationale for an ECE Credential: Strengths in the Legacy of California

Although an ECE credential does not currently exist, the groundwork for it has been laid, as previously detailed, and various other elements described below lend strength to the rationale for an ECE credential.

Credentialing for ECE. California has set a state precedent in its history, having offered an approved ECE credential from 1960 through the mid-1970s as well as a Multiple Subject Credential with EC Emphasis until 2001. In sum, California has a rich, if uneven, history of ECE teacher credentialing that recognizes the importance of specialized preparation of teachers to work with children in the 0-8 ECE developmental period. As Bellm, et al. (2004) have noted:

The longtime existence of this early childhood credential does represent, however, a historical recognition in California that a BA and credential have value for preschool teachers, as they do for K-12 education, and that preschool and the early elementary grades are vitally linked in a continuum of learning and development. (p. 3)

Other strengths of the California credentialing history include a historically early commitment to credential requirements that reflect a balance of (a) subject matter, (b) pedagogy and practicum, (c) fifth year study, and (d) induction support for beginning teachers. (In 1998, state passage of SB 2042 added a requirement for newly-credentialed teachers to participate in a 2-year induction program (Beginning Teacher and Assessment [BTSA]) as the preferred route from holding a preliminary credential to earning a clear teaching credential.)

Child Development Permits. While there are no current teaching credentials for ECE teachers in the State of California, Child Development Permits (first called Children’s Center Permits) have been established and issued to individuals meeting educational and experiential requirements.

Compensation parity. In general, public school teachers are unionized, are paid more, and enjoy more worker benefits than do ECE educators, even with comparable levels of education (Karoly, 2012).

Statistics from a recent national study of pay levels of graduates of baccalaureate degrees in all fields reveal that in the field of education, graduates with an ECE-related bachelor's degree earned the lowest salaries among twelve different specializations in education—with a median salary of \$36, 000 (a 25th percentile yearly average of \$29, 000 and a 75th percentile yearly average salary of \$45,000) (Carnevale, Strohl, & Melton, 2011).

Other factors affecting quality of education. Other factors affecting the school environment for teachers that credentialed teachers typically enjoy and ECE teachers often do not have—such as paid planning time, professional development, decision-making opportunities—affect the quality of the learning environment for the children/students as well as for the wellbeing and generativity of the teacher. Research results from Whitebook et al. (2012) reveal that credentialed teachers for early years may be expected to: (a) increase the quality of education and care given to children in the early years; (b) lower teacher turnover rates in the early years, due to the increased job stability offered with higher compensation and benefits provided to credentialed teachers (research demonstrates that less teacher turnover results in increased cognitive development in 4-year olds, especially those from low-income families); (c) provide more flexibility in assignment of teachers for school administrators; (d) provide a smoother transition for children, since it is expected that the interaction of ECE-trained and Elementary Education-trained teachers inform school culture to increasingly address children's development across domains from zero through 3rd grade; and (e) increase the capacity of all teachers to work with diverse families and to provide a smoother home-school transition from pre-K to elementary grades. CD Permits are required of teachers and administrators working in publically-funded child development programs. The current Child Development Permit Matrix was officially recognized in California in February 1997. The Matrix is organized into six levels. Labeled by job position titles that may or may not correspond to actual positions that require the level's combination of education and experience, these levels include: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director. These permits are required by law for all individuals who work with preschool-aged children in Title 5 state- and federally-funded programs. Permit levels correspond to completion of specific levels of education and amounts and

nature of experience in the field. To have their permits renewed, holders of Child Development Permits must complete a minimum of 105 hours of professional growth under the guidance of a Professional Growth Advisor every 5 years (Please see https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm for further information.)

Because current Child Development Permit levels do not require bachelor's degree in California, teachers and caregivers working with infants, toddlers, and preschoolers in the state are not required to hold a bachelor's degree nor a teaching credential. Recent changes in federal law affecting Head Start teachers encourage these teachers to complete a bachelor's degree. A brief review of credentials across the U.S. also reveals a wide range of ECE credentialing and certification patterns, many of which include the requirement for a teacher to hold a bachelor's degree; the majority of states referenced, too, have developed an ECE Credential in one or more age groups.

National Trends in ECE Teacher Certification and Credentialing

Public ECE Programs, State-by-State

Nationwide, there are thirty-eight states (plus the District of Columbia) with a state-funded pre-K program. Of these thirty-eight states, twenty-eight states and the District of Columbia require a bachelor's degree and additional ECE certification for head teachers in state-funded pre-K programs. As in California, a lower standard may apply for programs that are privately funded and operated.

The ECE credentials that other states have developed provide a wide range of possible models for California. There is difficulty in the interpretation of this information because the term "credential" in other states may mean a range of certifications—from simple registration with the state, completion of a ECE content-based program of informal training, completion of a few unit-bearing courses, to completion of an associate degree, bachelor's degree, or fifth-year credential program. Yet, keeping this in mind, the following data reflects both the growing amount of attention paid to ECE teacher preparation across the

nation, as well as acknowledgement for the span of years and grades each state credential considers for each certification..

In the report, *Getting in Sync: Revamping Licensing and Preparation for Teachers in Pre-K, Kindergarten and the Early Grades*, Bornfreund (2011) identifies over thirty different types of credentials offered by individual states in the U.S. for teachers of children from birth through eight years old. Fourteen of these over thirty credentials authorize teaching children prior to kindergarten entrance. As noted by members of the current CTC Task Group on the appropriate preparation for ECE teachers (again, please refer to Appendix A), at the present time, thirty-nine states plus the District of Columbia have determined that the appropriate standard minimum preparation for lead teachers in State preschool programs is a bachelor's degree coupled with some kind of certification or credential in early childhood education. The eleven states that do not require a bachelor's degree for lead teachers are Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, New Mexico and Ohio (Bellm et al., 2004).

Focus on New Jersey and Oklahoma credential models. New Jersey and Oklahoma rank at the top in national evaluations measuring early childhood curriculum standards, student outcomes, teacher quality and access (Barnett, 2008). Both states require that early childhood teachers hold a bachelor's degree along with specialized training in early childhood education. Unlike California, students in New Jersey and Oklahoma typically obtain their teaching credential in the course of completing a bachelor's degree. And both undergraduate and post-BA certification pathways include extensive fieldwork to connect course content knowledge with practical experience. To illustrate, as described by Stebbing and Sullivan (2011)

- Two states offer a credential for birth through 3-years-of-age (FL and OK).
- One state offers a credential for birth through 4 years of age (SD).
- Four states offer a credential for birth through preschool or 5 years of age (GA, ME, WY, and WV).

