DEVELOPING THE PK–3 EARLY CHILDHOOD EDUCATION CREDENTIAL

Summary of the California State University Early Literacy and Numeracy Convenings

SCHOOL READINESS CONSULTING

CSU The California State University

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Acknowledgments

Introduction

The PK–3 Early Childhood Education (ECE) Specialist Instruction Credential provides California with a crucial opportunity to cultivate a diverse and skilled teaching workforce for children from preschool through third grade. This credential will equip educators with specialized knowledge on child development and effective instructional techniques, ensuring that our youngest learners are set on a path toward continued academic success. A foundational, high priority for this work centers on the importance of creating teacher preparation programs that are culturally affirming and support the state's diverse population of young multilingual learners.

Expanding transitional kindergarten (TK) and Universal Pre-K (UPK), has highlighted the critical need for nurturing and diversifying a specialized workforce through statewide teacher preparation programs. Bringing together diverse, intersegmental teams of California State University (CSU) and community partners—including California Community Colleges (CCC), local educational agency (LEA), and early education advocacy partners—to develop and propose credential programs offered an opportunity to support and accelerate efforts. Working in partnership with the Department of Educator and Leadership Programs at the CSU Chancellor's Office, School Readiness Consulting (SRC) supported the planning and facilitation of two statewide convenings. At each convening, attendees participated in keynote presentations and interactive breakout sessions. These sessions were crafted to offer participants chances to engage with content experts, share insights with peers from both the CSU system and community partners, and allocate focused time for intersegmental team collaboration.

Convenings were designed to provide a forum for representatives from CSU campuses and their supporting partners to share best practices and lessons learned in developing PK–3 ECE Specialist Instruction Credential programs. Additionally, convenings were designed to provide professional development opportunities and encourage discussions and resource-sharing regarding educator preparation, specifically focusing on early literacy and early numeracy within multilingual/plurilingual settings.

Convenings were held on February 2 and April 19, 2024. The first convening focused on early literacy, and the second convening focused on early numeracy. Keynote speakers focused on the overall theme for each day. The literacy keynote addressed the importance of supporting the early literacy development of young multilingual learners, and the numeracy keynote focused on developmentally appropriate learning skills and trajectories for young learners across the continuum from early learning to the early grades. During each convening, participants engaged with experts in literacy and numeracy, as well as representatives from the California Commission on Teacher Credentialing (CTC). Participants exchanged information; interacted with contributors and partners from community colleges, LEAs, early education, and advocacy organizations; and dedicated time to collaboration with their team members.

CONVENING OBJECTIVES

To determine key assets and expertise in PK–3 literacy and numeracy in multilingual/plurilingual settings within CSU, feeder CCCs, and partner advocacy and learning organizations

To identify and share best practices across the CSU system in teaching and learning early childhood numeracy and literacy pedagogy relevant to the PK–3 credential, with a particular focus on multilingual learners

To discuss and emphasize the importance and roles of multilingualism, culture, and belonging in and across subject matter areas

To develop a set of appropriate, culturally sustaining teaching-learning strategies for PK–3 students in multilingual/plurilingual settings

To create a CSU Early Learning Community of Practice through alliances, projects, and programs between and among campuses, CCCs, LEAs, and other organizations

This report provides a summary of key takeaways from each convening, organized according to the five convening objectives. Each section includes a rationale for the importance of each objective and how it informs PK–3 ECE Specialist Instruction Credential planning, connections to themes from the convening, spotlights of exemplary programs or initiatives, and a list of additional resources.

Key Assets and Expertise

Objective 1

Determine assets and expertise in PK–3 literacy and numeracy in multilingual/plurilingual settings within CSU, feeder CCCs, and partner advocacy and learning organizations.

The PK–3 ECE credential represents a major shift in teacher preparation for early childhood education (PK–3rd grade) in California. The intent and guidelines center on various content areas and educational programs that transcend departmental boundaries. Therefore, successful credential planning efforts must draw from the expertise of a broad number of faculty, staff, and administrators representing diverse disciplines and experiences. An important aspect of success lies in recognizing the multitude of strengths and areas of expertise spread throughout the CSU system. With 22 CSU campuses, spanning the entire state, boasting a long-standing record of effective teacher preparation, state universities are uniquely positioned to bolster a more extensive and diverse PK–3 ECE workforce. To that end, the CSU ECE convenings included multiple opportunities to learn from and connect with experts from across the CSU system. Both presenters and participants contributed valuable knowledge and expertise to enrich the understanding of the content and process necessary for creating and submitting a successful program proposal that adheres to state requirements but also emphasizes the significance of culturally relevant approaches in supporting California's multilingual learners.

