Early Childhood: Prekindergarten-Grade 3 Stakeholder Break-Out Group

CSOTTE

TUESDAY, OCTOBER 24TH FROM 12-2

Introductions

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Today's Goals

- Clarify questions regarding the roll-out and creation process of the Early Childhood: Prekindergarten-Grade 3 certification
- Identify next steps needed in order to prepare to offer an Early Childhood: Prekindergarten-Grade 3 certification program

Agenda

Time	Topic
12:00-12:30	Share background regarding Early Childhood: Prekindergarten-Grade 3 certification and current state
12:00-1:45	Share background regarding the Early Childhood: Prekindergarten-Grade standards development process
12:45-1:15	Share background regarding the Early Childhood: Prekindergarten-Grade IHE committee process
2:00-2:30	Solicit advice regarding pathway forward

Our Charge

•The current EC-6 Core Subjects standards were developed in 2007, with the intention of establishing the content specific knowledge and skills teachers would need to grasp before entering the classroom

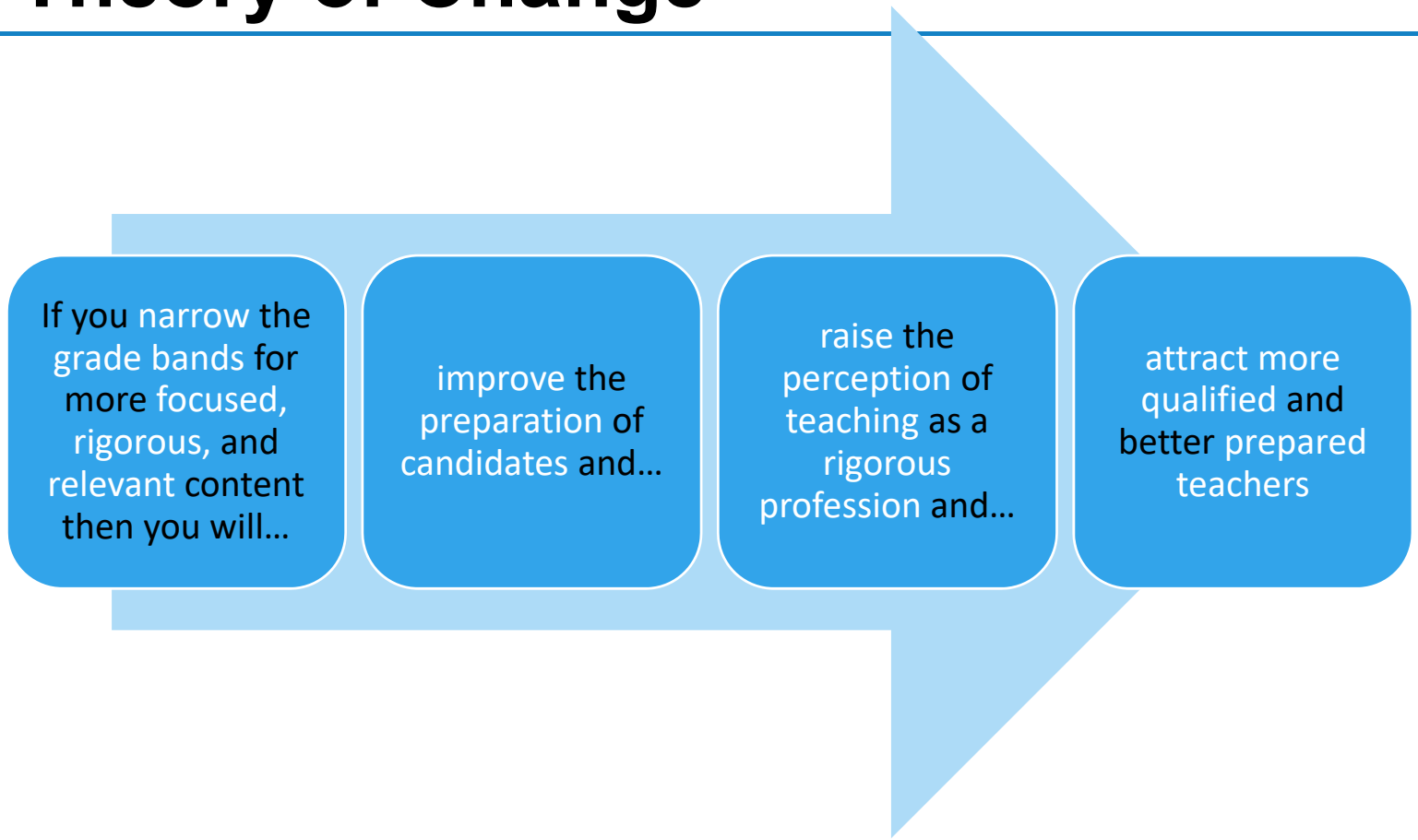
•Stakeholders across the board have recognized a need for educators who demonstrate depth of knowledge and skill in early childhood education, specifically Grades EC-3, in order to most effectively support the development of students within this critical age range.