- Nine states offer credentials for birth through kindergarten or 6-years-of-age (AL, CT, IN, KS, KY, NV, NC, TN, and VT).
- Three states offer a credential for birth through second grade (DE, NV, and NY).
- Fourteen states offer a credential for birth through third grade (AZ, ID, IL, IA, KS, MI, MN, MO, NE, NM, ND, SD, VT, and WI).
- One state offers a credential for children three to five years of age (WY).
- Three states offer a credential for preschool through kindergarten (IA, MS, and WV).
- One state offers a credential for nursery school through first grade (MS).
- Two states offer a credential for preschool through second grade (MA and RI).
- Seventeen States and the District of Columbia offer credentials for preschool through third grade (AL, AK, CO, CT, DC, FL, HI, LA, MD, NH, NJ, OH, OK, SC, TN, VA, WA, and WY).
- Three states offer credentials for preschool through fourth grade (AR, PA, and TX).
- One state offers a credential for preschool through fifth grade (GA).
- One state offers a credential for preschool through sixth grade (VA).

Pre-K to 3rd Grade ECE Integration

At the national level, Takanishi (2010) urges passage of a carefully planned pre-K through 3rd grade integration program. She cites the history of two failed related initiatives at the federal level (the Head Start Follow Through Program and Project Developmental Continuity) with the admirable intent of sustaining preschool children’s developmental and learning gains through the third grade. Both initiatives failed “because of lack of funding and implementation woes” (Zigler & Styfco, 2004, as cited by Takanishi, 2011, p. 181). Reflecting on lessons learned from these failures, Takanishi proposes integration of preschool programs serving 3- and 4-year-olds in the community and/or on elementary school sites with teachers and administrators of K-3rd grade at the elementary school. Takanishi decries the “silo-ing” of ECE and K-12 that she reports has developed since the 1960s. While she cautions that such pre-K through 3rd grade integrated programs are not “...a magic bullet or simple solution. It is an

essential first link in a comprehensive, integrated transformed education system. Achieving that system is not easy” (p. 182).

Other Elements to Consider:

Student teaching and fieldwork. Bornfreund (2011) reports that state-by-state standards for student teaching and field experiences vary greatly. Often these experiences are separated from the courses on subject matter and pedagogy. Fieldwork may take place solely after the majority of child development coursework is completed. A review of teacher preparation programs reveals that there was little or no information available on how fieldwork placements were selected nor was there a description of the actual types of experiences for the student teacher.

NCATE Blue Ribbon Panel. In alignment with Bornfreund’s comments regarding the importance of high quality fieldwork placements, the National Council for the Accreditation of Teacher Education (NCATE) established the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning to address the need to improve fieldwork/practicum/student teaching in teacher preparation. The development of this NCATE initiative is especially pertinent because, in recent years, NCATE has aligned its professional standards to teacher preparation programs with the NAEYC professional standards for ECE teacher preparation (NCATE, 2010). NCATE convened its Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning and recommended that teacher preparation programs be redesigned to become more effective, clinically based preparation programs.

In 2010, the NCATE Blue Ribbon Panel proposed the following P-12 student learning principles. The principles were described as:

[a] clinically based approach to teacher education will give aspiring teachers the opportunity to integrate theory with practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand

and integrate the standards of their professional community. Working with clinical faculty from the university and the P-12 sector and with trained mentor teachers from their districts and other experts, the programs will help aspiring candidates respond to the challenge of teaching with integrity in the face of increasingly high standards. (p.27)

Currently, eight states (CA, CO, LA, MD, NY, OH, OR and TN) have signed letters of intent to implement the new agenda proposed by the Blue Ribbon Panel. These State Alliances will work with national experts, pilot diverse approaches to implementation, and bring new models of clinical preparation to scale in their states. The Alliance will work with NCATE and other invested organizations including the American Association of Colleges of Teacher Education, the Association of Teacher Educators, teacher unions with their state and local affiliates, and will reach out to and learn from other states working to transform teacher education.

ECE Baccalaureate Pathways and Related Projects that Combine Bachelor's Degree and Credential

In California, there are several recent models of joint professional preparation in Child Development/ECE and in a Multiple Subject Teaching Credential. Therefore, various examples of projects that demonstrate local and statewide efforts to create an integrated system for ECE baccalaureate pathways professional preparation programs and combined bachelor's and credential programs are described in this section.

Baccalaureate Pathways in Early Care and Education Pilot Program

The Baccalaureate Pathways in Early Care and Education (BPECE) project began by creating a community of CSU child development/human development faculty from CSU campuses at Fresno, Fullerton, Humboldt, Los Angeles, and San Francisco. Together, faculty members from these CSU campuses have worked toward creating a unified vision of early care and education professional preparation as well as a streamlined educational pathway for early care and education professionals, in collaboration with

California Community College colleagues. BPECE has been working with all CSU campuses to create a consensus definition of upper-division ECE professional competencies.

Early Childhood Education Teacher Pathways

Another example is the Early Childhood Education Teacher Pathway project which is a CSU regional collaborative project of CSU, East Bay with six other organizational partners: Growth Sector; Kidango; Alameda Child Care Planning Council; First 5 California, Alameda County; Chabot College; and Davis Street Family Resource Center. The Early Childhood Teacher Pathways project is funded by the Packard Foundation and its primary goals are to:

- Develop a model program that creates a career pathway for Early Childhood Education (ECE) teachers by increasing their educational attainment and creating opportunities for career advancement along the early and elementary education continuum.
- Strengthen the ECE students' understanding and effectiveness of contemporary applications of child and adolescent development through education and training programs that are grounded in principles and practices of age-appropriate child development theory.
- Improve learning outcomes and access to quality early educational environments for children.
- Provide an outline for a specialization in Early Childhood Education within the Multiple Subject Credential Program in the CSU system.

Sample Teacher Preparation Projects in Los Angeles County

In addition to the programs described above, in Los Angeles County, three ECE teacher preparation initiatives projects merit highlighting.

The CSU, Long Beach partnership with Cerritos College. The CSU, Long Beach Teacher Education Department faculty members partner with Cerritos College Child Development Department faculty members to provide Cerritos College Child Development students an articulated pathway with a deep

concentration in child development and providing a smoother articulation to the bachelor's level program at CSU, Long Beach and on to complete requirements for a Multiple Subject Credential.

Cal Poly Pomona's new baccalaureate program in Early Childhood. In addition, at Cal Poly Pomona, the new Early Childhood baccalaureate program (currently under construction) is housed in the College of Education and Integrative Studies along with the Liberal Studies major where, up until the present day, the faculty has a good track record of recruiting and advising community college students in Child Development to transfer and complete the Liberal Studies major in preparation for entering a teaching credential program.