> "[This credential provides an opportunity] to showcase the expertise [that exists] across the CSU faculty."
> — **Convening Presenter**

GREAT NEWS!

Fresno and San Jose State have received authorization to offer their PK–3 ECE Specialist Credential programs.

> "Through interdisciplinary coursework, candidates are prepared to take collaborative, integrative, and developmentally appropriate approaches to teaching, attuned to families' identities, while supporting children's social-emotional and academic development."
>
> **Mission Statement**, San Jose State University PK–3 Early Childhood Education

WHO WAS THERE?

197 individual attendees

43 panelists and presenters

19 CSU teams, including
- Faculty and administrators
- Graduate and undergraduate faculty
- University early education lab directors
- CalState TEACH
- Members and leaders of cross-campus content-specific collaboratives and working groups

15 California Community Colleges

9 supporting institutions and organizations, including
- Other institutions of higher education (keynote speaker and panelist)
- Advocacy organization
- National policy organization
- Representatives from the CTC

> "I really enjoyed this networking opportunity around the ECE credential. I am new to my team and got to meet them and learned so much about this work. I also really enjoyed the get-together that Hillary set up on Thursday night. I met new people across the state doing this important work. Also, the keynote speaker was fantastic!"
> — **Convening Participant**

WHAT INFORMATION AND EXPERTISE WAS SHARED?

Across both convenings, participants were able to deeply explore best practices in two content areas, literacy and numeracy, that are connected to the new PK–3 Teacher Preparation Standards (Standards 7 and 8, respectively). In addition, each convening included sessions focused on the process of proposal preparation.

Literacy and numeracy teaching and learning

- Understanding and integrating PK–3 **Literacy and Math Standards** into credential programs
- Ensuring literacy and numeracy components are **developmentally appropriate** and designed to affirm and support **multilingual learners**
- Integrating **STEAM** teaching practices for multilingual learners
- Developing and supporting **mathematical thinking** across PK–3
- Using **observation, assessments, and interactions** to inform instruction

Preparing and implementing PK–3 ECE Specialist Instruction Credential programs

- Supporting effective multilingual instruction in **clinical student placements**
- Establishing strong **intersegmental partnerships** needed to develop an effective PK–3 ECE Specialist Instruction Credential program
- Understanding the **proposal development and submission** process—lessons learned from experienced CSU partners
- Expanding **intersegmental partnerships** that build equitable and culturally affirming pathways to support transfers from CCCs to CSUs

Best Practices: Early Childhood Literacy and Numeracy

Objective 2

Learn and share best practices across the CSU system in teaching and learning early childhood numeracy and literacy pedagogy relevant to the PK–3 ECE credential with a particular focus on multilingual learners.

The state has placed a high priority on literacy and numeracy development in preschool and the early grades. The PK–3 ECE credential emphasizes the significance of ensuring teachers have the necessary skills and knowledge to provide excellent literacy and mathematics (numeracy) instruction. Drawing from research and best practices can greatly enhance PK–3 ECE teacher training, boost early literacy and mathematic skills in children, address challenges in existing academic programs, and enhance teaching methods, particularly those for multilingual learners.[1] During the convening, presenters shared crucial insights on emerging research, best practices, and essential factors to consider when developing credential programs.

> "Young children are listeners, but teachers have to model quality language. Young children are talkers, but they need opportunities to use language in meaningful settings. They will use the vocabulary you teach them."
> — **Convening Presenter**

1 Alanís, I., Iruka, I. U., & Friedman, S. (2021). *Advancing equity and embracing diversity in early childhood education: Elevating voices and actions*. National Association for the Education of Young Children.

KEY CONSIDERATIONS

Two key takeaways that emerged across multiple sessions and speakers emphasized the importance of oral language as a foundation for literacy development and the importance of recognizing and supporting children's mathematical thinking as a critical instructional strategy for supporting early mathematical development.

> "When you attend to children's ideas, you see what they know, and you learn more about what a skill looks like and learn more about how [children] approach mathematics."
> — **Convening Presenter**

To provide experiences that support these findings, PK–3 ECE teachers will need a deep understanding of learning and development, grasp learning trajectories in literacy and mathematics, and have chances to apply their knowledge in practical settings.[2] As teachers enhance their skills and knowledge through coursework and hands-on experience, they require support and direction on striking a balance between focused, direct instruction and child-centered teaching and learning. This approach acknowledges children's autonomy in defining their learning paths and encourages them to develop knowledge and skills based on their individual interests, abilities, and prior experiences. To effectively build these skills and knowledge, candidates in PK–3 ECE Specialist Instruction Credential programs need multiple opportunities in both academic courses and clinical placements.