•"Texas should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension."

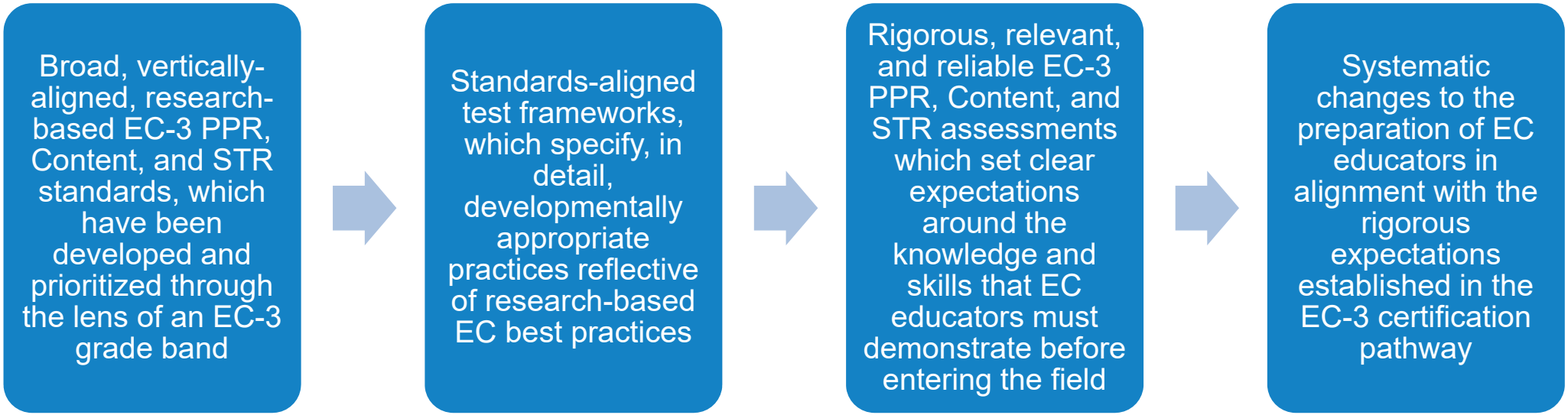
"2015 State Teacher Policy Yearbook," National Council on Teacher Quality (2015)

In developing the Early Childhood: Prekindergarten-Grade 3 certification pathway, the goal is to place greater emphasis on the developmentally appropriate content knowledge and skills which are most critical for early childhood practitioners entering the field. This goal is rooted in the theory that by narrowing the grade bands for more rigorous, relevant, and reliable content, the preparation and support of EC-3 candidates will improve, thereby producing more effective educators that can improve student outcomes.

Our Theory of Change



Early Childhood Certification Theory of Change



Proposed Early Childhood: PreK-3 Certification

Current EC-6 Certification

- Core Subjects (EC-6):
  - English Language Arts/Science of Teaching Reading
  - Math
  - Science
  - Social Studies
  - Fine Arts/Health/PE
- PPR (EC-12)

