Staffing Transitional Kindergarten

Background
The 2021 State Budget funded universal Transitional Kindergarten (TK) to serve all four-year-old children which is being phased in through the 2025-26 school year. Currently, the only credential authorized to teach TK is the Multiple Subject Credential.

Starting with the 2023-24 school year, in order to receive apportionment funding for TK classes, Education Code 48000(g)(4) requires LEAs to verify that credentialed teachers who are first assigned to teach TK after July 1, 2015, have one of the following:

(a) completed at least 24 units of early childhood education or early childhood education at a regionally accredited institution of higher education, or

(b) experience in a classroom setting with preschool age children that is determined by the employer to be comparable to the 24 ECE units, or

(c) hold a Child Development Permit at the Teacher level issued by the Commission on Teacher Credentialing (CTC).

Moving to full implementation of universal TK will create the need for at least 9,000 - 11,000 additional teachers. To meet this new demand, it would be appropriate to draw from the ranks of Child Development Permit (CDP) holders who are currently teaching four-year-olds in the California State Preschool Program (CSPP), as well as Multiple Subject credential holders.

Short Term Solutions for Staffing TK Classrooms

When an LEA has exhausted all options for hiring a fully prepared Multiple Subject credentialed teacher for TK assignments, flexibilities exist in credentialing that allow LEAs to legally staff classrooms with other individuals. The following credential documents may be used to authorize service in a TK classroom. All of these options are currently available to individuals, including Child Development Permit holders with a bachelor’s degree, seeking a Multiple Subject credential. The Commission is currently working with an expert work group to develop a PK-3 Early Childhood Specialist Credential, and these options will be available to candidates seeking that credential when it becomes available.

Intern Credential
LEAs can place individuals enrolled in a Multiple Subject credential intern program for service in a TK classroom. This option would allow the individual to serve as the teacher of record while completing an organized professional preparation program. University Interns are programs offered by a university and an employing school district that are administered by the university. District Interns are complete programs approved by the Commission and administered by employing school districts whose programs may or may not involve university course work.
Completion of an intern program results in the issuance of a preliminary credential. Also, some candidates may qualify for the Intern Early Completion Option.

**Provisional Internship Permit**

The Provisional Internship Permit (PIP) is available when the employing agency knows that there will be a teacher vacancy yet is unable to recruit a credentialed teacher. The PIP may be issued in the Multiple Subject area to staff a TK class. The focus of this document is meeting subject matter competency. Once an individual holding a PIP completes subject matter competency, they can be employed on a document such as a University or District Intern Credential. If an internship is not available, the individual may be issued a one-time only Short-Term Staff Permit (STSP). The PIP provides an option to staff TK classrooms for individuals seeking a Multiple Subject credential. When a PK-3 Early Childhood Specialist credential is available, this pathway can be adapted for prospective TK teachers seeking this new credential.

**Short-Term Staff Permit**

The Short-Term Staff Permit (STSP) may be requested by an employing agency when there is an acute staffing need. The STSP is available for individuals seeking a Multiple Subject Credential or a PK-3 Early Childhood Specialist credential (when available) and can be used to staff a TK classroom. Examples of acute staffing needs include:

1. The teacher of record is unable to finish the school year due to approved leave/illness.
2. Enrollment adjustments.
3. An individual has completed subject matter competency but is unable to enroll in a teacher preparation program so the STSP serves as a “bridge” document.

**Variable Term Waivers**

Multiple Subject Variable Term Waivers (VTWs) are available to individuals who must complete additional coursework to qualify for a Short-Term Staff Permit, Provisional Internship Permit, or Intern teaching credential. VTWs may also be issued to individuals who need additional time to satisfy the Basic Skills Requirement. These employer-requested documents can be a first step for individuals interested in becoming a teacher.

**Local Assignment Options**

Education Code (EC) and Title 5 Regulations (T5) provide LEAs with educator assignment options that can be used when an LEA is unable to assign a certificated employee with the appropriate credential. These options, known as Local Assignment Options (LAOs), allow flexibility at the local level and are used solely at the discretion of the LEA. Local Assignment Options that authorize teaching in a self-contained classroom setting (Multiple Subject Credentials) may be used for TK assignments.

**Potential P-3 Early Childhood Specialist Credential**

A workgroup has been charged by the Commission with developing recommendations to retool the existing Early Childhood Specialist Credential to become a credential that authorizes service
teaching in Prekindergarten through third grade. The workgroup will develop and recommend Teaching Performance Expectations, Program Standards, and an Authorization statement for consideration by the Commission in Spring 2022.

The Commission expects the retooled Early Childhood Specialist Credential to have expedited pathways for current holders of a Child Development Teacher Permit who also have a bachelor’s degree, and for Multiple Subject Credential holders seeking to add an ECS authorization to their existing credential. Recognizing that the requirements for earning a Child Development Permit and a Multiple Subject Credential are very different, the table below identifies possible requirements under consideration and the ways in which Multiple Subject credential holders, Child Development Teacher Permit holders, and individuals who hold neither credential might be able to meet these requirements.

<table>
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<tr>
<th>Possible Requirements for P3 ECE Specialist Credential</th>
<th>Potential Pathway for a Multiple Subject Credential Holder</th>
<th>Potential Pathway for a Child Development Permit Holder</th>
<th>Potential Pathway for someone who holds neither</th>
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<tr>
<td><strong>Baccalaureate Degree</strong></td>
<td>Already met</td>
<td>Would need if not already met, preferably in ECE, CD or related field</td>
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| **24 Units of ECE** | Currently required, with additional options allowed by EC 48000:  
  - Experience teaching in K and below  
  - Holding CDP at the Teacher level or higher | Already met | Integrated into every approved preparation program for the new credential |

1 The Center for the Study of Child Care Employment (CSCCE) reports that 37% of CA’s center-based teachers (about 31,000 teachers) meet or exceed the requirement for TK teachers for 24 ECE units; 49% hold a BA degree; and 58% of the ECE teachers with a BA majored in ECE or CD
| Teacher Preparation | Already met K-3 Need PK preparation and clinical practice that addresses:  
- Child development and learning  
- Preschool Early Learning Foundations and Curriculum Frameworks  
- PK pedagogy/methods  
- Early literacy and math methods | Already met PK Need K-3 preparation and clinical practice that addresses:  
- Child development and learning  
- K-3 curriculum and academic standards  
- K-3 pedagogy/methods, including lesson design using UDL  
- Literacy methods, math methods  
- Teaching multiple language learners  
- Early identification of special needs including dyslexia; inclusion practices | Need PK-3 preparation and clinical practice that addresses:  
- Child development and learning  
- Preschool Early Learning Foundations and Curriculum Frameworks  
- K-3 curriculum and academic standards  
- PK pedagogy/methods  
- K-3 pedagogy/methods, including lesson design using UDL  
- Literacy methods, math methods  
- Teaching multiple language learners  
- Early identification of special needs including dyslexia; inclusion practices |
| Teaching Performance Assessment | Already met | Could be met while earning a CDP Teacher permit or during completion of BA or preparation for the ECE specialist credential | Must be met through required field experience in the teacher preparation program |

Possible pathways for meeting above preparation requirements for CDP holder and individuals who do not hold a credential:

- Integrated undergraduate programs in Child Development or Early Childhood Education
- Post-baccalaureate teacher preparation program
- Master’s level teacher preparation program
- Residency-based preparation program
- Intern-based preparation program
- Coursework at a regionally approved institution of higher education