



Welcome to ECE Webinar 4

While we are waiting for the webinar to begin, please make sure you have a copy of the ECE TPEs and the Program Guidelines

This is a webinar; you will only see the presenters.

- Your microphone is muted.

ECE Webinar 4: Putting the Pieces Together

- The Big Picture: Setting the Context for Change
- Who is Responsible for What Parts of the ECE Preparation and Licensing System?
- What's Changing in ECE Preparation and Licensing, Why, and When
- How do the Pieces (TPEs, Program Guidelines, TPA) Work Together?
- Review of the Pilots



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Five ECE Focused Webinars

Date	Time	Topic
Friday, September 18, 2020	12:00-1:30	<ul style="list-style-type: none">• Introduction to the webinar series• Overview of the PDG-R grant activities• Introduction to the TPEs and Program Guidelines
Friday, October 2, 2020	12:00-1:30	<ul style="list-style-type: none">• Information on the TPEs, Program Guidelines, and Peer Program Review Quality Process pilots
Friday, October 23, 2020	12:00-1:30	<ul style="list-style-type: none">• Introduction to Performance Assessment• Overview of the Development Process for an ECE Teaching Performance Assessment
Friday, November 6, 2020	12:00-1:30	<ul style="list-style-type: none">• Putting the Pieces Together (TPEs, Program Guidelines, Teaching Performance Assessment)
Friday, November 20, 2020	12:00-1:30	<ul style="list-style-type: none">• Program Quality Peer Review Process development and Pilot (Pilot 4)

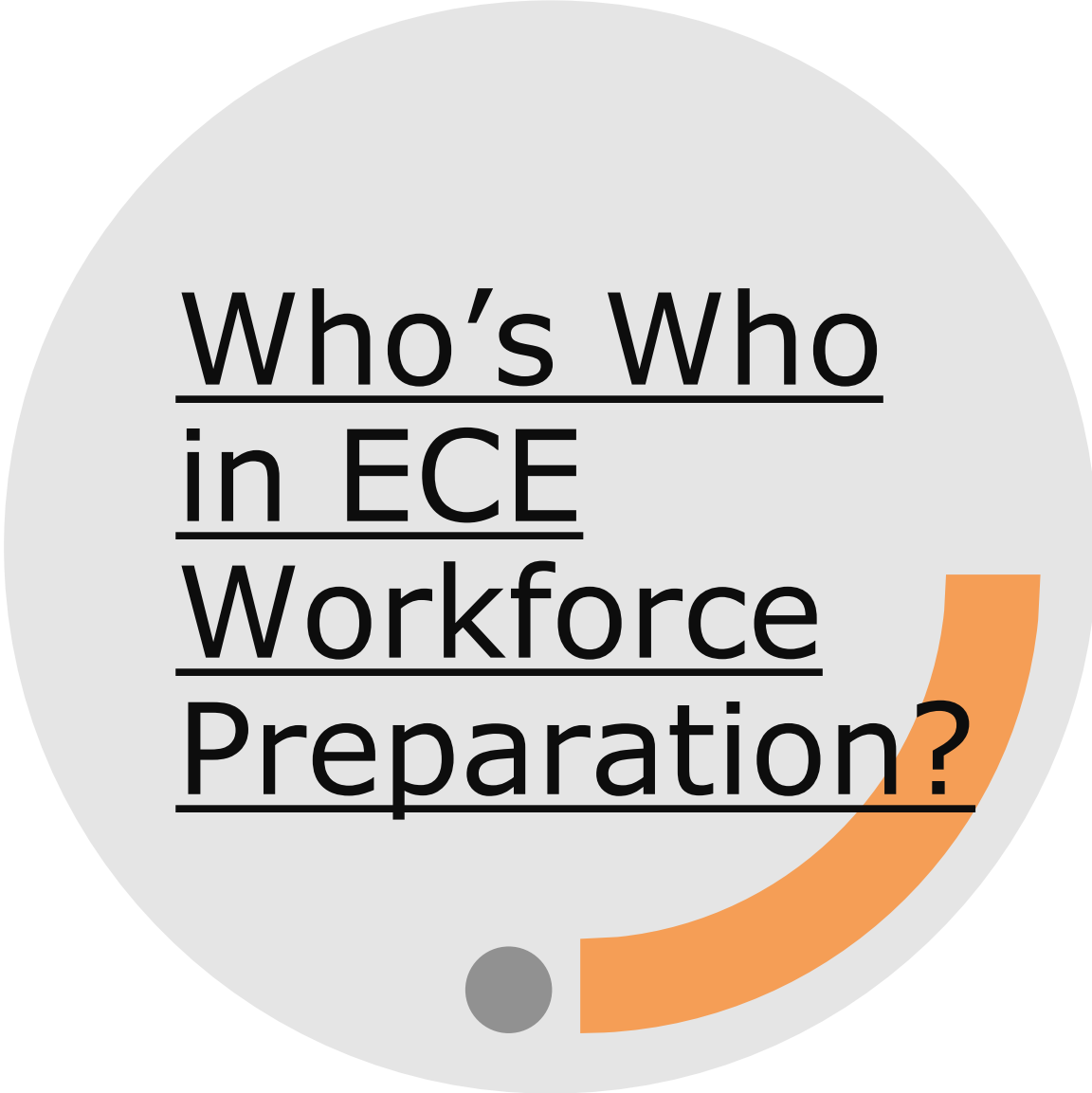
This webinar is being recorded and archived. Questions can be submitted through the Q & A webinar feature.