Clinical placements represent an important component of a strong credential program. Placements play a key role in linking theory to practice and provide opportunities for students to observe what best practice looks like on the ground in early learning settings. Considerations include:

- Attending to the importance of making intentional student-centered placements aligned to the program standards
- Ensuring lab/program staff are utilizing developmentally appropriate instructional practices
- Engaging and informing administrators
- Establishing positive working relationships between programs and CCC and CSU faculty
- Collecting and using data to track university student progress
- Providing mentoring and coaching supports that help students apply learning in school and community settings

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2 Alanís, I., & Sturdivant, T. (2023). *Focus on developmentally appropriate practice: Equitable and joyful learning in preschool*. National Association for the Education of Young Children.

3 Schachner, A., Wang, V., Plasencia, S., Mauerman, C., McJunkins, C., Yun, C., & Stipek, D. (2023). Early childhood teaching credentials. *CCTE Spring 2023 Research Monograph*, 5.

Taft College Early Learning Center, Taft College

In 2003, the California Department of Finance approved a collaborative endeavor between the California Community College Chancellor's Office and Taft College to construct a state-of-the-art Child Development Lab School spanning 16,000 square feet. This facility houses three demonstration classrooms catering to children from birth to age 5, complemented by two dedicated observation rooms, serving as exemplars of best practices for successful literacy-rich, student-centered clinical practice. While the physical structure was completed in 2008, the site has continually evolved to meet the dynamic needs of early childhood education. Notably, in 2023, closed-circuit audio/video cameras were integrated into all classrooms, facilitating seamless access for students, families, and partnering agencies. In 2024, the center underwent further enhancement, repurposing a former classroom into a versatile multipurpose room. This space now serves as a hub for Taft College Early Care, Education, and Family (ECEF) Studies instruction, staff development initiatives, and collaborative meetings of the Parent Advisory Council. Leveraging media technology, the center has embraced hybrid meeting options to maximize engagement and accessibility. Moreover, recognizing the importance of on-site resources, ECEF faculty are slated to relocate their offices to the lab school premises by the end of May 2024. Concurrently, plans are underway to transform another underutilized classroom into an instructional/mock classroom, underscoring the institution's commitment to meeting the evolving demands of educators and fostering a thriving learning environment for all stakeholders.

RESOURCES

PK–3 Standard 7: Effective Literacy Instruction in PK–3 Settings, *California Commission on Teacher Credentialing (CTC).*

PK–3 Standard 7 Evidence Guide, *CTC.* This document walks through the components of the literacy standard and provides guidance on what type of evidence should be included within the program.

E-Learning Modules for Dyslexia, *UC/CSU California Collaborative for Neurodiversity and Learning.* The three e-learning modules aligned with the California Dyslexia Guidelines were designed to support literacy development. The modules are intended primarily for teacher preparation programs.

2018 California Dyslexia Guidelines, *California Department of Education.* California's dyslexia guidelines aim to offer current information to parents, general educators, and special educators while also leveraging decades of confirmed research.

The Young Child and Mathematics, Third Edition, *NAEYC.* This book by Drs. Angela Turrou, Nick Johnson, and Megan Franke explores how teachers can engage children ages 3–6 in math through playful and intentional activities. Featuring detailed vignettes, instructional insights, and examples of informal assessment and supplemented with an online video, this book offers a comprehensive resource for integrating math into daily classroom activities.

DREME Network. Development and Research in Early Mathematics Education (DREME) seeks to improve young children's opportunities to develop math skills and advance the field of early mathematics research. Explore the DREME web page for resources tailored for teacher educators as well as current teachers. Find research, professional development materials, and activity ideas for promoting math skills throughout the preschool day. One example is the Early Math Resources for Professionals Serving Families, designed to promote math learning at home and enhance confidence in early math topics, with strategies for fostering positive math attitudes and facilitating math exploration in everyday family life.

Multilingual Learning Toolkit, *Early Edge California.* This online hub offers research-based principles, strategies, and free resources for educators supporting PreK–3rd grade multilingual learners. This toolkit was developed and vetted through collaborative efforts involving researchers, practitioners, and advocacy organizations nationwide.

Multilingualism, Culture, and Belonging

Objective 3

Instill and emphasize the importance and roles of multilingualism, culture, and belonging in and across subject matter areas.