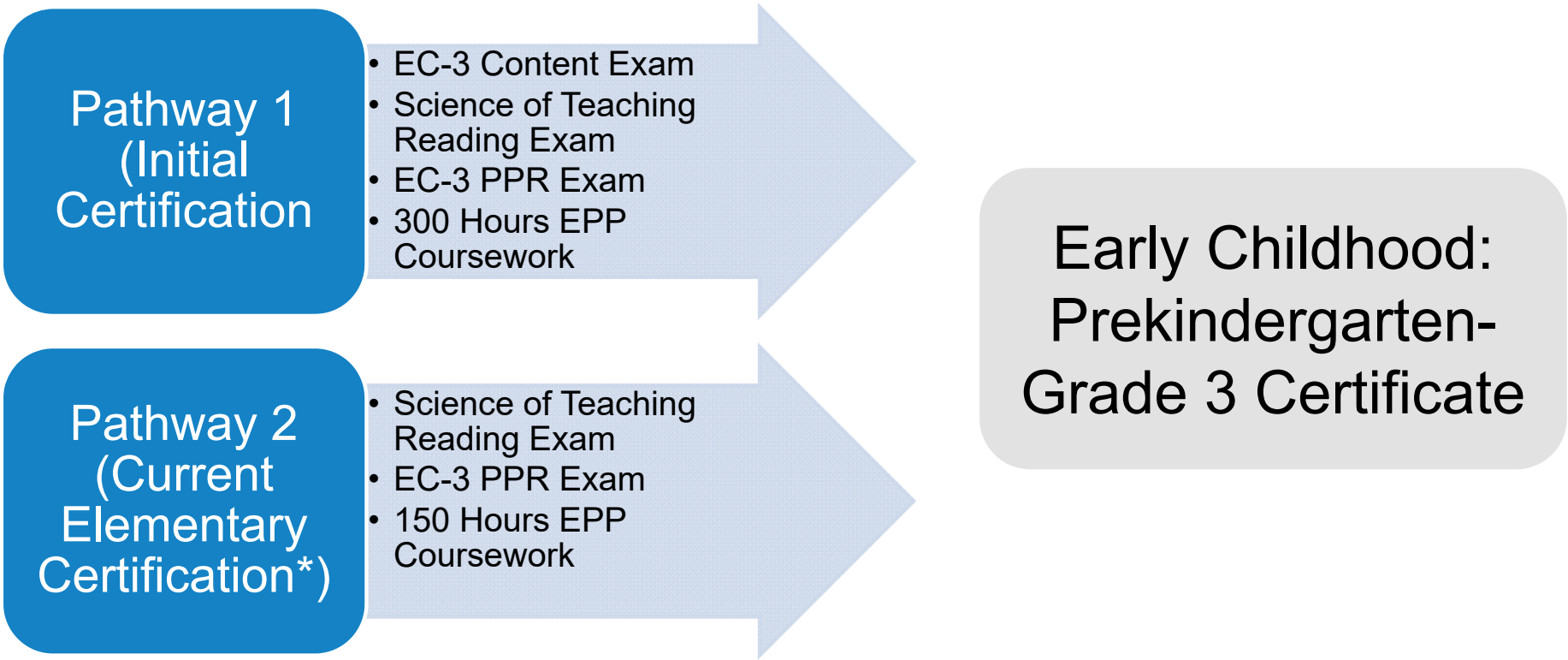
Proposed EC-3 Certification

- EC-3 Content:
  - Child Development
  - English Language Arts/Science of Teaching Reading
  - Math
  - Science
  - Social Studies
  - Fine Arts/Health/PE
- PPR (EC-3)
  - with possible inclusion of a performance assessment
- Science of Teaching Reading

Key Differences Between EC-6 and EC-3

EC-6 Core Subjects → EC-3 Content	EC-12 PPR → EC-3 PPR	EC-6 Core Subjects (ELAR) → Science of Teaching Reading
• Intentional integration of content pedagogy • Inclusion of a child development domain	• Focus on developmentally appropriate instructional practices • Inclusion of child development	• Focus on early literacy development • Intentional integration of content and content pedagogy

Early Childhood: Prekindergarten-Grade 3 Certificate Pathways



*Presume current elementary certificate holders have demonstrated understanding of EC-3 content knowledge.

Questions?