Agenda

1. Welcome and Introductions
2. The Big Picture: Setting the Context for Change - Where Have We Been, Where Are We Going, and Why?
3. Who's Responsible for What Part of the ECE Preparation, Licensing, and Professional Development Processes?
4. How do the New Pieces (TPEs, Program Guidelines, TPA) Fit and Work Together?
5. What's Changing, When and Why?
6. Review of the ECE Pilots

Key ECE workforce preparation agencies include:

- a) The Commission on Teacher Credentialing (CTC)
- b) The California Department of Education (CDE)
- c) The California Department of Health and Human Services (HHS)



Who's Who
in ECE
Workforce
Preparation?

Roles of the CTC and the CDE

CTC

- ✓ Has authority over **PRESERVICE** preparation (prior to earning a Child Development Permit, or when moving up a Permit level)
- ✓ Has authority over the **preparation requirements** for a Child Development Permit
- ✓ Has authority over the **quality of ECE Preparation Programs** provided to Permit candidates

CDE

- ✓ Has authority over **INSERVICE** professional development for Permit holders
- ✓ Has authority over the **requirements and quality of ECE programs and settings** serving young children
- ✓ Funds and has authority over the **CDTC and the Mentor Program**

Role of the Department of Health and Human Services (HHS)

HHS

- ✓ Transitioning a number of services previously provided by CDE other than Title 5 Preschool programs
- ✓ Has authority over the Preschool Development Grant-Renewal(PDG-R funding)
- ✓ Has authority over CalWorks and similar programs and services

The Big Picture: Context for Change

- Child Development Permit structure has been unchanged since the 1990's, with six Permit levels and associated job roles/authorizations
- Similar but different workforce preparation curricula (CAP and CSU/other locally developed ECE curriculum)
- Articulation agreements between community colleges and 4-year institutions
- CTC's "Learning to Teach" continuum currently guides all educator preparation in California except for ECE workforce preparation

Context for Change (continued)

- Current ECE preparation system based on completion of specified course units
- Current VOC process based on transcript review of course titles – no system or verification of quality of preparation or of candidate competency/readiness to begin professional practice
- Large number of competencies currently expected of candidates
- No statewide metric to identify candidates who are ready to begin professional practice

Context for Change (cont.)

- Child Development Permit Advisory Committee (CDPAP) recommended changes to the Permit structure but changes on hold pending release of the Governor's ECE Master Plan Committee
- As part of California's collaborative work on "Transforming the Workforce Birth through Eight" and the work of the CDPAP, a common set of manageable job-related competences (TPEs) for the Permit, and a set of Program Quality Guidelines, were adopted by the Commission to help guide ECE workforce preparation consistent with the Learning to Teach continuum

The Takeaway

- The Master Plan for Early Learning and Care will be out soon and will provide a vision for the next decade that informs our next steps for the ECE workforce.
 - ✓ **Infrastructure for change** has been built over the past five years to establish a competency-based preparation and licensure system for the ECE workforce
 - ✓ **The goal:** high-quality, organized and focused preparation programs that enable candidates to learn, practice, and be assessed on a manageable number of job-related competencies to substantiate their readiness to begin professional practice

The Takeaway (continued)

The new infrastructure pieces are:

- 1) Teaching Performance Expectations (TPEs)** that define the job-related competencies for the Assisting, Teaching, Mentoring/Coaching, and Leading/Administrating job roles of the Child Development Permit
- 2) Program Guidelines**, that define the quality elements of the preparation provided to the ECE workforce for earning a Child Development Permit, and require preparation programs to prepare candidates to learn, practice, and be assessed on the TPEs.

