

GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

**PDAC Workforce Development and Pathways Committee Meeting  
Meeting Minutes  
April 4, 2022**

Christi Chadwick	Lauri Morrison Frichtl	Shauna Egeh
Cindy Berrey	Lynn Burgett	Sherial McKinney
Gail Nelson	Marie Donovan	Tom Pavkov
Joni Scritchlow	Marilynn Ward	Wendy Uptain
Julie Lindstrom	Sara Beach	

**Welcome** – Christi Chadwick, Lauri Morrison Frichtl, and Shauna Egeh

**Review and Approval of Minutes**

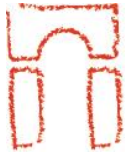
- February 7, 2022
  - Marie Donovan moved to approve the minutes.
  - Tom Pavkov seconded motion.

**WDP Strategic Plan**

**Goal 1:** Strengthen alignment of state’s professional development system tied to cohesive career pathways that fully support entry and progression across varied sectors of the field.

Review materials:

- The Committee reviewed the *Professional Learning Standards Learning Forward* document along with the Learning Forward *Crosswalk with 2011 Standards for Professional Learning* document.
  - The Crosswalk with 2011 Standards for Professional Learning document is divided into 3 main areas:
    - Conditions for success
    - Transformational process
    - Rigorous and inclusive content
- There will be tools developed to support the learning of the revised standards. The standards were not developed exclusively for early childhood but will support early childhood.
- The NAEYC document: *Build it Better Indicators of Progress to Support Integrated Early Childhood Professional Development Systems* was also shared.
- Page 5 of the report give NAEYC key definitions including professional development:
  - Professional development includes both professional preparation and ongoing professional development. It includes training, education, and technical assistance. It

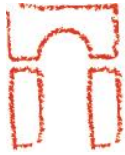


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can take the form of university/college credit-bearing coursework, preservice and in-service training sessions, observation with feedback from a colleague; peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. High-quality professional development includes an opportunity for the learner to participate in planning his professional development as well as access to credit-bearing course work, valued credentials, and instructors with appropriate knowledge and experience in early childhood education and principles of adult learning (NAEYC & NACCRRA 2011; NAEYC & The Alliance for Early Childhood Teacher Educators 2011).

- The report gives indicators of what aligned across professional development systems.
- The report gives 4 indicators to be included in professional development system and includes the standard, pathway and articulation:
  - Professional development system integration
  - Professional development quality assurance
  - Equity and workforce diversity
  - Compensation parity across 0-8 sectors and settings
- The report includes a strategic planning chart which gives selected outcome indicators and related actions steps/benchmarks.
- The Job-Embedded Professional Development: *What It Is, Who is Responsible, and How to Get It Done Well* Issue brief from the National Comprehensive Center for Teacher Quality was shared.
  - On page two of the brief the following definition of what is Job-Embedded Professional Development was shared:
    - Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).
- The question was asked if we need a crosswalk between ISBE provider forms and the Gateways forms?
- The ExceleRate Pilot Project Report was shared for context with the logic module outcomes shared.



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- Committee tasks include:
  - Define professional development
    - Should this be specific to job-embedded professional development
  - Define the tiers or levels
  - Review systems and recommendations needed in order for people to attain credit