

## **Preliminary PK – 3 ECE Specialist Instruction Credential**

### **Standard 4 Evidence Guidance**

*The purpose of this document is to assist prospective PK-3 ECE Specialist Instruction programs in responding to Program Standard 4: Equity, Inclusion, and Diversity. In the following table, the standard is divided into sections to ensure that prospective programs address each aspect of the standard; however, in design and implementation, these themes may be interwoven throughout the program coursework and clinical practice. Please note that there is no corresponding TPE for this standard; rather, both candidate and program expectations exist together within the standard. In responding, brief narratives are acceptable, but please be judicious about the length of your response. Unsubstantiated claims/narrative will not be sufficient. Please include the following:*

- 1) *evidence from authentic sources such as examples of assignments and assessments, identified program policies, excerpts from handbooks, examples of instructional materials, documentation, and/or reflections.*
- 2) *a direct link to the specific location of the evidence (i.e.: page or section) within the materials.*
- 3) *a limited narrative providing context for how the linked evidence addresses the relevant portion of the standard.*
  - *handbooks, examples of instructional materials, documentation, and/or reflections.*
  - *A direct link to the specific location of the evidence (i.e.: page or section).*
  - *A brief narrative (150-250 words each) providing context for how the linked evidence addresses the relevant portion of the standard.*

| PROGRAM STANDARD 4: EQUITY, INCLUSION, AND DIVERSITY                                                                                                                                                                                                                                                             | CAMPUS RESPONSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.</p> <p>Through <b>coursework and clinical practice</b> experience, candidates will (see a-g below):</p> | <p>The PK-3 Early Childhood Specialist Instruction program integrates equity, inclusion, and diversity as foundational principles across coursework and field experiences. The College of Education’s explicit commitment to equity and socially just teaching is a core organizing principle across the program. As outlined in the PK-3 ECE Credential Handbook (<a href="#">p. 5</a>), the program commits to preparing teachers who <a href="#">affirm the diverse identities of children and families and create inclusive, culturally and linguistically</a> responsive learning environments. The Credential Course of Study (<a href="#">p. 8-12</a>), Pk-3 ECE Credential Program Learning Outcomes (<a href="#">p. 11</a>) emphasizes this commitment.</p> <p>Candidates engage with these concepts through both theoretical study and applied practice. For example, in <a href="#">READ 407</a>, <a href="#">READ 408</a>, <a href="#">EDEL/READ 431</a>, <a href="#">EDEL/READ 432</a>, <a href="#">EDEL 430</a>, <a href="#">SPED 428</a>, and Supervised Fieldwork in <a href="#">READ 438</a> and <a href="#">READ 439</a>, candidates examine how race, language, gender, and socioeconomic status shape education and learn to implement asset-based, culturally sustaining instructional strategies across multiple modules and units in each course. Additionally, it is a <a href="#">program</a> requirement that clinical supervision placements must be in classrooms of at least 20% multilingual learners and 1 student with a verified disability. Throughout the program, candidates are expected to critically reflect on their positionalities and how these influence their pedagogical choices and this is reflected again in <a href="#">program assessment</a> criteria. Collectively, these experiences equip candidates to create socially just learning environments and respond thoughtfully to the diverse needs of PK-3 learners.</p> |