The Takeaway (continued)

- 3) **ECE Teaching Performance Assessment** that provides the opportunity for candidates to demonstrate within program coursework and fieldwork their applied learning and their readiness to begin professional practice
- 4) **Program Quality Peer Review process** that assures the quality of the preparation being provided to ECE workforce candidates for the Permit

And the Next Step is:

Piloting of the new infrastructure pieces will take place during 2020-2022. Pilot activities will be supported by funding from the federal Preschool Development Grant-Renewal

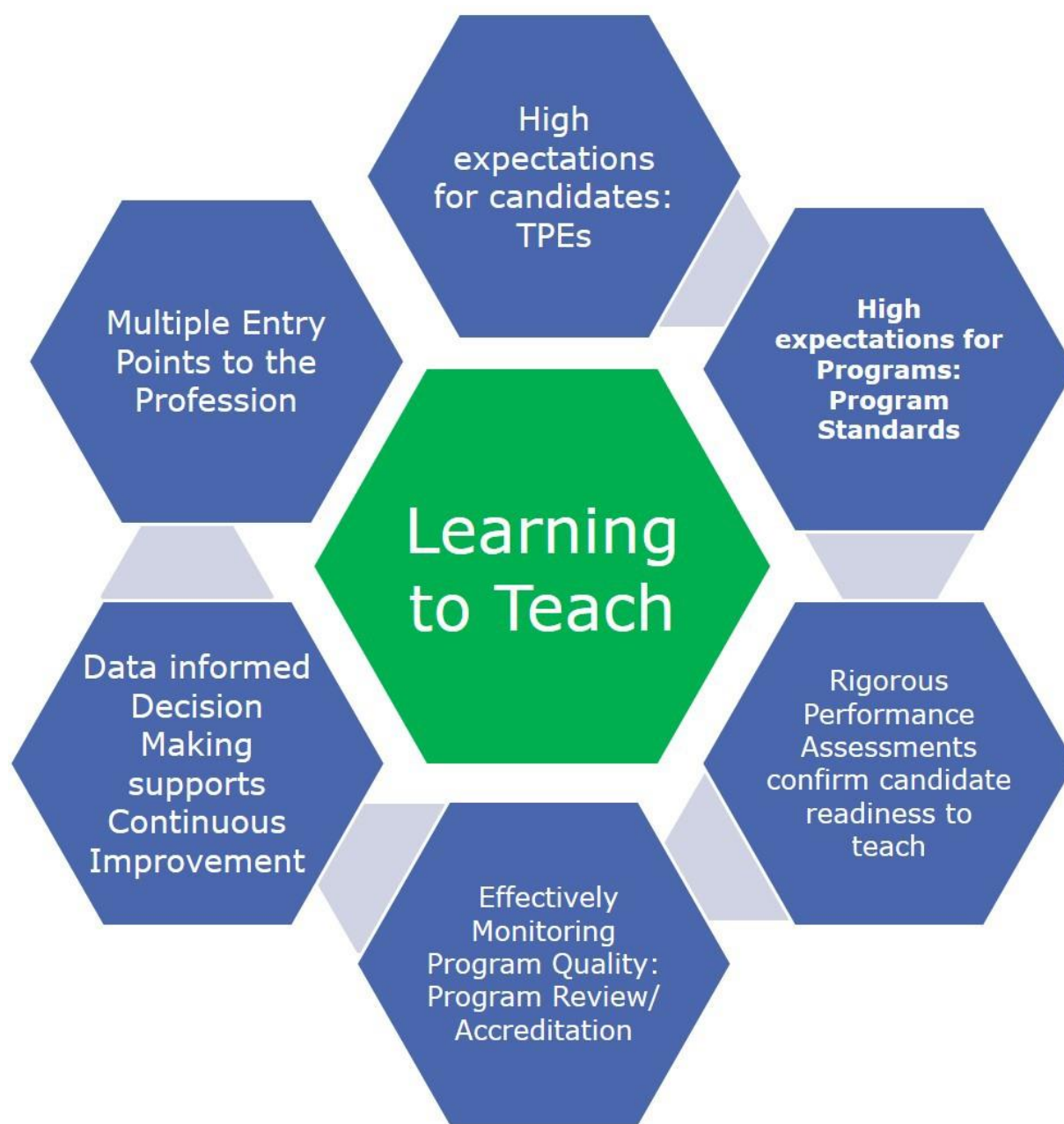
The pilot experiences will help move California towards an ECE preparation system that is based on **California's Learning to Teach system**

