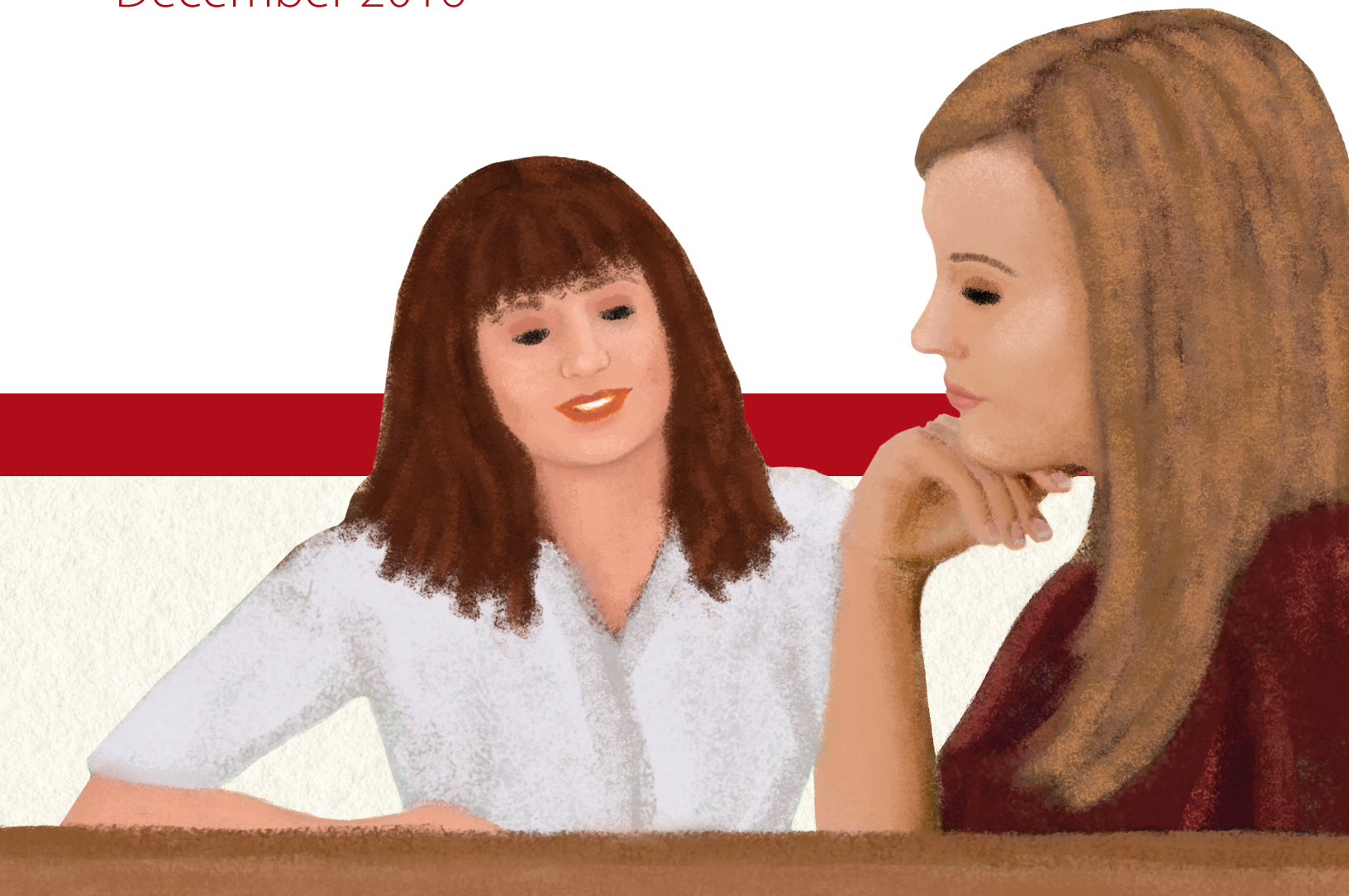
GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Technical Assistance
Credential Pilot

Final Report
December 2016



Technical Assistance Credential Pilot Final Report

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History of the Technical Assistance Credential

The Professional Development Advisory Council's (PDAC) Strategic Plan Phase IV, 2009–2011 included relationship-based professional development. This strategic plan was the stimulus for the PDAC Quality Assurance Committee's two year investigation of whether relationship-based professional development (RBPD) should be included in the statewide Gateways Registry, and what role (if any) it should have in Illinois' professional development system. The Quality Assurance Committee reviewed national research and best practices in other states in determining that RBPD should be integrated within the Gateways Registry. It was also decided that the PDAC Core Knowledge Committee would begin foundational work in identifying RBPD credential content and knowledge for future placement as a recognized model for coaches, mentors, and technical assistance providers within the Illinois Gateways to Opportunity Professional Development System (Appendix A).

In the PDAC Strategic Plan Phase V, 2011–2013, the PDAC Quality Assurance Committee identified a framework for RBPD including roles, definitions and utilizations as tied to the Registry. The PDAC Core Knowledge Committee, in partnership with the Quality Assurance Committee, initiated discussions on whether RBPD could be embedded within all Gateways Credentials, or whether it was a unique set of knowledge and skills which could become a separate credential. Research clearly demonstrated a wide level of interest in RBPD at a state and national level. The National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource and Referral Agencies (NACCRRA) defined the importance of technical assistance as it relates to the professional development of our early childhood education workforce. NAEYC and NACCRRA define Technical Assistance (TA) as "the provision of targeted and customized supports by professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients" (Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Copyright © 2011 National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies).

Other states that developed professional development, technical assistance, and coaching competencies were identified and included:

- Colorado—Coaching Consortium developed Coaching Competencies for Colorado Early Childhood Education
- Minnesota—Minnesota Center for Professional Development Core Competencies for Relationship-Based Professional Development
- Georgia—Technical Assistance Provider Competencies

Overall, there were 13 states that developed credentials and competencies that focus on relationship-based professional development. The PDAC Core Knowledge and Quality Assurance Committees discussed the need to develop a similar credential. They specifically wanted to create a credential that would develop the knowledge, skills, and competencies of our early care and school-age workers. None of the models investigated fit the exact needs of the Illinois workforce. It was decided that Illinois would need to develop its own RBPD Credential to best meet the needs of Illinois' workforce.

While PDAC advanced discussions on an RBPD Credential, the state of Illinois was awarded a partial Race-to-the-Top (RTT) Early Learning Challenge grant in 2012 (implementation January 1, 2013–December 31, 2016). The original Illinois RTT grant proposal included the recommendations from the Illinois Department of Human Services (IDHS) and PDAC–which these funds would be used to develop credentials for the family child care, family specialist, and relationship-based professional development workforce. This credential development aspect of Illinois' RTT grant was initially unfunded.

July 1, 2013 Illinois received a supplemental RTT funding award. The original grant application indicated four types of projects and programs including:

- Preparing students for college and career
- Building state capacity and support
- Building a workforce of highly effective teachers and leaders
- Building data systems that measure student success

Based on these priorities, the Illinois Early Learning Council decided to allocate a portion of the supplemental funding toward credential development – including the RBPD Credential for coaches, mentors, and technical assistance providers in Illinois. The credentials were to be designed as part of the Gateways to Opportunity Professional Development System and fit Gateways Credential parameters. Much of the groundwork was already in place through PDAC to develop an RBPD credential. PDAC recognized that providing high-quality care to children and families is sustained by an early care and education workforce supported by a wide range of ongoing professional development and preparation inclusive of RBPD.

Concurrently, the PDAC Strategic Plan Phase VI, 2013 – 2015, approved by IDHS, noted the need to advance development of a credential for coaches, mentors and technical assistance providers. With funding secured through the state's RTT grant, a statewide PDAC Committee was formed in the fall of 2013 with representatives from key entities and agencies, advocates, and professionals with expertise in the provision of relationship-based professional development. Its sole purpose was to develop a credential for those who provide RBPD as coaches, mentors, and/or provide technical assistance to the early care and education and school age workforce. In December of 2013, the RBPD Technical Assistance Credential Committee officially launched under the authority and guidance of the PDAC Qualifications and Credentials Committee.

The Committee shortened its name to the PDAC Technical Assistance (TA) Committee. Its charge was to design a relationship-based professional development Credential that met the guidelines and parameters to be a Gateways to Opportunity Credential for professionals in Illinois working in a variety of roles: TA Providers, coaches, mentors and/or professional development advisors. Furthermore, it was to implement a pilot and develop state recommendations within the timeframe that fit the state's RTT grant— initiating in 2013 and completed by December of 2016. Co-chairs Sharyl Robin–Director Community Partner Office Children's Home + Aid and Lisa Downey–Assistant Professor/Coordinator, Early Childhood Practice (ECP) National Louis University were identified and a Credential timeline initiated. (Appendix B).

The Gateways Technical Assistance Credential would need to meet parameters and requirements as set forth by PDAC, convened and coordinated by INCCRRA, to ensure consistency in Credentials embedded within the state professional development (PD) system. The Gateways to Opportunity Technical Assistance (TA) Credential is a symbol of professional achievement that validates individuals working have the requisite knowledge, skills, dispositions, and experience to act as a coach, mentor, consultant and/or technical assistance provider supporting professionals working with children, youth and families. Awarded by the Illinois Department of Human Services Bureau of Child Care & Development (IDHS), the Gateways Credentials are embedded in state legislation. (Appendix C).

The TA Credential serves as a symbol of professional achievement and validating those who act as coach, mentor, consultant and/or technical assistance provider supporting children and families and exhibit commitment to the use of evidence-based practices when providing service to others. The TA Credential supports workers to:

- Utilize relationship-based methods to recognize and build on strengths and capacities of practitioners and programs
- Demonstrate action in pursuit of their own professional development and
- Understand principles of adult learning

Catalyst

The importance of the Gateways Technical Assistance (TA) Credential is immense. After the development of Credentials that recognize the skill set of educators working in classroom settings with young children, it was time for Illinois to develop a Credential that acknowledges the significant contributions of the professionals that act as a coach, mentor, or technical assistance provider.

Research recognizes the critical and integral role teacher leaders have in the growth and development of children. The National Association for the Education of Young Children (NAEYC) recently determined that "states have experienced new early childhood education system challenges and needs related to training and technical assistance (TA). The urgency of these issues grow, particularly as states increase their focus and work on quality improvement activities, including quality rating and improvement systems (QRIS)" (www.naeyc.org/GlossaryTraining_TA.pdf). The Illinois Gateways Technical Assistance (TA) Credential acknowledges the expertise of individuals who have chosen to participate in the very important work of increasing effectiveness of coaches, mentors, consultants, or technical assistance providers. These professionals are the key to promoting effective teaching practices using evidence-based methods to recognize and build on strengths and capacities of practitioners in early childhood and school-age programs. The Technical Assistance Credential acknowledges this special skill set, experience, and education necessary to exhibit commitment to the use of evidence-based practices when providing service to others.

Credential Development

In the fall of 2013, the Relationship-Based Professional Development Technical Assistance (RBPD-TA) Credential Committee was established and initial work began. During early 2014, the RBPD TA Credential Committee reviewed national and state relationship-based models for coaching, mentoring, and technical assistance. The National Association for the Education of Young Children (NAEYC) defines these areas as follows (Appendix D):

- Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.
- Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.
- Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.
- Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.
- Professional Development Advising (sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications (www.naeyc.org/GlossaryTraining_TA.pdf).

The Department of Health & Human Services—Administration for Children and Families (ACF) provided guidance through a Quick Look: State Technical Assistance Professional Specialist Knowledge and Competencies (Appendix E). This work through the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) in partnership with ACF and Head Start provided an overview of several States' knowledge and competencies for technical assistance professionals (including coaching and mentoring). Information and evidence from these states and models were used to develop the education and training requirements for the proposed Gateways Relationship-Based Professional Development Technical Assistance (RBPD-TA) Credential.

Gateways Credentials are developed using seven core Content Areas (Appendix F):

- Human Growth and Development
- Health, Safety, and Well-Being
- Observation and Assessment
- Curriculum or Program Design
- Interactions, Relationships, and Environments
- Family and Community Relationships
- Personal and Professional Development

Gateways Credentials may have additional Content Areas that meet specific needs of Credential audiences. Beginning in spring 2014, the RBPD-TA Credential Committee; using current research on best practices; began drafting the following Content Areas specific to coaching, mentoring, and technical assistance:

- Professional Skills
- Adult Learning
- Collaborative Relationships
- Reflective Practice
- Communication
- Assessment and Planning
- Change Process

In November 2014, Dr. Marie Masterson—Director of Quality Assessment at McCormick Center for Early Childhood Leadership (previously Assistant Professor-Graduate School of Education at Dominican University) was hired as a consultant. Her task was to draft Content Areas descriptors, including a breadth of knowledge, skills, and competencies needed by coaches and mentors providing relationship-based professional development. These seven additional Content Areas were developed and proposed using current research and best practices for coaches and mentors providing relationship-based professional development under the guidance of the RBPD-TA Credential Committee (Appendix G).

Post pilot, updates were made to Professional Skills by including Leadership. Additions to this Content Area are noted in red in Appendix G. It was renamed Leadership and Professionals Skills.

These seven additional Content Areas define the skillsets, education, and knowledge needed to be an effective coach or mentor. They guide faculty at both two- and four-year higher education institutions, as well as trainers across the state, with developing curricula. The RBPD-TA Committee approved and recommended these additional Content Areas on January 21, 2015. The RBPD-TA Credential Content Areas were reviewed and approved by the Professional Development Advisory Council (PDAC) Qualifications and Credentials (QC) Committee on February 12, 2015. The PDAC Steering Committee reviewed and approved for purposes of a pilot of the proposed Gateways Relationship-Based Professional Development Technical Assistance Credential on March 19, 2015.

Once the pilot began, the Committee shortened the name from Relationship-Based Professional Development Technical Assistance Credential to Technical Assistance (TA) Credential.

The TA Credential Committee began developing a framework. The TA Credential Framework was designed using State and National certifications and other state's Credentials as guidance and existing Gateways Credential Frameworks as proven models. The Technical Assistance (TA) Credential Pilot Framework (Appendix H) includes:

- Education and training in Early Childhood/School-Age
- Education and training in Early Childhood/School-Age coaching, mentoring, or technical assistance
- Work and practical experience in Early Childhood/School-Age
- Work and practical experience in Early Childhood/School-Age coaching, mentoring, or technical assistance
- Professional contributions in Early Childhood/School-Age

A critical requirement of the Technical Assistance Credential is the attainment of a degree. Using the Gateways Illinois Director Credential Framework as a model, the TA Credential Committee had a great deal of discussion around the basic degree requirements for the Credential. Most believed that in order to be an effective coach, mentor, or technical assistance provider, the completion of an associate degree was the absolute minimum education requirement. Ultimately, this is what the Committee decided as an entry point for family child care providers who coach, mentor, and provide technical assistance.

The levels for the Gateways Technical Assistance (TA) Credential were numbered Level 4 (associate degree), Level 5 (bachelor's degree), and Level 6 (graduate degree) which aligned with the Gateways ECE Credential degree requirements.

A final draft of the TA Credential Framework was approved by the TA Credential Committee on January 21, 2015. It was reviewed and approved by the Professional Development Advisory Council (PDAC) Qualifications and Credentials (QC) Committee on February 12, 2015. The PDAC Steering Committee reviewed and approved on March 19, 2015 for purposes of a pilot of the proposed Gateways Technical Assistance Credential.

Gateways Credential Pilot Guidelines

Gateways Credential Pilots are conducted using these guidelines:

- Pilot must test both ways of achieving a Gateways Credential (Direct Route and Entitled Route as outlined in Administrative Rule—Section 50.730):
  - Direct Route: Gateways Credential pilots will include professionals working in the field who submit an application, college transcripts and portfolio which includes verified work experience and professional contributions.
  - Entitled Route: Gateways Credential pilots will include Higher Education Institutions who design programs/coursework to meet Credential requirements. Individuals who take these courses can apply to receive a Credential based on completion of this coursework.
- Pilot must be conducted "statewide" and ensure a geographically and ethnically diverse workforce sample.
- The pilot should "test" all levels of the Credential.
- Higher Education Institution "Entitlement" is awarded for three years.
  - Pilot institutions will have three years to modify program/coursework to meet any changes resulting from the pilot findings.

Pilot Implementation

Entitled Route

In December 2014, statewide messaging and Request for Proposals (RFP) were shared with all two- and four-year higher education institutions throughout Illinois requesting participation in the Gateways Technical Assistance Credential pilot (Appendix I).

As part of the RFP, faculty completed a grid and program layout demonstrating how their coursework would meet Credential competencies and requirements. These could include both coursework in existence, as well as new coursework that faculty designed specifically to be part of the pilot. From the RFPs submitted and reviewed, the Committee selected these five institutions, in June 2015, to participate in the entitled route Technical Assistance (TA) Credential pilot:

- Highland Community College (2-year)
  - Technical Assistance Credential Level 4
  - Associate degree required
- Rend Lake College (2-year)
  - Technical Assistance Credential Level 4
  - Associate degree required
- Kendall College (4 year)
  - Technical Assistance Credential Level 5
  - Bachelor's degree required
- Rasmussen College (4 year)
  - Technical Assistance Credential Level 5
  - Bachelor's degree required
- Roosevelt University (4 year)
  - Technical Assistance Credential Level 6
  - Graduate degree required

As of August 2016, 19 entitled route students applied for the Technical Assistance Credential from which three Credentials were awarded.

Entitled TA Credential	Awarded	Institution
Level 4	1	Highland Community College
Level 5	3	Kendall College and Rasmussen College
Level 6	0	
Total	4	

Awarded Credential	4
Currently enrolled in/taking coursework	2
Awaiting Portfolio/Work Experience	7
Awaiting Official Transcripts	6
Total TA Credential Entitled Applicants	19

Entitled route applications will continue to be received after the pilot closing date of August 31, 2016. Pilot institutions are entitled to offer the Technical Assistance Credential through 2019.

Direct Route

In Spring 2015, marketing messages were developed that were targeted toward current providers to share information about the Gateways Technical Assistance (TA) Credential and rollout of the pilot.

The TA Credential is a symbol of professional achievement, using the approved Content Areas descriptors, including knowledge, skills, and competencies needed by practitioners as a guide, that validates those who work as technical assistance providers, coaches, mentors, and/or professional development advisors have the education and knowledge required to:

- Act as a coach, mentor, consultant and/or technical assistance provider supporting children, youth and families
- Exhibit commitment to the use of evidence-based practices when providing service to others
- Utilize relationship-based methods to recognize and build on strengths and capacities of practitioners and programs
- Demonstrate action in pursuit of their own professional development
- Understand principles of adult learning

Marketing efforts for the TA Credential pilot included presentations from Gateways staff, Committee member announcements, flyers, and word of mouth (Appendix J). Over 200 Illinois professionals contacted Gateways staff for information regarding the Technical Assistance (TA) Credential pilot. Ultimately, a total of 134 professionals applied for the Technical Assistance Credential during the pilot.

Once professionals applied for the TA Credential, welcome letters were sent with a packet of necessary documents detailing the Credential requirements for Levels 4–6 of the TA Credential (Appendix K). Each applicant was asked to submit official transcripts, training certificates and descriptions, professional contributions, and work experience in ECE/School-Age and coaching, mentoring, and technical assistance. Each level of the TA Credential requires the completion of an associate degree or higher.

Education and training are a critical requirement to attain the TA Credential. Credential applicants are required to submit official transcripts verifying coursework and degree attainment as part of the Credential application process. Course descriptors and/or syllabi (when available) for each course were gathered and shared with the TA Credential Committee for in-depth review and analysis. To support the large number of courses that needed to be reviewed, a subcommittee comprised of Committee members and higher education faculty met bi-weekly to review course descriptions for every course an applicant completed. The Committee used the TA Credential Content Areas to analyze each course's content from accredited colleges and universities from Illinois as well as other states. From Fall 2015 through Fall 2016, the Committee reviewed and categorized nearly 900 courses and trainings.

In December 2015, the Committee began reviewing the first completed Credential applications. Required documentation for the Credential included official transcripts that verified education and training or college coursework, work experience and professional contributions. Each applicant was reviewed anonymously and given a unique identification number based on the order in which their application was received.

Work experience submitted for Committee review varied widely for each applicant. For the Technical Assistance Credential, work experience was evaluated using the National Association for the Education of Young Children (NAEYC) definitions for technical assistance providers as a guideline. Many applicants submitted work experience as a coach, mentor or technical assistance provider that did not initially meet these definitions. In June 2016, the

Committee made revisions to the pilot work experience form (Appendix L). The goal in revising the form was to ensure greater transparency and increase understanding on what constituted coaching, mentoring, or technical assistance work experience.

Professional contributions are defined within administrative rule as ways that Credential applicants demonstrate leadership through active engagement in professional endeavors beyond the scope of their job descriptions. Effective January 12, 2015, the state decided that professional contributions would be required for the renewal of Gateways Credentials, but not to attain or earn an initial Credential. However, professional contributions should be "tested" during the pilot phase to ensure relevance.

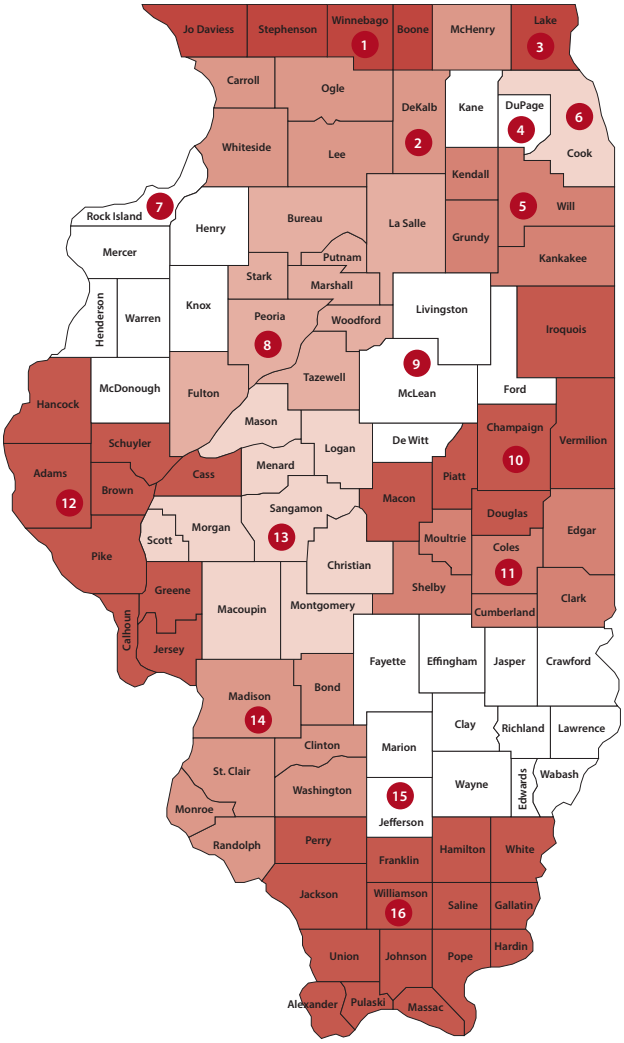
Between December 2015 and August 2016, the Committee awarded a total of 33 Technical Assistance Credentials to candidates who included professional contributions as part of their application. This allowed the Committee to "test" the professional contributions component with a wide range of applicants. As of August 18, 2016, there were 118 TA Credential total applications; that included official transcripts. Twenty-eight percent (33) had been awarded a Credential that included a review and test of professional contributions. The Committee decided the professional contributions component was sufficiently tested and exceeded a 20% threshold. Effective August 19, 2016 the Committee began approving TA Credential eligibility based on education, training and work experience with professional contributions no longer required for initial Credential attainment. (Note: professional contributions will be required at renewal).