Standard 4 of the PK–3 ECE Specialist Instruction Credential focuses on equity, diversity, and inclusion. It urges programs to provide candidates with opportunities to "learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments" and to "ensure 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" (PK–3 Handbook, 2023, p. 25).

> "Teachers need an understanding of the kind of supports their [multilingual learner] students need, the assets of bilingualism that students bring to the classroom, and the experiences of their students living in and across multiple language worlds."
> — **California Department of Education**, 2020, p. 28

California has placed a high priority on the development of PK–3 ECE Specialist Instruction Credential programs that intentionally include a cross-course focus on impacting teachers' attitudes and capacity to recognize and honor children's culture, language, and abilities. This priority reflects findings from research and best practices that reinforce the importance of creating learning environments and opportunities that reflect and affirm children's culture, language, family, and community. When teachers demonstrate appreciation and support children's primary languages and backgrounds, children make both academic and social-emotional progress.

> **"Remember, this is about teaching social justice."**
> — **Convening Presenter**

KEY CONSIDERATIONS

Teachers support culture, multilingualism, and belonging by creating environments that are safe and joyful, providing children with access to culturally affirming materials and learning experiences.[4] Positive self-identity is built when children are exposed to opportunities that utilize culturally responsive materials reflecting their family and community. Engaging families is also a proven best practice for supporting diverse learners. Teachers may need additional support and guidance to build capacity to meaningfully engage families in their children's learning and increase effective bidirectional communication skills. Coaching and mentoring have been identified as effective strategies for strengthening family engagement.

> **"Learning is generative. If I start this in my teacher ed program, I do this with my students in the classroom. Learning with colleagues, learning with students, how to create opportunities that travel from our teacher prep classes, to the classroom with children, and back to the teacher prep. Transforming practice—travel with teachers across settings—able to challenge existing classroom interaction patterns, position students as being competent and leverage different forms of participation, and disrupt the status quo of what it means to teach mathematics."**
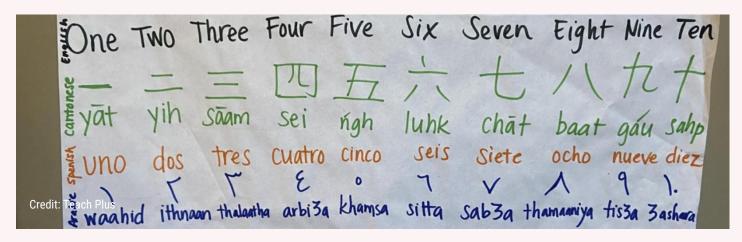> — **Convening Keynote Speaker**

4 Alanís, I., Arreguín-Anderson, M. G., & González, I. S. (2021). *The essentials: Supporting dual language learners in diverse environments in preschool and kindergarten*. National Association for the Education of Young Children.

PK–3 ECE Specialist Instruction Credential programs must place a high priority on ensuring that literacy courses help teachers develop a deep understanding of the intersection between language, culture, and development. In mathematics courses, candidates need to develop an understanding of the importance of establishing "safe relationships." Multilingual children's mathematical thinking relies on teacher attitudes that convey curiosity rather than judgment or pressure for correct answers.[5] Furthermore, in alignment with Standard 4, programs should offer opportunities for student candidates to explore explicit bias and its impact on young children. Integrating social justice into teaching and learning must be fully woven into mathematics and literacy coursework.

SPOTLIGHT

Credit: Teach Plus

Emergent Bilingual Change Agent Network, Teach Plus

During session 8, A View Into PK–3 Classrooms: Supporting the Mathematical Needs of Multilingual Learners, Teach Plus EBCAN Fellows Lindsey Bird, Vanessa Mosqueda, and Bernadette Zermeno shared their perspectives from the classroom and highlighted the importance of including families. Anchored in the California English Learner Roadmap, Teach Plus has developed an Emergent Bilingual Change Agent Network. Through the Change Agent program, Teach Plus recruits, selects, trains, and supports outstanding teacher leaders to lead a school-based effort that addresses a problem of practice affecting emergent bilingual students in their school. Now in their third cohort, the fellows in the program attend monthly meetings, receive coaching, and attend EBCAN Summer Institute.

5 Webb, N. M., Franke, M. L., Ing, M., Turrou, A. C., Johnson, N. C., & Zimmerman, J. (2019). Teacher practices that promote productive dialogue and learning in mathematics classrooms. *International Journal of Educational Research, 97*, 176–186.