California's Educator Preparation System

The **Learning to Teach Continuum**, adopted by the Commission as part of the 1998-2002 SB 2042 standards development and implementation process for teacher and administrator preparation, describes California's system for how educators should be prepared.

The Learning to Teach Continuum has **six key interactive and interdependent elements**





What's Changing, When and Why?

- California is currently moving towards an ECE workforce “Learning to Teach” preparation system similar to how all other California educators are prepared and licensed.
- This movement is being supported by funding from California’s federal Preschool Development Grant-Renewal (PDG-R).
- This direction is likely consistent with the direction to be provided by the Governor’s Master Plan committee

What's Changing, Part 2

- The development and piloting timeframes for the PDG-R activities start NOW!
- All of the key system elements described below have been or are in process of being developed, and the first two elements (TPEs and Program Standards) are ready to be piloted by ECE workforce preparation institutions/programs.

What's Changing, When and How, Part 3

- **The ECE Learning to Teach system being developed and piloted during 2020-22 will be characterized by the following elements:**
 - a) Clearly identified, manageable **candidate competencies (TPES)** for each Permit level, related to the job role authorized by the Permit
 - b) **Organized, quality preparation programs** for Permit candidates that provide ongoing, consistent support for candidates to learn, practice, and be assessed on the candidate competencies (TPEs), as specified in the **Program Guidelines**

What's Changing, When and How, Part 4

- c) An **ECE Teaching Performance Assessment** to determine candidate readiness to begin professional practice at the intended level of the Permit
- d) A **Program Quality Review process** to substantiate the quality of the preparation being provided to Permit candidates
- e) **Data-informed practices** to support feedback to candidates and ongoing program improvements
- f) **Multiple ways** to enter the profession and to move up the career ladder

What's NOT Changing Now

- A. The Child Development Permit structure and Permit requirements are NOT changing at this time.
- B. Programs in the Pilots will implement their own TPE-aligned curriculum during the Pilots.
- C. ECE Preparation programs will continue to use their own program-embedded candidate assessments. Programs in Pilot 3 will try out the ECE TPA, but this will not affect candidate grades. Programs will not receive individual candidate scores on the ECE TPA.

What MIGHT Change in the Future

- ❖ CTC oversight of ECE Preparation Program Quality
- ❖ TPEs and Program Guidelines required for all ECE preparation programs
- ❖ Required formative use of the ECE TPA by all ECE preparation programs (when fully developed and available)
- ❖ All ECE preparation programs implement preparation consistent with the components of the Learning to Teach Continuum
- ❖ An updated Child Development Permit Structure and Requirements

PDG-R: Four ECE Pilots

Pilot 1: ECE TPEs

Pilot 2: ECE Program Guidelines

Pilot 3: ECE Teaching Performance Assessment (ECE TPA)

Pilot 4: ECE Peer Program Quality Review Process

Pilot Guidance Document posted on [ECE web page](#)

Why Participate in the ECE Pilots?



Opportunity for programs to organize around a common, manageable set of statewide competency expectations for the ECE workforce



Participating institutions/ programs can directly recommend candidates for the Child Development Permit



Opportunity to try out the ECE TPA



Opportunity to try out a new Peer Program Quality Review process

Review of Pilots 1 and 2

Eligibility: All 2 and 4 year regionally accredited institutions of higher education offering preparation for the Child Development Teacher level permit are eligible to volunteer for and participate in the TPE and Program Guidelines pilots if they meet any of these criteria:

- ✓ The institution/program is using updated, TPE-aligned CAP curriculum OR
- ✓ The institution/program is using its own TPE-aligned curriculum OR
- ✓ The institution/program is accredited by the National Association for the Education of Young Children (NAEYC)

Pilots 1 and 2 (part 2)

What is Being Piloted in Pilot 1? All participating institutions/programs will be piloting the implementation of TPE-based curriculum within their ECE preparation programs for ECE Teachers, using their current curriculum that incorporates the TPEs or moving towards implementing TPE-aligned curriculum.