Community colleges' Teacher Education discipline. Also noteworthy, at several community colleges in Los Angeles County, the Child Development department chair houses and administers course and program offerings of the Teacher Education discipline, designed to provide a strong foundation towards becoming a Multiple Subject Credential candidate and public program teacher in the early grades.

PEACH Involvement in California ECE Credential-Related Events

Since November of 2012, PEACH has collaborated with the California Community College Early Childhood Educators (CCCECE), George Philipp of the WestEd Early Education Initiative, and Early Edge California in presentations to CTC regarding factors to consider in the development of an ECE credential and related elements of ECE teacher professional preparation. Beginning in February 2013, PEACH Consultant Dr. Jan Fish and partners Dr. Sondra Moe, Kisha Williamson, Dr. Nancy Hurlbut and colleague Dean Tagawa (LAUSD EED) have presented and given testimony at several regular meetings of the CTC in support of an ECE credential in California.

CTC Movement towards Exploring Appropriate Preparation for ECE teachers.

At each CTC meeting, the agenda and discussion shifted positively towards a proposal to develop an ECE credential in California. The Teacher Advisory Panel (TAP) of CTC serves a critical advisory role to CTC by

proposing changes to California's credential structure (www.ctc.ca.gov/educator-prep/TAP.html). In the February 2013 meeting, TAP recommended a "Recognition of Studies" to offer formal acknowledgement of teachers' preparation in early childhood education. By the August 2013 CTC meeting, an ECE credential was cited as a possible option in the future in the CTC agenda item prepared by TAP. By the end of the August 2013 CTC meeting, the Commission moved to appoint a Task Group on the "Appropriate Preparation of ECE Teachers" to meet and assist CTC staff in the preparation of an agenda item to be presented and discussed at a future regular meeting of CTC.

The Task Group was formed in September 2013 and several PEACH partners were invited to join the Group. The first meeting of the Task Group was held on October 7th, 2013 at CTC Offices in Sacramento with CTC staff. At the October meeting, the Task Group was strongly urged by CTC staff to focus primarily on addressing the need to update the Child Development Permit Matrix (rather than on recommendations for the revision of the Multiple Subject Credential or the creation of an ECE Credential). This suggestion was met with mixed responses from Task Group members and other ECE stakeholders present. After that meeting, several Task Group members conferred and decided to collaborate to develop a position statement to focus the discussion more precisely at the November 2013 meeting.

Dr. Jan Fish and thirteen other colleagues of the Task Group worked together over the ensuing month. This subgroup met weekly on early morning conference calls. The result of these discussions was the development of the position statement that facilitated a focused discussion during the November 7th, 2013 Task Group meeting with members of the CTC Teacher Advisory Panel and the CTC ECE Consultant, Dr. Geri Mohler. The position statement made several important points including (a) all three goals of revising the Child Development Permit Matrix, revising the Multiple Subject Credential and development of an ECE credential were critical tasks to be undertaken; (b) that neither the task of revising the Child Development Permit Matrix, nor revising the Multiple Subject Credential nor the development of an ECE credential could be accomplished in a vacuum, without the consideration of the other two tasks; and (c)

that the essential knowledge, skills and dispositions a new ECE Credential and/or a revised Multiple Subject Credential should include:

- How to work effectively with young dual language learners.
- Knowledge of child development and learning.
- Family engagement.
- Ecological perspectives that frame a family-school-community partnership.
- Knowledge of adult learning principles and pedagogy.
- Knowledge of diverse populations of children and family.
- The ability to use differentiated learning to respond to individual children's needs.
- Strengths, and knowledge and pedagogy in core academic disciplines.
- In addition, all credentialed teachers should have a clear understanding of how the California Preschool Learning Foundations align with the Common Core State Standards.

(Please see Appendix A for the complete Position Statement presented to CTC Task Group Meeting, November 7, 2014.)

At the end of the November 2013 Task Group Meeting, an additional meeting was scheduled (in order to attract an even more diverse ECE stakeholder group) for the CTC Task Group for January 10th, 2014.

At the January 10th, 2014 meeting, an ECE credential was a central theme in the initial PowerPoint presented by Dr. Geri Mohler. Near the end of that meeting, Task Group meeting in Sacramento, the thirty-seven participants were randomly assigned to participate in one of five work groups to consider a common list of questions and to report out to the larger group. In their group reports, every one of the five groups cited the need for the development of an ECE credential in California.

PEACH members have continued to conduct informational and discussion sessions from (November through May, 2014), with a variety of ECE stakeholders to inform CTC policy development.

The agenda item regarding the Task Group's work is expected to be presented at the CTC regular meeting in August 2014 or soon thereafter.

A Shift in Thinking

These activities reflect the positive impact of PEACH and other colleagues' consistent participation, coordination and collaboration to support an ECE credential. They also chronicle a significant shift in CTC discussions in regards to hearing proposals for the establishment of an ECE credential and consideration of developing a credential with a focus on development and pedagogy as well as content matter.

The preparatory work around the ECE credential has been conducted concurrently on two levels: (1) information-sharing and listening to contributions from a variety of ECE stakeholders to build strong, comprehensive initiatives, and (2) collaboration and coalition-building to advocate for systems change. It is an example of "build it and they will come" where even the definitions of "it" and the "they" keep being refined. Accompanied in 2014 by parallel, related state legislative proposal development and debate as well as RTT-ELC discussions conducted to define ECE teacher quality and program quality in sixteen counties of California, there has been ample opportunity to involve a wide variety of ECE stakeholders in strengthening a common vision for the professional preparation of teachers who work with children 0-8, whether they hold a Child Development Permit, a Multiple Subject Credential, or a proposed ECE Credential.

Conclusions, Considerations, and Next Steps

The PEACH authors of this paper offer the following conclusions and considerations regarding the development of an ECE Credential. In addition, suggested next steps are presented.

Conclusions

In recent years, California has engaged in significant ECE systems development efforts. As emerging elements of an early learning system in the state take shape, the definition of the ECE developmental

period as 0-8 has been confirmed and re-confirmed in many sectors of ECE work. Across the history of teaching credentials in California, it appears that recent years have witnessed an increasingly common and shared valuing of ECE teachers' knowledge of human development, family engagement, pedagogy and practicum, language acquisition and dual language acquisition.

Considerations: The Devil Is in the Details

As Takanishi (2010) notes about the building of a preschool through 3rd grade credential in New York State, "Like everything, the devil—implementation—remains in the details" (p. 181).

Factors that require consideration in developing an ECE include those factors cited below.