1. **What questions might you have about the two Early Childhood: Prekindergarten-Grade 3 pathways?**

2. **What plans and adjustments do you anticipate needing to make in order to align with the new EC-3 expectations?**

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Certification Pathway Development Process

Standards Development Process

- Educator Standards Advisory Committee convened in Summer 2017 to draft EC-3 PPR, Content, and STR standards.
- Goal: (1) To place greater emphasis on the developmentally appropriate content knowledge and skills most critical for early childhood practitioners entering the field. (2) Align teacher expectations with student expectations to **ensure rigor, relevance and reliability**, while **remaining broad and flexible enough to evolve** as student standards evolve and as EPPs engage in **innovative practice**.

Coursework Requirements Development Process

- Faculty Advisory Committee convenes in Fall 2017 to draft a coursework scope and sequence for candidates pursuing the Early Childhood: Prekingerten-Grade3 certification.
- Goal: Draft an ideal coursework scope and sequence that fosters the development of the requisite knowledge and skills to ensure high quality early childhood education for students in Texas.

Test Framework Development Process

- Test Framework Committee will convene in Spring 2018 to draft test frameworks for the EC-3 PPR, Content, and STR assessments.
- Goal: Design test frameworks, including domains and competencies, which establish a clear vision of **high quality** early childhood education with depth and specificity, visualizing the knowledge and skills in action.

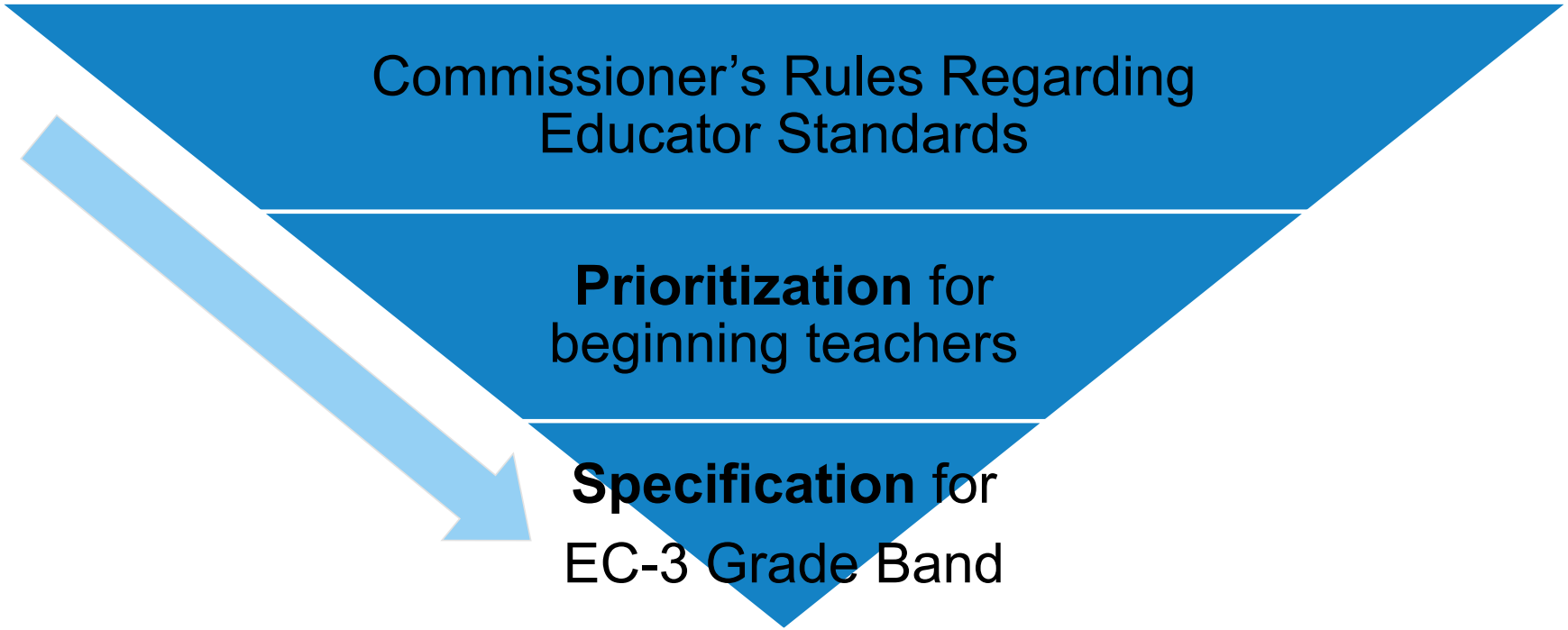
Test Item Development Process

- Test Item Committee will begin development of aligned assessment items for the EC-3 PPR, Content, and STR assessments in Summer 2018.
- Goal: Develop test items, in alignment with the test framework, which meet the bar for rigor, relevance, and reliability.

