



EQUITY & DIVERSITY

EARLY CHILDHOOD LEADS THE WAY

Session Descriptions

Thursday, April 20

What a Difference a Year Makes: The Gateways ECE Level 2 Credential Virtual Reality-Based PLA Project

Dr. Marie Donovan, DePaul University and Anne O. Brennan, Oakton College

Come and engage with colleagues to hear updates on the development and piloting of this innovative PLA instrument intended for use by all ECE programs in Illinois. See new features and learn about the ICCB Rules changes that now enable its use with incoming students. Join a brainstorming conversation about how to include this instrument in your institution's PLA menu.

Innovative Competency-Based and Credit for Prior Learning Program Models, National Louis University

Kamilah Wilson and Dr. Alicia Meno, National Louis University

In this presentation, NLU ECE faculty and staff will share their experiences over the past academic year of creating, implementing and delivering innovative models of ECE teacher preparation including: Competency Based Education (CBE), Credit for Prior Learning (CPL), and bilingual content delivery using a translanguaging framework. Presenters will share examples of curricula, review best practices and lessons learned, and do a hands-on activity to identify resources needed for these program delivery models. Student and faculty shared experiences of teaching and learning in these formats will support educators to connect the models to their teaching context. The presenters will review institutional supports and requirements that were needed to develop and implement the educational models and strategies for identifying which service delivery models support specific student types and their educational needs.

Breaking Down the Language Barrier-Creating a Spanish language Associates Degree for Early Childhood Educators

Dr. Diane Schael, Marcela Calderon Duran, and Stephanie Gray, College of Lake County

Come learn about the pathway development and launch of the Spanish cohort for the Associates of Applied Science Degree in Early Childhood Education. We will discuss how this cohort model is successfully addressing the historical barriers that are surrounding early childhood education students whose primary language is other than English. The presentation will also cover the set-up of the program, as well as the challenges faced and what are our next steps for additional cohorts. Participants will be given time to strategize on how this pathway can work within their college.



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Friday, April 21

Building Equitable Pathways through Braided ECE and English PLA

Dr. Johnna Darragh Ernst and Zach Petrea, Heartland Community College

This presentation will highlight newly designed, innovative pathways at Heartland Community College supporting the early childhood workforce through general education courses (including English) that are responsive to the unique needs of early childhood learners. Instructional strategies and design, including responsive pedagogy, coaching, and tutoring across the curriculum will be highlighted, and results from a Fall 2022 pilot will be shared. Heartland's unique model that includes opportunities for braiding assessment ECE and ENGL competencies within the state-sponsored Mursion prior learning assessment tool will be presented. Potential strategies to support use of the ENGL 101 competencies for placement and credit will be highlighted, including considerations connected to course modularization and transfer. A preliminary research design comparing this braided strategy measuring ENGL competencies through authentic workplace scenarios as compared to ACCUPLACER testing results and course performance will be presented.

Panel on How to Intentionally Implement the Competency Modules: A Discussion With Faculty From Three Institutions

Dr. Toni Potenza, Roosevelt University and Dr. Anni Reinking, Reinking Education Consulting with Kamilah Wilson, National Louis University, Carolyn Beal, Southwestern Illinois College, and Dr. Melissa Clucas Walter, Northern Illinois University

The modularization and piloting of the ECE, ITC, and IDC competencies began in 2020 and was completed in 2022. Through the development, piloting, and implementation of the modules 2- and 4- year institutions were able to work through various processes for intentional and effective ways to implement the modules into coursework. In this session, we are going to hear from faculty at both 2- and 4- year institutions on their effective strategies for implementing the modules, as well as lessons learned.

Bilingual and ESL Approval Considerations: Creating Awareness and Encouraging New Approaches to Elevate High Impact ESL/Bilingual Services Across the Early Care and Education Landscape

Dr. Lindsay Meeker, Western Illinois University, Dr. Rebecca Vonderlack Navarro, Latino Policy Forum, Dr. Jennifer Kirmes, Illinois State Board of Education, Catherine Main, University of Illinois Chicago.

Participants will learn about Illinois State Board of Education ESL/Bilingual approval language and how it can be applied in early care and education settings, experience and discuss high impact ESL/Bilingual strategies that can be used to elevate Developmentally Appropriate Practices in Tier 1 Early learning environments, and collaboratively discuss how to leverage workforce development and high-impact strategies in meaningful ways across all early care and education settings. Participants will also have an opportunity to discuss the ESL/Bilingual credential collaboratively.