

CCCECE ShoutOut! CTC Advisory Panel

September 22, 2011



Sent on behalf of Joel Gordon, CCCECE President:

Colleagues,

I was contacted by Cecilia Fisher-Dahms in the Child Development Division who was asked by Geri Mohler on the Commission on Teacher Credentialing staff to encourage community college faculty to consider applying for this Advisory Panel. CTC is in the final stages of accepting applications for the advisory panel that will begin in January to study revisions to the Multiple and Single Subject programs. Part of the discussion will be about the possibility of providing an ECE-type of credential and/or requiring more child development units. I am hoping someone from our community college system would be willing to step forward to serve on this important panel. It is an opportunity for us to ensure that elementary teachers, and especially the new transitional kindergarten teachers have a strong child development foundation. A resolution to this effect will actually be a topic of discussion at our October CCCECE board meeting.

CTC web page announcement:

[Applications for the Teacher Preparation Advisory Panel - Deadline Extended](#) [MS Word]

The Commission on Teacher Credentialing is seeking applications from stakeholders and other interested parties for the Teacher Preparation Advisory Panel. Applicants should have a strong background in teacher preparation, teacher induction, and/or related areas within the Learning to Teach System. The panel's scope of work includes reviewing the elements of the Learning to Teach System and making recommendations for updates and improvements to better meet the needs of California students and educators. Expectations of panel members include being available to attend panel meetings; reviewing preparatory materials; consulting with other stakeholders in the field and bringing those perspectives to panel discussions; and coming to consensus on policy recommendations to the Commission. **Deadline for applications has been extended to October 3, 2011.** Applications for the Teacher Preparation Advisory Panel are available at: <http://www.surveymonkey.com/s/TAPApplication>.

(Interested participants must be sure to not only complete the survey but to send in the entire application package described at the end of the survey.)



Early Ed Watch Bi-weekly Update put out by Lisa Guernsey on September 20, 2011. H.R. 2794 Highlighted points are items to consider for the Teacher Advisory Panel regarding early childhood.

The Continuum of Learning Act includes several “fixes” to ESEA that we have advocated for in [letters](#) to lawmakers, [remarks](#) to the U.S. Department of Education, and issue [briefs](#) on reforming the law. The bill – [H.R. 2794](#): Continuum of Learning Act of 2011– does not create new programs or require new spending. Its purpose is to change policies at the school, district and state level to bridge gaps between existing early learning centers and elementary schools. Here are highlights summarized by the Congressional Research Service. The bill:

- Amends the school improvement program under Part A of Title I of the ESEA to require states to create or revise early learning guidelines for preschool age children and early learning standards for children in kindergarten through third grade.
- Requires the guidelines and standards to be developmentally appropriate and cover all domains of child development and learning.
- Requires states to encourage local educational agencies (LEAs) and elementary schools to use school improvement funds to offer early childhood education programs from birth to school entry.
- **Requires LEAs/school districts to:** (1) assist their elementary schools in conducting a ready school needs review, at least once every three years, that would be used to create a school environment that supports children's transition to school and achievement of state and grade level expectations; (2) **ensure, to the extent feasible, starting with the 2015-2016 school year, that teachers placed in the early elementary school grades have a specialized early childhood education teaching license, credential or endorsement;** and (3) work with early childhood education programs to establish a continuity of curricular objectives and developmental expectations that support children's transition to school.
- Limits the use of child assessments for children from birth through second grade.
- **Amends Part A (Teacher and Principal Training and Recruiting Fund) of Title II of the ESEA to require states to incorporate knowledge regarding early childhood development and learning into teacher and principal certification or licensing requirements.**
- Requires professional development activities to include: (1) training in early child development and learning; and (2) **joint training for elementary school staff and early childhood education program staff.**