SBEC and SBOE approval process

Texas Education Agency

EC-3 PPR Standards



EC-3 Content and Science of Teaching Reading Standards

- **EC-3 Content Pathway:**
  - Adopt the Pre-K Guidelines and K-5 TEKS as EC-3 Core Subjects standards using a version of the following statement:
    - *The beginning teacher demonstrates understanding of Grade K through Grade 5 [Content] TEKS, with an emphasis on Grades K-3, and [Content] Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills*
    - Note: This leading standard statement for each core subject will ensure that the test framework encompasses both EC-3 content knowledge and the aligned content pedagogy
  - Include a Child Development Core Subject domain
    - Adopt NAEYC Standard 1: Child Development
    - Note: By integrating child development in the Content standards, we are ensuring that all candidates demonstrate knowledge of child development BEFORE entering the classroom. They will then be assessed on child development again as it is integrated into the PPR test framework.
- **Science of Teaching Reading Pathway:**
  - Adopt the aligned Pre-K Guidelines and K-5 TEKS as EC-3 STR standards
  - Leverage the example of other states' standards (specifically MA) to generate STR domains and aligned standards

Questions?

1. What questions might you have about the Early Childhood: Prekindergarten-Grade 3 standards development process?

2. What resources or tools will you need to access in order to align a potential EC-3 program to the standards?

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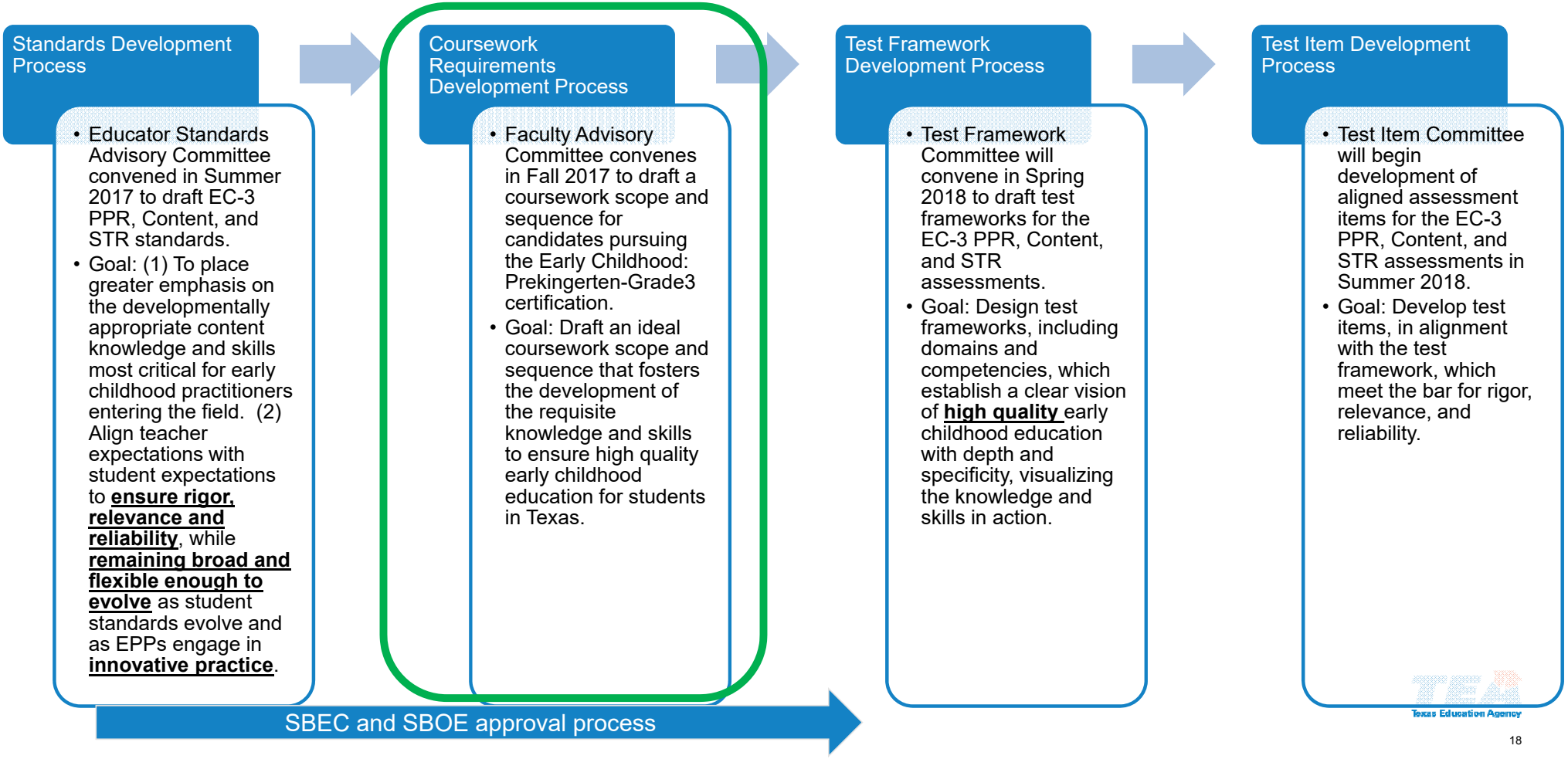
Certification Pathway Development Process