TA Levels	Total Awarded with Professional Contributions December 2015 – August 2016	Total Awarded without Professional Contributions September 2016 – December 2016	Total
Level 6	8	9	17
Level 5	17	3	20
Level 4	8	11	19
Total	33	23	56

During the review of applicant files for the Technical Assistance (TA) Credential pilot, Level 4 required a minimum of an associate degree. As of August 2016, nine TA Credential Level 4 were awarded. Out of these nine, 78% had a bachelor's degree or higher. Rather than the degree requirement being a barrier to a higher TA Credential level, it was coursework/training or additional work experience specific to coaching, mentoring, and technical assistance that kept these professionals from obtaining a higher level.

Diversity of Technical Assistance Credential Applicants

Geographic Diversity: The state of Illinois is comprised of Child Care Resource and Referral (CCR&R) Agencies. Each CCR&R represents a grouping of counties in the state, referred to as a service delivery area (SDA). Using the 16 SDAs as a geographic lens, the chart below shows that TA Credential pilot applicants had diverse statewide geographic representation.

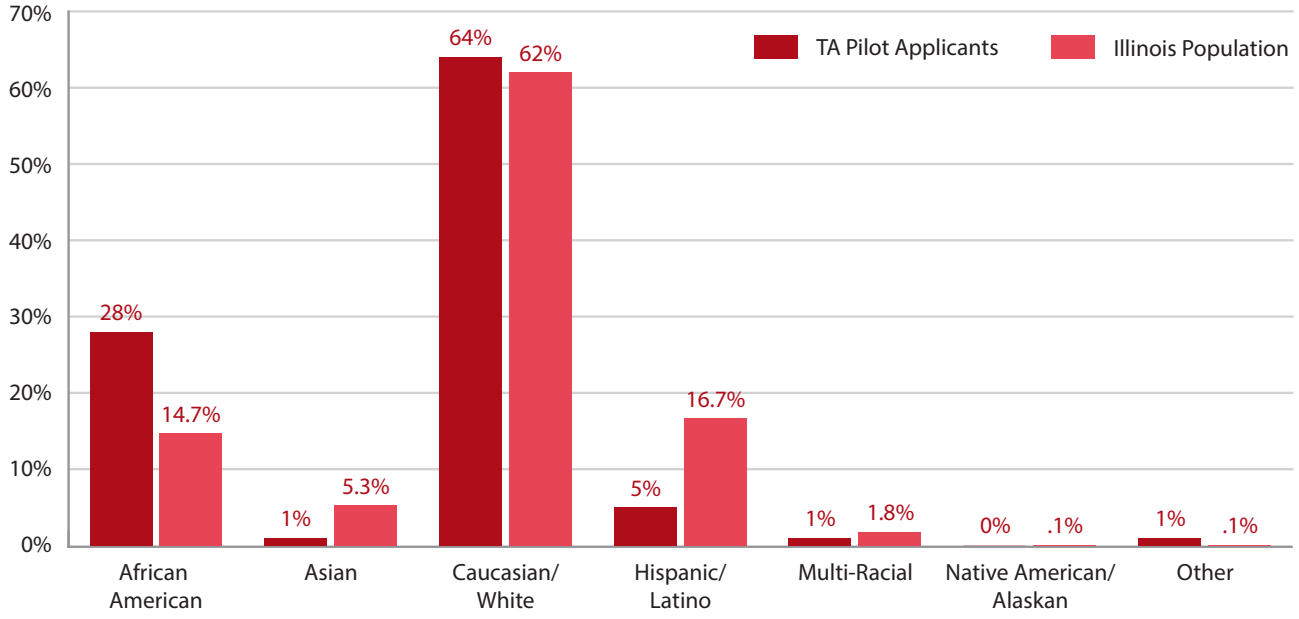


SDA	Applied	Awarded
1	4	3
2	5	3
3	7	3
4	9	1
5	9	5
6	44	16
7	3	1
8	6	3
9	4	2
10	3	1
11	1	1
12	0	0
13	9	4
14	6	3
15	9	4
16	14	6
N/A	1	0
Total:	**134**	**56**

Ethnic Diversity: Pilot applicants' ethnic diversity was comparable to the state of Illinois. One third of the professionals in Illinois who earned a Relationship-Based Professional Development Technical Assistance Credential during the pilot were minorities.

TA Applicants	African American	Asian	Caucasian/ White	Hispanic/ Latino	Multi-Racial	Native American/ Alaskan	Other	Total
Total	38	1	86	7	1	0	1	134
Percent	28%	1%	64%	5%	1%	0%	1%	100%

Ethnic Diversity of Technical Assistance Credential Pilot Applicants Compared to Illinois Population



Source: www.infoplease.com/us/census/data/illinois/demographic.html

Gender: Applicants for the Gateways Technical Assistance (TA) Credential were overwhelmingly female. This is comparable to the teaching workforce; especially in early childhood settings.

TA Applicants	Female	Male	Total
Total	132	2	134
Percent	98.5%	1.5%	100%

Technical Assistance Credential Pilot Survey

In Spring 2016, a wide range of survey questions were developed by the Technical Assistance (TA) Credential Committee. The survey was designed to validate different aspects of TA Credential requirements and to capture information from participants to inform adjustments that might be needed. It was designed to gather input from multiple perspectives: applicants who did (and did not) attain a Credential, and for applicants who applied via direct route or entitled. A variation of the survey was developed for the higher education faculty who implemented the pilot at their institutions. The survey was initially sent to all 126 TA Credential applicants and six faculty members on August 1, 2016. Follow-up notices were sent in August 9, 2016 with a "final notice" and completion date of August 17, 2016. Responses were categorized and analyzed as follows.

Direct Route

When the survey launched, 18 Technical Assistance Credentials had been awarded via direct route. The response rate for this group was 83% (15/18) completed the survey. There were 108 pending applications of which 29% (24/82) completed the survey. The survey was closed on March 17, 2016.

Have you been awarded a Gateways Technical Assistance Credential?

Response	Percentage	Count
Yes	38%	15
No	62%	24
	Total Responses	**39**

TA Credential Direct Route – Combined

Applicants who answered yes to having been awarded the Technical Assistance (TA) Credential were then prompted to respond to which level they received and ease of Credential attainment. Although the majority of respondents that earned their Credential had received a Level 5, there were responses for every Credential level tested during the pilot. The overall experiences of applying for the Credential were positive with more than two-thirds of those that earned the TA Credential stating that it was an easy to neutral process. However, those who responded that the process was "somewhat difficult" did not include an explanation of the difficulties.

What level of the Technical Assistance Credential did you receive?

Response	Percentage	Count
TA Level 6	13%	2
TA Level 5	60%	9
TA Level 4	27%	5
	Total Responses	**15**

TA Credential Direct Route – Awarded

Please rate the Direct Route pilot Credential experience from easy to difficult.

Response	Percentage	Count
Easy	37.5%	6
Somewhat easy	12.5%	2
Neutral	12.5%	2
Somewhat difficult	37.5%	6
Very difficult	0%	0
	Total Responses	**16**

TA Credential Direct Route – Combined

Applicants that had not yet been awarded a TA Credential when the survey launched were asked when they plan on completing their Credential and what has prevented them from earning it. Nearly 70% of pilot participants indicated that they will complete the TA Credential requirements within the next 12 months. At the time the survey was launched, 54% of applicants indicated that they have submitted documents for the Committee to review. After the survey was launched, an additional 17 Technical Assistance Credentials were awarded. It is highly possible that these applicants have received a TA Credential.

When do you plan to complete the Technical Assistance Credential after the pilot closes?

Response	Percentage	Count
0-6 months	65.2%	15
7-12 months	13%	3
12 months or longer	8.7%	2
I do not plan on completing the Credential	13%	3
	Total Responses	**23**

TA Credential Direct Route – Not Awarded

What has prevented you from earning the Technical Assistance Credential?

Response	Percentage	Count
Time	4.2%	1
Lack of education and training to meet requirements	0%	0
Professional contributions	4.2%	1
Lack of coaching, mentoring, technical assistance or relationship-based professional development related work experience	4.2%	1
I don't know	25%	6
I submitted my information for the Committee to review	54.2%	13
I have withdrawn from the pilot program	12.5%	3
	Total Responses	**24**

TA Credential Direct Route – Not Awarded

Gateways Technical Assistance (TA) Credential Content Areas:
All Gateways Credentials are built on seven core Content Areas:

- Human Growth and Development
- Health, Safety, and Well-Being
- Observation and Assessment
- Curriculum or Program Design
- Interactions, Relationships, and Environments
- Family and Community Relationships
- Personal and Professional Development.

The Technical Assistance Credential includes seven additional Content Areas specific to relationship-based coaching, mentoring, and technical assistance providers. All applicants were asked to indicate whether or not each of the seven additional areas applied to the work of coaching, mentoring, and technical assistance. As the chart below shows over 91% agree or somewhat agree that these Content Areas are applicable to work as a coach, mentor, and technical assistance provider.

The TA Credential includes seven additional Content Areas. Please indicate whether each of the additional TA Content Areas apply to the work of practitioners working in the field of coaching, mentoring, technical assistance, or relationship-based professional development.

TA Content Areas	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total Responses
Professional Skills	94%	3%	0%	3%	33
Adult Learning	85%	12%	0%	3%	33
Collaborative Relationships	91%	6%	0%	3%	33
Reflective Practice	79%	18%	0%	3%	33
Communication	91%	6%	0%	3%	33
Assessment and Planning	79%	15%	3%	3%	33
Change Process	73%	18%	6%	3%	33

TA Credential Direct Route – Combined

The survey results above indicate that all the TA Credential Content Areas are applicable to practitioners working in the field of coaching, mentoring, technical assistance, or relationship-based professional development. They agreed with the same top three Content Areas: Collaborative Relationships, Communicaiton, and Adult Learning. Even though Collaborative Relationships was the primary Content Area for coaches, mentors, and technical assistance providers to have foundational knowledge, the Committee felt strongly that understanding the importance and process of being a reflective practitioner was the priority. Ultimately, all of these Content Areas are important and continue to be required to earn a Gateways Technical Assistance Credential Level 5 or 6.

What TA Content Areas do you feel relate the most to the work of coaching, mentoring, technical assistance, or relationship-based professional development?

Response	Percentage	Count
Professional Skills	54.5%	18
Adult Learning	69.6%	23
Collaborative Relationships	84.8%	28
Reflective Practice	78.5%	22
Communication	75.7%	25
Assessment and Planning	42.4%	14
Change Process	45.4%	15
	Total Responses	**33**

TA Credential Direct Route – Combined

However, a small percentage responded that Change Process should be eliminated from the Technical Assistance Credential Content Areas while an overwhelming percentage did not want to eliminate any. Through pilot data collection, the Committee decided that even though Change Process may be difficult to complete, it was a necessary Content Area. Technical assistance providers who work with professionals need to affect change by planning strategies that will build the strengths, assets, and capabilities of an organization, and will increase needed skills, dispositions, and behaviors to achieve desired goals and outcomes.

What Technical Assistance Content Areas (if any) do you feel could be eliminated (select all that apply)?

Response	Percentage	Count
Professional Skills	0%	0
Adult Learning	2.9%	1
Collaborative Relationships	0%	0
Reflective Practice	0%	0
Communication	0%	0
Assessment and Planning	2.9%	1
Change Process	14.2%	5
I don't feel any should be eliminated	80%	28
	Total Responses	**35**

TA Credential Direct Route – Combined

For those applicants whose education and training was not specific to relationship-based coaching, mentoring, or technical assistance, many found the Content Area of Change Process (CP) to be difficult to complete. The TA Credential Level 5 and Level 6 do require one and a half points in this area. Seventy percent of applicants would complete a 15–hour training to complete one point in Change Process. Data anaylsis shows that 56% (5/9) of applicants who received the TA Credential Level 4 would need additional education and training in Change Process in order to achieve a higher level, while 22% (2/9) would need to obtain a higher degree.

The Content Area of Change Process (CP) for the TA Credential was found to be a barrier for some. Survey data demonstrates a need for training development specific to CP to support professionals working as a coach, mentor, or technical assistance provider. During the pilot, both the Technical Assistance Credential Level 5 and Level 6 required one and a half points in CP. One point is 15 clock hours of Credential approved training. To complete the one and a half points, applicants would need to complete 22.5 clock hours of training or one and a half semester hours of coursework.

For many applicants, Change Process has been challenging to complete. If available, would you be likely to participate in a 15–hour training to meet the minimum requirement in the Technical Assistance Credential Content Area of Change Process.

Response	Percentage
Yes	70%
No	30%

TA Credential Direct Route – Not Awarded

Gateways Technical Assistance (TA) Credential Education and Training Requirements:

Education and training component requirement data was also collected during the survey. All applicants were asked to respond to each level of the Technical Assistance (TA) Credential. Almost all responses agreed with the education and training requirements for the TA Credential. According to this data, the Technical Assistance Credential Level 6 education and training specific to coaching, mentoring, and technical assistance was a slight concern for all applicants. Responses received indicate this may be too high with the lack of coursework and training opportunities available.

TA Credential Level 6

	Yes	No	Total Responses
TA Level 6 requires applicants to have 30 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	93%	7%	30
TA Level 6 requires applicants to have 21 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	67%	33%	30
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 6. **Do you think this requirement is appropriate?**	87%	13%	30
It is required that an applicant have knowledge in all seven TA Content Areas at the Level 6. **Do you think that this requirement is appropriate?**	87%	13%	30

TA Credential Direct Route – Combined

TA Credential Level 5

	Yes	No	Total Responses
TA Level 5 requires applicants to have 24 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	97%	3%	30
TA Level 5 requires applicants to have 15 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	83%	17%	30
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 5. **Do you think this requirement is appropriate?**	87%	13%	30
It is required that an applicant have knowledge in all seven TA Content Areas at the Level 5. **Do you think that this requirement is appropriate?**	87%	13%	30

TA Credential Direct Route – Combined

TA Credential Level 4

	Yes	No	Total Responses
TA Level 4 requires applicants to have 21 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	93%	7%	30
TA Level 4 requires applicants to have 9 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	87%	13%	30
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 4. **Do you think this requirement is appropriate?**	87%	13%	30
It is required that an applicant have knowledge in four out of the seven TA Content Areas at the Level 4. **Do you think that this requirement is appropriate?**	83%	17%	30

TA Credential Direct Route – Combined

Approximately one out of every four survey responses suggested that some professionals agreed that an associate degree is not a high enough degree of education to be an effective coach, mentor, or technical assistance provider. According to survey responses, a bachelor's or graduate degree is appropriate. The TA Credential Committee reviewed these findings and decided to keep the associate degree level as a pathway for teachers and family child care providers who coach and mentor their assistants and peers.

The TA Credential currently requires that an applicant have an Associate, Bachelor's, or Graduate degree. Do you think that someone could be an effective coach, mentor, or technical assistance provider with the following degree?

	Yes	No	Total Responses
Associate degree	77%	23%	30
Bachelor's degree	100%	0%	30
Graduate degree	100%	0%	29

TA Credential Direct Route – Combined

Furthermore, the title of the Credential has received mixed feedback. It has been noted that "technical assistance" may also refer to computers and information technology. According to the National Association for the Education of Young Children (NAEYC) technical assistance providers are referred to as Early Childhood Education Technical Assistance Professionals (TAPs) (www.naeyc.org/files/naeyc/DataMoreInfo.pdf).

Other suggested Credential titles were:

- Relationship-Based Professional Development (RBPD) Credential
- Coaching and Mentoring Credential
- Coaching, Consulting, and Mentoring Credential

The name of the Credential, "Technical Assistance" is what is used in various states as well as with the National Association for the Education of Young Children (NAEYC) to be inclusive of coaching, mentoring and technical assistance. Do you think that the name of the Credential should be changed?*

Response	Percentage	Count
Yes	12%	4
No	88%	28
	Total Responses	32

TA Credential Direct Route – Combined

Gateways Technical Assistance (TA) Credential ECE/School-Age Work Experience:
All Gateways Credentials require work experience in certain age groups and settings. The Technical Assistance Credential required two sets of work experience; ECE/School-Age work experience and relationship-based coaching, mentoring, and technical assistance work experience. Again, those who received the Credential agreed that both sets of work experience were "just right."

However, current research shows that Early Childhood/School-Age Practitioners must have experience in the field working with early childhood and school-age children in order to become an effective coach, mentor, or provide technical assistance to other professionals. 4,500 hours is approximately three years of full-time work experience. Requiring additional hours of work experience strengthens the hands-on work experience of technical assistance

providers at all levels. Research from the Association for Supervision and Curriculum Development (www.ascd.org) indicates having taught for three years as a key indicator of effective teacher qualifications. In addition, The Institute of Medicine Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation states "most coaches/mentors of early childhood educators have education Credentials and extensive work experience in an early childhood care and education setting" (page 406). This additional research validates the Committee's decision to increase the ECE/School-Age work experience from 3,600 hours to 4,500 hours.

It is required that each applicant have 3,600 hours of ECE/School-Age work experience (having worked directly with children). Is this an appropriate amount of hours to require (the hours being the same at each level) for those working in the field of technical assistance?

Response	Percentage	Count
Too high	23.3%	7
Too low	5.7%	2
Just right	70%	21
	Total Responses	30

TA Credential Direct Route – Combined

Gateways Technical Assistance (TA) Credential Coaching, Mentoring, and Technical Assistance Work Experience:

In June 2016, The Illinois P-20 Council published the Teacher Leadership Report: P-20 Teacher and Leadership Effectiveness Committee report. Using this additional research, the Technical Assistance Credential Committee validated the importance of a strong foundation of work experience in order to be an effective teacher leader. This is evidenced by the Committee's decision to increase the ECE/School-Age work experience requirements detailed above. Once the foundational teaching experience has been met, professionals serving as a coach, mentor, or technical assistance provider can begin to accumulate this additional experience.

Is the amount of coaching, mentoring, or technical assistance work experience hours required for each level of the Technical Assistance Credential sufficient?

Response	Too high	Too low	Just right	Total Responses
TA Level 6 – 3,000 hours of documented coaching, mentoring, or technical assistance related work experience	16.6%	6.6%	76.6%	30
TA Level 5 – 2,000 hours of documented coaching, mentoring, or technical assistance related work experience	13.4%	6.6%	80%	30
TA Level 4 – 1,000 hours of documented coaching, mentoring, or technical assistance related work experience	13.4%	6.6%	80%	30

TA Credential Direct Route – Combined

At the conclusion of the pilot, the TA Credential Committee discussed, at length, the amount of relationship-based coaching, mentoring, and technical assistance work experience applicants must submit. Ultimately, the Committee decided that consistency in the amount of required Work and Practical Experience in ECE/School-Age Coaching, Mentoring or technical assistance across all levels was recommended. The Committee believed that a consistent baseline (2,000 hours) of work and practical experience is the threshold that demonstrates needed

coaching/mentoring/technical assistance experience. Higher levels of Credential attainment are evidenced through increases in educational attainment and amount of specific coursework targeted to coaching/mentoring.

During the Technical Assistance (TA) Credential pilot, the amount of work experience increased with each level. Applicants who did not earn a Credential often found it difficult to document the relationship-based work experience in coaching, mentoring, and/or technical assistance. There were many work experience forms submitted for review that did not indicate a relationship-based, coaching, mentoring, and technical assistance work experience. In these cases, the Committee requested additional job statements or descriptions to verify the relationship-based, coaching, mentoring, and technical assistance work experience hours.

For the Technical Assistance Credential, work experience is defined as professionals working in a variety of roles that relate to relationship-based professional development (technical assistance providers, coaches, mentors, and/or professional development advisors) that support children and families. Is the way in which we defined it understandable to those in the field?

Response	Percentage	Count
Yes	97%	29
No	3%	1
	Total Responses	30

TA Credential Direct Route – Combined

Gateways Technical Assistance (TA) Credential Survey Summary:
Overall, the direct route applicants responded to the survey similarly whether or not they earned a TA Credential. Documenting the work experience as a coach, mentor, or technical assistance provider was particularly difficult if it was not a full time job duty (i.e. Quality Specialist or Professional Development Advisor).

Entitled Route

Student Responses:
Higher Education institutions who align their coursework to meet Content Areas and framework requirements are "Entitled." Students who apply for a Credential based on having completed this coursework apply via "Entitled Route." Five colleges and universities in Illinois agreed to implement the Technical Assistance Credential pilot between January 2015 and August 2016 (18+ months). Both two- and four- year higher education institutions were represented in the pilot: Highland Community College, Rend Lake College, Kendall College, Rasmussen College, and Roosevelt University.

Students attending these entitled institutions who earned a Credential, as well as students still in the process of completing coursework to earn a Credential were invited to complete the survey.

Although the amount of entitled route Technical Assistance Credentials awarded during the pilot was low, the interest and desire to complete the Credential is high. With a relatively short timeline of 18 months, students and faculty both found completing the entire Credential pilot program a challenge. The current applicants indicated they will complete the Credential requirements within the next 12 months.

Have you been awarded an entitled route Gateways Technical Assistance Credential?

Response	Percentage
Yes	25%
No	75%

TA Credential Entitled Route – Combined

What has prevented you from earning the Technical Assistance Credential?

Response	Percentage
I am still taking coursework	50%
Attaining official transcripts	25%
I am not familiar with this Credential	0%
I don't know	25%

TA Credential Entitled Route –Not Awarded

When do you plan to complete the Technical Assistance Credential after the pilot closes?

Response	Percentage
0-6 months	75%
7-12 months	25%
12 months or longer	0%
I do not plan on completing the Credential	0%

TA Credential Entitled Route –Not Awarded

All entitled route applicants agreed that having the Technical Assistance Credential would adequately prepare them for being an effective relationship-based coach, mentor, or technical assistance provider. However, the entitled route for the TA Credential pilot is different than other Gateways Credentials. With the additional work experience as a coach, mentor, or technical assistance provider, these hours were not embedded into the coursework/internships/practicums. Applicants had to submit their work experience as a coach, mentor, or technical assistance provider in order to obtain the TA Credential. This was difficult for many applicants as they may not have completed enough work experience as a coach, mentor, or technical assistance provider.

Do you think having a Technical Assistance Credential adequately prepares you to become a coach, mentor, technical assistance provider or other related relationship-based professional development practitioner?