What age range of children is covered? Is the credential designed for ECE teachers of children 3 years of age through 3rd Grade, ages four through 2nd grade, etc.? An important consideration in answering this above question is that the majority of ECE initiatives and program services in the state of California service infants and toddlers 0 to (not through) 3 years of age. Most pre-K initiatives (TK, universal preschool initiatives) address the needs of children 4-5 years of age. This effectively creates a "rain shadow" paucity of program services and service continuity for three-year-olds in California.

Is the credential integrated or a fifth Year? Is the credential designed to be offered as a "blended" 4-year program that integrates General Education courses, major coursework, credential pedagogy and student teaching courses? Is it designed to accommodate a fifth year of study?

Where does the credential apply? Is the credential to apply to ECE teachers in any and all state-funded programs, e.g., including early education centers in unified school districts, state preschool classes, and centers under the auspices of a non-profit agency in the community?

Is the credential viable? Is the credential viable? Will principals hire teachers who hold an ECE Credential? What entities and agencies will seek to require their teachers to earn an ECE Credential?

Is it a full credential or is it an added authorization/specialization? Will the credential be a new stand-alone credential, or rather an added authorization completed in addition to a Multiple Subject Credential?

Would it be required of an elementary school principal? Is the credential an added authorization to the administrative credential that would be required of Elementary School Principals?

Is there a particular prerequisite bachelor's major? Is there a designated major B.A. or B.S. program that is prerequisite to enrolling into this credential program (e.g., Child Development, ECE, Liberal Studies)? Under NCLB, students of the proposed Pre-K-3rd grade credential must pass a state subject matter exam.

Does the credential have baccalaureate pathways and design for articulation? Does this credential build upon a number of alternate BA/BS pathways for students?

What is the phase-in time? In the new credential requirement will required adherence to the new ECE Credential requirements be phased in over time?

Are there exemptions? In what types of situations might exemptions to the credential be granted?

Is there variation in the regulation source? As Bellm, et al. (2004) noted, "...in some states that fund more than one type of preschool program (such as Michigan and New York), there may be regulatory variations among programs funded by different revenue streams" (p. 2).

How is the compensation equivalent? Will this new credential exacerbate a two-tiered pay scale structure or serve to contribute to compensation parity for those working with children 0 to 8 years of age?

Next Steps

In addition to contributing to the work of the CTC Task Group at the state level, PEACH efforts have led to the following conclusions related to next steps:

1. Recommendations for related changes/developments need to intentionally consider impact on all three elements of ECE credentialing in CA—the Child Development Permit Matrix, the

- Multiple Subject Credential and development of an ECE Credential—with a vision to create explicit and smoothly articulated pathways for ECE professional development.
2. Recommendations need to be informed by related research and built upon the full integration of foundations of ECE state guidelines in place—the ECE Teacher Competencies, the Infant-Toddler and Preschool Foundations and Curriculum Frameworks and DRDP—as well as integration of current ECE professional development policy and legislation—CAP 8 and TMC, etc.—and Common Core State Standards.
 3. Recognition that the ECE age span period is 0-8 years. Recent confirmations of this 0-8 age span include the name change of California Department of Education Child Development Division to Early Education and Support Division along with the change is the age range it covers from birth to 5 up through thirteen years (school-age) and both the school board of LAUSD and San Mateo County School Board and County Superintendent’s approved resolutions to support an ECE credential and acknowledge that ECE age span is 0-8 years.
 4. Multiple pathways must be developed and maintained for ECE provider professional development that all include research-based key knowledge, skills and dispositions (including the California ECE Competencies, NAEYC Standards, Dual Language Learner Teacher Competencies).

Note: Key or essential elements of ECE provider professional development [that particularly reflects child development and learning in the ECE age span of 0-8 years] knowledge, skills and dispositions include:

- a. Knowledge of child development across all developmental domains, and the skills related to and uses of child observation, building relationships with children’s families and developmentally appropriate child assessment to plan, implement and assess program curriculum/activities.
- b. Knowledge and skills of understanding, respecting and implementing effective practices of listening and communication related to family development, family diversity, family

engagement and family-school partnerships to support optimal children's development and learning.

- c. Knowledge and related skills and dispositions to support children's language acquisition and dual language development.
 - d. Demonstrated skills and dispositions of cultural sensitivity and competence
 - e. Skills and understanding of developmentally-appropriate and developmentally-effective practices reflected in: ECE program environments; daily scheduling, pacing, routines, transitions; and teacher-child interactions that support individual and group opportunities for development and learning. ECE professional development must also include a strong clinical practice component with qualified ECE supervision to build ECE providers' skills and dispositions demonstrated in ECE group program fieldwork/internship/practicum.
5. CTC program standards need to be developed with ECE stakeholder input to guide IHE ECE professional preparation programs (including CCCs and especially to inform ECE BA/BS programs and ECE Credential programs).
 6. Budget requests for implementing an ECE credential need to include additional funds for training and coordination of ECE Professional Growth Advisors to guide those seeking an ECE credential and inclusion of ECE-related content (regarding development, children's first language acquisition and dual language development, family engagement, setting up an ECE classroom environment, teacher-child interaction, and observation, documentation and assessment) in induction programs for beginning teachers in TK through third grade.

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Related Organizations and Agency Websites

California Community Colleges Early Childhood Educators

<http://sites.google.com/site/ccceceducators/>

California Department of Education: Alignment of the Preschool Learning foundations

<http://www.cde.ca.gov/sp/cd/re/psalignment.asp>

California Department of Education, Early Education and Support Division

<http://www.cde.ca.gov/re/di/or/cdd.asp>

California Department of Education, Early Education and Support Division Resources

<http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

*This includes the link to the Foundations, Curriculum Frameworks, Competencies, etc.