What is Being Piloted in Pilot 2? All participating institutions/programs will be piloting the implementation of the Program Guidelines, showing how their programs align to the Guidelines areas of quality, organization, and support for preparing their candidates to learn, practice, and be assessed on the TPEs.

Pilots 1 and 2 (Logistics)

All programs interested in piloting must participate in Pilots 1 and 2. Participation in Pilots 3 and 4 is optional but highly encouraged.

Timeframe for Pilots 1 and 2: Pilots 1 and 2 are ready for implementation NOW. Interested institutions and programs can enroll by filling out the online enrollment survey.

Cost for Participation in any or all Pilots: No cost and no fees for programs or candidates in the Pilots

Pilots 1 and 2 (part 4)

Program Obligations:

- All institutions/programs interested in participating in the pilots **must participate fully in both pilots 1 and 2**, the TPEs and Program Guidelines pilots. See the Pilots guidance document for further reference.

All participating institutions/programs must agree to provide specified information and data to the Commission about their experiences:

- ✓ Submit an Application to Participate ([Electronic survey](#), see Appendix D)
- ✓ Submit an ECE Course list (Appendix A)
- ✓ Submit the ECE TPE Matrix (Appendix B)
- ✓ Submit the Program Guidelines Alignment checklist (Appendix C)
- ✓ Submit candidate enrollment data annually

Pilot 3: ECE Teaching Performance Assessment

- This will be a new ECE performance assessment based on the TPEs that can be tried out during the pilots by any interested institution/program
- There are NO consequences and NO fees to candidates or programs for trying out the TPA
- The design of the TPA, and what candidates will need to do on this assessment, will be determined by a “Design Team” of ECE experts, including but not limited to faculty, practitioners, ECE administrators, and others knowledgeable about the field and what candidates need to be successful with young children in the ECE setting
- Applications for the Design Team will go out via the ECE News later in November/early December



Pilot 3 (part 2)

Eligibility: All 2 and 4 year regionally accredited institutions of higher education offering preparation for the Child Development Teacher level permit are eligible to volunteer for and participate in the ECE TPA pilot. In addition, all ECE permit candidates are welcome to participate in the pilot.

What is Being Piloted in Pilot 3? The candidate tasks (also called “activities” or “cycles” that describe the methods of evaluation) that will be developed for the ECE TPA, the scoring rubrics, and the training materials for local faculty scoring the program’s candidate responses.



Pilot 3 (part 3)

Timeframe: The ECE Teaching Performance Assessment will be developed during 2020-21. The assessment will be piloted during 2021-22. During the pilot, a target number of candidate submissions will be scored; programs will receive aggregate scores, but candidates will not receive scores

Cost: There is no cost to programs or to candidates to try out the ECE Teaching Performance Assessment during Pilot 3.



Pilot 3 (part 4)

Participating Program Obligations:

- ✓ Submit an Application to Evaluation Systems to Participate ([Electronic survey](#))
- ✓ Support candidates during practice with the cycles and rubrics
- ✓ Participate in one-time surveys for candidates, instructors/faculty, assessors
- ✓ Provide feedback to the Commission and the technical contractor regarding lessons learned, best practices, and any recommendations going forward



Pilot 3 (part 5)

Activities and Time Commitment

- Attend initial pilot webinar (2 hours)
- Become familiar with ECE performance assessments and rubrics
- Attend weekly office hours for support as needed
- Support candidates during pilot test year (read submissions, watch videos, coach)

Then...if you would like to participate further:

- Apply to assess candidate submissions for pilot test
- Attend training for assessors (online, paid)
- Score candidate submissions (2-3 days, paid)



Pilot 3 (part 6)

Options to Participate in ECE Performance Assessment Development:

- Apply to be on the CTC's ECE design team (two-year process, monthly meetings for first 6 months, every other month after)
- Participate in the pilot study (one year)
Assess candidate submissions for pilot
- Participate in the field test study (one year)
Assess candidate submissions for field test