Response	Percentage
Yes	100%
No	0%

TA Credential Entitled Route – Combined

Identical to the direct route applicants, a majority of entitled route applicants agreed that the Technical Assistance Credential title should not change.

The name of the Credential, "Technical Assistance," is what is used in various states as well as with the National Association for the Education of Young Children (NAEYC) to be inclusive of coaching, mentoring, and technical assistance. Do you think that the name of the Credential should be changed?

Response	Percentage
Yes	25%
No	75%

TA Credential Entitled Route – Combined

Faculty Responses:

In early 2015, several higher education institutions were invited to apply to participate in the pilot. Faculty submitted a Request for Proposal (RFP), due May 15, 2015, which included a matrix, program layout, and grid to align coursework to the Technical Assistance Credential requirements. The Committee reviewed and approved the participation of the following institutions in the Technical Assistance (TA) Credential pilot program in June 2015. Faculty support was crucial to the success of the pilot.

- Highland Community College—Melissa Johnson, M.S.
- Rend Lake College—Andrea M. Banach, M.S. and Brenda Heinzmann
- Kendall College—Laurie McDevitt, M.S. Ed.
- Rasmussen College—Kristen Walley
- Roosevelt University—Antonia Potenza, P.h.D

Faculty participated in webinars, telenets, and face-to-face meetings to share progress, raise concerns, and ensure the success of the pilot. Faculty also completed a survey (results below).

Please review the TA Framework. Are the TA Credential requirements easy to understand?

Response	Percentage	Count
Yes	83%	5
No	17%	1
	Total Responses	**6**

Faculty was asked to respond to the education and training requirement for the Technical Assistance (TA) Credential. As shown below, over 80% agreed that these requirements were accurate.

TA Credential Level 6

	Yes	No
TA Level 6 requires applicants to have 30 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
TA Level 6 requires applicants to have 21 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 6. **Do you think this requirement is appropriate?**	83%	17%
It is required that an applicant have knowledge in all seven TA Content Areas at the Level 6. **Do you think that this requirement is appropriate?**	83%	17%

TA Credential Level 5

	Yes	No
TA Level 5 requires applicants to have 24 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
TA Level 5 requires applicants to have 15 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 5. **Do you think this requirement is appropriate?**	83%	17%
It is required that an applicant have knowledge in all seven TA Content Areas at the Level 5. **Do you think that this requirement is appropriate?**	83%	17%

TA Credential Level 4

	Yes	No
TA Level 4 requires applicants to have 21 semester hours in the ECE/SA Core Gateways Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
TA Level 4 requires applicants to have 9 semester hours in the Technical Assistance Content Areas. **Do you think that this requirement is appropriate?**	100%	0%
It is required that an applicant have knowledge in all seven ECE/SA Core Gateways Content Areas at the Level 4. **Do you think this requirement is appropriate?**	83%	17%
It is required that an applicant have knowledge in four out of the seven TA Content Areas with one being Reflective Practice. **Do you think that this requirement is appropriate?**	83%	17%

The faculty met on August 10, 2016 to discuss survey data. Recommendations from faculty were made for the Committee to consider for the final Technical Assistance Credential requirements (Appendix M).

- Increase the work and practical experience requirement for all levels.
- Strengthen leadership within the Content Area of Professional Skills.
- Inverse work experience—increase work experience as a coach, mentor, or technical assistance provider with an associate degree and require less work experience at the graduate degree level.
- Align the graduate level work and practical experience to the Teacher Leadership and Principal Preparation programs (1,800 hours).

A major focus of their discussion was around work experience. At the graduate level, internships for Teacher Leadership and Principal Preparation programs only require 1,800 hours of practical work experience. Although a majority of faculty agreed that the work experience is "just right," it brought the question; do providers with higher degrees need as much work experience in coaching, mentoring, or technical assistance? Their suggestions included inversing the work experience as a coach, mentor, or technical assistance provider. This would increase work experience as a coach, mentor, or technical assistance provider with an associate degree and require less work experience at the graduate degree level.

Do you think that these are a sufficient amount of work experience in coaching, mentoring, or technical assistance?

Response	Too high	Too low	Just right
TA Level 6 – 3,000 hours of documented coaching, mentoring, or technical assistance related work experience	20%	20%	60%
TA Level 5 – 2,000 hours of documented coaching, mentoring, or technical assistance related work experience	11%	11%	78%
TA Level 4 – 1,000 hours of documented coaching, mentoring, or technical assistance related work experience	11%	11%	78%

Early Childhood/School-Age Practitioners must have experience in the field working with early childhood and school-age children in order to become an effective coach, mentor, or provide technical assistance to other professionals.

Is the amount of work experience required (3,600 hours at each level) working in an ECE and/or School-Age environment (having teaching or administrative experience working directly with children) sufficient?

Response	Percentage
Too high	40%
Too low	40%
Just right	20%

During the faculty meeting, they suggested increasing the work experience in ECE/School-Age to strengthen the hands-on work experience of technical assistance providers at all levels. As previously mentioned, this faculty suggestion aligns with The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation which states "most coaches/mentors of early childhood educators have education Credentials and extensive work experience in an early childhood care and education setting" (page 406).

The Committee was able to review the faculty recommendations on August 18, 2016. The results of their review included the following:

- Increasing the work and practical experience requirement for all levels to reflect a full three years of teaching experience.
- Strengthening leadership within the Content Area of Professional Skills.
- Inverse work experience—increase work experience as a coach, mentor, or technical assistance provider with an associate degree and require less work experience at the graduate degree level.
- Align the graduate level coaching, mentoring, and technical assistance work experience with the Teacher Leadership and Principal Preparation programs (1,800 hours).

The Committee agreed with increasing the work and practical to reflect a full three years of work experience. As previously mentioned, the TA Credential Committee changed the relationship-based coaching, mentoring, and technical assistance to 2,000 hours across all levels. This doubled the experience at the associate level and decreased by one third at the graduate level.

Overall Pilot Credential Process

The Gateways Technical Assistance Credential pilot was conducted with a broad range of professionals currently working in the field, and with two- and four-year higher education institutions supported by faculty across Illinois in order to validate Credential requirements. During the Gateways Technical Assistance Credential pilot, 56 Credentials were awarded which allowed the testing of all levels. Faculty and professionals working in the field, as well as Committee members provided robust input via survey and through anecdotal comments during the pilot which were captured in this report. The Technical Assistance (TA) Credential Committee volunteered countless hours to persevere through its development. The Committee has developed a Credential specific to professionals who serve as a relationship-based coach, mentor, or technical assistance provider which will influence current professionals, students, faculty, and institutions to prepare the workforce of the future. Final recommendations from the Committee are attached (Appendix N). The Committee members and organizations that supported the development—through time and resources—of the Gateways Technical Assistance (TA) Credential are included (Appendix O). The final TA Credential Framework is also attached (Appendix P).

Conclusion

Given both the training and technical assistance responsibilities of a range of Child Care Resource & Referral (CCR&R) staff, the TA Credential is particularly applicable for Quality Specialists. Infant Toddler Child Care Specialists and Training Coordinators may also qualify, as might those who additionally serve in a Professional Development Advisor (PDA) role. Each role works closely with child care programs throughout their community to improve quality through a variety of means.

Head Start identifies specific personnel to fulfill coaching practices to improve the quality of teaching, promote positive, significant and sustained outcomes for children; and promote career development and technical assistance for teaching staff. The new Head Start Performance Standards, effective November 7, 2016 indicate a program must ensure coaches providing the services described below have a minimum of a baccalaureate degree in early childhood education or a related field. In addition, a program must implement a research-based, coordinated coaching strategy for education staff that:

- Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- At a minimum, provide opportunities for intensive coaching for identified education staff, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- Ensures intensive coaching opportunities for the staff that:
  - Align with the program's school readiness goals, curricula, and other approaches to professional development;
  - Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
  - Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
  - Include clearly articulated goals informed by the program's goals, and a process for achieving those goals;
- Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

The new standards emphasize the role and importance of coaching and mandate Head Start programs to implement a "research-based coaching strategy for education staff." The Gateways to Opportunity Technical

Assistance Framework will assist Head Start in meeting these mandates by supporting the critical factors that facilitate coaching success, including clearly defined roles and responsibilities.

To support quality in its early childhood programs, the Illinois State Board of Education (ISBE) Early Childhood Division provides a wide range of professional development resources and supports, with an increasing focus on embedded professional development. Two projects that specifically address coaching and technical assistance are the Preschool for All (PFA) Coaching Project and the Preschool Expansion Technical Assistance Project. In the PFA Coaching Project, experienced and well-trained coaches provide individualized and targeted embedded professional development to PFA teaching staff and administrators. Coaches employ practice-based coaching techniques and reflective practice as they support programs in the process of continuous quality improvement. The goal is to empower program staff to embrace their own professional learning and to strive for ongoing and sustainable improvement in practice. In the Preschool Expansion Grant Technical Assistance project, program specialists utilize their wide range of specialized content knowledge and provide technical assistance to Expansion programs, focused on building strong systems to support the additional comprehensive components of the Expansion grant.

The Gateways to Opportunity Technical Assistance (TA) Credential is a symbol of professional achievement that validates individuals working have the requisite knowledge, skills, dispositions, and experience to act as a coach, mentor, consultant and/or technical assistance provider supporting professionals working with children, youth and families. Awarded by the Illinois Department of Human Services Bureau of Child Care & Development (IDHS), the Gateways Credentials are embedded in state legislation.

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Appendix A

PDAC Strategic Plans

Professional Development Advisory Council

Strategic Plan • Phase IV • 2009-2011

GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

Professional Development Advisory Council

"A collaboration of professional organizations whose strategy is to improve the quality and stability of the early care and education, school-age, youth development and family support workforce through increased professional development and improved opportunities for career advancement."

Vision

Illinois early care and education, school-age, youth development and family support practitioners are well-qualified professionals who nurture and support the development and learning of children, youth and families.

Mission

To develop, support and promote a professional development system for all early care and education, school-age, youth development and family support practitioners.

Values

We believe an effective professional development system is inclusive of practitioners in all settings serving children, youth and families; service providers and program staff; educators and trainers.

We value a Professional Development System that:

- reaches across all geographic areas
- includes diverse representation of gender, ability, ethnicity, linguistics, and age
- is accessible, affordable, and diverse in opportunities
- develops and expands core knowledge, skills, and dispositions
- respects and cultivates education, training, and experience
- recognizes and equitably compensates achievement based on levels of competence
- supports inclusive, high-quality care and education for all children, youth and families in all settings

The Planning Process

The Professional Development Advisory Council (PDAC) Steering Committee came together to create Phase IV of the Strategic Plan to design and implement a comprehensive professional development system for the state of Illinois. This Strategic Plan began with a 2-day planning retreat on January 8 & 9, 2009 and was completed May 21, 2009.

This Strategic Plan focuses on five major goal areas that were identified in Phase II of the 2005 Strategic Plan. The five original goal areas, which are also recognized by the National Child Care Information & Technical Assistance Center (NCCIC) as elements of a professional development system are:

- Core Knowledge
- Qualifications, Credentials & Pathways
- Quality Assurance
- Access and Outreach
- Financial Supports

NCCIC also contends that a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves. For this reason, PDAC Steering Committee felt it was important to add a sixth goal area related to the work of PDAC as a whole.

Each goal area has the support of a committee structure and has a set of strategic objectives that identify and outline work to be accomplished. This list is not all inclusive and will continue to be a focus of ongoing development and evaluation.

In 2006, PDAC expanded beyond professional development for early care and education practitioners to include those who serve children from birth to 21. This comprehensive Strategic Plan has embedded early care and education, school-age and youth development within the five goal areas.

Core Knowledge
Quality Assurance
Qualifications
Credentials
& Pathways
Financial Supports
Access & Outreach

Core Knowledge

Goal:

Ensure that the Gateways to Opportunity Content Areas provide the framework for the development and sustainability of all credentials under Gateways.

Objectives

- Complete core knowledge and benchmarks for the School-Age and Youth Development Credential.
- Complete Level 6 ECE Credential requirements relating to core content and benchmarks.
- Complete review of credential requirements related to Gateways to Opportunity Content Areas.
- Assist interested groups in development of credential requirements related to Gateways to Opportunity Content Areas.
- Increase involvement and participation of 2 and 4 year institutions of higher education in the Gateways to Opportunity credentialing system.
- Utilize relevant technologies for communication about core knowledge, with entities seeking to establish or working to maintain credentials through Gateways to Opportunity.
- Identify individuals who indicate interest in, and capacity to, serve as leaders in the work of the Core Knowledge Committee.

Quality Assurance

Goal:

Implement a unified data collection and dissemination system for early care and education, school-age and youth development training and professional development (aka the Gateways to Opportunity Registry), including practitioner membership, trainer approval, and training approval.

Objectives

- Continue the development of the Registry elements for approving trainings to count for Gateways Credentials.
- Continue the development of Registry elements for approving conferences.
- Continue the development of Registry elements for approving e-Learning.
- Investigate whether the Registry should include relationship-based professional development and what role RBPD plays as part of an overall professional development system.
- Begin to examine the potential for additional types of trainers (e.g. "Master Trainers") and feasibility of a trainer credential.

Goal:

Evaluate the Gateways to Opportunity Registry.

Objectives

- Systematize a feedback process to inform the evolution of the Registry.

Goal:

Examine the effectiveness of the Gateways to Opportunity System.

Objectives

- Determine and prioritize which components should be evaluated.
- Examine the effectiveness of the interrelatedness of Gateways professional development system components.

Qualifications, Credentials & Pathways

Goal:

Establish pathways and parameters for recognizing professional achievement through credentials.

Objectives

- Establish guidelines for the structure, addition, renewal and review of Gateways to Opportunity credentials.
- Develop the School-Age and Youth Development Credential within the Gateways to Opportunity credential structure.
- Pilot the Level 1 School-Age and Youth Development Credential.
- Finalize framework for ECE Level 6 credential.
- Evaluate the current Assessment of Prior Learning process for Gateways to Opportunity credentials.
- Identify different models of technology to support the achievement of points toward Gateways to Opportunity credentials.

Goal:

Establish framework for linking Gateways to Opportunity credentials to roles and compensation.

Objectives

- Explore linkages to roles, compensation and credentials in other states' professional development systems.
- Develop recommendations to revise administrative rules regarding Great START to appropriately value Gateways to Opportunity credentials.
- Explore strategies to incentivize credentials.
- Identify agencies, system and structures to incentivize the I-SAY Credential (ages 5-21).

Financial Supports

Goal:

In partnership with INCCRRA staff, identify financial support opportunities to sustain the work of Gateways to Opportunity professional development system.

Objectives:

- Identify potential grant funding and programs/initiatives to expand Higher Ed capacity in early care and education, school-age, youth development and family support practitioners related to teacher preparation models and cohorts that meet the needs of working practitioners and bilingual practitioners.
- Assist in identifying grants or funding opportunities that may assure infrastructure and development of Gateways to Opportunity.

Goal:

Strengthen the financial support systems for practitioners.

Objectives:

- Explore avenues of support to provide scholarship opportunities for all Gateways to Opportunity credentials.
- Inform existing policies and procedures that govern scholarships and wage supplement programs in relation to all Gateways to Opportunity credentials and to help increase accessibility.
- Research and promote workforce development policies and financing that supports compensation equivalent to positions within and across fields that require similar preparation and experience.

Access & Outreach

Goal:

To support and promote Gateways to Opportunity, Illinois Professional Development System, through marketing, public relations and leadership development.

Objectives

- Work with the INCCRRA marketing and public relations department to promote Gateways to Opportunity, Illinois Professional Development System.
- Expand skills and opportunities for developing leadership among those serving children and youth.

Steering Committee

Goal:

Create an organizational structure for the Professional Development Advisory Council that assures cross-sector, diverse representation and member engagement in developing and informing the Illinois Professional Development System.

Objective:

- Identify and effectively engage diverse PDAC member representation from cross-sector agencies and programs
- Ensure communication strategies are transparent.

Goal:

Support Professional Development Advisory Council committees in fully utilizing technology to advance Gateways to Opportunity, Illinois Professional Development System.

Objective:

- Explore availability and usefulness of new technologies.

Goal:

Ensure sustainability of Gateways to Opportunity and support for practitioners as related to professional development.

Objective:

- Establish a PDAC Committee related to Resource Development/Financial Support.

Goal:

Link Gateways to Opportunity, to other professional development or related systems in Illinois.

Objective:

- Identify opportunities for Gateways to Opportunity to be recognized and incorporated into other statewide systems.

Goal:

Provide Leadership to the fields of early care and education, school-age and youth development in Illinois to improve the quality and stability of the workforce.

Objective:

- Initiate cross-sector support in developing leadership to move systems forward.

Acknowledgments

Facilitator	
Susan Rohrbough	NCCIC Region V Consultant

Professional Development Advisory Council Steering Committee Members:

Candy Lewis	Yellow Brick Road Learning Adventures
Cass Wolfe	Infant Welfare Society of Evanston
Ida Butler	Illinois Family Child Care Alliance / Oakton Community College
Jean Wolf	Western Illinois University
Jennifer Becker Mouhcine	Illinois Center for Violence Prevention
Johnna Darragh	Heartland Community College
Joyce Weiner	Ounce of Prevention Fund
Kathy Kloppenburg	Carole Robertson Center for Learning
Lauri Morrison-Fricthl	Illinois Head Start Association
Marsha Hawley	Kendall College
Mary Ellen Monroe-White	Lincoln Land Community College
Peggy Patten	Illinois Early Learning Project, University of Illinois
Sandy Young	Oakton Community College
Tammy McCullough	Child Care Resource & Referral
Tammy Notter	Child Care Resource & Referral
Teri Talan	McCormick Tribune Center for Early Childhood Leadership– National-Louis University

Illinois Department of Human Services Representative:

Anne Wharff	Illinois Department of Human Services, Child Care Bureau

Staffed by:

Beth Knight	Illinois Network of Child Care Resource & Referral Agencies
Betsy Frailey	Illinois Network of Child Care Resource & Referral Agencies
Jan Maruna	Illinois Network of Child Care Resource & Referral Agencies
Joellyn Whitehead	Illinois Network of Child Care Resource & Referral Agencies
Joni Scritchlow	Illinois Network of Child Care Resource & Referral Agencies
Rebecca Livengood	Illinois Network of Child Care Resource & Referral Agencies
Toni Porter	Illinois Network of Child Care Resource & Referral Agencies

Funders:

Illinois Department of Human Services
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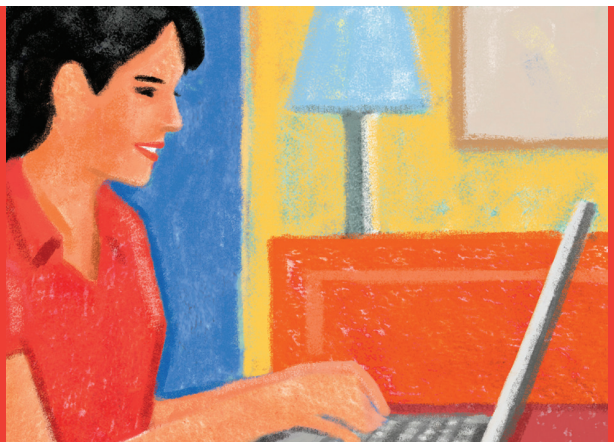

GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

Administered through
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DHS
Illinois Department of Human Services

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

Funding provided by: Illinois Department of Human Services, Joyce Foundation and McCormick Foundation.

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PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL

Strategic Plan • Phase V • 2011–2013

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

The Professional Development Advisory Council (PDAC)

The Professional Development Advisory Council (PDAC) is a group of highly qualified practitioners, educators, organizational representatives, and advocates from around the state convened and established in December 2002 by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. PDAC introduced Gateways to Opportunity, the Illinois Professional Development System for early care and education, school-age, and youth development professionals statewide in March 2005.

PDAC is committed to developing an integrated statewide professional development system, to promoting professionalism within the early care and education, school-age, and youth development fields and to provide opportunities and compensation for professionals to further their education and training.

Vision

Illinois early care and education, school-age, youth development, and family support practitioners are well-qualified professionals who nurture and support the development and learning of children, youth, and families.

Mission

To develop, support, and promote a professional development system for all early care and education, school-age, youth development, and family support practitioners.

Values

We believe an effective professional development system is inclusive of practitioners in all settings serving children, youth, and families; service providers and program staff; and educators and trainers.

We value a Professional Development System that:

- Reaches across all geographic areas.
- Includes diverse representation of culture, linguistics, ability, ethnicity, gender, and age.
- Is accessible, affordable, and diverse in opportunities.
- Develops and expands core knowledge, skills, and dispositions.
- Respects and cultivates education, training, and experience.
- Recognizes and equitably compensates achievement based on levels of competence.
- Supports inclusive, high-quality culturally responsive care and education for all children, youth, and families in all settings.

The Planning Process

The Professional Development Advisory Council (PDAC) Steering Committee came together to create Phase V of the Strategic Plan to continue the design and implementation of a comprehensive professional development system for the state of Illinois. This Strategic Plan began with a two-day planning retreat in January 2011 and was completed in September 2011.

The Strategic Plan focuses on goals for each PDAC committee. These committees represent the key elements of a professional development system as identified by the National Child Care Information and Technical Assistance Center (NCCIC), and include:

- Financial Supports
- Core Knowledge
- Qualifications, Credentials, and Pathways
- Quality Assurance
- Access and Outreach

A professional development system itself will never be a finished product and should continually evolve and be refined to best meet the needs of the population it serves. Goals for each committee have a set of strategic objectives that identify and outline work to be accomplished. This list is not all inclusive and will continue to be a focus of ongoing development and evaluation.

Professional Development Advisory Council • Strategic Plan • Phase V • 2011–2013 3

Financial Supports
Core Knowledge
Qualifications, Credentials, and Pathways
Quality Assurance
Access and Outreach

Financial Supports

Goal:

Establish framework for linking education, roles, and compensation.

Objectives:

- Research compensation related to education and roles across similar professions.
- Tie compensation research work to the education and roles work of the Qualifications, Credentials, and Pathways Committee.
- Recommend policy around roles and compensation (product) within Illinois early childhood, school-age, and family support systems.
- Determine two to three research questions to help evaluate the effectiveness of Gateways financial supports.

Goal:

Strengthen and/or expand the financial support systems for practitioners.

Objectives:

- Explore possible use of the Gateways to Opportunity Scholarship Program to positively impact the number of articulation agreements between two- and four- year colleges and universities.
- Explore ways to use financial supports to fund multiple methods of professional development including Relationship-Based Professional Development (RBPD), leadership development, and technologically-based professional development.
- Explore expansion of the Gateways Scholarship Program.
- Maintain availability of current loan forgiveness and other scholarship opportunities for practitioners.
- Explore ways to use financial supports to recruit and support culturally, linguistically, and ability diverse (CLAD) practitioners.
- Explore ways to increase financial supports for workforce preparation necessary to provide culturally, linguistically, and ability appropriate services to diverse populations.

Core Knowledge

Goal:

Monitor core content under the Gateways to Opportunity system.