EC-3 IHE Committee

Representatives from:

- **Dallas Baptist University**
- **Texas A&M Commerce**
- **Texas Christian University**
- **Texas State University**
- **Texas Tech**
- **Texas Woman's University**
- **Trinity University**
- **University of Houston**
- **University of Houston - Downtown**
- **University of North Texas**
- **University of Texas**
- **University of Texas – San Antonio**

TEA Texas Education Agency

EC-3 IHE Committee

1. Make recommendations for the coursework and training that would be required to offer an EC-3 certification program

2. Define the level of specificity of these recommendations to the broader IHE and EPP community

EC-3 IHE Committee

Recommendations regarding coursework and training to include the following approaches to learning:

- **Inquiry/project-based learning**
- **Families and communities**
- **Learning through play**
- **Equity and meeting needs of all learners**
- **Demonstration of integration of content**
- **Early literacy development**
- **Human development (birth-8)**
- **Teacher agency and leadership**
- **Developmentally-appropriate, authentic assessments**
- **Active learning environments**
- **Integration of theory and practice (field-based experience)**

Questions?

1. What questions might you have about the Early Childhood: Prekindergarten-Grade 3 IHE committee development process?

2. Given the recommendations of the committee, what initial thoughts or action steps will you need to take to incorporate these approaches to learning into an EC-3 program?

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Timeline

Set of Standards	Pass SBEC	Pass SBOE	Test Framework Complete	Program Application	Test Launch
EC-3 PPR	December 2017	January/ February 2018	June 2018	Starting September 2018	January 2020
EC-3 Content and Science of Teaching Reading	March 2018	April 2018	August 2018	Starting September 2018	January 2020

Going Forward

What advice can you provide regarding how to move forward to ensure that programs will be ready for EC-3 candidates?

Stakeholder Engagement Plan:

Summer-Fall 2017	October 2017	February-March 2018	April-May 2018	Fall 2018 -January 2019	Fall 2018-January 2019	January 2020
Educator Standards Advisory Committee **Stakeholders Engaged: Teachers, IHE, EPP, non-profits**	IHE Faculty Committee Stakeholders Engaged: IHE experts in early childhood	EC-3 PPR Test Framework Committee Stakeholders Engaged: Teachers, IHE, EPP, non-profits	EC-3 Content and STR Test Framework Committee Stakeholders Engaged: Teachers, IHE, EPP, non-profits	Item Review for EC-3 PPR, EC-3 Content and STR tests Stakeholders Engaged: Teachers, IHE, EPP, non-profits	Curriculum and Training EPP Committee Stakeholders Engaged: EPPs	Launch of test

- Recommendations for each step in the process?

Questions? Comments? Suggestions? Next Steps?