Fellows convene as a network and take a deep dive into root case analysis, making the case for change; develop SMARTE goals aligned with the California English Learner Roadmap; and learn from the lessons and experiences of prior cohorts. The EBCAN Fellows program is supporting leadership capacity that aligns with PK–3 ECE credential preparation program priorities focused on fully integrating supports for multilingual learners across courses.

RESOURCES

California English Learner Roadmap, *California Department of Education*. The California English Learner Roadmap outlines principles to guide educational policies, programs, and practices for English learners. The roadmap emphasizes a systemic approach involving all educators and educational levels to ensure access and achievement for the more than 1.3 million English learners in California schools. The roadmap aims for a powerful, effective, 21st-century education for all.

English Language Development Standards: K–12, *California Department of Education.*
The California English Language Development Standards (CA ELD Standards) complement the state Standards for English Language Arts and Literacy. They aid English learner students in developing English proficiency and accessing subject area content by refining their academic use of English when used alongside state content standards.

California Preschool Learning Foundations and California Common Core State Standards: Mathematics, *California Department of Education.* These standards set forth by the California Department of Education describe the competencies—knowledge and skills—that most children can be expected to exhibit in high-quality programs around mathematics.

Teaching and Learning Strategies for PK–3 Students in Multilingual/Plurilingual Settings

Objective 4

Develop appropriate, culturally sustaining teaching-learning strategies for PK–3 students in multilingual/plurilingual settings.

Roughly 60 percent of young children ages 0–8 in California speak a home language other than English.[6] As the state continues to invest in support for this important population, the PK–3 ECE Specialist Instruction Credential programs can help advance the state's vision for ensuring young multilingual learners have access to instruction and curricula that support children's confidence in learning literacy and math. To reach that goal, however, programs must ensure candidates are introduced to instructional strategies that are asset-based and designed to engage students with culturally relevant materials and learning experiences. Candidates will need access to emerging research and best practices on supporting multilingual learners as well as opportunities to translate that learning into practice.

KEY CONSIDERATIONS

Children from diverse cultural and linguistic backgrounds need learning environments and opportunities that build their sense of identity and agency, integrate multilingual teaching and learning systems into curricula and instruction, and include explicit opportunities to advance literacy and numeracy knowledge and skills.[7]

Allowing students to use their home language at school has been associated with faster English language acquisition and improved academic performance. Additionally, it could serve as valuable support for comprehending complex math concepts. For teachers who are fluent in their students' home languages, encouraging them to discuss math explorations in students' home languages can lead to a deeper

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6 Faulkner-Bond, M., Spycher, P. Olsen, L., Gander, P. (2020). The power and promise of California's multilingual learners. In *Improving education for multilingual and English learner students*. California Department of Education.

7 Alanís, I., & Arreguín-Anderson, M. G. (2019). Paired learning. *YC Young Children, 74*(2), 6–13.

understanding of mathematical thinking. In addition, it is key to engage families in supporting the use of home languages in the classroom by inviting them to visit the classroom to talk, sing, or read in their home language or to translate words and phrases to be displayed and used around the classroom. This understanding is crucial for adopting an early learning approach to math and numeracy education. For teachers who do not speak a child's home language, using nonverbal communication such as pictures, hand gestures, and facial expressions can support literacy and numeracy development. These strategies not only are invaluable instructional tools but also help build children's agency and self-esteem.

> "[You] can't have one multilingual course; it has to be threaded throughout. [We] looked at what content/knowledge was missing, and staff identified how to add that to the syllabus."
> — **Convening Presenter**

STEAM: Designing Culturally Sustaining Models to Inform Planning for PK–3 ECE Math Standard-3, Fresno State

Drs. Pei-Ying Wu and Chamroeun Yann from Fresno State described their team's work in developing a three-phase course sequence for teaching how to cultivate culturally sustaining STEAM teaching practices for future PK–3 teachers. Phase 1 features three foundational courses on developmental theory and developmentally appropriate practices as well as a course on positive guidance and family partnerships. This course is offered early on to support the development of reciprocal, respectful relationships/partnerships with families. In phase 2, along with learning about early literacy and numeracy, students will take a course on culturally and linguistically sustaining pedagogy. During this time, students will also complete 280 hours of clinical practice in partnership with district-selected schools and a site visitation project. In phase 3, students demonstrate that they can create developmentally appropriate and culturally responsive STEAM learning environments through a project-based approach. The course sequence culminates in a 420-hour clinical practice in a 3rd grade classroom and a teaching sample project. Fresno State's course sequence serves as a model for tackling the complexities of integrating all components of a PK–3 ECE credential by scaffolding learning experiences that prepare for successful STEAM instructional practices.