Objectives

- Develop guidelines for content and benchmark review for each credential to include: knowledge and skills; current standards; recommended practices; cultural, linguistic, and ability diversity (CLAD) competencies; leadership skills; and Relationship-Based Professional Development (RBPD).
- Analyze and/or conduct review of content and benchmarks for each credential in the Gateways system to include: knowledge and skills, current standards, recommended practices, CLAD competencies, leadership skills, and RBPD.
- Finalize Level 6 credentials in conjunction with the Qualifications, Credentials, and Pathways Committee.
- Determine two to three research questions to help evaluate the effectiveness of Gateways core knowledge.

Goal:

Ensure broad spectrum representation to inform the work of the Committee.

Objectives

- Expand membership on the Core Knowledge Committee to include at least two representatives from diverse perspectives.
- Identify three ways that Committee members can participate effectively.
- Create opportunities for leadership development of members on the Core Knowledge Committee.

Qualifications, Credentials, and Pathways

Goal:

Establish framework for linking education, roles, and compensation.

Objectives

- Include salary ranges for position and sectors, in conjunction with the Financial Supports Committee.
- Develop recommendation for the Child Care Advisory Council that integrates the education, credentials, roles, and salary framework into the Great START Scale.
- Present education, credentials, roles, and salary framework to the Illinois Early Learning Council.

Goal:

Establish pathways and parameters for recognizing professional achievement through credentials.

Objectives

- Finalize framework for ECE Credential Level 6.
- Finalize framework for Infant Toddler Credential Level 6.
- Create a framework for the initiation of a Family Child Care Credential.
- Create a framework for the initiation of a Family Worker Credential.
- Develop components of the School-Age and Youth Development Credential at Levels 2–5.
- Develop five strategies to incentivize credentials.
- Identify strategies to meet the need for expanded Assessment of Prior Learning.
- Expand membership and leadership on the Qualifications, Credentials, and Pathways Committee to include at least two representatives from diverse perspectives.
- Determine two to three research questions to help evaluate the effectiveness of Gateways credentials and pathways.

Quality Assurance

Goal:

Continue development, implementation, and improvement of components for the Gateways to Opportunity Registry.

Objectives

- Develop, pilot, and implement "Authorized Entity" approvals by June 30, 2012.
- Expand the modes of training delivery eligible for Gateways Registry Approval to include forms of training that are not face-to-face.
- Develop, pilot, and implement a renewal process for Gateways Registry-approved trainers and trainings by June 30, 2012.
- Examine how Gateways Registry-approved trainings fit within credential renewal processes.
- Continue efforts toward inclusion of recognition of cultural, linguistic, and ability diversity (CLAD) within Gateways Registry processes.
- Explore how Relationship-Based Professional Development (RBPD) fits within the Gateways Registry.

Goal:

Increase connectors and expand utilization of the Gateways Registry.

Objectives

- Increase the number of Gateways Registry-verified conferences by two conferences each year.
- Educate partners on the Gateways Registry and promote its use within the larger system.
- Increase the number of Gateways Registry Members by 20% by June 30, 2013 (based on July 11, 2011 figures).
- Increase the number of Gateways Registry-Approved trainings offered.
- Increase the number of trainings on the Statewide Online Training Calendar.

Goal:

Evaluate components of the Gateways system.

Objectives

- Identify evaluation goals important to the Quality Assurance Committee/Gateways Registry.
- Design an evaluation of the Gateways system.

Access and Outreach

Goal:

Support and promote Gateways to Opportunity, the Illinois Professional Development System, through marketing, public relations, and leadership development.

Objectives

- Increase visibility and raise awareness of the Gateways Registry and its benefits.
- Provide avenues for emerging leaders to explore professional development leadership opportunities.
- Determine two to three research questions to help evaluate the effectiveness of Gateways marketing.
- Recommend strategies to link Gateways to the Quality Counts Quality Rating System.

Goal:

Ensure Gateways programs and services are accessible to all practitioners honoring diversity, throughout Illinois.

Objectives

- Analyze data on how Gateways components are being used, including Relationship-Based Professional Development (RBPD).
- Share findings and barriers with other PDAC committees for possible solutions.
- Develop at least two marketing approaches for underserved populations.

Steering Committee

Goal:

Create an organizational structure for the Professional Development Advisory Council that assures cross-sector, diverse representation and member engagement in developing and informing the Illinois Professional Development System, Illinois Department of Children & Family Services licensing, Child Care Advisory Council, and related systems.

Objective:

- Identify and effectively engage diverse PDAC member representation from cross-sector agencies and programs.
- Ensure communication strategies are transparent.
- Ensure cultural, linguistic, and ability diversity (CLAD) is represented throughout the Gateways system.

Goal:

Provide leadership to the fields of early care and education, school-age, and youth development in Illinois to improve the quality and stability of the workforce.

Objective:

- Develop leadership to move cross-sector systems forward.

Professional Development Advisory Council Steering Committee Members:

Candace Lewis*	Yellow Brick Road Learning Adventures
Cass Wolfe*	Infant Welfare Society of Evanston
Christine Allen	Child Care Resource & Referral
Deb Widenhofer	Baby TALK, Inc.
Debbie Jaye	Harold Washington College, University of Illinois at Chicago
Gina Ruther	Head Start State Collaboration
Jean Wolf	Western Illinois University
Johnna Darragh-Ernst	Heartland Community College, National Professional Development Center on Inclusion
Lauri Morrison-Frichtl	Illinois Head Start Association
Marsha Hawley	Kendall College
Mary Ellen Monroe-White	Lincoln Land Community College
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Sharyl Robin	Child Care Resource & Referral
Tammy McCullough	Illinois AfterSchool Network Consultant
Tammy Notter	Child Care Resource & Referral
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

**Co-Chairs*

Illinois Department of Human Services Representative:

Anne Wharff	Illinois Department of Human Services Bureau of Child Care and Development

Staffed by:

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Jan Maruna	Illinois Network of Child Care Resource & Referral Agencies
Joanna Pierce	Illinois Network of Child Care Resource & Referral Agencies
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Grand Victoria Foundation
Illinois Department of Human Services
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PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL

Strategic Plan • Phase VI • 2013–2015

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

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PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family support fields, and provides opportunities and compensation for professionals to further their education and training.

Vision

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- Recognizes and equitably compensates achievement based on levels of competence.
- Supports inclusive, high-quality, culturally responsive care and education for all children, youth, and families in all settings.

The Planning Process

A professional development system is always a work in progress, continually evolving, and must be refined to meet the needs of the population it serves. A comprehensive review of the Professional Development Advisory Council (PDAC) committee structure was completed in the fall of 2012. This led to the formation of a new committee configuration, implemented in January of 2013, and representative of the key elements needed to support an integrated, progressive professional development system.

The PDAC Steering Committee initiated development for Phase VI of the PDAC Strategic Plan in January and completed in June of 2013. The goal was to continue the design and implementation of a comprehensive, growing, professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the new configuration include a set of strategic objectives that identify and outline work to be accomplished. The work of these committees is integral to achievement of the goals as identified in the PDAC Strategic Plan Phase VI.

- Financial Supports
- Information, Analysis, and Trends
- Qualifications and Credentials
- Special Focus: Registry
- Workforce Development and Pathways
- PDAC Governance

Financial Supports

Goal:

Gain statewide consensus regarding compensation parity including regional impact/implications.

Objectives:

- Support the proposed Ad Hoc Committee of the Illinois Early Learning Council, Program Standards and Quality (PSQ) Committee.
- Inform PDAC and other councils/groups of the work and findings from the proposed PSQ Ad Hoc Committee.

Goal:

Investigate financial supports to identify and prioritize successes and barriers to professional development access.

Objectives:

- Identify at least two successful financial supports for access to professional development.
- Identify and work to resolve two financial barriers of access to professional development.
- Research how Illinois and three other states are using financial incentives within their quality rating and improvement systems to support professional development.

Goal:

Promote the alignment of existing Gateways to Opportunity financial supports to strengthen accessibility in all settings serving children, youth, and families.

Objectives:

- Review all Gateways to Opportunity financial supports for cross-sector accessibility.
- Identify supports to increase alignment of financial opportunities for all practitioners.

Information, Analysis, and Trends

Goal:

Establish a well-informed committee membership based on identified needs.

Objectives:

- Recruit a broad base of committee members that represent a variety of sectors and expertise.

Goal:

Establish parameters by which the committee identifies, analyzes, and synthesizes available information, trends, research, and policy.

Goal:

Establish connections with information sources related to professional development, professional development system trends, research, and policy.

Objective:

- Produce a list of reputable sources that will be referenced.

Goal:

Establish a framework for disseminating information.

Objectives:

- Develop a process to disseminate information to PDAC Committees.
- Disseminate information to the field at large.

Goal:

Synthesize available information, trends, research, and policy around issues critical to professional development and professional development systems.

Objectives:

- Identify the level of alignment between the proposed Quality Rating and Improvement System (QRIS) and the Illinois Professional Development System.
- Analyze information and trends resulting in final products to be disseminated based on topic and audience.

Qualifications and Credentials

Goal:

Review, develop, and implement Gateways to Opportunity Credentials.

Objectives:

- Begin development of the Gateways to Opportunity coaching/mentoring credential (TA).
- Complete the development of the Gateways to Opportunity Family Child Care Credential.
- Complete the development of the Gateways to Opportunity Family Specialist Credential.
- Review current Gateways to Opportunity Credentials per protocol.
- Complete the pilot of the Gateways to Opportunity School-Age Credential Levels 2-5.
- Complete the pilot of the Gateways to Opportunity Youth Development Credential Levels 2-5.
- Implement Gateways to Opportunity Infant Toddler and ECE Credentials Level 6 into the state system.

Goal:

Improve access and incentivizing of Gateways to Opportunity Credentials.

Objectives:

- Increase two and four year higher education institution articulation agreements by working with stakeholder groups to tie state funding with scholarships and articulation.
- Embed Gateways Credentials into licensing standards.
- Incentivize Gateways Credentials.
- Increase knowledge and understanding of Gateways Credentials.

Goal:

Ensure credentialed practitioners reflect the diversity* of the children and families served.

Objectives:

- To examine the diversity of the ECE/SA/YD workforce, broken down by role.
- To examine the diversity of the credentialed ECE/SA/YD workforce, broken down by role.
- To identify potential barriers to credential attainment for underrepresented members of the ECE/SA/YD workforce, broken down by role.

**Diversity:* *Differences in human existence that are important to children's development and family functioning. Diversity is a generic term used to address a range of variations in language, culture, religion, race and ethnicity, ability, socioeconomics, gender, or sexual orientation. This definitions is found in the Credential Glossary from the PDAC Ad Hoc Glossary Committee in December 2010. Revised April 2011.*

Definition relates to practitioners as well as children and families served PDAC 2.7.14.

Special Focus: Registry

Goal:

Expand Gateways to Opportunity Registry membership.

Objectives:

- Target outreach to mandated members who have not yet joined the Gateways Registry.
- Target outreach to license-exempt providers to expand Gateways Registry membership.

Goal:

Increase communication and education to current and potential members about Gateways to Opportunity Registry components and benefits to make the Gateways Registry relevant to all populations.

Objectives:

- Identify, develop, and expand communication strategies regarding the individual benefits of Gateways Registry membership.
- Identify, develop, and expand communication strategies regarding agency and system benefits of Gateways Registry membership.
- Educate current and potential members about the process and benefits of Basic Transcript Review (BTR).

Goal:

Evaluate and strengthen capacity for Gateways to Opportunity Registry-approved professional development in Illinois.

Objectives:

- Utilize analysis to determine gap between current supply and demand for Gateways Registry-approved professional development opportunities in Illinois.
- Inventory current Authorized Entities providing Gateways Registry-approved professional development in Illinois and explore opportunities for expansion.
- Define, promote, and expand the availability of Gateways Registry-approved distance learning professional development opportunities with current and new Authorized Entities.
- Build capacity for Gateways Registry-approved Conferences.
- Evaluate and strengthen Gateways Registry-approved Trainer processes.

For more information on the Registry visit **www.ilgateways.com**.

Workforce Development and Pathways

Goal:

Gain cross sector agreement on an integrated/common language and definitions related to workforce "roles" and education/qualifications.

Objective:

- Determine common language to eliminate the dichotomy within the field of early learning and development.

Goal:

Develop strategies and policies to increase the workforce's qualifications, education, and compensation.

Objective:

- Identify and review a wide range of available workforce data and current workforce development policies to inform workforce development recommendations.
- Identify how data can be used to inform various stakeholders.
- Identify policies and practices that prohibit or support increased workforce qualifications, education, and compensation.
- Review data and research related to impact of and cost effectiveness of mentors and coaches in performance outcomes and develop policies to inform workforce recommendations.

Goal:

Enhance the Gateways to Opportunity Career Lattice to include multiple access points and dimensions of quality to allow for greater utilization.

Objective:

- Ensure the Gateways to Opportunity Career Lattice is a relevant, useful tool across all sectors.
- Develop strategies to support a progressive workforce pipeline.
- Create a professional development system with cross-sector access to professional development supports.

Goal:

Influence college coursework to be reflective of current research and best practices while providing students with an opportunity to put theory into practice before entering the field.

Objective:

- Identify policies and practices that support exemplary college student preparation.
- Review data and research related to performance outcomes and develop policies to inform workforce recommendations.

PDAC Governance

Goal:

Create a leadership development plan.

Objectives:

- Research, identify, and recommend a leadership succession model appropriate for PDAC.
- Upon approval, write policies and procedures that support the leadership succession model.
- Support leadership succession within every committee.

Goal:

Maintain well-defined processes and protocols to support PDAC decision making.

Objectives:

- Review and revise PDAC Governance policies as needed or biennially.
- Utilize data to maximize and inform decisions.
- Develop processes to move recommendations forward to the Illinois Early Learning Council.

PDAC Steering

Goal:

Maintain a diverse, fully cross-sector PDAC membership.

Objectives:

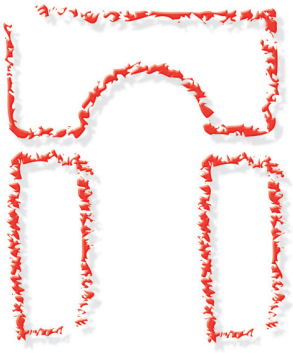
- Review current policies and procedures intended to support a diverse, cross-sector membership.
- Review PDAC Member protocols at a minimum biennially.

Goal:

Build effective relationships with state agencies, advocates, and others, to support professional development in Illinois.

Objectives:

- Work closely with Illinois' early childhood Intergovernmental Agency Team to improve quality and stability of the early care and education workforce.
- Build strong partnerships with all relevant state agencies and state boards to support early childhood professional development.
- Support the alignment of PDAC goals with the Illinois Early Learning Council through the Program Standards and Quality Work Plan.



- Financial Supports
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- Qualifications and Credentials
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Professional Development Advisory Council Steering Committee Members:

Cass Wolfe*	Infant Welfare Society of Evanston
Cerathel Burnett	Carole Robertson Center for Learning
Christine Allen	Community Child Care Connection, Inc (CCR&R SDA 13)
Dawn Thomas	Early Childhood and Parenting Collaborative, University of Illinois at Urbana-Champaign
Deb Widenhofer*	Baby TALK, Inc.
Debbie Rogers- Jaye	Harold Washington College
Diana Rosenbrock	Collaboration for Early Childhood
Diane Scruggs	Healthy Families Chicago
Gina Ruther	Head Start State Collaboration
Jamilah Jor'dan	Chicago State University
Johnna Darragh-Ernst	Heartland Community College
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Marsha Hawley	Ounce of Prevention Fund
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Sharyl Robin	Children's Home + Aid (CCR&R SDA 6)
Steven Koll	North Avenue Day Nursery
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**Co-Chairs*

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Illinois State Board of Education Representative:

Rhonda Clark	Illinois State Board of Education, Early Childhood Division

Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funders:

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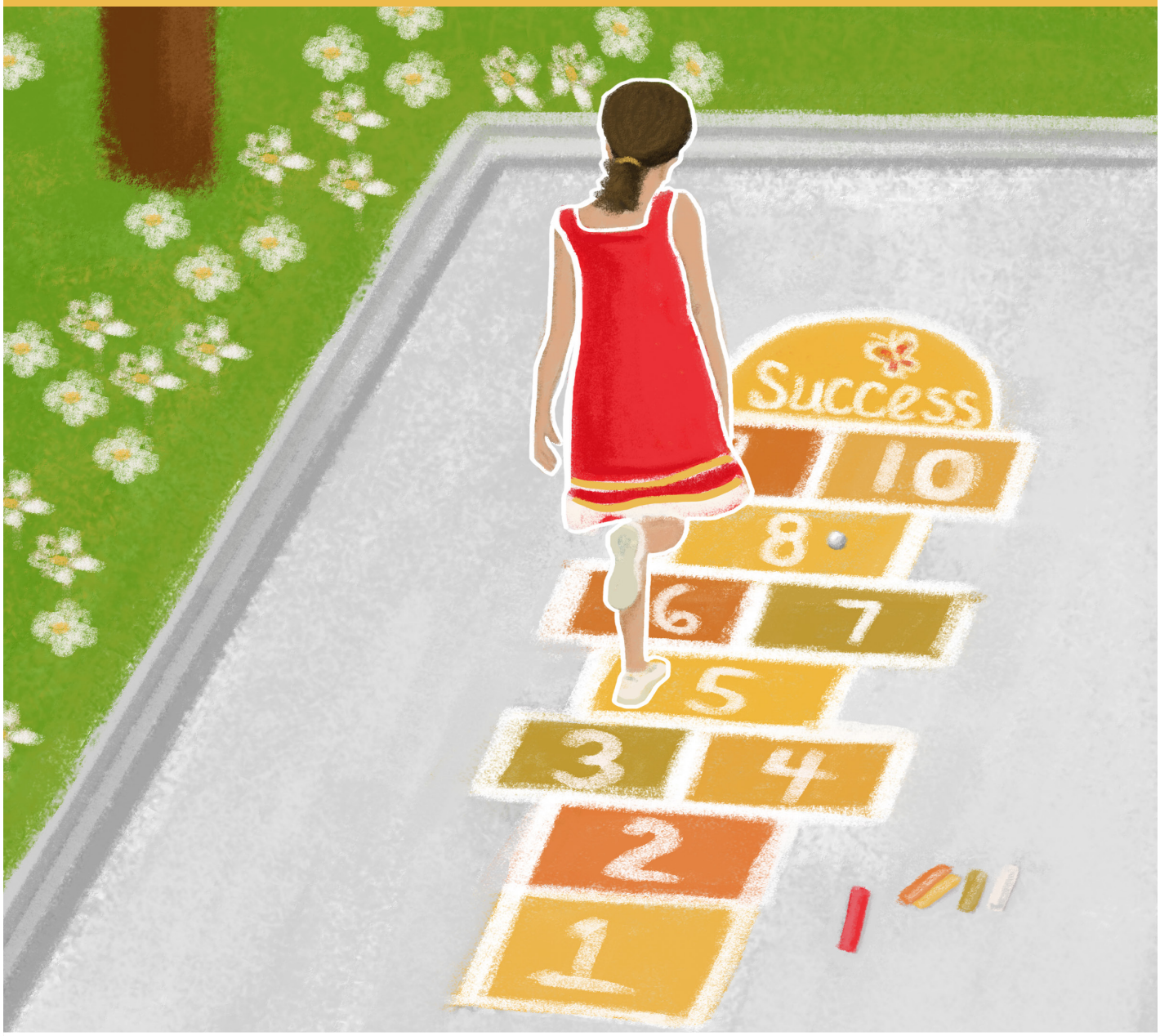
PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL

Strategic Plan • Phase VII • 2015–2018



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PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family support fields, and provides opportunities for professionals to further their education and training.

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The PDAC Steering Committee initiated development for Phase VII of the PDAC Strategic Plan in January and completed in June 2015. The goal was to continue the design and implementation of a comprehensive, growing, professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the configuration includes a set of strategic objectives that identify and outline work to be accomplished. The work of these committees is integral to achievement of the goals as identified in the PDAC Strategic Plan Phase VII.

- Financial Supports
- Information and Trends
- Qualifications and Credentials
- Workforce Development and Pathways
- PDAC Governance
- PDAC Steering

Financial Supports

Goal:

Build consensus across the state about equitable compensation, benefits and workplace conditions.

Objectives:

- Partner to ensure intentional alignment with the Early Learning Council Program Standards and Quality (ELC PSQ) Workforce Compensation Ad Hoc Committee.
- Facilitate distribution of ELC PSQ Workforce Compensation Ad Hoc Committee findings.
- Analyze the ELC PSQ Workforce Compensation Ad Hoc Committee findings and recommendations for implications for future Financial Supports committee work.

Goal:

Broaden parameters for the Gateways Scholarship Program.

Objectives:

- Identify potential funding gaps in Gateways Scholarship participation.
- Research potential funders to expand Gateways Scholarship and additional professional development system capacity.

Goal:

Analyze current financial supports for added efficiency and effectiveness in alignment to state partner agency's priorities.

Objectives:

- Identify current federal and state goals and initiatives related to professional development.
- Review current financial supports for linkages to federal and state goals identified.
- Develop recommendations to prioritize usage of financial supports.
- Explore and update current loan forgiveness document.

Information and Trends

Goal:

Identify key research questions related to Gateways to Opportunity Illinois Professional Development System.

Objective:

- Investigate whether additional questions should be added to key policy questions document within the Data, Research and Evaluation Committee of the Early Learning Council.

Goal:

Synthesize available information, trends, research and policy around issues critical to professional development and professional development systems.

Objective:

- Utilize the results of Kindergarten Individual Development Survey (KIDS) to inform the professional development system.
- Review the Transforming the Workforce report with a focus on implications for professional development in Illinois.
- Conduct regular scans of current research and reports.

Goal:

Establish and implement a framework for disseminating information.

Objective:

- Develop process for regular sharing of information with:
  - PDAC Steering Committee.
  - PDAC Committees.
  - PDAC Membership.

Goal:

Explore innovative professional development practices in other states.

Objectives:

- Review comprehensive inventory of roles in our field.
- Research leadership models in other states.

Qualifications and Credentials

Goal:

Pilot, review, develop and implement Gateways to Opportunity Credentials.

Objectives:

- Complete pilot, review, revise and implement the Gateways Family Child Care Credential.
- Complete pilot, review, revise and implement the Gateways Family Specialist Credential.
- Complete pilot, review, revise and implement Gateways School Age Credential.
- Complete pilot, review, revise and implement Gateways Youth Development Credential.
- Complete pilot, review, revise and implement the Gateways Technical Assistance Credential.
- Implement the Gateways ECE Credential Level 6.
- Implement the Gateways Infant Toddler Credential Level 6.
- Convene Gateways ECE Credential Review Group.
- Convene Gateways Infant Toddler Credential Review Group.
- Identify additional Gateways Credentials needed to meet the growing demands of the field.

Goal:

Improve access and incentivizing of Gateways to Opportunity Credentials.