| PROGRAM STANDARD 4: EQUITY, INCLUSION, AND DIVERSITY                                                                                                                                                                  | CAMPUS RESPONSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| (a) Examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status | <p>Program Learning Outcome <a href="#">4</a> and <a href="#">5</a> specifically address (a) in standard 4. As such candidates are introduced to and provided multiple opportunities to examine, practice, and apply their understandings of the concepts of privilege &amp; power, including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status and relate issues from each domain to their personal attitudes. Below are explicit activities to develop this understanding:</p> <ul style="list-style-type: none"> <li>• READ 407: <a href="#">Asset-Based Reflection</a>; <a href="#">Readings on culturally responsive instruction</a></li> <li>• READ 408: <a href="#">Textual Lineage assignment</a>; <a href="#">CPA #1</a></li> <li>• SPED 428: <a href="#">Disability Awareness Reflection</a>, <a href="#">intersectionality</a>, and <a href="#">ableism</a> in early ed</li> <li>• EDEL 430: <a href="#">Philosophy of Education</a> and <a href="#">'I Am' Identity Journal</a>; <a href="#">explores privilege, bias, and power</a></li> <li>• EDEL/READ 431: <a href="#">Reflective Journal</a> #1, <a href="#">Reflective journal</a> #6 and <a href="#">Status reading</a>; <a href="#">Race &amp; Math</a></li> <li>• CAS 350: <a href="#">Reflections</a></li> <li>• Clinical Practice: READ 438/439: <a href="#">PLO #4</a> is assessed. Mentor teachers are provided explicit resources to assist student development and reflection related to this portion of Standard 4 such as the <a href="#">mindful reflection guide</a>.</li> </ul> |
| (b) Learn ways to analyze, monitor, and address these issues at the individual and system level                                                                                                                       | <p>The program prepares candidates to recognize and respond to <a href="#">issues of privilege and power</a> at both the individual and systemic levels through intentionally designed coursework, readings, and field-based assignments. Opportunities for practice, paired with theoretical frameworks, case analyses, and community-based experiences support candidates in analyzing, monitoring, and addressing equity dilemmas in classroom practice, school systems, and broader institutional structures.</p> <ul style="list-style-type: none"> <li>• READ 407: <a href="#">Asset-Based Reflection</a>; <a href="#">Book Analysis</a>; <a href="#">Hands on Activities</a>; <a href="#">Week 12</a></li> <li>• READ 408: <a href="#">Week 14 readings on culturally sustaining practices</a>; <a href="#">Week 1 Equity Framing</a>; <a href="#">Class Participation Activities</a>; <a href="#">Fieldwork</a></li> <li>• SPED 428: <a href="#">Modules with readings and assignments focused on inclusion</a></li> <li>• EDEL 430: <a href="#">Social Justice Lesson Plan</a>; <a href="#">Supporting all children</a>; <a href="#">Week 2 readings</a></li> <li>• EDEL/READ: 431: <a href="#">Asset Assessment</a>; <a href="#">Case Study require identifying and responding to systemic barriers in children's mathematical experiences</a>; <a href="#">Racialization in Math</a></li> <li>• EDEL/READ 432: <a href="#">Week 7 Equity &amp; STEAM</a></li> <li>• CAS 350: <a href="#">SLO 3</a>; <a href="#">Reflections 2</a>; <a href="#">Week 5</a>; <a href="#">Week 15</a></li> </ul>               |

