

3.3 Faculty Qualifications to teach in the PK-3 ECE Specialist Credential Program

Faculty applying to teach must have an earned Doctorate or Master's degree in Early Childhood Education, Education, Elementary Education, Human Development, Developmental Psychology, or a related field, at least 3 years of experience working with children from 3-8 years old in a school or center-based setting and/or a Multiple Subject or Elementary Education Teaching Credential and/or at least 24 units in Early Childhood/Child Development/Human Development. All degree requirements must be completed by August 30, 2025.

Candidates applying must have a working knowledge of the following:

1. *The California Child Development Permit Matrix and national, state, and local ECE documents such as the California Preschool Foundations and Framework, Common Core State Standards, NGSS, and other documents related to content areas.*
2. *Strong operational knowledge of Child Development: ages/stages/continuum of development, looking at individuals, DAP which emphasizes social and emotional and self-regulation.*
3. *The application of language development; language proficiency continuum for monolingual and emergent bilingual children.*
4. *Diversity of Teacher Candidates and their potential classroom learners: experience, knowledge, culture, race, SES, family structures, and self-identity. A commitment to social justice, equity, and inclusion.*
5. *Integration of families/caregivers and other adults in the school, classroom, and home and planning for use of aides and volunteers.*
6. *Use of Assessment: formative, summative: case studies, interviews, observation, state-adopted standards, and frameworks, common preschool assessments: DRDP, ASQ, etc.*
7. *Research-based strategies to support successful learning and development across environments and materials: PBL, play, integration across curricular areas, UDL, differentiation, transitions/routines, one-on-one, small group, and large group instruction.*
8. *Familiarity with various ECE settings for delivery of care and instruction including:*
 - a. *Head Start*
 - b. *State-funded preschool*
 - c. *Private Childcare Centers*
 - d. *Home Daycare*
 - e. *University and Community College ECE Practicum sites.*

Course Number and Title	Faculty Qualifications/Specialized Knowledge in Addition to the Attributes Listed Above
TED 578: Seminar 1	● <i>Reflection process</i> ● <i>Restorative practices</i> ● <i>Creating appropriate learning environments</i> ● <i>How to foster family and community relationships</i> ● <i>EdTPA guidelines and implementation</i>
TED 579: Seminar 2	● <i>Reflection process</i> ● <i>Ways to nurture a career in education for younger children</i> ● <i>Resources for professionalism in and out of the school environment</i>

Course Number and Title	Faculty Qualifications/Specialized Knowledge in Addition to the Attributes Listed Above
	• <i>EdTPA submission procedures</i>
TED 584A: Student Teaching 1 TED 584B: Student Teaching 2	• <i>Supervisors will have knowledge and experience working with teachers and children in an early childhood educational setting including but not limited to schools, daycare, center-based, and other learning/care facilities. They need to demonstrate competence in guiding and providing feedback to candidates and cooperating teachers to plan, instruct, and assess lessons based on the Foundations, Frameworks and Standards for children in PK-3.</i>
TED 590: Foundations in the Practice of Teaching PK-3	• <i>Theory of the principles of learning for children 3-8 years old.</i> • <i>Experience with planning for an instructional experience including, materials, environments, and all of the components contained in a lesson plan for the PK-3 program</i> • <i>Strong understanding of how to apply DAP practices for families and communities.</i>
TED 591: Language and Pedagogy for PK-3	• <i>Theory of early language development and how to support learning in receptive and productive language communication.</i> • <i>Planning for language objectives in support of content instruction.</i> • <i>Strategies and appropriate materials to promote early language learning for all students in a variety of settings.</i>
TED 592: Literacy Development for PK-3	• <i>Theory and developmental levels of literacy in PK-3. Knowledge, understanding, and application of state documents, best practices, and methods of instruction.</i> • <i>Formal, informal, and asset-based literacy assessment.</i> • <i>How to support literacy development beyond the classroom.</i>
TED 593: Language Arts and Social Studies in PK-3	• <i>Development of a comprehensive program in reading, writing, listening, and speaking for PK-3 children.</i> • <i>Assessment of the language arts.</i> • <i>How to integrate language instruction in all experiences.</i> • <i>Social Studies as a discipline.</i> • <i>Developmentally appropriate methods and materials in teaching social studies to PK-3 children.</i>
TED 594: Diversity, Equity and Inclusive Teaching Practices for PK-3	• <i>Principles and practices of educational diversity, equity, and inclusion.</i> • <i>Guide candidates through self-reflection to uncover bias and dispositions in educational decision-making.</i> • <i>Develop awareness of DEI in the child's environment, materials, and appropriate practices.</i> • <i>Impact that families, school, and community play in the development of the PK-3 child.</i>
TED 595: Including and Serving Children in PK-3 Environments	• <i>Knowledge of federal, state, and local laws dealing with Special Education and the young child.</i>

Course Number and Title	Faculty Qualifications/Specialized Knowledge in Addition to the Attributes Listed Above
	• Experience and knowledge of the role that teachers play in identification, assessing, and implementing modifications for children. • Ability to show, model, and demonstrate best practices, specialized instruction, and other service delivery approaches for children with disabilities, developmental delays, and those “at risk”. • Experience in working with children and families in the areas listed above.
TED 596: Integrated Science and Inquiry in PK-3	• Ability to create experiences to engage in play-based, center-based. exploration of science concepts for both candidates in the program and their students. • Provide best practices for children to acquire science knowledge in a natural and nurturing environment. • Integrate science across content areas and domains. • Knowledge of how to build facilitation skills in teachers and autonomy in students. • Provide ways to honor and promote children’s curiosity.
TED 597: Mathematics Discovery and Development	• Emphasize the concept of discovery and play to promote mathematical concepts for young children. • Working knowledge and familiarity with best practices that embrace a developmentally appropriate philosophy to implement math lessons and experiences. • Strong emphasis on the continuum of mathematical development addressing emergent numeracy, concepts of number and patterns, mathematical vocabulary, measurement, and geometry.
TED 598: Arts, Movement, and Health Practices for the PK-3	• Clearly define all of the arts and best practices for implementing lessons/experiences for young children. • Fully understand and utilize the concept of ages and stages in the arts, movement and health practices—which is central to this class. • Provide experiences for the candidates to understand movement and health practices for the young child.
TED 599: Professionalism and Technology in PK-3	• How to advocate in an educational system for self and students. • Clear understanding of professionalism. • Currency in technology use in the PK-3 classroom. • Ability to demonstrate the balance between physical and digital practices in a PK-3 classroom. • Experience in use of technology as a tool for the PK-3 environment and technology’s relationship with the concept of Developmentally Appropriate pedagogy.