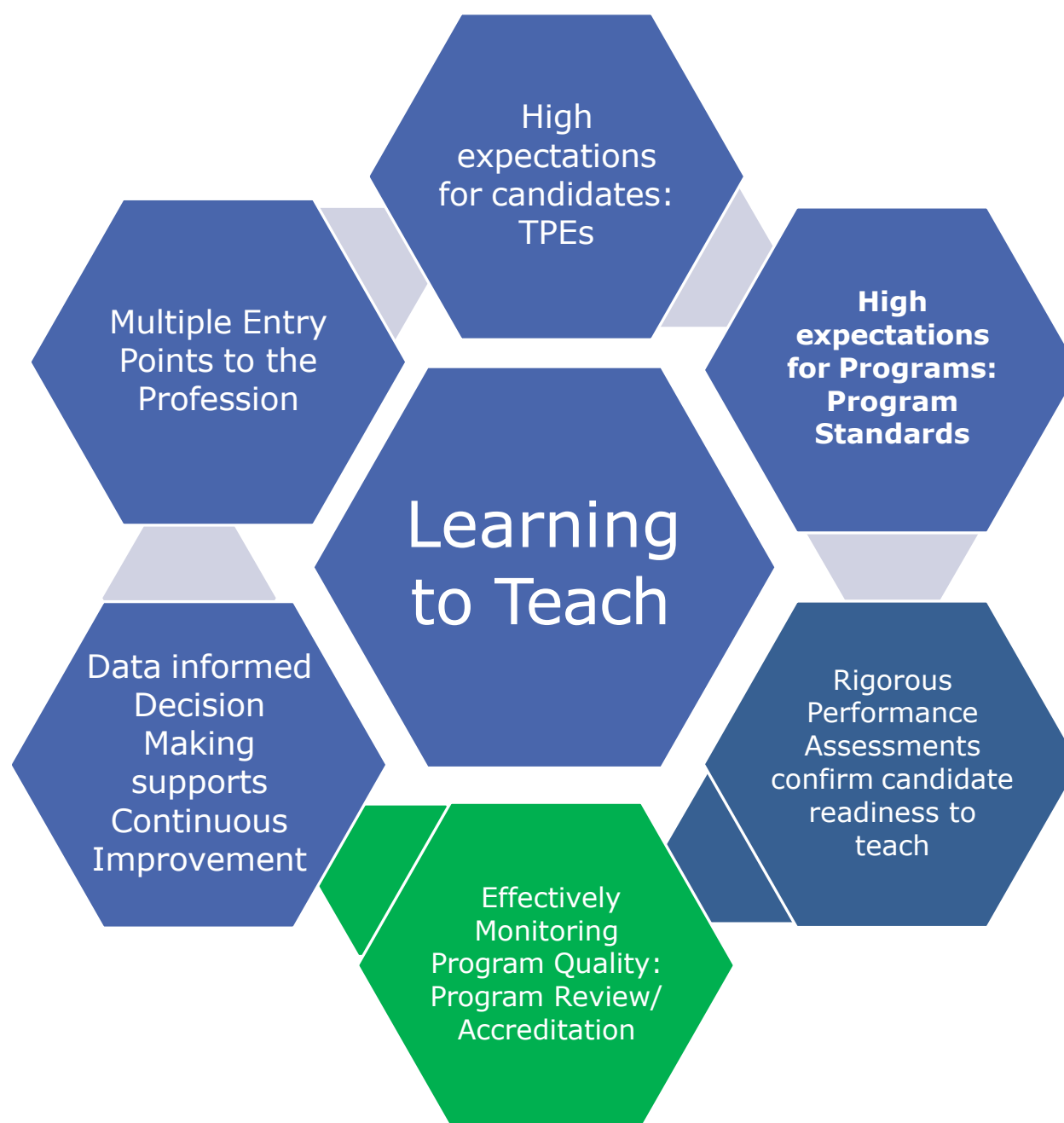


Pilot 4: Program Quality Peer Review Process

Effectively Monitoring Program Quality: Program Review and Accreditation, Webinar 5

Friday, November 20, 2020

[Registration Link](#)



How to Enroll in the ECE Pilots

- 1) Review the information in the Pilot Guidelines document, available on the [ECE webpage](#)
- 2) Complete and submit the online [ECE Pilots application form](#)
- 3) Complete and submit the additional documentation according to the timeframe indicated in the Pilot Guidelines document available on the [ECE webpage](#).

Questions and Answers

ECE news mailing list

ECE webpage