RESOURCES

California ELA/ELD Framework, *California Department of Education*. The ELA/ELD Framework, adopted by the California State Board of Education in 2014, integrates the California Common Core State Standards for English Language Arts and Literacy with the California English Language Development Standards, serving as a definitive resource for educators.

Resources for PK–3 Math and Numeracy, *University of California, Los Angeles*. This handout from Dr. Can Turrou at UCLA includes books, videos, and other resources for teaching early numeracy with multilingual learners.

Early Literacy Development and Instruction for Dual Language Learners in Early Childhood Education, *National Committee for Effective Literacy*. This brief serves to inform early childhood practitioners, educational leaders, curriculum developers, and policymakers about literacy development and effective literacy instruction tailored for young children learning English as a new language in early childhood classrooms. The paper addresses the need for educators to understand the connections between language, culture, and literacy, highlighting the dangers of a narrow approach to early literacy and emphasizing research-based practices for dual language learners' literacy development.

Communities of Learning: CSU Early Learning

Objective 5

Create a CSU Early Learning Community of Practice through alliances, projects, and programs between and among campuses, CCCs, LEAs, and other organizations.

PK–3 ECE Specialist Instruction Credential programs aiming to meet math and literacy standards must integrate standard components and related Teaching Performance Expectations (TPEs) throughout various courses. Standards outline what children should learn and accomplish, while TPEs concentrate on research-based instructional methods. Moreover, to ensure that these standards are effectively implemented, candidates must have access to information and experiences that align with the current conditions and contexts present in schools and communities. To that end, the work of preparing and implementing effective credential programs can benefit from a robust set of opportunities for cross-sector, intersegmental collaboration and information-sharing. Multi-sector university-convened planning teams as well as role-alike peer exchange opportunities ensure that diverse perspectives, expertise, and experiences inform the final credential plan. Cross-sector teams from across the CSUs are at different stages in the proposal development process. By sharing lessons with one another, individuals and teams are able to build capacity, break down silos within university departments and in communities, and develop new ideas and excitement for the work, as evidenced by feedback from convening participants.

> "The credential has elevated the need to collaborate to build a comprehensive and effective curriculum—must ground in DAP across subject matter content and build from there."
> — **Convening Presenter**

KEY CONSIDERATIONS

Participants recognized the importance of partnerships and opportunities to work collaboratively as a key element in developing PK–3 ECE specialist curricula. Key elements of success identified included:
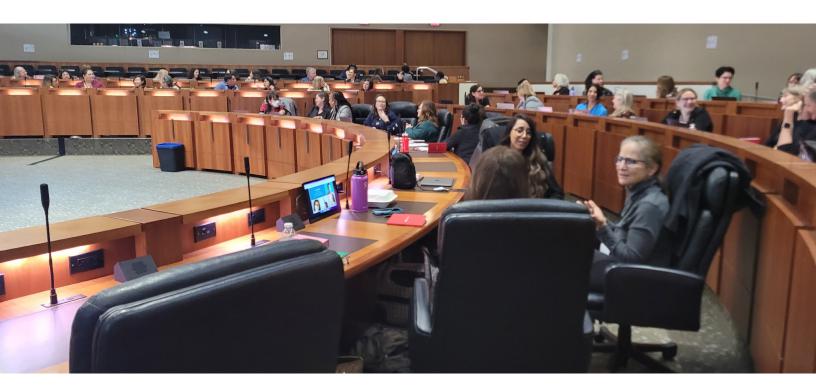
• Understanding the need to engage diverse partners across university disciplines and college/community settings—including LEAs, community colleges, and other community partners and programs
• Providing opportunities to meet regularly to "connect, work, and listen"
• Establishing a common goal, building strong relationships, and recognizing and valuing multiple perspectives

> "Practice what you preach—we can co-exist, we can make a really strong credential, and we can really help our youngest learners in California."
> — Convening Presenter

Role-alike discussions offered as part of the two convenings provided additional opportunities for making connections. Participants in each of the role-alike spaces (CSU faculty, CCCs, LEAs, and advocacy groups) took advantage of these sessions to exchange ideas and experiences, problem-solve, and create a broader network. As a result, role-alike groups were able to improve sector-specific practice as well as inform PK–3 ECE program planning within their intersegmental team.