Objectives:

- Embed Gateways Credentials in licensing standards.
- Incentivize Gateways Credentials.
- Increase knowledge and understanding of Gateways Credentials.

Goal:

Determine if current coursework and training is sufficient to meet the needs of practitioners to achieve Gateways to Opportunity Credentials.

Objectives:

- Develop and identify coursework and training to help meet Gateways Credential requirement, based on gap analysis.
- Weave pre-service into existing coursework/training to develop a pathway.

Workforce Development and Pathways

Goal:

Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.

Objectives:

- Inventory roles and qualifications.
- Identify comprehensive career pathways.

Goal:

Analyze stackability of Gateways Credentials, and how they are offered and utilized, with the goal of providing multiple pathways.

Objective:

- Define how students and practitioners are using Gateways Credentials.

Goal:

Explore how levers and supports, including Gateways Scholarships and Great START, can be used to strengthen Gateways Credentials.

Objectives:

- Make recommendations that support policies that fully integrate Gateways Credentials within Great START and Gateways Scholarship Program.
- Create a comprehensive overview of potential levers and supports.

Goal:

Create continuity between Illinois Department of Children and Family Services (DCFS) and Gateways Credentials.

Objective:

- Create a complementary relationship between DCFS licensing, ExceleRate and Gateways Credentials in terms of quality measures and expectations.

Goal:

Explore responsive practices for supporting Gateways Credential attainment inclusive of direct and entitled routes.

Objectives:

- Review responses/practices currently in place.
- Develop a more responsive system.
- Analyze needs of higher education institutions.
- Create the most supportive pathway.

Goal:

Support state efforts for meaningful articulation between 2- and 4- year higher education institutions.

Objective:

- Develop strategies to complement state efforts to increase articulation.

PDAC Governance

Goal:

Create and implement a leadership development plan.

Objectives:

- Develop leadership model(s) for PDAC.
- Implement the leadership model(s).

Goal:

Maintain well-defined processes and protocols to support PDAC.

Objective:

- Review and make recommendations for the Illinois Professional Development Advisory Council Operating Guidelines and Procedures.

PDAC Steering

Goal:

Build effective relationships with state agencies, advocates, and key stakeholders to support professional development in Illinois.

Objectives:

- Work closely with Illinois' early childhood Intergovernmental Agency Team and other identified partners to improve the quality and stability of the early care and education and school age and youth development workforce.
- Build and maintain strong partnerships with all relevant state agencies and state boards to support early childhood, youth development and school age professional development.
- Support the alignment of PDAC goals with relevant state agencies, advocates and key stakeholders through various joint committees, work groups, and work plans.

Goal:

Set the strategic direction of PDAC.

Objectives:

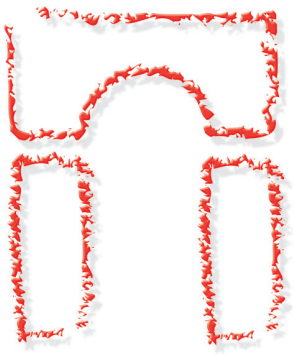
- Plan and set strategies for PDAC, integrating knowledge gained from ever-changing state and federal landscapes.
- Provide regular (on-going) monitoring/oversight of work underway within each committee.

Goal:

Maintain a diverse, fully cross-sector PDAC membership.

Objectives:

- Review current policies and procedures intended to support a diverse, cross-sector membership.
- Review PDAC Member protocols at a minimum biennially.
- Implement the leadership plan as developed from PDAC's Governance Committee.



- Financial Supports
- Information and Trends
- Qualifications and Credentials
- Workforce Development and Pathways
- PDAC Governance
- PDAC Steering

Professional Development Advisory Council Steering Committee Members:

Cass Wolfe*	Infant Welfare Society of Evanston
Cerathel Burnett	Carole Robertson Center for Learning
Christine Allen	Community Child Care Connection, Inc. (CCR&R SDA 13)
Dawn Thomas	Early Childhood and Parenting Collaborative, University of Illinois
Deb Widenhofer*	Baby TALK, Inc.
Debbie Rogers-Jaye	Chicago Public Schools, Community Partnership Programs
Diana Rosenbrock	Collaboration for Early Childhood
Diane Scruggs	Healthy Families Chicago
Jamilah R. Jor'dan	Chicago State University
Johnna Darragh-Ernst	Heartland Community College
Lauri Morrison-Frichtl	Illinois Head Start Association
Laurie Rhodes	LLCC Child Development Center
Lisa Downey	National Louis University
Marsha Hawley	Ounce of Prevention Fund
Sandra Cole	Sandra K. Cole Family Child Care
Sharyl Robin	Children's Home + Aid (CCR&R SDA 6)
Tammy Notter	Child Care Resource and Referral (CCR&R SDA 5)
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

Illinois Department of Human Services Representative:

Anne Wharff	Illinois Department of Human Services, Bureau of Child Care and Development

Illinois State Board of Education Representatives:

Karen McCarthy	Illinois State Board of Education, Early Childhood Division
Donna Emmons	Illinois State Board of Education, Early Childhood Division

Governor's Office of Early Childhood Development

Christi Chadwick	Governor's Office of Early Childhood Development

Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funders:

Grand Victoria Foundation
Illinois Department of Human Services
Robert R. McCormick Foundation

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Administered through
inccrra

IDHS
Illinois Department of Human Services

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

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Appendix B

Gateways Technical Assistance Credential Pilot Timeline

Identify Leadership Team	Develop Content Areas	Obtain Consultant	Develop Benchmarks and Content Areas	Shared	Develop Framework	Shared	Partner with Higher Education	Marketing Plan	Pilot	Revisions	Final Approval	State-wide Roll-out
Dec. 2013 – January 2014	Sept. 2014	Oct. 2014 – March 2015	September 2014 – March 2015	QC 2/12/15 Steering 3/19/15	March 2014 – May 2015	QC 2/12/15 Steering 3/19/15	Dec. 2014 – March 2015	July 2014 – March 2015	Jan. 2015 – Aug. 2016	Sept. 2016 – Dec. 2016	QC* 9/15/16 & 10/13/16 Steering* 10/26/16 PDAC* IDHS*	Dec. 2016

Estimated dates for approval:

PDAC Steering – October 26, 2016
PDAC – November 18, 2016
Illinois Department of Human Service (IDHS) – December 2016

Appendix C

Legislation and Administrative Rule

Public Act 096-0864

HB0806 Enrolled LRB096 07449 NHT 17541 b

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 3. The Department of Human Services Act is amended by adding Section 10–65 as follows:

(20 ILCS 1305/10-65 new)
Sec. 10-65. Gateways to Opportunity.

(a) Subject to the availability of funds, the Department of Human Services shall operate a Gateways to Opportunity program, a comprehensive professional development system. The goal of Gateways to Opportunity is to support a diverse, stable, and quality workforce for settings serving children and youth, specifically to:

(1) enhance the quality of services;
(2) increase positive outcomes for children and youth;
and
(3) advance the availability of coursework and training related to quality services for children and youth.

(b) The Department shall award Gateways to Opportunity Credentials to early care and education, school-age, and youth development practitioners. The Credentials shall validate an individual's qualifications and shall be issued based on a variety of professional achievements in field experience, knowledge and skills, educational attainment, and training accomplishments. The Department shall adopt rules outlining the framework for awarding Credentials.

(c) The Gateways to Opportunity program shall identify professional knowledge guidelines for practitioners serving children and youth. The professional knowledge guidelines shall define what all adults who work with children and youth need to know, understand, and be able to demonstrate to support children's and youth's development, school readiness, and school success. The Department shall adopt rules to identify Content Areas, alignment with other professional standards, and competency levels.

Joint Committee on Administrative Rules

ADMINISTRATIVE CODE

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS
PART 50 CHILD CARE
SECTION 50.710 GATEWAYS TO OPPORTUNITY, THE ILLINOIS PROFESSIONAL DEVELOPMENT SYSTEM

Section 50.710 Gateways to Opportunity, the Illinois Professional Development System

a) Subject to the availability of funds, the Department, through its agents, shall administer Gateways to Opportunity.

b) Gateways to Opportunity is a professional development system designed to support a diverse, stable and quality workforce for settings serving children, youth and families specifically to:

1) Enhance the quality of services for children, youth and families;

2) Increase positive outcomes for children, youth and families;

3) Advance the availability of coursework and training related to quality services for children, youth and families; and

4) Identify Core Professional Knowledge for practitioners in settings serving children, youth and families.

c) The Department shall award Gateways to Opportunity Credentials to early care and education, school-age, youth development, and family support practitioners through two application routes, as outlined in Section 50.730.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

Joint Committee on Administrative Rules

ADMINISTRATIVE CODE

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS
PART 50 CHILD CARE
SECTION 50.720 GATEWAYS TO OPPORTUNITY CREDENTIALS

Section 50.720 Gateways to Opportunity Credentials

Credentialing, as set forth by this Part, is only for the purpose of validating an individual's qualifications. Credentials are awarded based on a variety of professional achievements in field experience, knowledge and skills, educational attainment and/or training accomplishments.

a) Gateways to Opportunity Early Care and Education (ECE) Credential
The ECE Credential is designed to identify and validate skills necessary to work in high quality early care and education programs. It is awarded based on educational and professional achievement in services for young children ages birth to eight years. The ECE Credential shall have six levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the early development and learning of children ages birth to eight years.

b) Gateways to Opportunity Illinois Director Credential
The Illinois Director Credential is designed to identify and validate the skills necessary to administer high quality early childhood and/or school age care programs. It is awarded based on educational and professional achievement in the administration of early childhood and school age programs. The Illinois Director Credential shall have three levels and each will be awarded for increasing complexity of education and skills, including college coursework specifically related to the development of children ages birth to 12 years and program management.

c) Gateways to Opportunity Infant/Toddler Credential
The Infant/Toddler Credential is designed to identify and validate the skills necessary to work in high quality programs serving infants and toddlers ages birth to three years. It is awarded based on educational and professional achievement in infant/toddler services. The Infant/Toddler Credential shall have five levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the care and development of children ages birth to three years.

d) Gateways to Opportunity School-Age/Youth Development Credentials
The School-Age/Youth Development Credentials are designed to identify and validate the skills necessary to work in high quality programs serving school-age children and youth ages five to 20 years. It is awarded based on educational and professional achievement in services for school-age children and youth. The School-Age/Youth Development

Credentials shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to the development of children and youth ages five to 20 years.

e) Gateways to Opportunity Family Specialist Credential

The Family Specialist Credential is designed to identify and validate the skills necessary to work in high quality family support service programs. It is awarded based on educational and professional achievement in services for families. The Family Specialist Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to services for families.

f) Gateways to Opportunity Family Child Care Credential

The Family Child Care Credential is designed to identify and validate the skills necessary to work in high quality family child care homes. The Credential is awarded based on educational and professional achievement in family child care. The Family Child Care Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to family child care.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

Joint Committee on Administrative Rules

ADMINISTRATIVE CODE

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS
PART 50 CHILD CARE
SECTION 50.730 APPLICATION FOR CREDENTIALS

Section 50.730 Application for Credentials

a) The Gateways to Opportunity Credentials shall be available through two application routes:

1) The Direct Route Application Process
The applicant submits an application, college transcripts, and a portfolio verifying experience and professional contributions to the Gateways to Opportunity Credential Office.

2) The Entitled Route Program
The applicant successfully completes approved college coursework that covers the Core Professional Knowledge for each specific Credential at the entitled education institution. An entitled education institution is a college or university that has aligned its coursework with specific Credential benchmarks based on State and national standards identified in Section 50.750(c) and meets additional Credential requirements through coursework. Applicants can find additional information about entitled education institutions at: www.ilgateways.com/en/gateways-Credential-entitlement-information.

b) The applicant shall be responsible for providing all information and documentation required to demonstrate his or her qualifications for a particular Credential to the Gateways to Opportunity Credential Office, specifically:

1) A Credential Application, available from the Gateways to Opportunity Credential Office, 1226 Towanda Plaza, Bloomington, Illinois 61701;

2) Official college transcripts from the higher education institutions; and

3) A portfolio verifying experience and professional contributions.

c) The Gateways to Opportunity Credential Application can be accessed at: www.ilgateways.com/en/participant-application.

d) The information and documentation identified in Section 50.730(b) is reviewed according to the appropriate Credential Framework (see Section 50.740) that can be found at www.ilgateways.com/en/gateways-to-opportunity-Credentials.

e) The Department or its agents will notify applicants, in writing, of eligibility for a Credential within 60 days after receipt of all required documentation. Applicants that disagree with the Credential determination may request reconsideration by writing to the IDHS Bureau of Child Care and Development (BCCD), 400 W. Lawrence, Springfield, Illinois 62762, within 60 days after notification of the original determination. The final decision on eligibility for Credentials will be made by the Child Care Professional Development Manager in consultation with the BCCD Bureau Chief. The criteria used during reconsideration by DHS' Bureau of Child Care and Development will be the same Credential Framework used to determine eligibility. The Credential Framework is located in Section 50.740 and on the GTO website at www.ilgateways.com/en/gateways-to-opportunity-Credentials.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

Appendix D

National Association for the Education of Young Children (NAEYC) Technical Assistance Definitions

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naccrra
National Association of Child Care Resource & Referral Agencies

Early Childhood Education Professional Development: Training and Technical Assistance Glossary

A joint project of National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource & Referral Agencies (NACCRRA)

Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Copyright © 2011 National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies. All rights reserved.

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National Association for the Education of Young Children (NAEYC)
1313 L Street NW, Suite 500
Washington, DC 20005-4101
Phone: 202-232-8777 • 800-424-2460
Fax: 202-328-1846

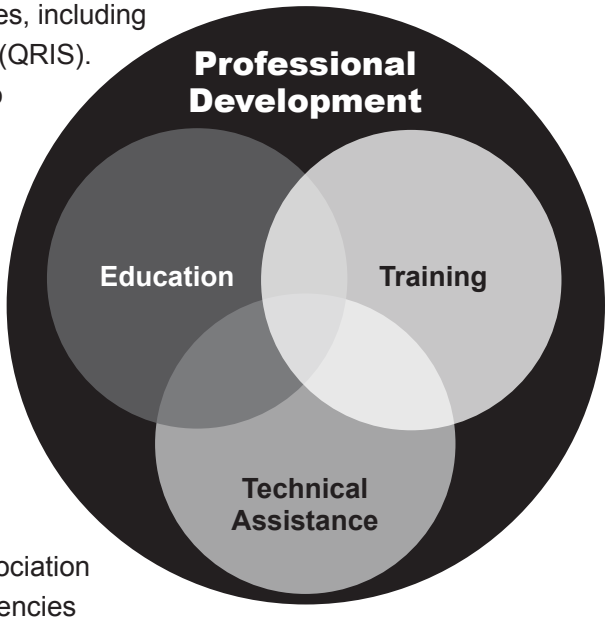
www.naeyc.org

National Association of Child Care Resource & Referral Agencies (NACCRRA)
1515 N. Courthouse Road, 11th Floor
Arlington, VA 22201
Phone: 703-341-4100
Fax: 703-341-4101

www.naccrra.org

Early Childhood Education Professional Development Training and Technical Assistance Glossary

Professional preparation and ongoing professional development (PD) for the early childhood education workforce is essential to providing high-quality services to children and families. Consistent terminology and definitions related to PD methods, roles, knowledge, and capabilities have emerged as a critical issue for the early education field. Recently, states have experienced new early childhood education system challenges and needs related to training and technical assistance (TA). The urgency of these issues grows, particularly as states increase their focus and work on quality improvement activities, including quality rating and improvement systems (QRIS). For example, many states are working to define what training and TA is needed to support successful participation in QRIS, and how it integrates with PD activities and systems; how to determine who can provide training and TA—and how; and how to track and count TA as part of an individual's professional development.



To support related efforts, the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) jointly developed this glossary of professional development, training, and technical assistance (TA) terms. Additionally, NAEYC and the Alliance of Early Childhood Teacher Educators (a collaborative effort of the National Association of Early Childhood Teacher Educators and ACCESS–Associate Degree Early Childhood Teacher Educators) will continue to explore and develop national education-related definitions as a companion to this training and TA glossary.[1]

This glossary is composed of global definitions that embrace what NAEYC and NACCRRA believe define the current best practice ideals for training and TA. The definitions were developed for those who provide PD, state policy makers, early education advocates, and program administrators working to connect PD activities and initiatives

[1] Details about the development process of this training and TA glossary are located in Appendix B.

into an integrated system. NAEYC and NACCRRA hope the definitions will provide a guide for states to adapt and adjust as needed to meet their specific system(s) needs in clarifying roles and policies, assisting with the related work of determining and supporting the knowledge and capabilities of those providing PD, and also in data efforts to count and track all types of PD. We also hope these definitions will help provide common understandings, or starting points, for research and national or cross-state discussions—knowing that there are a variety of different models and approaches to each strategy included in this high-level definitions document.

Although one method of PD delivery is generally predominant in a given situation, these strategies frequently overlap. In fact, best practices in professional development delivery include the use of multiple methods. However, in this glossary training and TA methods are defined as discrete processes. This glossary begins with definitions that provide a broad overview of PD context. The resource then defines specific PD methods of training and TA—including mentoring, coaching, consultation, advising, and peer-to-peer TA. Two appendices also are included in this resource: Appendix A—Technical Assistance Strategies and Appendix B—Project Overview and Process.

The job titles of the individuals who provide PD are many and varied—higher education faculty, trainers, program administrators in their training and TA roles, individual consultants, child care resource and referral training and TA staff, and others. These professionals provide education, training, and/or TA to individuals working or preparing to work with young children and their families and those working or preparing to work on behalf of children in training, licensing, resource, and other administrative roles related to early childhood education. While NAEYC, NACCRRA, and the Alliance of Early Childhood Teacher Educators believe that those who provide PD should possess a high level of knowledge and skills and participate in ongoing professional development, this glossary does not define the core knowledge and capabilities expected of these professionals. In future work, NAEYC, NACCRRA, and the Alliance of Early Childhood Teacher Educators will explore the core knowledge and capabilities of those who provide professional development and what national resources may be helpful to support related state efforts.

Contextual Definitions

The **Early Childhood Education Workforce** includes those working with young children (infants, toddlers, preschoolers, and school-age children in centers, homes, and schools) and their families or on their behalf (in agencies, organizations, institutions of higher education, etc.), with a primary mission of supporting children's development and learning.

Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses ***education, training,*** and ***technical assistance***.

Some of the early childhood workforce have college degrees in early education, some have degrees in closely related fields, some are enrolled in degree programs, some are taking college courses, some are graduates of technical high schools or technical school programs, some have no previous related education—and almost all of them are engaged in training every year. An individual may engage in all types of PD (education, training, and TA) over the course of a career. Professional development helps early childhood professionals in all roles progress along diverse career pathways that build and reward increasing knowledge and skills.

All professional development (education, training, and TA) should

- be designed using evidence-based best practices[2]; consistent with the principles of adult learning; and structured to promote linkages between research, theory, and practice.
- address the continuum of young children's abilities and needs.
- respond to each learner's background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals.
- include resources to ensure access for all.

Individual Professional Development Plans (IPDPs) are documents that provide a framework connecting various professional development experiences to each other and to the common core of knowledge and professional standards for early education professionals. Individual professional development plans are designed to create a

2 "A decision-making process that integrates the best available research evidence with family and professional wisdom and values." V. Buysse, V., P. Wesley, P. Snyder, & P. Winton. 2006. "Evidence-Based Practice: What Does It Mean for the Early Childhood Field?" *Young Exceptional Children* 9 (4): 2-10.

holistic approach to building an early childhood professional's capacities and to ensure that individuals remain current regarding knowledge and practices in the field. Individual professional development plans promote professional advancement. They can address career opportunities for those with a goal of pursuing different roles or positions in the field. Individual professional development plans require and support individuals taking responsibility for mapping their own professional development and career pathway.

- Individual professional development plans can be developed in one of two ways:
  - — at the workplace level with review and approval by a supervisor, based on needs and strengths of the individual as identified through self-reflection, performance appraisal, and other information, including program evaluation and improvement processes[3]; and
  - — at the individual level with guidance from an advisor, consultant, mentor, or other TA provider, with a focus on mapping one's own professional development and career pathway.
- Individuals use their IPDPs on an ongoing basis to remain focused on their professional goals and needs.
- IPDPs are reviewed and revised as necessary on at least an annual basis, or as professional goals, development needs, or PD resources or opportunities change.
  - — Individuals review their plans as they reflect on their knowledge, practice, professional development endeavors, and goals—with guidance from an advisor or other TA provider, adult educator, and/or the administrative leadership of the individual's workplace.

All early childhood education professionals should have IPDPs to assist in developing or articulating their career goals, and to guide and inform desired career advancement and decisions regarding PD opportunities.

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[3] NAEYC Early Childhood Program Standards and Accreditation Criteria. 2007. Standard 10.E.12. www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf

Training Definitions

Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program.

Additional Characteristics of Training

Focus

- Part of professional development that builds or enhances the knowledge and competencies of early childhood education professionals.
- Training sessions and programs can focus on information dissemination; comprehension of content; application of knowledge or skills, and related attitudes and dispositions; analysis or synthesis of content; or a combination of these.

Relationships

- All training is strengthened by trusting and respectful interactions. Participants value each other as resources for learning, in addition to the trainer serving in the official leadership role.
- Because training programs include multiple sessions, they benefit from intentional building of positive relationships between and among trainer(s) and participants.
- Delivered by an individual or a team, to an individual or a group.

Process

- Planned and conducted based on the standards of the profession and an assessment of individual, group, and/or system needs. Standards, needs assessment, and other evidence are also used to define learning outcomes for training session(s).
- Follows adult learning principles including interactive learning activities, exercises, and instructional aides (handouts, audiovisuals, and other components of instruction) to teach the content that supports the defined outcomes.
- Includes an evaluative component that gauges the effectiveness of the training session/program including the resulting increase in participants' knowledge or capabilities.
- Completion of training programs can lead to participants' assessment for award of the Child Development Associate (CDA) Credential or another type of credential, continuing education units (CEUs), clock hours, or certification. In some instances participants who successfully complete a training program are awarded credit hours or may qualify for college credits. Trainers and/or their training content may need to meet specific approval requirements in order for participants to be awarded CEUs, clock hours, or other state-required documentation.
- Should be embedded in the recipient's broader professional development plan.

Additional Characteristics of Training *(continued)*

Duration

- Can occur one time or in a series of sessions (training program).

Delivery

- May be delivered through face-to-face, distance, technology-based, or hybrid methods.

Preservice or initial training refers to PD in which an individual engages prior to beginning a position. Preservice training may be required for early childhood professionals to serve in a role.

Professionals engaged in initial training should work alongside or under the supervision of a qualified coworker until such training is completed.

In-service or ongoing training is PD in which early childhood professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-service training may be required for early childhood professionals to continue serving in a role.

