



# GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

## PDAC Workforce Development and Pathways

August 3, 2017

1:30PM – 3:00PM

Meeting Minutes

Allison Lowe Fotos

Cerathel Burnett

Cindy Berrey

Faith Arnold

Johnna Darragh Ernst

Joni Scritchlow

Joyce Weiner

Julie Lindstrom

Lou Anne Mills

Melissa Johnson

Pam Womack

Ruth Kimble

Terri Lamb

**Welcome and Introductions** – Johnna Darragh-Ernst and Cerathel Burnett Co-Chairs

### Approval of the Minutes (Attachment 1)

- March 3, 2017
  - Minutes approved.

### Guiding Principles for Cultural and Linguistic Responsiveness (Attached 2) – Joni Scritchlow

- The document was developed about four years ago.
- Taken from the Multicultural Principles developed for Head Start programs.
- Illinois needed a collective vision or a statement in terms of what our principles are for cultural and linguistic responsiveness.
- Currently sharing the document at meetings because it is still timely and we need to be aware that Illinois has such a document.

### SB 1829 – Joni Scritchlow

- The Illinois Early Learning Council's Quality Committee has formed an Ad Hoc Committee regarding Senate Bill 1829.
- Senate Bill 1829 was introduced by State Senator Toi Hutchinson to address the shortage of Preschool for All teachers.
  - Senator Hutchinson was proposing to expand options for programs to hire individuals to work in a PFA programs.
  - Currently a teacher must hold a Professional Educator License (PEL) with an Early Childhood endorsement.
  - Many programs were struggling to fill these positions.
  - Illinois State Board of Education passed some emergency rules.
    - A teacher must hold a current PEL with an Early Childhood endorsement, or Under ISBE Emergency Rules 25.430 Short-Term Approval for Teachers at All Grade Levels – A teacher must hold a current PEL and have passed the ECE content test or have 9 semester hours of ECE course content.
    - The Ad Hoc is proposing adding: A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood

endorsement within five years of hire, or a teacher must hold a Type 29 Transitional Bilingual License and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of hire.

- A possible long term solution is the need to review the RFP process so that awarded grants can be used to pay for comparable wages.
- There is not a clear pathway for an individual that has their Type 29 to move toward a PEL.

**What's New? – Julie Lindstrom**

- Starting July 1, 2017 the Great Start Wage Supplement program states that applicants must make \$15.00 per hour or less in order to receive their supplement (includes bonuses).
- Starting July 1, 2017 credential fees are now \$65. The ECE Credential bundled with the Infant Toddler Credential is one fee of \$65.
- The new website was launched earlier this summer. Please review the site at [www.ilgateways.com](http://www.ilgateways.com).
- The next PDAC meeting is a joint meeting with ACCESS and ILAECTE on September 15<sup>th</sup>.

**Advancing the Illinois Early Childhood Education Workforce – Joni Scritchlow**

- A focus of the Children's Cabinet is on the Early Childhood Education workforce. Want to increase the number of ECE professionals and trained caregivers, including those from diverse populations and creating clear pathways for career opportunities.
- Strategy 1: Build a pipeline to attract and retain qualified, diverse caregivers by increasing bilingual/ESL teachers, reduce turnover of license exempt providers, increase ECE Credential Level 1, increase PEL teachers with an early childhood endorsement, and develop a messaging campaign to promote the field.
- Strategy 2: Provide pathways to create career opportunities and promote movement, and education reimbursement.
- Strategy 3: Build upon existing information systems that collect and provide data to inform workforce development efforts, develop data capacity to track movement of the workforce.

**Role Definitions (Attachments 3 and 4) – Johnna Darragh- Ernst**

- Joellyn Whitehead was not able to join us for the discussion on role definitions. The Information and Trends Committee forwarded to WDP to share this information.
- Early Care and Education Assistant Teacher
  - This role supports child assessments and utilizes data to develop meaningful lesson plans.
- Early Care and Education Teacher
  - This role has a degree, but the role is not necessarily the lead teacher.
  - The role conducts child assessments and utilizes data to develop meaningful lesson plans.

**Career Lattice Design Direction (Attachment 5) – Johnna Darragh-Ernst**

- The career lattice does not contain the SAYD and FSC Credentials.
- The lattice conveys a sense of upward mobility to those in the field, building off the ECE Credential including ITC, IDC, FCC and TA.
- Suggestion: Could add the degrees to the Levels.

- Committee members are asked to review the document and give any feedback.

**Strategic Plan** – Johnna Darragh-Ernst

- Will use the draft career lattice to make sure we have developed a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.
- The career lattice will also support stackability of the Gateways Credentials, and how they are offered and utilized with the goal of providing multiple pathways.

**Adjourn**



# Guiding Principles\*

## for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

### We Believe:

- Every individual is rooted in culture.
- The cultural groups within communities and families are the primary sources for culturally relevant programming.
- Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotypes.
- Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.
- Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.
- Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.
- Culturally relevant programming requires staff who both reflect and are responsive to the community and families served.
- Multicultural programming for children enables children to develop awareness of, respect for, and appreciation of individual cultural differences.
- Culturally relevant and diverse programming examines and challenges institutional and personal biases.
- Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children.