CSU ECE/CD/EDU Community of Practice (CoP)

During role-alike discussions offered at the February 2 convening, many CSU attendees expressed an interest in continuing conversations. Interested participants were invited to an existing CSU ECE PK–3 credential workgroup facilitated by the Chancellor's Office. The group has now expanded from one representative per campus to 55 members. The group meets monthly and has changed its title to the CSU ECE/CD/EDU CoP to highlight its intersegmental (cross-discipline) composition. The CoP will include a newly created listserv, newsletters, and ongoing conversations based on the group's interests and needs.

Bridging Academia and Practice, California State East Bay

Dr. Valerie Helgren-Lempesis at California State East Bay piloted an innovative collaborative approach by pairing full-time faculty members with professionals from the field to develop two comprehensive courses, each totaling 12 class sessions. Together, they meticulously crafted course objectives, assignments, readings, and rubrics, bridging the gap between academia and practical expertise. Despite the challenges, this grassroots initiative yielded authentic coursework, enriched by diverse perspectives and mutual understanding, all supported by modest stipends.

Fresno Collaborative Networks, Fresno State

In Fresno County, Wendy Hernandez of the Superintendent of Schools' Office, took a proactive approach to enhancing education by establishing technical assistance (TA) sessions and collaborative networks. Partnering with 21 county school library administrators (CSLAs), they ensured that both charter schools and LEAs remained well informed and engaged. This initiative didn't stop at dissemination but actively encouraged feedback loops, fostering an environment where insights were shared and solutions co-created, celebrating dialogue and partnership. By creating more opportunities for peer exchange and collective learning and problem-solving, programs are able to implement effective strategies for ensuring that all partners are intentionally engaged in planning and implementing programs.

RESOURCES

Introduction to the PK–3 ECE Specialist Instruction Credential, *Commission on Teacher Credentialing*. The CTC website contains information needed to orient to the new PK–3 ECE Specialist Instruction Credential, including the handbook, recorded webinars, and FAQs.

CTC Accreditation TA / Office Hours, *Commission on Teacher Credentialing*. Explore days and times for CTC office hours for some extra support.

San Jose State PK–3 ECE Credential, *San Jose State University*. An overview of San Jose State's PK–3 ECE credential, pending review. Includes Graduation Writing Assessment Requirement and course descriptions.

Closing

" "We are all in this together!"
— **Convening Planning Committee Member**

The PK–3 ECE convenings were a big success, achieving desired outcomes and facilitating new learning and connections. By bringing together a diverse group of stakeholders, the convenings broadly impacted the Chancellor's Office, CSUs, CCCs, school districts, community-based providers, and advocacy groups—all important members of effective intersegmental partnerships needed to develop and implement PK–3 ECE credential preparation programs.

From participants' active engagement in each segment of the day, lingering for an hour after closing to continue conversations, to responses in the post-convening surveys, it was clear that participants valued and appreciated the opportunity. Everyone in attendance gained insights that would help inform future efforts. The convenings provided a useful set of focus areas and key considerations for moving ahead. Participants were introduced to important foundational knowledge, information, and key considerations for developing quality credential programs and meeting state requirements. In addition, the enthusiasm sparked by the PK–3 ECE convenings confirmed the importance of providing support for ongoing communication and expanding knowledge, building capacity, supporting intersegmental partnerships, and sustaining engagement.

With this in mind, drawing from key insights gleaned from the convenings, the CSU Chancellor's Office is considering next steps for sustaining and expanding support for CSUs involved in both developing and implementing recently approved credential programs. Considerations for ongoing success include the following elements:

- Integration and alignment
- Program content development
- Equity and inclusion
- College/university student/candidate support and experience
- Intersegmental partnerships and aligned pathways
- Coordination, communication, and peer learning (for more information, see Appendix B)

The PK–3 ECE convenings showcased the extensive knowledge and expertise present within the CSU system and its partners. In addition, the convenings strengthened early educator pathways, including the PK–3 ECE Specialist Instruction Credential. Ongoing internal efforts to recognize existing assets and cultivate new ones in line with the credential programs could significantly contribute to ensuring that California's families and young children have access to the highly trained educators they need to set them on a strong learning trajectory.

Appendix A

The two convenings hosted by the CSU Chancellor's Office provided a space for intersegmental teams to meet in person, attend sessions highlighting expertise from across the CSUs, and connect and collaborate with people from across the state in role-like conversations. Linked below are detailed agendas from each convening and the participant guidebooks, which provided a list of intended outcomes, suggestions for how to prepare for the convening, an overview of session content including guiding questions for peer discussion groups, and links to additional resources.