Because of the field's varying requirements, there is often crossover regarding preservice and in-service education and training. An individual could receive preservice education and/or training to be a teaching staff member in a community-based organization and also receive in-service education and/or training during her employment. The same individual could be pursuing a degree for a role as a teacher in a setting where individual licensure is required (e.g., public schools)—this education would be considered in-service professional development for the individual's current role and would be considered preservice preparation for the certified teaching position. Therefore, the labels preservice and in-service must be seen as related to the requirements of a position or established role in the field.

Technical Assistance Definitions

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

Additional Characteristics of Technical Assistance

Focus

- Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.
- *Mentoring, coaching, consultation, PD advising,* and *peer-to-peer TA* (defined below) are strategies that may be discrete processes or used as part of education and/or training programs.
- Should be embedded in the recipient's broader professional development plan.

Relationships

- Most TA methods are relationship-based; they benefit from the building of positive, trusting, and respectful relationships.
- May be delivered by an individual or a team, to one individual or a group.

Process

- May include combinations of information and resource dissemination and referrals, coaching, mentoring, consultation, and professional development advising, peer-to-peer TA, as well as other forms of support.

Duration

- Levels, intensity, and duration vary greatly, depending on needs, responses, and resources.

Delivery

- May be provided face-to-face or through distance, technology-based, or hybrid methods.

Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Additional Characteristics of Mentoring

Focus	• Addresses a specific topic or the protégé's holistic professional growth. • Supports the reflective processes professionals need to translate the theories and information learned through education and/or training into best practices. • Should be included in the recipient's broader professional development plan.
Relationships	• Includes the mentor and protégé establishing and maintaining a positive, trusting, and respectful relationship. • Ideal match up of mentor and protégé is mutually agreed upon rather than assigned. A person may also enlist a mentor, be assigned to a mentor, or the mentor may be assigned to an individual. • Can be accomplished by some supervisors, but should be distinguished from supervisory processes. Should not be used as a method of evaluating job performance.
Process	• Begins with establishing role clarity and goal setting. • Includes the facilitation of adult learning techniques such as guided self-reflection, resulting in the application of new ideas to the protégé's professional practice or personal disposition. • May include unplanned contacts between mentor and protégé when the protégé has questions or specific concerns. • Remains ongoing or concludes by mutual consent or when the protégé has achieved her goals.
Duration	• Ongoing, iterative process.
Delivery	• May be provided face-to-face or through distance, technology-based, or hybrid methods.

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

Additional Characteristics of Coaching

Focus	• Supports the development of specific skills and practices; it is focused on a performance-based outcome(s). • Should be embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed.
Relationships	• Requires interactions that build trust and respect. • A person may select a coach, be assigned to a coach, or the coach may be assigned to an individual or group. • Should be distinguished from supervisory processes; however, its findings and conclusions may contribute to job performance evaluation. In these instances, the recipient of the coaching should be made aware of this possibility.
Process	• Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals. • Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling, and practice. • Likely to occur through planned onsite contacts. • Concludes when the specified goal has been achieved.
Duration	• Can occur one time or in a series of sessions, dependent upon the successful achievement of the goal.
Delivery	• May be provided face-to-face or through distance, technology-based, or hybrid methods.

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

Additional Characteristics of Consultation

Focus	• Resolution of a specific concern or set of concerns. • Capacity-building approach to facilitate the recipient's continued use of the process employed during or as a result of the consultation.
Relationships	• Requires a collaborative relationship between the consultant and the person to whom he/she provides recommendations. • Consultants may be engaged by the administrative leadership of a workplace. In some instances the consultancy is arranged or directed by a regulatory or funding agency or organization.
Process	• Begins with the joint development of goals. • Supports the development of goal-related solutions and the implementation strategies recommended to achieve them. Recommendations may include the provisions of other relationship-based TA methods. • Likely to occur through planned onsite contacts. • Concludes with a summary process and an evaluation of the effectiveness of the consultation provided.
Duration	• Generally short term. Long-term relationships with consultants may develop if individuals, programs, or organizations use them for assistance in addressing multiple, often interrelated, concerns over time. As an example, long-term relationships with consultants may evolve as they help guide overall program quality improvement processes.
Delivery	• May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.

Professional Development Advising (sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.

Additional Characteristics of PD Advising

Focus	• Supports individuals seeking to further their professional growth and advancement.
Relationships	• Requires establishing and maintaining a trusting and respectful relationship. • Advisors may be enlisted by an individual or assigned by a system, program, or supervisor. • Supervision processes may include advising on professional development needs, requirements, and opportunities as an ongoing process and/or as a part of job performance evaluations.
Process	• Begins with career or PD goal setting. • Includes navigation of resources (financial, educational, and personal) and systems. May include assessment of current educational attainment and the development of an individual professional development plan, offering assistance to recipients in connecting previously taken and potential PD opportunities to achieve the individual's career goals. • Concludes by mutual consent, when career or other identified goals have been achieved, or may continue throughout a career.
Duration	• May be an ongoing or limited-time process depending on needs, response, and available resources.
Delivery	• May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.

Peer-to-peer TA fosters the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer TA is based on the premise that a significant expert knowledge base exists in the field and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues.

Additional Characteristics of Peer-to-Peer TA

Focus	• Enhancing and encouraging the sharing of information and support between and among interested peers and establishing linkages between individuals invested in professional growth. • When peer-to-peer TA occurs between two people, it is often called "peer learning." Regular and structured group peer-to-peer TA may be called "Communities of Practice" or "Professional Learning Communities."
Relationships	• Requires respectful and trusting relationships between and among peers. • May use a combination of formats such as one-to-one, one-to-many, or group-to-group exchanges. • An essential characteristic of peer-to-peer TA is that participants are on equal footing; supervisors do not participate in peer-to-peer TA with their employees, although they can be called upon to provide information, resources, or other support.
Process	• Peers come together around a shared interest, challenge, or goal. Those engaged in peer-to-peer TA begin their work with a common awareness of the field's challenges and realities. They draw upon many of the same experiences and "speak the same language." • Each participant offers unique strengths, knowledge, perspectives, and strategies that support increased capacity for all.
Duration	• May be a one-time peer learning event to address a specific issue, but generally forges ongoing partnerships for continued reflection, support, and problem solving that persist over time.
Delivery	• May occur face-to-face or through distance, technology-based, or hybrid methods.

Appendices

Appendix A—Technical Assistance Strategies

Listed below are the TA strategies of mentoring, coaching, and consultation defined earlier in this document. This table is designed to allow easy comparison between and among these specific strategies, which are often similar in practice and intent.

Note: Although one TA strategy is generally predominant in a given situation, these strategies frequently overlap. However, in this chart the TA methods are defined as discrete processes.

	Mentoring	Coaching	Consultation
Definition	Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.	Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.	Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.
Focus	Addresses a specific topic or the protégé's holistic professional growth. Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices. Should be included in the recipient's broader professional development plan.	Supports the development of specific skills and practices; it is focused on a performance-based outcome(s). Should be embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed.	Resolution of a specific concern or set of concerns. Capacity-building approach to facilitate the recipient's continued use of the process employed during or as a result of the consultation.
Relationships	Includes the mentor and protégé establishing and maintaining a positive, trusting, and respectful relationship.	Requires interactions that build trust and respect. A person may select a coach, be assigned to a coach, or the coach may be assigned to an individual or group.	Requires a collaborative relationship between the consultant and the person to whom he/she provides recommendations.

(continued)

	Mentoring	Coaching	Consultation
Relationships *(cont'd)*	Ideal match up of mentor and protégé is mutually agreed upon rather than assigned. A person may also enlist a mentor, be assigned to a mentor, or the mentor may be assigned to an individual. Can be accomplished by some supervisors, but should be distinguished from supervisory processes. Should not be used as a method of evaluating job performance.	Should be distinguished from supervisory processes; however, its findings and conclusions may contribute to job performance evaluation. In these instances, the recipient of the coaching should be made aware of this possibility.	Consultants may be engaged by the administrative leadership of a workplace. In some instances the consultancy is arranged or directed by a regulatory or funding agency or organization.
Process	Begins with establishing role clarity and goal setting. Includes the facilitation of adult learning techniques such as guided self-reflection, resulting in the application of new ideas to the protégé's professional practice or personal disposition. May include unplanned contacts between mentor and protégé when the protégé has questions or specific concerns. Remains ongoing or concludes by mutual consent or when the protégé has achieved her goals.	Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals. Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling, and practice. Likely to occur through planned onsite contacts. Concludes when the specified goal has been achieved.	Begins with the joint development of goals. Supports development of goal-related solutions and the implementation strategies recommended to achieve them. Recommendations may include the provisions of other relationship-based TA methods. Likely to occur through planned onsite contacts. Concludes with a summary process and an evaluation of the effectiveness of the consultation provided.
Duration	Ongoing, iterative process.	Can occur one time or in a series of sessions, dependent upon the successful achievement of the goal.	Generally short term. Long-term relationships may develop if individuals, programs, or organizations use consultants for assistance in addressing multiple, often interrelated, concerns over time. As an example, long-term relationships with consultants may evolve as they help guide overall program quality improvement processes.
Delivery	May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.	May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.	May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.

Appendix B—Project Overview and Process

One of NAEYC's three broad goals is to improve professional practice and working conditions in early childhood education. In support of this goal, NAEYC's governing board and staff review and discuss ways to enhance quality early childhood professional development. In 2009 creating a cross-sector framework for role, function, and core capabilities for those who provide professional development was identified as an important issue that could be immediately addressed.

One of NACCRRA's five strategic imperatives is to promote policies and practices that increase families' access to quality, affordable child care and early learning services. In support of that objective, NACCRRA provides national leadership in professional development policies and practices that promote a prepared, qualified, and diverse child care workforce able to transfer knowledge into practice. The need for consistent national definitions for professional development, particularly those related to the training and technical assistance services provided by Child Care Resource and Referral agencies (CCR&Rs) across the country, was recognized as a foundational goal.

From 2009 through mid-2010 NAEYC hosted multiple focus groups and facilitated input sessions on states' critical policy questions, strategies, challenges, ideas, and needs related to professional development methods and the core capabilities of those who provide it. Several of these sessions were convened with national partners including NACCRRA, the National Professional Development Center on Inclusion, and National Louis University: McCormick Center for Early Childhood Leadership. Participants in these focus groups included representatives from all sectors of the early childhood field (e.g., child care, Head Start, schools, early intervention) and its varied roles, including direct service practitioners (center- and school-based teachers and family child care providers); those who provide professional development and supports (trainers, technical assistance providers, mentors, coaches, consultants, advisors, higher education faculty, and others); program, agency, and system administrators; national, state and local policy makers; and researchers both within and from outside of the early education field.

During this year-and-a-half dialogue, three main issues were consistently raised as most urgent:

1. Consistent, national definitions and standards to help further clarify and move forward state and local efforts, particularly in relation to technical assistance (including mentoring, coaching, consultation, and advising);
2. Core competencies for those who provide professional development; and
3. Evaluating, measuring, and tracking training and technical assistance.

NAEYC and NACCRRA Training and Technical Assistance Glossary

In February 2010 NACCRRA partnered with NAEYC in a joint effort to develop national definitions for training and technical assistance. The two organizations spent several months engaged in a review of new and historically significant related research as well as existing state definitions and associated quality improvement and assurance efforts. The organizations decided that this joint work should start from where states' system policy efforts are, using practice and system policies as a foundation for definitions development; the project lens and focus was practice and state policy-based. During the drafting process the definitions work expanded to include training, TA, and education definitions, as well as contextual information about the early education field and workforce.

In September 2010 an early draft was circulated for review and feedback to key experts representing early childhood researchers, national and state technical assistance networks, state professional development system administrators, policy consultants, and higher education faculty. A second early draft was also used for a state feedback discussion at The National Registry Alliance annual conference in late September. From October through December 2010 targeted feedback was solicited from additional key national organization and association partners, including ACCESS and the National Association for Early Childhood Teacher Educators (NAECTE), and state stakeholders representing the varied roles of the field.

Based on the feedback provided, as well as the time-sensitive needs expressed by state policy and system administrators, NAEYC and NACCRRA decided to move forward with the finalization of this glossary of training and TA definitions. NAEYC and the Alliance of Early Childhood Teacher Educators will continue to explore and develop national education-related definitions as a companion to this training and TA glossary. Additionally, NAEYC, NACCRRA, and the Alliance of Early Childhood Teacher Educators will explore the core knowledge and capabilities of those who provide professional development and what national resources may be helpful to support related state efforts.

Acknowledgments

NAEYC and NACCRRA thank the hundreds of state experts and national colleagues that shared their ideas, needs, and hopes related to this work. We sincerely hope this glossary helps us all in our efforts to improve the quality of practice and supports available to our nation's early education workforce.

Specifically, NAEYC and NACCRRA thank state policy maker and PD leadership representatives from 44 states and the District of Columbia, and the following national organizations/agencies, for their participation in input and feedback processes.

- ACCESS–Associate Degree Early Childhood Teacher Educators
- Center for the Study of Child Care Employment
- Child Trends
- Division for Early Childhood of the Council for Exceptional Children
- National Association for Family Child Care
- National Association of Early Childhood Teacher Educators
- National Association of Early Childhood Specialists in State Departments of Education
- National Center for Children in Poverty
- National Child Care Information and Technical Assistance Center
- National Louis University: McCormick Center for Early Childhood Leadership
- National Professional Development Center on Inclusion
- The National Registry Alliance
- Office of Head Start
- Society for Research in Child Development
- U.S. Department of Education
- Zero to Three

Additional gratitude is extended to NAEYC Affiliates' volunteer and staff leadership and NACCRRA state networks and Child Care Resource and Referral agencies' leadership and staff for their support of this work and willingness to share their expertise.

NAEYC also thanks the Birth to Five Policy Alliance and the McCormick Foundation whose generosity helped to support NAEYC's role in this project.

Quick Look: State Technical Assistance Professional Specialized Knowledge and Competencies

ADMINISTRATION FOR CHILDREN & FAMILIES

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)
Jointly funded by ACF's Office of Child Care and Office of Head Start

This document provides an overview of several States' specialized knowledge and competencies for technical assistance (TA) professionals. It was developed as part of the PDW Center's TA to Virginia and West Virginia, by the Child Care and Development Fund Lead Agencies and the agencies' State partners. Virginia and West Virginia selected the State examples in this document based on specific characteristics that inform the States' goal to enhance TA (including coaching and mentoring) for early childhood education professionals. Virginia's and West Virginia's desired outcomes supporting this goal includes the following:

- Outcome 1: Review current TA professional content standards.
- Outcome 2: Share TA professional content standards across States and Region III. Review competencies, qualifications, and terminology. Affirm common TA professional standards that can be shared across Region III.
- Outcome 3: Identify TA professional qualifications to ensure consistency across settings and sectors.

Eleven State examples, selected by Virginia, are included in the following chart:

1. Colorado (CO)
2. Delaware (DE)
3. Florida (FL)
4. Georgia (GA)
5. Kentucky (KY)
6. Minnesota (MN)
7. North Carolina (NC)
8. Ohio (OH)
9. Pennsylvania (PA)
10. South Carolina (SC)
11. Vermont (VT)

The chart includes information on the intended use of the competencies, the domain/category/criteria areas, websites for additional information, and notes.

E-mail: PDWCenter@zerotothree.org
Phone: (202) 857-2673

State	Intended Use of Competencies	Domain/Category/Criteria Areas	Website	Notes
CO	Coaching Competencies for Colorado Early Childhood Education provide a description of best practices. They support coaching work in the following ways: ■ as a professional development (PD) tool for programs and initiatives that employ coaches; ■ as a self-assessment tool, to review and strengthen coaches' skills and dispositions; ■ as a guide for selecting professionals interested in becoming coaches; ■ as a tool for strengthening professional identity among early childhood educators who do coaching; ■ as a tool to promote coaching as a profession; and ■ to inform ongoing conversations on the role of coaching in early childhood education PD.	✓ Setting the Foundation ✓ Co-Creating the Relationship ✓ Facilitating Learning and Results ✓ Assessing Success of the Coaching Partnership	http://cocoaches.net/Coaching_Competencies.html	✓ Specific to coaching ✓ Includes self-reflection checklist
DE	Delaware's TA Competencies were developed: ■ to design appropriate training and education; ■ for personal assessment of professional growth and planning for PD; ■ as a tool for career advisement; ■ to plan for staff development; ■ to inform job descriptions; ■ to assess job performance; and ■ to inform the process of issuing credentials, certificates, or licenses.	✓ Professionalism and Ethics ✓ Content Knowledge ✓ Goal-setting, Planning and Evaluation ✓ Facilitation of Growth	http://www.dieec.udel.edu/technical-assistant	✓ Informs Individual Professional Development Planning (IDPD)

State	Intended Use of Competencies	Domain/Category/Criteria Areas	Website	Notes
FL	Purpose: ■ Define what TA Specialists need to know and be able to do. ■ Outline characteristics and attributes that define a continuum of PD. ■ Create a framework and common language for PD. ■ Inform decisions and practices of TA Specialists. ■ Identify and track qualifications for TA Specialists. ■ Promote recognition, inform accountability, and guide articulation.	✓ Content Knowledge and Professionalism ✓ Building Relationships and Accountability ✓ Facilitating Shared Goal Setting and Planning ✓ Utilizing Effective Communication Skills ✓ Modeling Best Practices	http://www.floridaearlylearning.com/Documents/SysDev-ProDev/FL_CoreCompsforTA_HiRes.pdf	✓ Document explains how competencies can be used across settings and sectors ✓ Three levels
GA	Georgia's Professional Development Competencies for TA Providers are used to recognize individuals who demonstrate knowledge and competency in providing TA in the field of early child care and education.	✓ Needs Assessor ✓ Facilitator of Change ✓ Joint Problem Solver ✓ Trainer/Educator ✓ Information Specialist ✓ Caseload Manager	https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do	✓ Three levels: (1) candidate (2) associate (3) specialist ✓ Associated with 40-hour TA training
KY	Kentucky's TA Provider Competencies/Skills are designed to support effective implementation and coordination of TA services across the various agencies and programs providing TA in the State.	✓ Establishing and Maintaining Relationship with Client ✓ Content Knowledge ✓ Professionalism/Effective TA Practices	http://www.kentuckypartnership.org/Libraries/TIPP_Training_Resources/Kentucky_Early_Childhood_Professional_Development_Framework.sflb.ashx	✓ Includes approaches for TA evaluation

State	Intended Use of Competencies	Domain/Category/Criteria Areas	Website	Notes
MN	Relationship-based PD core competencies address skills, knowledge, attitudes, and behaviors that lay the foundation for developing a professional relationship.	✓ Adult Learning ✓ Building Relationships ✓ Assessment and Planning ✓ Communication ✓ Change ✓ Professional Development ✓ Professional Relationships ✓ Coaching Practice ✓ Coaching Relationships ✓ Effective Coaching Practices ✓ Professional Responsibilities in Coaching ✓ Managing Challenges	http://mncpd.org/docs/RBPD%20Web%20site%20Jul%202009_files/RBPD_Web_site_Jul_2009.htm	✓ Four sets: (1) mentoring (2) coaching (3) TA (4) consultation
NC	Framework for the North Carolina Technical Assistance Practitioner Competencies describes and articulates the knowledge, skills, and dispositions needed by TA Practitioners.	✓ The Role of the Technical Assistance Practitioner ✓ Technical Assistance Approaches ✓ Technical Assistance Processes ✓ Technical Assistance Practitioner Professional Growth ✓ Systems Knowledge	http://www.ncicdp.org/documents/TA%20Competencies%20April%2023%202013FINAL%20(1).pdf	✓ Includes NAEYC/ NACCRRA adoption of TA terms ✓ Includes TA dispositions from Region I's Guide to Effective Infant Toddler Consultation
OH	Ohio's Technical Assistance and Coaching Competencies are designed to support coaches and TA professionals in their delivery of TA to EC and SA professionals.	✓ Program Services ✓ Communication and Interpersonal Skills ✓ Agency and Community ✓ Professionalism ✓ Supervision	http://www.ncicdp.org/documents/OCCRRA%20competencies_1-12-10%201.pdf	✓ Three coaching competency levels ✓ One TA competency level

State	Intended Use of Competencies	Domain/Category/Criteria Areas	Website	Notes
PA	Pennsylvania's General Core Competencies for Relationship-Based Technical Assistance check-list addresses the skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all clients and promotes a strength-based approach to continuous quality improvement. The competencies are designed for use across TA systems and Intentionally written using open-ended language.	✓ Professionalism ✓ Principles of Adult Learning ✓ Building Relationships ✓ Assessment and Planning ✓ Communication ✓ Change Process	http://www.pakeys.org/uploadedContent/Docs/PD/PQAS/TA%20competencies.pdf	✓ Self-assessment checklist ✓ Individual professional development planning (IPDP) tool
SC	Competencies support the delivery of a statewide system of certification and PD to include all providers of TA. The System for Teacher and Student Advancement (TAP) outlines a distinct statewide process designed to document specific qualifications of TA providers who provide quality enhancement support to early care and education programs. The TAP System recruits individuals with a variety of early childhood experiences and knowledge to become Certified Technical Assistance Providers.	✓ Interpersonal Skills ✓ Professionalism ✓ Content Knowledge	http://www.sc-ccccd.net/TAP/TAP.html	✓ Outlines TA Provider qualifications and credentials for each level of TA provision ✓ 7 Certified TA Provider Levels
VT	Mentoring Advising Teaching Coaching/Consulting Helping (M.A.T.C.H.) Knowledge Areas and Competencies are designed to enhance the competency, professional growth, and satisfaction of individual practitioners and to promote program quality through customized support for effective practices.	✓ Standards, Resources and Systems ✓ Facilitating Growth ✓ Relationship Building ✓ Ethical Guidelines and Professionalism ✓ Effective Communication	http://northernlightscdc.org/your-role/match-consultants/	✓ Self-assessment checklist ✓ Dispositions

Appendix F

Gateways Core Content Areas

ECE Credential

ECE Content Areas

The seven content areas below encompass the depth of knowledge and skills of the ECE Credential.

Human Growth and Development (HGD)

Early childhood practitioners use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth through age 8, and their families. Practitioners have a curiosity about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They use their understanding as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other team members on behalf of children.

Health, Safety, and Well-Being (HSW)

Early childhood practitioners understand that children's physical health, mental health, and safety are the foundations for development and learning in children, birth through age 8. They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language, and social-emotional development. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn habits that will ensure their health and safety.

Observation and Assessment (OA)

Knowledge of individual children's development and learning provides the framework for curriculum and teaching/learning interactions. Early childhood practitioners are curious about how children develop and learn, and value the roles of informal and formal observation and assessment. They understand the purposes, benefits, and uses of observation and assessment information in early childhood settings. They view observation and assessment as ways to understand children, not only as means for evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests, and needs birth through age 8; to monitor children's progress, and to continually evaluate and reflect on and modify their own roles and practices.