Competencies Integration Project (CIP)

<https://www.childdevelopment.org/cs/cip/print/htdocs/cip/home.htm>

Council for the Accreditation of Educator Preparation (CAEP)

www.caep.org

CSU Transitional Kindergarten Community

http://teachingcommons.cdl.edu/tk/csu_projects/

Desired Results Developmental Profile (DRDP)

<http://www.wested.org/project/desired-results-training-and-technical-assistance-project/>

Early Care & Education Workforce Registry

<https://www.caregistry.org>

Faculty Initiative Project (FIP)

<http://www.wested.org/facultyinitiative>

First 5 California

<http://www.cfc.ca.gov>

First 5 LA

<http://www.first5la.org/>

<http://www.first5la.org/About-Us>

<http://www.first5la.org/Workforce-Development>

Los Angeles County Office of Education

<http://www.lacoe.edu/>

<http://www.lacoe.edu/EarlyLearning/TransitionalKindergarten/EarlyChildhood.aspx>

Los Angeles Universal Preschool – Workforce Initiative and PEACH

<http://workforce.laup.net/about.aspx>

<http://workforce.laup.net/child-development-workforce-initiative-wfi.aspx>

<http://workforce.laup.net/partnerships-for-education-articulation-and-coordination-through-higher-education-peach.aspx>

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

National Council for Accreditation of Teacher Education (NCATE)

www.ncate.org

Race to the Top – Early Learning Challenge (RTT-ELC)

<http://www.childrennow.org/uploads/documents/CRTTT-ELC.pdf>

Explanations of Acronyms from List of PEACH Paper Contributors

LACOE: Los Angeles County Office of Education

LAUSD ECE Division: Los Angeles Unified School District, Early Childhood Education

LAUP: Los Angeles Universal Preschool

PEACH: Partnerships for Education, Articulation and Coordination through Higher Education

PITC: The Program for Infant/Toddler Care

West Ed – E3 Institute: Excellence in Early Education

Appendices

APPENDIX A **Position Statement for Discussion at the CTC Stakeholder Meeting on ECE Credentialing**

APPENDIX B **San Mateo County Board of Education and San Mateo County Superintendent of Schools Joint Resolution Regarding and ECE Credential**

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APPENDIX A

POSITION STATEMENT FOR DISCUSSION AT THE CTC STAKEHOLDER MEETING ON ECE CREDENTIALING (NOVEMBER 7, 2013)

INTRODUCTION

A group of stakeholders and Task Group members collaborated in the development of this position statement following the initial work that took place at the meeting of the CTC Task Group on ECE Credentialing in Sacramento on October 7, 2013. The intention of this Position Statement is to stimulate and structure discussion at the upcoming meeting on November 7, 2013, and beyond, with the longer-term goal of providing information and recommendations to members of the CTC at their meeting in February, 2014.

At the October meeting of the Task Group, members identified three critical issues related to ECE credentialing:

- Needed revisions to the existing Child Development Permit.
- Development of an Early Childhood Education Credential reflecting national trends in teacher certification.
- Consideration of implications of the national trends for the Multiple Subject Credential.

We believe these issues are interconnected and interdependent. Therefore, we recommend that the Task Group review and consider all three issues in proposing recommendations to the CTC for modifications to the existing credentialing system.

For clarity and ease of presentation, the following discussion presents each of the three issues separately. But the interrelationship between the three needs to be kept in mind throughout.

CONTEXT OF THE DISCUSSION

The recommendation to review and revise California's ECE credentialing system is prompted by research in several areas. First, research has demonstrated important connections between high quality ECE programming and teachers who achieve higher levels of education (Barnett & Frede, 2010; Barnett, 2004). The most effective preschool teachers – those with at least a 4-year college degree and specialized training in early childhood – have more responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian in their teaching and interactions with children (Barnett, 2004). Second, research has underscored the importance of the first five years in terms of early learning, later school success, and the development of key structures in the brain (Center on the Developing Child, n.d.; Shonkoff & Phillips, 2000).

To strengthen the early childhood teacher preparation system and identify existing gaps, California and many states across the country have conducted studies to guide related planning and policy development. Specifically, the RAND Corporation conducted one of the most extensive studies on California's early childhood workforce and recommended that California "develop a well-defined ECE career pathway and associated credentials that are aligned with the Early Childhood Educator Competencies, the postsecondary education and training programs, and the potential or actual QRIS [Quality Rating and Improvement System]" (Karoly, 2012).

Statewide planning efforts, including the Advancement Project/First 5 California Water Cooler, Early Learning Quality Rating and Improvement Advisory Committee, and the California Comprehensive Early Learning Plan (CCELP) have drawn similar conclusions. "Career pathways should be developed based on the Competencies with aligned curriculum, including thorough integration with higher education coursework and professional development.... Credentials and staff educational qualifications need to be

aligned with the Competencies and reflect mastery of those Competencies” (Child Development Division, 2013).

ISSUE 1: NEEDED REVISIONS TO THE CHILD DEVELOPMENT PERMIT

Various studies and planning efforts have engaged thousands of ECE stakeholders throughout California in a conversation about the need to revise the Child Development Permit. Although consensus has not been reached on the specific structure and content of a career pathway and teaching credentials, there is widespread agreement on the urgent need to develop a comprehensive career pathway with credentialing options (Figure 1).

In 2011, stakeholders from the ECE field initiated a process to gather broad-based input on developing a career ladder in California. In November, 2011, a report by the Early Childhood Professional Development and Education Collaboration (EPEC) outlined feedback from 3,000 ECE stakeholders who were surveyed about the possibility of revising the California permit structure and the development of a career ladder. Significantly, 60% of the respondents were current ECE teachers and assistant teachers. Overall, respondents felt that training should be only of a formal credit-bearing nature, work experience should be required for all permits, general education requirements should be required before the Associate Degree level, and teachers in center-based programs should have at least an Associate Degree in the field. Both the EPEC report and the CCELP concluded that revisions to the Child Development Permit should be integrated with the California Early Childhood Educator Competencies (Child Development Division, 2013; Early Childhood Professional Development, 2011). Until recently, California has not been prepared to fully undertake this effort due to a lack of clearly articulated competencies and the need to establish a set of foundational courses articulated across community colleges and transferrable to the 4-year university system. Over the last decade, through projects funded by the California Department of Education Child Development Division and First 5 California, higher education faculty in teacher preparation programs across the state have worked together and with other stakeholders to address these barriers.

Specifically, the Curriculum Alignment Project (CAP) and the passage of AB1440 have been highly successful in creating course alignment among California Community Colleges and transfer paths to the California State University system. The initial set of lower division courses known as the “Lower Division 8” have been fully integrated into all of the major professional development initiatives in California, including CARES Plus, the Quality Rating and Improvement System (funded through the Race To The Top federal grant), and the California ECE Workforce Registry. These courses are also fully aligned with the California Early Childhood Educator Competencies and the AB1440 Transfer Model Curriculum transfer degree path. The CAP “Lower Division 8” courses represent what many states refer to as “Core Competency Areas” or “Core Courses” that serve as the foundation of their career ladders. What has been missing in California is the integration of the CAP courses and the Transfer Model Curriculum into the Child Development Permit structure and, ultimately, into the requirements for an ECE teaching credential.

Since its adoption in 1994, the various levels of Child Development Permit have established the requirements for early childhood educators in Title 5 publicly-funded early childhood education settings. However, for the past two decades the Permit structure has also been integrated into a variety of other programs and professional development initiatives, thereby serving as the de facto early childhood career ladder for California. As such, although designed originally for publicly-funded ECE programs, the impact of revising the Child Development Permit and developing an accompanying ECE teaching credential will reach far beyond publicly-funded programs (Bredekamp & Goffin, 2012).