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|                                                                                                                                                                 | <p>Clinical Practice: READ 438/439: <a href="#">PLO</a> #5 is assessed. Mentor teachers are provided explicit resources to assist student development related to Standard 4 such as the <a href="#">inclusive practices</a>, <a href="#">LGBTQ Inclusion Guide</a>, <a href="#">Anti-Racism Resource Guide</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies</p>               | <p>The program introduces candidates to the concepts of explicit and implicit racial bias through targeted coursework, readings, and fieldwork experiences that connect theory to practice. Candidates examine how biases, both conscious and unconscious, can shape instructional decisions, classroom management, and broader early childhood policies. Candidates develop a critical understanding of how racial bias influences access, discipline, and opportunity, and are supported in applying anti-bias strategies to create more equitable learning environments.</p> <p>READ 407: <a href="#">Reading</a>; <a href="#">Book analysis</a></p> <p>READ 408: <a href="#">Week 1 Equity framing</a>, <a href="#">Week 14</a></p> <p>SPED 428: <a href="#">Eugenics module</a>; <a href="#">Module on disciplinary and referral practices</a></p> <p>EDEL 430: <a href="#">Restorative Justice</a>; <a href="#">Antiracism</a></p> <p>EDEL/READ 431: <a href="#">race and racialization in math education</a></p> <p>EDEL/READ 432: <a href="#">STEAM &amp; Equity</a></p> <p>Clinical Practice: READ 438/439 Mentor teachers are provided explicit resources to assist student development related to Standard 4 such as the <a href="#">Anti-Racism Resource Guide</a>.</p> |
| <p>(d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.</p> | <p>The program emphasizes (as reflected in <a href="#">PLOs</a>) the essential role of the teacher in fostering equitable learning opportunities in both coursework and clinical practice. Candidates are introduced to this concept and have consistent opportunities to practice. Guided observations, lesson planning, and critical reflection, support candidates to position themselves as equity-minded educators committed to inclusive, asset-based practices that support the diverse needs of all young children.</p> <p>READ 407: <a href="#">Week 9</a>; <a href="#">Week 12</a>; <a href="#">Week 14</a>; <a href="#">Fieldwork Case Study</a></p> <p>READ 408: <a href="#">Fieldwork</a>; <a href="#">Week 3</a>; <a href="#">Week 13</a>; <a href="#">Week 14</a>; <a href="#">Week 15</a>; <a href="#">Week 16</a> reflections on teaching stance; <a href="#">Multiple class participation activities</a></p> <p>SPED 428: <a href="#">UDL</a>; <a href="#">Stakeholder Interview</a>; <a href="#">Social Facilitation Reflection</a></p>                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                                                                             | <p>EDEL 430: <a href="#">Social Justice Lesson Plan</a>; <a href="#">Supporting all children assignment</a>; <a href="#">Week 1</a>; <a href="#">Week 2</a>; <a href="#">UDL</a></p> <p>EDEL/READ 431: <a href="#">Asset Assessment</a>; <a href="#">Week 7</a></p> <p>EDEL/READ 432: <a href="#">Reflective Journal</a>; <a href="#">Week 4</a>; <a href="#">Week 6</a></p> <p><a href="#">Critical reflective practice</a> on the role of the teacher is a core component of clinical practice in READ 3438. READ 439</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>(e) The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, policies and historical practices create and maintain institutional bias, and teachers can help address any identified inequity.</p> | <p>Candidates are provided multiple opportunities to identify and reflect on their personal attitudes beliefs and biases as evidenced in part (a) of this document. These opportunities are extended to an analysis of the ways in which policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity. Particular coursework experiences support candidates in addressing inequities:</p> <p>READ 407, the <a href="#">community mapping assignment</a> requires candidates to analyze their community language and literacy resources and practices, challenging them to analyze their own assumptions about such resources and practices and consider how to leverage these as resources that impact classroom instruction. The <a href="#">Early Childhood Book Analysis</a> supports candidates in identifying and addressing bias by critically analyzing children’s literature through an equity lens, encouraging reflection on representation, intersectionality, and the teacher’s role in promoting inclusive early literacy practices.</p> <p>In SPED 428, candidates engage in <a href="#">Module 1</a> with analysis of policies and historical practices related to special education which includes reflection on how disability is framed in society and schools and analyze their own biases related to ability and inclusion. Strategies for <a href="#">UDL</a> and <a href="#">Module 5</a> encourage addressing systemic inequities through tiered supports and inclusion of families, particularly for children historically marginalized by race, language, or disability status.</p> <p>EDEL 430, the assignment <a href="#">Supporting All Children</a> includes an analysis of how classroom policies and structures may unintentionally replicate bias or exclusion and a proposal to disrupt such practices; the <a href="#">IRIS Modules</a> provide structured exploration of how policies and practices contribute to inequity in disciplinary decisions, identification for special education, and classroom engagement.</p> <p>READ 408, <a href="#">Unit 3</a> provides candidates multiple opportunities for practice in creating learning environments that are responsive to the needs of historically marginalized students. READ 438/439 candidates are provided explicit resources to assist their development of practices that address inequities related to Standard 4 such as the <a href="#">inclusive practices</a>, <a href="#">LGBTQ Inclusion Guide</a>, <a href="#">Anti-Racism Resource Guide</a>.</p> |

(f) The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children's engagement, family and community involvement, and other supports for learning and access for all young children.

