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To: Commission on Teacher Credentialing  
From: Center for the Study of Child Care Employment, University of California, Berkeley  
Subject: Public Comment Submission, Item 4B: Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Instruction Credential  
Date: October 10, 2022

We at the Center for the Study of Child Care Employment, University of California, Berkeley are writing to respond to the request for public comment on item [Item 4B: Adoption of Teaching Performance Expectations and Program Standards for the PK-3 Early Childhood Education Specialist Instruction Credential](#),

Our comments are focused on the context and conditions that are central to the implementation of teacher preparation programs, and supporting institutions of higher education (IHEs) to successfully create a TK workforce that reflects the diversity of California's children and families. As credentialing programs and IHEs historically underserve and erect barriers for students who reflect the ECE workforce (i.e, people of color, working adults/parents, and first generation students), it's incumbent upon the CTC and other state agencies involved in TK and this new credential (namely the Department of Education) to address such barriers as part of implementation. The CTC activities include "Work collaboratively with educational partners to connect faculty to resources and professional development opportunities that focus on faculty knowledge and skills needed to prepare PK-3 candidates" (p. EPC 4b-7). We recommend that these activities and resources be explicitly described in order for the field to understand what is being made available. We also recommend that these include not only training for faculty, but resources that support changed conditions to support success at IHEs for the current and incoming ECE workforce.

- Ensure IHE's have the resources and guidance to create and deliver content that meets the TPEs and standards and is culturally responsive and affirming for the children and families being served, and the diversity of the ECE workforce. For example, providing professional learning on early mathematics and ensuring that pedagogical approaches connect childrens' language and cultural context;
- Ensure IHEs have the resources to diversify faculty, not just content, especially with regard to race, ethnicity, linguistic capacity, and experience in ECE; and
- Ensure that preparation programs are accessible and provide the conditions to facilitate success for early educators, especially those who have been severely under-resourced and

the furthest from opportunity. This includes the following strategies that are known to support student success:<sup>1</sup>

- Flexible class schedules/evening or weekend classes, convenient/alternative locations, online or blended program options, skills-based support such as help accessing technology (e.g. Blackboard).
- Financial resources and communication of information on/assistance applying for loans and grants.
- Targeted advising and counseling to streamline teachers' ability to receive credit for teaching experience and/or prior coursework.

Further, we urge the CTC and the Department of Education to jointly plan for and fund the ongoing collection and reporting of data on the TK workforce as it relates to demographics and career pathways for those who earn both the PK-3 Specialist and Multiple Subject credentials.

Lastly, we would be remiss if we did not re-state that, while the commission moves forward completing the regulatory package for this credential, the pathway to teaching TK remains inequitable for current members of the ECE workforce. CSCCE firmly supports the existence of the PK-3 credential, but believes that experienced ECE teachers should have the same access to a teaching credential and opportunity to teach TK as private school K-12 teachers who apply for the expedited private school experience pathway to the Multiple Subject credential. We continue to urge the commission to consider the addition of the pathway we outlined at both the [August](#) and [April](#) meetings.

Respectfully submitted,



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<sup>1</sup> Copeman Petig, A., Chávez, R., & Austin, L.J.E. (2019). Strengthening the Knowledge, Skills, and Professional Identity of Early Educators: The Impact of the California SEIU Early Educator Apprenticeship Program. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.  
<https://cscce.berkeley.edu/publications/report/strengthening-the-knowledge-skills-and-professional-identity-of-early-educators/>

Kipnis, F., Whitebook, M., Almaraz, M., Sakai, L., & Austin, L. J. E. (2012). Learning together: A study of six B.A. completion cohort programs in early care and education. Year 4. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.  
<https://cscce.berkeley.edu/publications/report/learning-together-a-study-of-six-b-a-completion-cohort-programs-in-ece-year-4-report/>