*\*Multicultural Principles for Head Start Programs*



# Guiding Principles\* for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

## We Are Committed to:

- Early childhood professionals who understand that developing a child's first language supports the acquisition of a second language.
- Early childhood classrooms that embrace and include a rich range of diversity, allowing all to learn from it and enhancing all children's healthy development and learning.
- Teacher preparation programs that incorporate the individual and unique needs of each child and family and the experiences they bring to the classroom.
- Culturally responsive and diverse programming that incorporates all types of diversity, including but not limited to: gender, culture, language, ethnicity, ability, race and economic status.
- Policy implementation that reinforces families and communities as children's first teachers.
- Diverse state and local organizations and agencies that are meaningfully responsive to each and every child and family they serve.

## We Will Act to:



- Enable professionals to incorporate the authentic language and culture of the children and families they serve.
- Increase professional development opportunities and resources addressing all types of diversity, including understanding stereotypes and biases.
- Increase all types of diversity content in teacher preparation programs.
- Increase and enhance teacher preparation practicum experiences in diverse settings.
- Promote practices in classrooms and programs that incorporate and address the diverse needs of children.
- Use an "all types of diversity" lens whenever we develop and implement policy, staff our agencies & organizations and evaluate our programming, systems and services.

*\*Multicultural Principles for Head Start Programs*

## Role Definition – Early Care and Education Assistant Teacher

The *Early Care and Education Assistant Teacher* is the individual in a classroom, with guidance from the Early Care and Education Lead Teacher, that provides a developmentally appropriate classroom environment which supports children’s learning and growth; develops positive relationships with children and families; provides responsive care to address the individual needs of each child; plans and implements curriculum; assesses children; and fosters relationships with other staff within the classroom. Under guidance from the Early Care and Education Teacher and Lead Teacher, the Early Care and Education Assistant Teacher supports the classroom team to:

- Complete a daily health check regarding the overall well-being of the child
- Maintain daily health practices within the classroom and assure a clean, healthy, and safe environment
- Keep accurate records and paperwork
- Implement curriculum and activities that are developmentally appropriate and demonstrate cultural sensitivity and respect by incorporating cultural, linguistic, and familial values and beliefs
- Collaborate with colleagues in the classroom to implement lesson plans in the context of learning standards and reflective of ongoing assessment of children
- Reflect in practice on the connections between learning activities and the intended developmental outcomes
- Develop children’s cognitive and non-cognitive skills
- Support ongoing child assessments and development of meaningful lesson plans
- Maintain ongoing, open communication with parents and families
- Discuss with the Early Care and Education Lead Teacher identified needs for referrals for children that may need services outside the classroom, including working with professionals from closely related fields such as health and social service
- Be a liaison with children’s families to promote a smooth transition into the classroom and ensure that the goals of individualized plans are addressed
- Collaborate with team members to engage in peer learning and a process of continuous improvement
- Participate in opportunities for ongoing professional learning and self-reflection

*Early Care and Education Assistant Teachers* may have the following job titles, depending on setting:

- Classroom Assistant
- Teacher Assistant
- Teacher Associate
- Teacher Aide

## Role Definition – Early Care and Education Teacher

The *Early Care and Education Teacher* is the individual in a classroom, with guidance from the Early Care and Education Lead Teacher, that provides a developmentally appropriate classroom environment that supports children’s learning and growth; develops positive relationships with children and families; provides responsive care to address the individual needs of each child; plans and implements curriculum; assesses children; and fosters relationships with other staff within the classroom. The Early Care and Education Teacher supports the team of professionals working within the classroom to:

- Complete a daily health check regarding the overall well-being of the child
- Maintain daily health practices within the classroom and assure a clean, healthy, and safe environment
- Keep accurate records and paperwork
- Implement curriculum and activities that are developmentally appropriate and demonstrate cultural sensitivity and respect by incorporating cultural, linguistic, and familial values and beliefs
- Collaborate with colleagues in the classroom to construct benchmark lesson plans in the context of learning standards and reflective of ongoing assessment of children
- Reflect in practice on the connections between learning activities and the intended developmental outcomes
- Develop children’s cognitive and non-cognitive skills
- Conduct child assessments and utilize the data to develop meaningful lesson plans
- Maintain ongoing, open communication with parents and families
- Discuss with the Early Care and Education Lead Teacher identified needs for referrals for children that may need services outside the classroom, including working with professionals from closely related fields such as health and social service
- Be a liaison with children’s families to promote a smooth transition into the classroom and ensure that the goals of individualized plans are addressed
- Collaborate with team members to engage in peer learning and a process of continuous improvement
- Participate in opportunities for ongoing professional learning and self-reflection

*Early Care and Education Teachers* may have the following job titles, depending on setting:

- Associate Teacher\*
- Teacher
- Head Teacher

\*To clarify, this is not an Assistant Teacher; this is a role that has a degree but they are not necessarily the lead teacher (*for committee notes only, will remove in final version*)