ISSUE 2: DEVELOPMENT OF AN EARLY CHILDHOOD EDUCATION CREDENTIAL REFLECTING NATIONAL TRENDS IN TEACHER CERTIFICATION

Child Development Permit as a Pathway to BA Degree and Credential. Revising the Child Development Permit is an important first step toward better preparing early educators to meet the

educational and developmental needs of California's youngest children. However, transforming the permit structure so that it creates a pathway to degrees and credential options is equally important. According to Bredekamp and Goffin (2012), "dramatic growth in the ECE knowledge base justifies a 4-year degree plus specialized ECE certification because now there is so much more that teachers need to know and to be able to do – though associate's degree programs should continue to play an integral role in ECE teacher preparation."

In order for the Child Development Permit to fully serve as a pathway toward degrees and credential options, revisions will need to reflect and align with the CA Preschool Learning Foundations and Curriculum Frameworks that span infancy through the preschool years. As well, revisions will need to incorporate the CA Early Childhood Educator Competencies and align with other related statewide efforts (e.g., CAP, CCELP). Finally, the revised Child Development Permit will need to allow for multiple entry pathways (e.g., Community College to 4-year institutions, multiple subject credential endorsement) as well as multiple endpoints (e.g., assistant teacher, master teacher).

Various Models of ECE Certification. At the present time, thirty-nine states plus the District of Columbia have determined that the appropriate standard minimum preparation for lead teachers in State Preschool programs is a bachelor's degree coupled with some kind of certification or credential in early childhood education. The eleven states that do not require a BA are Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, New Mexico and Ohio (Bellm, Whitebook, Cohen, & Stevenson, 2004).

New Jersey and Oklahoma rank at the top in national evaluations measuring early childhood curriculum standards, student outcomes, teacher quality and access (Barnett, 2008). Both states require that early childhood teachers hold a bachelor's degree along with specialized training in early childhood education. Unlike California, students in New Jersey and Oklahoma typically obtain their teaching credential in the course of completing a bachelor's degree. And both undergraduate and post-BA certification pathways include extensive fieldwork to connect course content knowledge with practical experience (Stebbing & Sullivan, 2011).

In the context of considering the need for ECE credentialing and degrees, it is noteworthy that federal regulations mandate that half of all Head Start lead teachers nationwide have BA degrees by fall, 2013. According to reports from the Department of Health and Human Services, the national Head Start program surpassed the statutory requirement; 62% of teachers had earned a BA degree by FY2012 (McCann, 2013).

ECE Credential Content. Hyson, Horm and Winton (2012) have identified key priorities for course content and clinical practice emphases in ECE teacher preparation programs, including:

- Child development in all domains (constantly updated through neuroscience research);
- Knowledge and pedagogy in core academic disciplines (e.g., numeracy and literacy);
- Content related to diverse characteristics and needs of increasing numbers of children with disabilities, and children who are ethnically and linguistically diverse.

In California, with its increasingly diverse population, it is particularly important that the content of an ECE credential ensures that teachers have the necessary depth of knowledge and requisite competency in these three areas.

According to the Child Division of the California Department of Education (2009), coursework and clinical experiences should address the following areas:

- Developing teachers' cultural competence.
- Systematically supporting children as dual language learners; modifying curriculum to serve children with differing abilities.
- Creating contexts for learning that invite children's active participation and investigation.

- Creating contexts that invite families to participate as engaged members of the learning community.

With respect to working effectively with young dual language learners, an ECE credential must be designed to prepare teachers to implement integrated approaches to learning, be reflective about how they teach, be owners of their knowledge of children's learning and development, and strengthen their role as professionals versus preparing them to simply follow a scripted curriculum (Goldenberg, Nemeth, Hicks, Zepeda, & Cardona, 2013).

According to the National Association for the Education of Young Children (NAEYC, 2009), ECE coursework leading to a credential should encompass content, pedagogy and in-depth fieldwork and student teaching across the span of the early childhood years (i.e., infants, toddlers, preschoolers, children up through grade 3). Content and pedagogy need to address knowledge of child development and learning, family engagement, ecological perspectives that frame a family-school-community partnership, knowledge of adult learning principles and pedagogy, knowledge of diverse populations of children and family, the ability to use differentiated learning to respond to individual children's needs and strengths, and knowledge and pedagogy in core academic disciplines. As well, credentialed teachers should have clear understanding of how the California Preschool Learning Foundations align with the Common Core State Standards.

It is significant that the School Board of Los Angeles Unified School District, the largest school district in the state, has formally acknowledged the importance of aligning early education across the birth to 8 years grade level/grade span. Figure 1 below describes the resolution and relevant LAUSD positions and contextual factors.

FIGURE 1: The Need for an Early Education Credential – Los Angeles Unified School District Resolution

The Need for an Early Education Credential and Los Angeles Unified School District Resolution

With the continued need for high quality early education programs in the Los Angeles Unified School District, the LAUSD School Board adopted a resolution on June 18, 2013 titled *Resolution in Support of Aligning Preschool through 3rd Grade*. The resolution was written to inform stakeholders of the importance of early education as it “ensures that all children are on the path to college and career readiness.” The resolution emphasizes that “we (LAUSD) must lay the foundation early, focusing on children’s learning starting at birth, preparing them for kindergarten and building on their progress in early elementary grades.” This resolution, along with the district’s commitment to continue funding the district’s eight-six early education centers, eighty-five state preschool programs, 4 Infant Care Centers, fourteen LAUP programs, and 308 School Readiness and Language Development Programs (SRLDP), recognizes the importance what a high quality early education program offers. However, if the resolution is to become a reality, it is also necessary that an Early Education Credential be developed to ensure that infant, toddler, preschool, and transitional kindergarten students receive an education from a teacher that understands early childhood development.

Furthermore, there is a need to review the current Multiple Subject Teaching Credential and update authorizations to include early childhood education much like the authorizations to teach English Learners or those with special needs. Since PreK-3 alignment is a national initiative to transform how children ages three to eight learn in schools, there has been a great deal of recent research.

The research conducted by Harvard University’s Center on the Developing Child demonstrates that the cornerstone of a successful education is the learning that takes place from preschool through third grade. The learning that takes place between 0-5 is crucially important for the following reasons:

- During a child’s first three years of life, their brains are being wired for future success. Brain development is more rapid during this period than at any other, with more than 700 neural connections created each second. Children are learning everything from smiling, walking and speaking to making choices, exploring and developing relationships;
- During the pre-kindergarten years (including transitional kindergarten), young children not only develop core academic knowledge in pre-literacy and early math, they also develop important learning skills, such as paying attention, managing emotions and completing tasks.
- There is an extensively large number of English Language Learners under the age of five within LAUSD.
- There is also a growing body of research indicating the ability of young children to learn more than one language in a supportive environment and research that demonstrates that acquiring more than one language in the early years increases brain development and promotes academic achievement.

