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To: California Commission on Teacher Credentialing

From: Center for the Study of Child Care Employment, University of California, Berkeley

Subject: Comments on the proposed ECE Preparation Program Guidelines and Teacher
               Performance Expectations

Date: 7/13/18

We at the Center for the Study of Child Care Employment, University of California, Berkeley are pleased to respond to the request for feedback on the proposed ECE Preparation Program Guidelines and the Teacher Performance Expectations.

Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is focused on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts research and policy analysis about the characteristics of those who care for and educate young children and examines policy solutions aimed at improving how our nation *prepares, supports, and compensates these early educators* to ensure young children's optimal development.

We address our comments to the Program Guidelines and the Performance Expectations as a whole. Specifically, we recommend the following:

ECE Preparation Program Guidelines

- **Guideline 5: Faculty and Supervisor Expectations**
  Revise Guideline 5: Faculty and Supervisor Qualifications to include **the California Early Childhood Mentor program** in the guidelines for supervisors. The Mentor program is a well-established program with demonstrated results. The Program Guidelines should explicitly name this program and identify Teacher Mentors and Director Mentors as candidates for supervision.

ECE Teacher Performance Expectations (while we address our comments to the set of PEs encompassing all levels, we focus on the "Teacher" level PEs in the following recommendations)

- **Child Development Knowledge Across the Birth to Age 8 Continuum**
  There should be an explicit expectation that *all* teachers and administrators understand the range of development for children birth through age 8, and have content knowledge of both the Infant and Toddler *and* the Preschool Learning Foundations, not just one or the other. In Standard 3 "Understanding and Organizing Content Knowledge for Young Children's Development and Learning," we recommend to revise the language "They are familiar with California's Infant and Toddler and Preschool Learning Foundations that provide guidance for the development and learning of the state's young learners and they understand the implications for planning the care, development, and learning experiences

for all young children" to "They possess content knowledge of the California's Infant and Toddler and Preschool Learning Foundations that provide guidance…"

- **Dual Language Learners (DLLs)**
  We were surprised that supporting dual language learners is only minimally addressed throughout the TPEs. In California, where 60% of young children (birth to age 8) are dual language learners, it is imperative to make explicit the expectation that all ECE teachers understand effective teaching practices that support English language acquisition and the development of children's home language, and that content and pedagogy related to working with DLLs is embedded within the PEs for each of the 6 standards. For example, in Standard 5 (Assessing and Documenting Young Children's Development and Learning), the TPEs must incorporate the expectation that teachers know how to assess young DLLs and how to use observation, assessment, and documentation to inform strategies for teaching DLLs.

While the introduction to the TPE document states that the TPEs "are aligned to expectations set forth in" California's Early Educators Competencies, it should be made clear what "aligning to expectations" means, and whether the TPEs encompass all the competencies.