Literacy Convening Documents

> **Agenda**
> **Literacy Guidebook**

Early Numeracy Convening Documents

> **Agenda**
> **Early Numeracy Guidebook**
> **Keynote: Megan Franke**
> **Listening Sessions with BIPOC Teachers**
> **Session 1 Unpacking the Math Standard**
> **Session 3 STEAM Designing Culturally Sustaining Models**
> **Session 5 CTC PK-3 ECE IPR Success**
> **Session 6 Pathways**
> **Session 8 TeachPlus**

Appendix B

Based on convening presentations and interactions, both participants and the Chancellor's Office gained important insights into best practices and key considerations for developing high-quality PK–3 ECE Specialist Instruction Credential preparation programs. Following is a summary of recurring themes and possible next steps developed through an analysis of notes compiled from each session (convenings 1 and 2) and through reflection from the SRC and CSU planning teams. Considerations and related implementation strategies are listed below and divided into two sections: one designed for convening participants / intersegmental planning teams and one designed for the Chancellor's Office steering and planning committees. They are included here as a possible resource for disseminating information and potential next steps for continuing to expand PK–3 ECE Specialist Instruction Credential preparation programs.

Key considerations for participants developing PK–3 Early Childhood Education credential programs and the pathways that lead to the credential included the following:

Integration and alignment
- » Integrate components and related Teaching Performance Expectations (TPEs) of math and literacy standards
- » Align content with other state frameworks and guidelines (e.g., dyslexia)
- » Align course content across levels of learning—preschool through grade 3

Content development
- » Include a focus on oral language as a foundation of literacy instruction
- » Ensure that literacy instruction is asset based and culturally responsive, affirming each child's family and community
- » Build an understanding of the importance of recognizing and advancing mathematical thinking
- » Integrate STEAM as a key element of teaching and learning in preschool and the early grades
- » Ensure that content reflects developmentally appropriate practice (DAP) and the importance of play-based, interactive, child-centered instruction

Equity and inclusion
- » Center support for multilingual learners and integrate content across courses and clinical experiences
- » Link instructional practices to culture, family, and community
- » Create multiple opportunities for children to build identity and agency—including encouraging the use of home language at school.

College/university student/candidate support and experience
- » Develop strategies to attract and retain diverse learners
- » Co-design clinical placements with individual students in mind
- » Consider the needs of both new students and those already in the field

Intersegmental partnerships and aligned pathways
- » Focus on efforts to identify and establish intersegmental partnerships composed of diverse university, college, and community members
- » Investigate system opportunities and potential barriers to creating articulated pathways through partnerships with community colleges

Coordination, communication, and peer learning
- » Create opportunities for cross-sector learning and exchange
- » Seek out information and guidance from experienced planning teams

Key considerations for the planning committee identifying next steps for ongoing support included the following:

Integration and alignment
- » Build an understanding of the "why" of creating programs that are aligned across early learning and the early grades (PK–3)
- » Build capacity to tackle the "how" of building vertical alignment

Content development
- » Provide opportunities to "go deeper" on targeted elements of literacy and math teaching and learning
- » Continue to build understanding of the basic tenets of developmental science and developmentally appropriate practice across disciplines

Equity and inclusion
- » Elevate the importance of and provide actionable strategies and examples for supporting multilingual learners
- » Encourage a more intentional approach to addressing issues of equity and inclusion for all students—including children with disabilities

College/university student/candidate support and experience
- » Support ongoing efforts to create pathways for building a pipeline of diverse professionals
- » Continue to investigate opportunities for increased participation by teachers currently holding ECE and K–12/MS credentials

Intersegmental partnerships and aligned pathways
- » Support CSUs to identify and establish intersegmental partnerships composed of diverse university, college, and community members
- » Investigate opportunities to create articulated transfer pathways between community colleges and CSUs

Coordination, communication, and peer learning
- » Identify ways to support ongoing communication among CSU planning teams statewide
- » Examine success stories and lessons learned for engaging external/community partners in the planning process
- » Identify opportunities and strategies for supporting CSUs as they roll out and implement new PK–3 ECE credential programs
- » Monitor and build internal capacity to address systems-related challenges, such as the intersegmental nature of developing a credential that involves multiple partners both within and outside the university system

Appendix C

Following is a list of CSU intersegmental teams attending the two convenings. Participants included on each team demonstrate the diversity and expertise needed to develop the PK–3 ECE Specialist Instruction Credential preparation program. Each CSU assembled its own team based on state guidelines and expectations as well as community context, potential candidate demographics, and available university academic expertise with relevance to the credential.

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