Curriculum or Program Design (CPD)

Early childhood practitioners have broad knowledge of appropriate curriculum for young children from birth through age 8. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines, and developmental domains. They recognize and value the interdependence between children's relationships with others and their construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, anti-bias, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

ECE Credential

ECE Content Areas *(con't)*

Interactions, Relationships, and Environments (IRE)

Early childhood practitioners use their understanding of developmentally appropriate interactions and environments to provide integrated learning opportunities to young children from birth through age 8. They use interpersonal interactions that guide each child toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and teaching/learning interactions reflect values about young children and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

Family and Community Relationships (FCR)

Early childhood practitioners understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and well-being of young children, birth through age 8, and their families.

Personal and Professional Development (PPD)

Early childhood practitioners identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices, and actions. They advocate for young children, birth through age 8, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

Appendix G

Gateways Technical Assistance Credential Content Areas

Technical Assistance Credential Content Areas

Leadership & Professional Skills

All professional development, including leadership, education, training, and technical assistance should use evidence-based best practices and be structured to promote linkages between research, theory and practice. A technical assistance provider acts as a learner as well as a leader and mentor, continually improving knowledge, skills and dispositions of the early childhood profession.

- Model dispositions and skills of leadership, including the ability to recognize others' strengths with the goal of building the capabilities of people and capacities of organizations
  - (*Note: Added this dot point*)
- Mobilize and inspire action towards the goal of excellence in early childhood leadership
  - (*Note: Added this dot point*)
- Hold and encourage high expectation for quality improvement and increasing professionalism of programs and staff
  - *(Note: Edited to shift capacity to above leadership, and to focus on the priority of professionalism. Previously written:* Hold and encourage high expectation for quality improvement and capacity building of programs and staff)
- Pursue ongoing professional development opportunities in early care and education to fine tune and refine research-based practices and techniques
- Model leadership, professionalism, responsibility in organization, time-management, and planning
- Provide leadership to promote the growth and development of beginning teachers
- Facilitate various modes of service delivery including face-to-face meeting, on-site observation and feedback, technology-based communication, and hybrid methods of coaching, mentoring, and professional development
- Provide leadership to create linkages to state quality improvement systems and efforts and resources for professional development
- Understand coaching methods, including modeling and providing opportunities for teachers and home-based child care providers to intentionally practice new strategies
- Respect the unique history, philosophy, mission and culture of early childhood programs (previously in Collaborative Relationships)
- Demonstrate commitment to evidence-based practices in consultation and technical assistance, including knowledge of high-quality, research-based best practices in early care and education that promote optimal achievement and development for all children

Adult Learning

Adult learning theory recognizes the unique strengths and assets of learners within the specific context of their professional knowledge and experience, including the ability to apply life and professional knowledge, to identify and solve problems, and to use self-identified goals as a motivation for positive growth and change. A technical assistance provider fosters a safe collaborative environment by respecting each professional's unique learning style, encouraging active participation, and ensuring shared responsibility for planning and accountability.

- Acknowledge and build on each learner's strengths, knowledge, and experiences

DRAFT

- Show sensitivity and responsiveness to the unique characteristics of each professional, including cultural, linguistic, ability, and community and life experiences
- Engage and involve the learner through adult learning techniques, such as guided self-reflection and application of new learning to professional practice or personal dispositions
- Use a variety of techniques that promote self-directed learning including active communication, case-study, role-play, observation and shared reflection
- Invite learners to reflect on learning by asking guiding questions that invite mutual dialog and ongoing insight regarding the early childhood profession, children and families, and high-quality practices

Collaborative Relationships

A collaborative relational framework guides effective quality improvement efforts through shared decision making and iterative (on-going) planning to review practices, set priorities, define goals and objectives, evaluate progress, and document success. Technical assistance providers nurture successful collaboration by establishing credibility and trust, building on core knowledge and capabilities, and ensuring a professional relationship.

- Recognize and build on strengths, assets, capabilities and capacities of people and programs
- Develop respectful and responsive relationships through positive interpersonal skills
- Use shared decision making and mutual agreement to facilitate quality improvement plans
- Ensure awareness, sensitivity and responsiveness to cultural competencies of people and organizations, and understand their relevance to effective partnerships
- Maintain integrity and ethical conduct and protect confidentiality in communication and record keeping
- Build professional relationships by clarifying roles, respecting boundaries, and setting clear expectations
- Foster collaborative partnerships by clarifying needed goals and modeling effective and positive professional interactions
    - (*Note: Edited to shift "lead and inspire" to leadership. Previously written:* Lead and inspire effective partnerships by clarifying vision and modeling positive interactions*)*

Reflective Practice

Reflective practice in early care and education is a dynamic and ongoing process of reciprocal thought and evaluation that energizes dialog and informs meaningful action. The continuing cycle of learning is characterized by self-awareness and mutual empathy that includes observation, reflection, response, and evaluation to set goals for improved practice. A technical assistance provider facilitates reflective practice by engaging the perceptions and feedback of others to enrich decision making about professional practices.

- Observe actions, feelings, and experiences of individuals and groups with objectivity (without bias or judgment), respecting differences in knowledge, understanding, and skill
- Solve ethical dilemmas through an exchange of ideas and perspectives that increase mutual understanding
- Guide decision making, practice, and action through discussion and raising questions with the goal of adding to existing knowledge and fostering deeper understanding
- Reflect on one's own work and engage in critical exploration of one's practices, prejudices, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions

DRAFT

- Use critical thinking skills by gathering data, analyzing, applying standards, and using logical reasoning and insight to apply knowledge to practice
- Promote mutuality and understanding of self and others through competence building, objectivity, adaptability, caring, and honesty (Hanft et al., 2004)
- Ensure flexible perspective taking by understanding practices from another viewpoint and frame of reference (e.g., how staff and teachers perceive or view a program)

Communication

Effective communication in technical assistance provides the basis for genuine care, respect, collaboration, and shared purpose. The technical assistance provider develops competency in effective communication through speaking, listening, writing, and leadership skills.

- Build a repertoire of positive communication strategies and skills that include effective discussion, problem solving, and mediation techniques through multiple mediums (e.g., telephone and e-mail, on-site visits, meetings, tele-conference, and various training approaches)
- Activate authentic listening skills (e.g., attending, acknowledging, and associating), responding (e.g., probing, summarizing, sharing feedback and support), and using information received to move towards problem solving and planning
- Provide verbal and non-verbal cues (e.g., focused attention, matched pace and affect) and feedback to validate, affirm, and encourage authentic conversation and engagement
- Develop effective writing skills for professional communication (e.g., e-mail, letter, training materials)
- Engage in critical thinking (e.g., Identify needs, gather information, evaluate evidence in light of professional standards, weigh options, choose plans of action)
- Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth

Assessment and Planning

Successful assessment and planning for quality improvement relies on clearly defined goals to gather and analyze data for the purpose of positive change. Technical assistance providers collaborate with professionals to evaluate practice, establish goals and priorities, and set action steps that lead to specific and meaningful outcomes.

- Use observation strategies and tools that are based on quality standards of the profession to gather information and define strengths and needs
- Gather and analyze data, and support others' ability to reflect on and analyze the data
- Use formal and informal assessment data to inform goal setting and collaborative planning related to individual, group, and program needs
- Use data to develop quality improvement plan (e.g., establish purpose and goals, determine areas for improvement, set priorities and action steps, and summarize/review needs)
- Develop action steps that leads to measurable realistic and attainable goals including creation of resources and tools
- Utilize standards and evidence-based practices to guide goal-setting and collaborative planning
- Establish follow-up plans with realistic time frame to keep goals on track and affirm progress
- Promote collaborative engagement for on-going evaluation of progress

DRAFT

- Provide guidance in making adjustments to action steps and goals

Change Process

Change processes are influenced by the assumptions, values, beliefs, and perceptions of people and programs that motivate or hinder positive change. Technical assistance providers work with professionals to gain needed insight and to plan strategies that will build the strengths, assets, and capabilities of an organization, and will increase needed skills, dispositions, and behaviors to achieve desired goals and outcomes.

- Knowledge of change process, including ability to document evidence of change
- Knowledge and ability to facilitate individual and organizational readiness for change and to collaborate with individuals and program staff to create that change
- Demonstrate responsiveness to individuals' and organizations' ongoing professional needs
- Understand that improvement is continuous and takes time; is incremental and should be celebrated along the way
- Embrace the complexity of change and the need for adaptability and flexibility in supporting others
    - *(Note: Added this dot point to support current priorities)*
- Develop strategic plans and processes that lead to ongoing quality improvement in programs
    - *(Note: Edited to shift "capacity" to leadership area. Previously written: Build capacity for growth and improvement of individuals and programs)*
- Provide evidence-based materials and resources that maximize practitioner access to professional research and best-practices
- Translate professional development, training, and resources into practice through *active reflection,* discussion, problem solving techniques, identifying and linking training to practice
- Motivate positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and to use compelling and relevant dialog to advocate for best practices for children and families

DRAFT

Gateways to Opportunity® Technical Assistance (TA) Framework

Technical Assistance Credential Levels	General Education Requirements	Education and Training in Early Childhood/ School-Age	Education and Training in Early Childhood/ School-Age- coaching, mentoring, or technical assistance	Work and Practical Experience in Early Childhood/ School-Age	Work and Practical Experience in Early Childhood/ School-Age- coaching, mentoring, or technical assistance	Professional Contributions in Early Childhood/ School-Age
Level 6	Graduate Degree	30 points in the Gateways to Opportunity Content Areas	21 points in the Gateways to Opportunity TA Content Areas	3,600 hours of Early Childhood/School-Age supervised and/or work experience	3,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Six Professional Contributions
		Maximum of 12 points from Credential approved training				
Level 5	Bachelor's Degree	*24 points in the Gateways to Opportunity Content Areas	15 points in the Gateways to Opportunity TA Content Areas	3,600 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Four Professional Contributions
		Maximum of 9 points from Credential approved training				
Level 4	Associate's Degree	**21 points in the Gateways to Opportunity Content Areas	9 points in the Gateways to Opportunity TA Content Areas	3,600 hours of Early Childhood/School-Age supervised and/or work experience	1,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Two Professional Contributions
		Maximum of 6 points from Credential approved training				

Guide: A point is equivalent to one semester hour of college credit.

*A Professional Educator License with Early Childhood Endorsement or ECE Credential Level 5 meets these requirements.

**The ECE Credential Level 4 meets these requirements.

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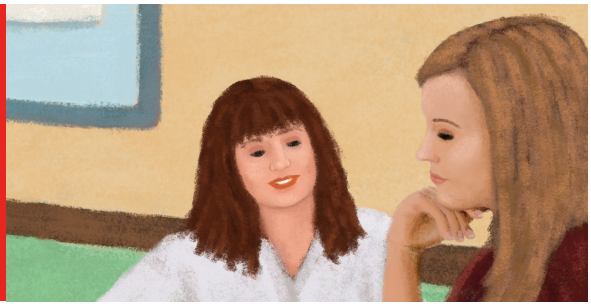
Appendix I

Entitled Route Pilot RFP Marketing Flyer

Gateways to Opportunity®

Technical Assistance Credential Pilot



Share Your Expertise

The Gateways Technical Assistance Credential pilot will begin Spring 2015.

The Technical Assistance Credential is a symbol of professional achievement that validates those who:

- Act as a coach, mentor, consultant and/or technical assistance provider supporting early care and education and/or school-age practitioners
- Exhibit commitment to the use of evidence-based practices when providing service to others
- Utilize relationship-based methods to recognize and build on strengths and capacities of practitioners and programs
- Demonstrate action in pursuit of their own professional development
- Understand principles of adult learning

Gateways to Opportunity
Gateways to Opportunity is a statewide professional development system, designed to support Illinois early care and education, school-age, and youth development practitioners.

Gateways to Opportunities Credentials
Gateways to Opportunity Credentials are symbols of professional achievement that validate knowledge and skills, experience, and contributions to the field of early care and education, infants and toddlers, administration, school-age, and youth development. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Gateways to Opportunity Entitled Institutions
Entitled higher education institutions have aligned their coursework with Technical Assistance Credential requirements. Students who complete these courses may apply to receive the new Gateways Technical Assistance Credential.

Become a Gateways Technical Assistance Credential pilot institution. Your participation will:

- Provide your institution the opportunity to offer feedback that will shape the final Credential.
- Provide your institution leadership in the field. Your program will set the standard for other institutions.
- The exclusive opportunity to offer the Credential during the pilot period.
- Provide your institution a competitive edge to attract students.
- Provide your institution a professional preparation program designed to meet employer needs.

For more information contact **Tricia Desmond** at **tdesmond@inccrra.org** or **(309) 829-5327, ext. 369.**

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Administered through inccrra

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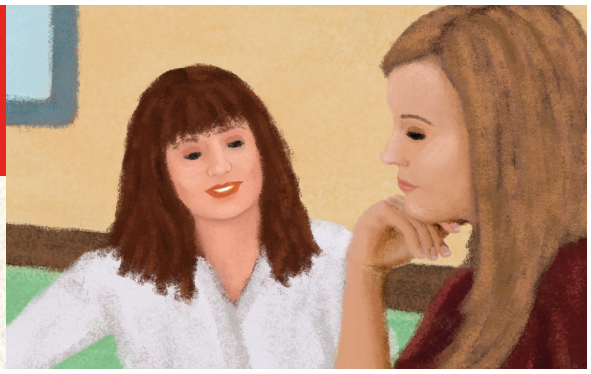
Appendix J

Gateways Technical Assistance Credential Pilot Marketing Handout

Join the
Gateways to Opportunity®

Technical Assistance Credential Pilot



Participate in the pilot of the Gateways to Opportunity® Technical Assistance (TA) Credential. The TA Credential is designed for professionals in Illinois working in a variety of roles that relate to relationship-based professional development – technical assistance providers, coaches, mentors, and/or professional development advisors. Be the first in the state to participate in the pilot for the TA Credential. Participation is *free*. Contact us today – limited time opportunity.

The Technical Assistance Credential is a symbol of professional achievement that validates those who:

- Act as a coach, mentor, consultant and/or technical assistance provider supporting children, youth and families
- Exhibit commitment to the use of evidence-based practices when providing service to others
- Utilize relationship-based methods to recognize and build on strengths and capacities of practitioners and programs
- Demonstrate action in pursuit of their own professional development
- Understand principles of adult learning

Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

For more information or to participate in the Gateways Technical Assistance Credential, please email **TACredential@inccrra.org**.

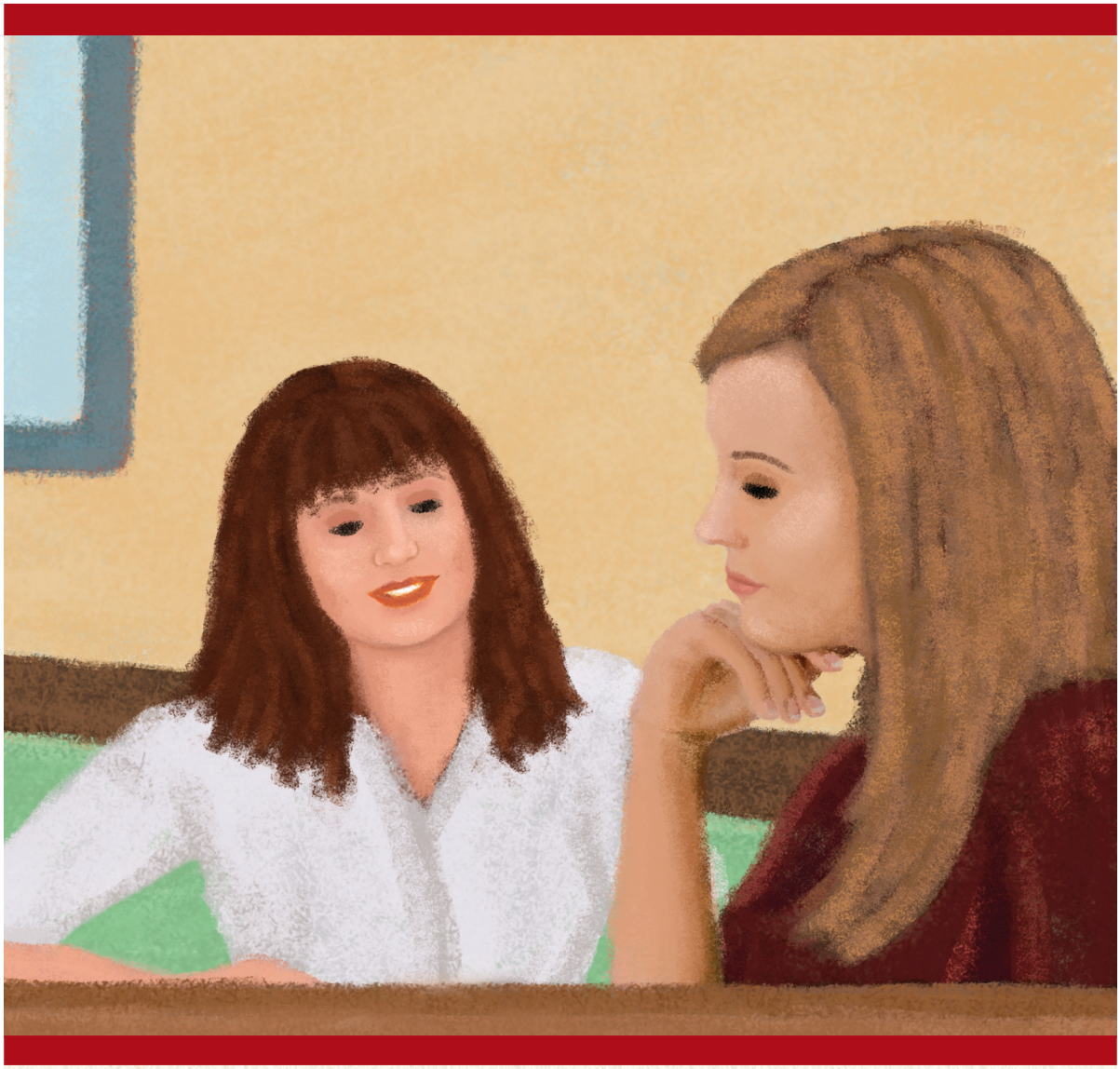
Gateways to Opportunity®
Illinois Professional Development System

Administered through inccrra

DHS Illinois Department of Human Services

Appendix K

Portfolio Documents



Gateways to Opportunity®

Technical Assistance Credential Pilot (Birth–12 years)

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

General Information

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Contact Information

Gateways to Opportunity
1226 Towanda Plaza
Bloomington, IL 61701
Attention: TDesmond

Phone: (866) 697-8278 *(24 hour voicemail messaging)* or (309) 829-5327 Ext: 369

Fax: (309) 828-1808

E-mail: TACredential@inccrra.org
Web site: www.ilgateways.com

Business Hours: 8:30–4:30

PILOT

General Information

Gateways to Opportunity and INCCRRA

Gateways to Opportunity is a comprehensive statewide system, designed to support practitioners in continuing their professional development. Gateways to Opportunity provides links to education and training resources, awards Gateways Credentials to qualified practitioners, connects early care and education and school-age care professionals to compensation opportunities, and the Gateways Scholarship program. Professional Development Advisors are available through Gateways to Opportunity to assist any ECE and/or school-age care practitioner in Illinois with career guidance and professional development. The Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) administers Gateways to Opportunity.

Credentials

Gateways to Opportunity Credentials are part of a comprehensive recognition system for early care and education, school-age, and youth development practitioners in Illinois. Gateways Credentials are awarded by the Illinois Department of Human Services Bureau of Child Care and Development. Gateways Credential requirements were developed by the statewide Professional Development Advisory Council which informs the development of Gateways to Opportunity. Some programs/agencies in Illinois utilize Gateways Credentials as meeting education qualifications for employment. Gateways to Opportunity Credentials were signed into law effective July 2009 and are awarded by the state of Illinois.

Each Credential within the Gateways to Opportunity Professional Development System has specific component requirements, including an education and training component. This component encompasses seven required Gateways content areas, as well as seven additional areas specific to the Gateways Technical Assistance Credential. Each Gateways Credential offers an interpretation of these content areas with descriptors that broaden these concepts and then relate those concepts to the specific age range or group served.

Gateways Technical Assistance Credential

The Gateways Technical Assistance Credential validates practitioners' knowledge, skills, and experience required to:

- Act as a coach, mentor, consultant and/or technical assistance provider supporting children and families
- Exhibit commitment to the use of evidence-based practices when providing service to others
- Utilize relationship-based methods to recognize and build on strengths and capacities of practitioners and programs
- Demonstrate action in pursuit of their own professional development
- Understand principles of adult learning

It is awarded based on demonstrated knowledge and skills across the seven Gateways content areas, as well as the seven additional areas specific to Technical Assistance.

Gateways to Opportunity Credential Content Areas

1. Human Growth and Development
2. Health, Safety, and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design
5. Interactions, Relationships, and Environments
6. Family and Community Relationships
7. Personal and Professional Development

Technical Assistance Content Areas

1. Professional Skills
2. Adult Learning
3. Collaborative Relationships
4. Reflective Practice
5. Communication
6. Assessment and Planning
7. Change Process

PILOT

Gateways Technical Assistance Credential

Gateways to Opportunity Content Areas

The foundation of a professional development system is the identification of knowledge and skills that ensure all professionals are highly qualified to nurture and support the development and learning of children and families. The Content Areas provide the framework to develop competencies that will guide levels of education, training and role responsibilities. The seven Content Areas listed below represent key areas of knowledge that inform professionals who work with children and families.

- Human Growth and Development
- Health, Safety and Well-Being
- Observation and Assessment
- Curriculum or Program Design
- Interactions, Relationships and Environments
- Family and Community Relationships
- Personal and Professional Development

Human Growth and Development (HGD)
Knowledge of human development and growth is at the core of professional practice. Professionals understand emerging principles, theories and knowledge of growth and development as a foundation for all aspects of their work with children, youth and families. They understand the mutual influences among different domains of development and the contexts in which individuals develop. These understandings provide the foundation for interactions with children, youth and families and for implementation of appropriate practices in programs.

Health, Safety, and Well-Being (HSW)
Physical health, mental health and safety are the foundations for development and learning in children and families. Professionals collaborate with families, health and other professionals to provide safe, healthy environments to foster the physical, cognitive, language and social-emotional development of children. They take responsibility for providing multiple opportunities for children and families to learn positive habits and decision-making skills that will ensure their health, safety and well-being.

Observation and Assessment (OA)
Knowledge gained from informal and formal observations and assessments provide an understanding about children and families, as well as the means for program development, evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal research-based assessments to gather and share information about an individual's skills, abilities, interests and needs and to monitor an individual's progress. They use information gathered through assessments and knowledge to continually evaluate, reflect on and inform their approaches and program practices.

Curriculum and Program Design (CPD)
Program design and curriculum development are a collaborative and dynamic professional endeavor. Professionals have broad knowledge of appropriate program design, curriculum and/or goals for children and families. They plan and implement bias-sensitive, integrated programs that build on the abilities and interests of children and families and support their learning and development in all areas.

Interactions, Relationships, and Environments (IRE)
Professional relationships with children and families are built on thoughtful interactions across a broad range of environments. These environments are designed to be sensitive to bias and to individual and cultural differences, to support learning and development and to intellectually stimulate children and families. Through appropriate strategies and interactions, professionals build appropriate relationships with each child along with the families. The strategies professions use actively engage all individuals in their development and learning and support positive interactions and relationships among children and families.