In the Los Angeles Unified School District, all Early Education teachers have a Child Development Permit, and additional details of current teacher qualifications can further be broken down into the following:

- (60 Units College) – 34
- (Associate’s Degree) – 23
- (Bachelor’s Degree) – 395
- (Bachelor’s + Masters) – 12
- (Bachelor’s + Masters +Doctorate) – 1
- Unidentified – 151 (all have at least 60 units but have not recorded degrees or degree progress to LAUSD Human Resources)

Therefore, the early education credential is needed to:

- Ensure that Transitional Kindergarten students receive an education from a credentialed teacher that understands the cognitive and social emotional development of young children as well as the importance of family engagement and theories of language acquisition, dual language acquisition, the strategies to differentiate learning for individual children in the classroom based on language development, children’s development across five domains, and children’s special needs.
- Allow early education teachers the opportunity to earn a credential while validating the importance of teaching students from 0-8.
- Improve the professional development knowledge conceptual learning and clinical practice process at the university level.
- Add an accreditation process for ECE credential teacher preparation programs and a professional development system that makes explicit an education continuum and a career ladder in ECE for early educational professionals.
- Provide pay parity and working conditions and benefits equity for early education teachers.
- Monitor credential renewal and professional growth plans.

ISSUE 3: CONSIDERATION OF IMPLICATIONS OF THE NATIONAL TRENDS FOR THE MULTIPLE SUBJECT CREDENTIAL

To adequately serve the children and families of California, the CTC must anticipate what will be required to ensure that the early education workforce has the necessary understanding of child development, early learning (birth to age 8), and pedagogy that respects the unique relationship between teaching and learning in the early years. Statewide and national trends in teacher licensure and credentialing confirm this perspective (Bellm et al., 2004; Figure 1).

CTC has identified 2014 as the year during which the Commission will review and revise the state's teaching credentials. Related TAP recommendations to CTC (*Professional Services Committee*, Item 3A, *Proposed Plan for Implementing Recommendations from TAP*, August 1, 2013) recognize child development as a key component of teacher knowledge as well as a key organizing principle for teaching credentials, including language to suggest "reorienting credentials by subject, grade level-age span and developmental context of students":

"The current credential and authorization structure in California reflects the importance of specialized knowledge related to subject matter mastery. At the same time, specialized knowledge and experience focused on the developmental needs and expectations of students (by age and grade level) are not equally addressed within the current credential and authorization structure (italics added)." (p. 34)

The Professional Services Committee document also acknowledges and reinforces the need for revising the Multiple Subject credential:

"California is the only state to authorize a credential holder across such a wide grade/age span (Multiple Subject Credential holders are authorized to teach in self-contained settings...from PreK to adult). [TAP recommendations include that] the Commission should... [w]ork with the legislature to authorize Multiple Subject Credential holders to teach all content areas in TK through 8th grade...." (p. 35)

Models for Early Childhood Grade/Age Span. As Bornfreund (2011) reports, "Most experts in child development see early childhood as extending up through third grade or eight years of age, with middle childhood (the label used to describe children in upper elementary grades) extending through eighth grade." Our review of teacher credential/licensure trends across the country reveals the following patterns with respect to the early childhood grade/age span:

- Fourteen states have a teaching license/credential spanning birth-grade 3
- 9 states have a teaching license/credential spanning birth-kindergarten, grade 1 or grade 2
- Twenty states have a teaching license/credential spanning preschool and primary grades (some states have more than one license/credential of this sort):
 - preschool-grade 3 (sixteen states)
 - preschool-grade 4 (2 states)
 - preschool-grade 2 (2 states)
 - preschool-Kindergarten (2 states)

With respect to patterns that extend to the middle childhood grade/age span, our review revealed the following patterns:

- Fourteen states have a teaching license/credential spanning Kindergarten-grade 8
 - thirteen of these also offer a license/credential for birth-grade 3 or preschool-grade 3
- 9 states have a teaching license/credential spanning grades 4-8
 - All of the above 9 states also offer at least one license/credential for birth-5, birth-3rd grade or preschool-3rd grade
- Fourteen states have a teaching license/credential spanning Kindergarten-grade 6
 - thirteen of these also offer at least one grade/age span for the early childhood years

These trends in teacher credentialing and licensing demonstrate a clear move toward acknowledging children's unique learning and developmental requirements during the early years and establishing qualitatively different requirements from the middle childhood and upper grades. In consideration of this, our primary recommendation would be to create a stand-alone credential for Early Childhood Education. If that is not possible, we recommend that the CTC construct two Multiple Subject Credentials across two grade/age spans.

Implications for the Multiple Subject Credential. Several characteristics of existing pathways for early childhood teacher preparation suggest implications for the revision of the Multiple Subject Credential.

- The ECE field utilizes **multiple points of entry for** courses of study leading to professional preparation. Planning and implementing any credential or any modification to an existing credential needs to take this into account.
- To create an education continuum for the ECE field, it will be important to articulate Multiple Subject Credential course content, clinical practice, and levels of education within a revised Child Development Permit structure. Doing so will safeguard access to career pathways, align course content, and accommodate areas where there might be overlap in curriculum content or clinical practice across the Child Development Permit structure and the Multiple Subject Credential requirements.
- Newly implemented Common Core State Standards emphasize pedagogy and students' learning process (i.e., the ability to articulate what they learn and how they learned it), processes central to early childhood education and academic ECE teacher preparation content. Stipek (2011) notes that typical ECE teaching strategies, including environmental design and daily schedule planning, respond to emerging research on students' active discovery learning and apply well to intentional teaching of academic subjects. Existing alignment between ECE theory and practice and Common Core State Standards should strengthen modifications made to the Multiple Subject Credential.

Integration with TAP recommendations. Based on our review of data and trends from states across the country, it is our belief that the TAP recommendation to modify the Multiple Subject Credential would be best served by creating two authorizations across two grade/age spans: 1) birth-grade 3 (ages 0-8); 2) grades 2-8 (ages 7 to fourteen). Such a design would appropriately define the early years and their educational demands, and acknowledge the specialized knowledge, skills and competencies necessary to teach young children. At the same time, the design would identify a sufficiently broad grade/age span for an elementary/middle childhood Multiple Subject Credential. In the spirit of the recommendations made by TAP in August, 2013, both new grade/age span categories would be established – as has been done in other states – within the framework of California's Multiple Subject Credential. There would be minimal overlap between the two grade/age spans, and principals' ability to hire teachers with the specialized knowledge and skills to teach specific grade/age spans would be maximized.