The program prepares candidates to improve learning outcomes for all children by emphasizing the importance of teaching practices that actively engage families, communities, and diverse learners.

- **improve growth, development, and learning for all children.**

READ 407: [Asset based approaches](#); [Responsive Instruction](#)

READ 408: [Structured Literacy Snapshot](#); [Unit 3](#) (Student centered, responsive instruction)

SPED 428: [Module 3](#) (UDL)

EDEL 430: [Supporting all children assignment](#);

CAS 350: [Week 5](#) (Inclusive Environments)

READ/EDEL 431: [Weeks 1-5 Math communities and student initiated instruction](#)

READ/EDEL 432: [Weeks 6, 7, 8](#) (Relevance and Inclusive practices)

- **examine teaching, learning and children's engagement.**

READ 407: [Pk-TK Classroom Observation and Collaborative Planning](#)

READ 408: [Literacy Fieldwork](#)

SPED 428: [Environment and Engagement Project](#)

EDEL 430: [Philosophy of Education](#); [Classroom Management Plan](#)

CAS 350: [4](#) (Engagement)

READ/EDEL 431: [Mathematics Case Study](#)

READ/EDEL 432: [Science Case Study](#)

- **examine family and community involvement.**

READ 407: [Leveraging Family and Community Based Literacies](#)

READ 408: [Literacy Fieldwork](#)

SPED 428: [Module 5](#); [Stakeholder Interview](#)

EDEL 430: [Week 2](#) (Getting to know students and families)

CAS 350: [Week 15](#): (Reciprocal Partnerships with Families)

READ/EDEL 431: [Asset Assessment](#)

READ/EDEL 432: [Week 10](#) (Engaging Families and Communities through STEAM); [Menu assignment](#)

- **examine other supports for learning and access for all young children.**

READ 407: [Week 12](#) (Inclusive Support)

READ 408: [Unit 3](#); [Translanguaging](#)

SPED 428: [Social Facilitation](#); [Module 4](#) (Laws and Policies); [Module 7](#) (Disability specific supports)

EDEL 430: [Antiracism](#); [PBIS](#)

CAS 350: [Planning for Joy](#)

READ/EDEL 431: [Integrating Math and Literature](#)

READ 438/READ 439 operationalize Standard 4(f) by guiding candidates to apply inclusive, equity-oriented teaching practices in real-world contexts, supported by [reflection](#), [feedback](#), and inquiry.

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| <p>(g) The program ensures candidates understand the importance of building on children's strengths and assets as a foundation for supporting children's growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.</p> | <p>The program prepares candidates to recognize and build upon children's individual strengths and assets, including those of multilingual learners and children with disabilities, as a foundation for promoting growth, development, and equitable learning outcomes, both through coursework and clinical practice.</p> <p>READ 407: <a href="#">Asset based approaches</a>; <a href="#">Week 12</a></p> <p>READ 408: <a href="#">Unit 3</a> (Student centered, responsive instruction)</p> <p>SPED 428: <a href="#">Module 6</a> (meaningful inclusion); <a href="#">Module 8</a> (Relationships); <a href="#">Environment and Engagement Project</a></p> <p>EDEL 430: <a href="#">Social Justice Lesson Plan and Class Profile</a></p> <p>READ/EDEL 431: <a href="#">Asset Assessment</a></p> <p>READ/EDEL 432: <a href="#">Children's Learning Styles</a>; <a href="#">STEAM as Equity</a></p> <p>CAS 350: <a href="#">Socioemotional Development</a></p> <p>CAS 325 A: <a href="#">Product Project</a></p> |
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