Within this model, teacher candidates would be required to complete a teacher preparation program that would include research-based content, pedagogical skills, and competencies appropriate to the selected grade/age span (i.e., birth-grade 3 or grades 2-8), and field experience and student teaching in two

grade level/age spans. Students selecting the grades 2-8 focus would choose two different grade levels. Students selecting the birth-grade 3 focus would choose two of three possible early childhood age spans: infant-toddler (0-3 years), preschool-TK (3-5 years), TK-grade 3 (4-8 years). This proposal resembles the existing Special Education Credential in which candidates specialize in *mild to moderate* and/or *moderate to severe* disabilities. Similarly, this modification of the Multiple Subject Credential acknowledges the specialized knowledge required for teaching different age ranges within the early childhood period of birth to 8 years.

CONCLUSION

As the Task Group continues their work, we urge group members to consider the issues highlighted in this paper with respect to the impact they have on ECE teacher preparation and ECE grade level teacher practice, and to consider thoughtful reconsideration of the early childhood teacher credentialing options. Such reconsideration needs to include revision of the Child Development Permit, development of an ECE credential, and modifications to the Multiple Subject Credential. Aside from strengthening the early education workforce, the proposed changes and revisions would put California in line with the national trend toward recognizing the qualitatively different knowledge, skills and dispositions required of the ECE workforce, and ensure that those differences are reflected in the state system of teacher credentialing and licensure.

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APPENDIX B

San Mateo County Board of Education and San Mateo County Superintendent of Schools Joint Resolution Regarding and ECE Credential

Board of Education

Endorsing the Development by the California Commission on Teacher Credentialing of a California Early Childhood Education Credential

Whereas, research consistently demonstrates the phenomenal growth and development that happens to the human brain between birth and age eight; and

Whereas, this brain research has led to a growing recognition of the urgent need to provide quality early care and education experiences for California's youngest children; and

Whereas, far too many children in California do not have access to the high quality early learning experiences they need and deserve; and

Whereas, the California Comprehensive Early Learning Plan (CCELP) calls for an adequately trained and prepared early childhood workforce to meet the unique needs of young learners; and

Whereas, a well-prepared workforce with appropriate skills and knowledge is vital to all future efforts to improve California's early care and education system; and

Whereas, research has indicated that teachers of very young children between birth and age eight need teaching skills vastly different than those needed in higher grades; and

Whereas, thirty-nine states have already developed and adopted early childhood teaching credentials; and

Whereas, California's higher education system is well-positioned to develop and implement an early childhood education credential that encompasses subject matter content, pedagogy, and clinical and field-based experience across the span of the early childhood years (i.e. infants, toddlers, preschoolers, transitional kindergarten, kindergarten through grade 3); and

Whereas, the California Commission on Teacher Credentialing (CTC) has convened a Task Group to study and make recommendations regarding the appropriate preparation and certification for early care and education teachers; and

Whereas, the San Mateo County Board of Education and the San Mateo County Superintendent of Schools firmly support expanding quality early care and education programs to all young children in San Mateo County and throughout California;

Now, therefore, be it resolved that the San Mateo County Board of Education and the San Mateo County Superintendent of Schools strongly support the development of an early childhood education teaching credential, encourage the CTC to develop such a credential, and urge the Legislature and Governor to provide the associated resources needed to secure a well-qualified early care and education workforce.

Passed and Adopted January 15th, 2014

APPENDIX C

SB 837 (STEINBERG) Kindergarten Readiness Act

Joint Authors: Senators Beall, Block, DeLeon, DeSaulnier, Hancock, Hill, Lara, Leno, Liu and Wolk;
Co-author: Assemblymember Bonta

SUMMARY

Senate Bill 837, the Kindergarten Readiness Act, makes one year of voluntary, high quality transitional Kindergarten available to every 4-year old in California, so that all children are ready for success in school.

BACKGROUND

A powerful body of research shows that investing in early education is highly effective in increasing high school graduation and college attendance, decreasing crime, and building a stronger economy and middle class. That is why there is overwhelming public support for increasing investments in pre-k.

Promising new reforms such as the Common Core State Standards and the Local Control Funding Formula establish greater equity and quality in California's public K-12 education system. However, neither of these reforms addresses the reality that the achievement gap is formed well before children arrive in kindergarten.

Recent Stanford research shows that by age 2, low-income children are six months behind in language development relative to their higher income peers. By age 5, low-income children are more than two years behind in language development.

In California, too many children miss out on a critical developmental window of

opportunity. Only half of California low-income preschool-aged children are served in State Preschool or Head Start, and only one-quarter of all children are eligible for the current transitional Kindergarten program.

Children who do not read proficiently by the end of 3rd grade are four times more likely to not graduate from high school on time. Too few California children are on track to read well by this all-important milestone; just 48% of 3rd graders test proficient or better in English-language arts. The costs of attempted remediation, in the form of repeated grade-levels, special education placements and other interventions, are high.

Longitudinal studies show that every dollar invested in high-quality early education programs generates \$7 or more in returns. Savings come in the form of lower grade retention, lower crime rates, and higher lifetime earnings.

If California were to invest in high quality transitional kindergarten for all, the savings in the prison system alone are estimated to be \$1.1 billion a year due to the reduction in prison population by 13,000 prisoners.

Now is the time to make a wise investment in transitional kindergarten for all.

Office of President pro Tem Darrell Steinberg

SB 837 Fact Sheet

THIS BILL**SB 837** will:

- Provide all 4-year-olds with high-quality, developmentally appropriate transitional kindergarten (TK).
- Combine the best quality standards from current TK and State Preschool, creating a model that results in sustainable gains in school performance.
- Be funded through Average Daily Attendance (ADA), with additional resources provided for low-income, English learner and foster children.
- Allow for a mixed delivery system, in which school districts and charter schools may contract with private TK providers who meet quality standards.
- Allow existing federal and state preschool funds to be focused on additional early care and education programs for low-income 3- and 4-year-olds, giving them an added boost when they need it most.
- Not take any funds away from existing state-contracted child development providers.
- Reduce the average cost per child of current TK by creating a two-session model.
- Phase in over five years, starting in 2015-2016, to allow ample time to expand services to all children whose parents wish to enroll them.

SUPPORT

Early Edge California (sponsor)

State Superintendent of Public Instruction

Tom Torlakson (co-sponsor)

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