PILOT

Gateways to Opportunity Content Areas *(cont.)*

Family and Community Relationships (FCR)
Positive, collaborative partnerships with families, colleagues, and community play a critical role in the development, learning and well-being of children. Professionals apply their knowledge of family and social systems to create reciprocal relationships that recognize and enhance the contributions of all participants. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values.

Personal and Professional Development (PPD)
Personal and professional development provides the foundation for best practices when working with children and families. Professionals are committed to ongoing development and continually reflect on and take responsibility for their own values, choices and actions. They honor diversity in cultures, beliefs and practices and advocate for children and families. They demonstrate the highest standard of individual conduct, personal accountability, trustworthiness, integrity, fairness, consideration of the rights of others and the highest principles of good business practices and relationships.

PILOT

Gateways Technical Assistance Credential

Technical Assistance Content Areas

Professional Skills

All professional development (including education, training, and technical assistance) should use evidence-based best practices and be structured to promote linkages between research, theory and practice. A technical assistance provider acts as a learner as well as a mentor, continually improving knowledge, skills and dispositions of the early childhood profession.

- Hold and encourage high expectation for quality improvement and capacity building of programs and staff
- Pursue ongoing professional development opportunities in early care and education to fine tune and refine research-based practices and techniques
- Model professionalism, responsibility in organization, time-management and planning
- Facilitate various modes of service delivery including face-to-face meeting, on-site observation and feedback, technology-based communication, and hybrid methods of coaching, mentoring, and professional development
- Create linkages to state quality improvement systems and efforts and resources for professional development
- Understand coaching methods, including modeling and providing opportunities for teachers and home-based child care providers to intentionally practice new strategies
- Demonstrate commitment to evidence-based practices in consultation and technical assistance, including knowledge of high-quality, research-based best practices in early care and education that promote optimal achievement and development for all children

Adult Learning

Adult learning theory recognizes the unique strengths and assets of learners within the specific context of their professional knowledge and experience, including the ability to apply life and professional knowledge, to identify and solve problems, and to use self-identified goals as a motivation for positive growth and change. A technical assistance provider fosters a safe collaborative environment by respecting each professional's unique learning style, encouraging active participation, and ensuring shared responsibility for planning and accountability.

- Acknowledge and build on each learner's strengths, knowledge, and experiences
- Show sensitivity and responsiveness to the unique characteristics of each professional, including cultural, linguistic, ability, and community and life experiences
- Engage and involve the learner through adult learning techniques, such as guided self-reflection and application of new learning to professional practice or personal dispositions
- Use a variety of techniques that promote self-directed learning including active communication, case-study, role-play, observation and shared reflection
- Invite learners to reflect on learning by asking guiding questions that invite mutual dialog and ongoing insight regarding the early childhood profession, children and families, and high-quality practices

PILOT

Technical Assistance Content Areas *(cont.)*

Collaborative Relationships

A collaborative relational framework guides effective quality improvement efforts through shared decision making and iterative (on-going) planning to review practices, set priorities, define goals and objectives, evaluate progress, and document success. Technical assistance providers nurture successful collaboration by establishing credibility and trust, building on core knowledge and capabilities, and ensuring a professional relationship.

- Recognize and build on strengths, assets, capabilities and capacities of people and programs
- Develop respectful and responsive relationships through positive interpersonal skills
- Use shared decision making and mutual agreement to facilitate quality improvement plans
- Ensure awareness, sensitivity and responsiveness to cultural competencies of people and organizations, and understand their relevance to effective partnerships
- Maintain integrity and ethical conduct and protect confidentiality in communication and record keeping
- Build professional relationships by clarifying roles, respecting boundaries, and setting clear expectations
- Respect the unique history, philosophy, mission and culture of early childhood programs
- Lead and inspire effective partnerships by clarifying vision and modeling positive interactions

Reflective Practice

Reflective practice in early care and education is a dynamic and ongoing process of reciprocal thought and evaluation that energizes dialog and informs meaningful action. The continuing cycle of learning is characterized by self-awareness and mutual empathy that includes observation, reflection, response, and evaluation to set goals for improved practice. A technical assistance provider facilitates reflective practice by engaging the perceptions and feedback of others to enrich decision making about professional practices.

- Observe actions, feelings, and experiences of individuals and groups with objectivity (without bias or judgment), respecting differences in knowledge, understanding, and skill
- Solve ethical dilemmas through an exchange of ideas and perspectives that increase mutual understanding
- Guide decision making, practice, and action through discussion and raising questions with the goal of adding to existing knowledge and fostering deeper understanding
- Reflect on one's own work and engage in critical exploration of one's practices, prejudices, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions
- Use critical thinking skills by gathering data, analyzing, applying standards, and using logical reasoning and insight to apply knowledge to practice
- Promote mutuality and understanding of self and others through competence building, objectivity, adaptability, caring, and honesty (Hanft et al., 2004)
- Ensure flexible perspective taking by understanding practices from another viewpoint and frame of reference (e.g., how staff and teachers perceive or view a program)

PILOT

Technical Assistance Content Areas *(cont.)*

Communication

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- Use data to develop quality improvement plan (e.g., establish purpose and goals, determine areas for improvement, set priorities and action steps, and summarize/review needs)
- Develop action steps that leads to measurable realistic and attainable goals including creation of resources and tools
- Utilize standards and evidence-based practices to guide goal-setting and collaborative planning
- Establish follow-up plans with realistic time frame to keep goals on track and affirm progress
- Promote collaborative engagement for on-going evaluation of progress
- Provide guidance in making adjustments to action steps and goals

PILOT

Technical Assistance Content Areas *(cont.)*

Change Process

Change processes are influenced by the assumptions, values, beliefs, and perceptions of people and programs that motivate or hinder positive change. Technical assistance providers work with professionals to gain needed insight and to plan strategies that will build the strengths, assets, and capabilities of an organization, and will increase needed skills, dispositions, and behaviors to achieve desired goals and outcomes.

- Knowledge of change process, including ability to document evidence of change
- Knowledge and ability to facilitate individual and organizational readiness for change and to collaborate with individuals and program staff to create that change
- Demonstrate responsiveness to individuals' and organizations' ongoing professional needs
- Understand that improvement is continuous and takes time; is incremental and should be celebrated along the way
- Build capacity for growth and improvement of individuals and programs
- Provide evidence-based materials and resources that maximize practitioner access to professional research and best-practices
- Translate professional development, training, and resources into practice through discussion, problem solving techniques, identifying and linking training to practice
- Motivate positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and to use compelling and relevant dialog to advocate for best practices for children and families

PILOT

Gateways Technical Assistance Credential

Professional Contributions—Instructional Guidelines

A Professional Contribution is an activity completed outside the workplace that contributes to the support of children birth to age 12 through technical assistance. It is an activity that goes above and what is required of one in their day to day job activities. As an entitled institution, the opportunity for completing professional contributions may be included as part of coursework or degree requirements. Each applicant must document a specified number of professional contributions related to technical assistance, depending on the Credential level for which he/she is applying. The specific requirements are listed on the Credential framework. The contributions must have been completed within five years of the date the applicant's portfolio is sent to the Gateways to Opportunity office unless otherwise noted.

There are six different areas of professional contributions. The six areas represent a range of professional activities in which practitioners engage to improve the field. Examples follow each area. Other comparable activities may be considered.

1. Program Improvement

- Organize a group of teachers to visit a model classroom to observe the environment, interactions, and instructional strategies
  - Facilitate a follow up group discussion reflecting on observations and how it applies to teaching practices
- Help guide a program through an accreditation process
- Participate in a mentoring program for new teachers
- Mutually develop and assist program directors to implement and complete a program improvement plan, complete with action steps, objectives and outcomes
- Provide evidence of technical assistance provided to assist federal or state monitoring requirements
- Develop a tool or resource to assist a program to receive a circle of quality in ExceleRate® Illinois
- Model and provide technical assistance on best practices for communicating with children, families, and staff
- Model and encourage a program to participate in peer-reflection sessions to improve strength based practices
- Provide evidence of collaborating with a program to develop a plan to address challenges and how to secure resources
- Support a program in translating their assessment information into appropriate goals with action steps, and identify barriers, in partnership with practitioners

PILOT

Professional Contributions—Instructional Guidelines *(cont.)*

2. Service in a Professional Organization

- Serve on a local, state, or national advisory board focused on the work of coaching, mentoring, consulting, and/or technical assistance
- Help plan for an annual event related to the work of TA providers or those who support the improvement of professional practice in others (e.g. Leadership Connections, Sharing a Vision, Illinois Association for Infant Mental Health Annual Conference, Children's Mental Health Partnership committees, Illinois Network of Child Care Resource and Referral Agencies Trainers Conference, etc.)
- Raise awareness about the importance of coaching, mentoring, consulting, and TA in early care and education through membership in a professional organization
- Develop/oversee a committee whose goal is to provide funding for a local program to use for hiring a coach, mentor, consultant, and/or TA service provider for the purpose of improving outcomes for local children and families
- Lead a school or program leadership team that focuses on improving professional skills for new teachers

3. Presentations/Training

- Provide an oral or written presentation on topics related to technical assistance (e.g., the evidence base for the work, principles and practices, change theory, relationship-based methods, reflective supervision, needs assessment, or goal setting/action planning)
- Present/ conduct a workshop on the continuous program improvement process
- Develop and deliver a training related to coaching in early care and education and/or school-age
- Present at a state or national conference on a quality component of ExceleRate™ Illinois, such as Continuous Quality Improvement Plans (CQIP), Child Development, Cultural and Linguistic Appropriate practices, or curriculum development
- Voluntarily present at staff meetings or to co-workers on topics related to coaching and mentoring that will help their professional skills

4. Advocacy

- Attend a meeting, training, or event related to advocating for an early childhood or school-age issue
- Attend a legislative hearing on topics related to technical assistance
- Serve as an active member to an advocacy organization or public policy committee
- Mentor a director or teacher on advocacy in the field of technical assistance
- Write an original letter or an e-mail to a legislator or policymaker about an issue related to technical assistance
- Provide testimony at a public hearing on an early childhood/school-age issue
- Help draft legislation related to an early childhood or school-age issue
- Use social networking to raise awareness about an early childhood issue
- Offer a resource library on advocacy issues for early childhood and school-age practitioners
- Facilitate a discussion group with other technical assistance providers to share successes, challenges, and professional development needs

PILOT

Professional Contributions—Instructional Guidelines *(cont.)*

5. Writing and Publication

- Develop a handbook or manual (potentially part of a professional practice or internship experience)
- Write an original letter or an e-mail to a legislator or policymaker about an issue in early childhood/school-age that is related to technical assistance (coaching, mentoring, relationship-based professional development, etc.)
- Write an article or book review that gets published in a newspaper, magazine or coaching/mentoring related journal*
- Develop a new college-level course that is approved by an accredited institution or Credential approved training for the Technical Assistance Credential*
- Develop new materials (e.g. handbook, manuals, toolkits) related to effective practice strategies
- Write an article in a newsletter related to coaching and mentoring in field of early childhood or school-age
- Write/edit a book or chapter of a book on an early childhood/school-age topic*
- Publish an article about an early childhood or school-age issue in a newspaper or magazine*

6. Research/Grant Writing

- Write a proposal for a grant related to enhancing technical assistance services
- Research a technical assistance topic (i.e., training practices, adult learning, mentoring) and write a review that can be shared in a presentation or posted to a website/list serve
- Conduct a research study on a topic related to technical assistance
- Publish a research study in a peer-reviewed journal related to a topic on technical assistance*
- Review proposals or serve as a reader, for a foundation or a grant-making agency/organization
- Conduct a survey with programs to determine support and technical assistance needs
- Advise a research committee on technical assistance services and how it helps practitioners in the field of early childhood or school-age

*There is no time requirement on this Professional Contribution.

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IDHS Illinois Department of Human Services

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

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Revised 10/2015

Technical Assistance Credential Pilot Portfolio Forms

PILOT

Portfolio Forms

Checklist

To obtain the Gateways Technical Assistance Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

Level 6

- ☐ Graduate Degree

- ☐ 30 points (30 semester hours) in the seven Gateways ECE Content Areas, with a minimum of two points in each area:
  - Human Growth and Development
  - Health, Safety, and Well-Being
  - Observation and Assessment
  - Curriculum or Program Design
  - Interactions, Relationships, and Environments
  - Family and Community Relationships
  - Personal and Professional Development

  *Maximum of 12 points from Credential approved trainings**

- ☐ 21 points (21 semester hours) in the seven Gateways Technical Assistance Content Areas, with a minimum of 1.5 point in each area:
  - Professional Skills
  - Adult Learning
  - Collaborative Relationships
  - Reflective Practice
  - Communication
  - Assessment and Planning
  - Change Process

  *Maximum of 12 points from Credential approved trainings**

- ☐ 3600 hours of documented supervised and/or work experience in Early Care & Education and/or School-Age Care

- ☐ 3000 hours of documented coaching, mentoring, or technical assistance supervised and/or work experience

- ☐ Six Professional Contributions, in three different areas within the last five years – one contribution must be in the area of Program Improvement

**Credential approved training not to exceed 6 points in one "Education and Training" component area.*

Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@inccrra.org.)

PILOT

Portfolio Forms

Checklist

To obtain the Gateways Technical Assistance Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

Level 5

- ☐ Bachelors's Degree

- ☐ 24 points (24 semester hours) in the seven Gateways ECE Content Areas, with a minimum of 1.5 points in each area:
  - Human Growth and Development
  - Health, Safety, and Well-Being
  - Observation and Assessment
  - Curriculum or Program Design
  - Interactions, Relationships, and Environments
  - Family and Community Relationships
  - Personal and Professional Development

  OR a Professional Educator License with endorsement in Early Childhood Education or ECE Credential Level 5

  *Maximum of nine points from Credential approved trainings**

- ☐ 15 points (15 semester hours) in the seven Gateways Technical Assistance Content Areas, with a minimum of 1.5 in each area

  *Maximum of nine points from Credential approved trainings**

- ☐ 3600 hours of documented supervised and/or work experience in Early Care & Education and/or School-Age Care

- ☐ 2000 hours of coaching, mentoring, or technical assistance supervised and/or work experience

- ☐ Four Professional Contributions, in two different areas within the last five years – one contribution must be in the area of Program Improvement

**Credential approved training not to exceed 6 points in one "Education and Training" component area.*

Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@inccrra.org.)

PILOT

Portfolio Forms

Checklist

To obtain the Gateways Technical Assistance Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

Level 4

- ☐ Associate Degree

- ☐ 21 points (21 semester hours) in the seven Gateways ECE Content Areas, with a minimum of 1 point in each area, which must include:
  - Human Growth and Development
  - Health, Safety, and Well-Being
  - Observation and Assessment
  - Curriculum or Program Design
  - Interactions, Relationships, and Environments
  - Family and Community Relationships
  - Personal and Professional Development

  OR an ECE Credential Level 4

  Maximum of six points from Credential approved training

- ☐ Nine points (nine semester hours) in the seven Gateways Technical Assistance Content Areas, with a minimum of one point in four different areas, with one point being in Reflective Practice:
  - Professional Skills
  - Adult Learning
  - Collaborative Relationships
  - Reflective Practice
  - Communication
  - Assessment and Planning
  - Change Process

  Maximum of six points from Credential approved training

- ☐ 3600 hours of documented supervised and/or work experience in Early Care & Education and/or School-Age Care

- ☐ 1000 hours of documented coaching, mentoring, or technical assistance supervised and/or work experience

- ☐ Two Professional Contributions, in two different areas within the last five years

**Credential approved training not to exceed 6 points in one "Education and Training" component area.*

Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@inccrra.org.)

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Portfolio Forms

Work & Practical Experience—Verification Form

Please complete and have this form signed by a supervisor, director, or the Human Resources department to validate your work experience providing direct service to children. ***Use a separate form for each position.***

Please indicate which Gateways Credential you are applying for:

☒ Technical Assistance

Personal Information

Participant Name:_____ Person ID: _____

Position: _____Start Date (MO/YR): _____ End Date (MO/YR):_____

Hours per week: _____ x Weeks per year:_____ x # of years: _____ = Total Hours: _____

Please indicate the age groups served in this position.

☒ Birth–12 years

Contact Information

Contact Name: _____

Company Name:_____

Company Address: _____

Company Phone: _____

Signature and title of contact who can verify your work experience:

_____**Date:**_____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

Participant Signature: _____**Date:**_____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

PILOT

Portfolio Forms

Work & Practical Experience—Verification Form

Please give a description about your area of work (e.g. working as a coach, mentor, technical assistance provider, infant toddler mental health consultant, professional development advisor) and other relevant information about how you contributed in this role.

Participant Name:_____

Area of Specialized Expertise: _____

Include a brief summary (in 100 words or less) in the space provided below (or attached typed document):

_____

_____

_____

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PILOT

Participant Signature: _____ **Date:** _____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

Portfolio Forms

Professional Contributions

For each contribution, please list activity, location, date, contact person, and contact phone number. Please also include a brief summary of each contribution that outlines the participants/audience and outcome for those impacted by the activity. Please limit comment to 150 words. This form must be completed and documentation for each contribution attached. Use additional forms, if needed.

1. Program Improvement

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

2. Service in a Professional Organization

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

3. Presentations/Trainings

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.

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Portfolio Forms

Professional Contributions

4. Advocacy

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

5. Writing and Publications

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

6. Research / Grants Writing

_____

_____

_____

_____

_____

Location: _____ Date: _____

Contact Person: _____

Contact phone number or email: _____

Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.

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Appendix L

Revised Work Experience Form

Portfolio Forms

NAEYC Definitions

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

Examples: Help teacher arrange classrooms based on the ECERS-R tool, help a program towards accreditation, inform teachers on the ExceleRate process.

Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Examples: Support protégés who are new to the field, improve retention of new and/or experienced teachers, help translate coursework theory into classroom practice.

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

Example: Supports the development of specific skills and practices with a focus on performance-based outcome(s).

Technical Assistance Work Experience Instructions

The Technical Assistance Credential requires three forms to validate applicant work experience:

1. Portfolio Form 1: Early Care and Education or School-Age Work Experience—Verification Form
2. Portfolio Form 2: Coaching, Mentoring or Technical Assistance Work Experience—Verification Form
3. Portfolio Form 3: Technical Assistance Work Experience—Summary

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Portfolio Form 1

Early Care and Education or School-Age Work Experience—Verification Form

Please complete this form to validate your work experience providing direct service to children. ***Use a separate form for each position. No summary needed. Summary only needed for coaching, mentoring, or technical assistance work experience.***

Personal Information

Participant Name:_____ Person ID: _____

Position: _____Start Date (MO/YR): _____ End Date (MO/YR):_____

Hours per week: _____ x Weeks per year:_____ x # of years: _____ = Total Hours: _____

Please indicate the age groups served in this position.

☒ Birth–12 years

Contact Information

Contact Name: _____

Contact Title:_____

Contact Email:_____

Contact Phone:_____

Participant Signature: _____**Date:**_____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

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Portfolio Form 2

Coaching, Mentoring or Technical Assistance Work Experience—Verification Form

Complete this form to verify experience as a coach, mentor or technical assistance provider for the Gateways to Opportunity Technical Assistance Credential.

Personal Information

Name: _____ Registry Member ID: _____

Experience Verification

Please provide a name and contact information for an individual that could verify your work experience and summary (attached). (Examples include: Employer, Current or past supervisor, professional colleagues or professional you collaborate with.)

Position: _____

Start Date: _____ End Date: _____ Hours: _____

Contact 1: Name: _____

Email: _____ Phone: _____

Affiliation to applicant *(How is this contact knowledgeable about your experience?)*:

_____

_____

Position: _____

Start Date: _____ End Date: _____ Hours: _____

Contact 1: Name: _____

Email: _____ Phone: _____

Affiliation to applicant *(How is this contact knowledgeable about your experience?)*:

_____

_____

Total hours worked: _____

Hours Per Week x Weeks Per Year x By Number of Years

Note: Technical Assistance Credential Level 4 requires 1,000 hours, Level 5 requires 2,000 hours and Level 6 requires 3,000 hours.

Participant Signature: _____ **Date:** _____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

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Portfolio Form 3

Technical Assistance Work Experience—Summary

For each posistion listed, please provide an extensive summary with specific examples of how you have both coached/mentored or provided technical assistance as a professional in the field of early care and education and/or school-age (serving children birth to age 12).

Participant Name:_____

Please use the space provided below (or attach typed document). Second page available if needed.

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Participant Signature: _____ **Date:** _____

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

Portfolio Form

Technical Assistance Work Experience—Summary *(cont.)*

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Appendix M

Faculty Recommendations

Recommendations/Suggestions from Faculty to TA Committee
Technical Assistance Credential Framework
8/11/2016

Competency vs. Benchmarks in both ECE/SA as well as Technical Assistance Education component

1. Utilize competency based lens (replacing "levels 2-4" and "level 5" benchmarks) for consistency and more unified assessment across institutions/statewide.

Work Experience Component

1. Increase the amount of ECE/SA Work experience required for the TA Credential at Level 4 to 3 years and TA hours to 3,000 hours. Additional experience will help compensate for less required formal education at the Level 4. . If we approve someone with an Associate's Degree than they should have more experience.
2. Lower the TA Hours at the Level 6 to 2,000 hours. Applicants already have the higher education degree requirement.
3. Keep the TA Hours at the Level 5 to 2, 000 hours. Applicants have a Bachelors but this is not as high of a degree requirement therefore will still need to fulfill these hours.

- In an email exchange between Melissa Johnson (Highland Community College) and Andrea Banach and Brenda Heinzmann (Rend Lake College), they agreed that they like the idea of inverted amount of experience required at the different TA Credential levels. They were in favor of reversing 1000 hours for an Associate's to 3000 hours for the TA/mentoring experience.

- Neither of them was sure of the exact ECE/SA experience, but that those hours needed to be increased from 3600. They do not feel that approximately 2 years of ECE/SA experience is enough to be a credible mentor.

- Reduce the amount of TA Work Experience required for the TA Credential at Level 6 due to increased coursework/education content and to align with other state requirements. Note: Principal Preparation programs only require 1800 hours – could the Level 6 align with this?
- Ensure *only* hours spent in direct coaching/mentoring are included/counted in the "Work Experience in Technical Assistance" component (not entire time spent "on the job" doing a wide range of tasks). We found that when approving applicants at the TA Level 4 it is often a long conversation and struggle to decide if they should get the Credential. This is often because their work experience summaries do not exemplify specific skills sets working in technical assistance, coaching and mentoring. We do see that they are doing some technical assistance but not a lot (at the Level 4).

Professional Contributions

Remove Professional Contributions so that they are required upon renewal only. Rationale being that professional contributions are often embedding in one's TA Work Experience.

Content Areas for Technical Assistance:

4. Add Leadership content spread without the TA Content Areas. Ask Maria Masterson to do this. She did it for FCC and very quickly.

Name of Credential

5. Review/Revise “name” of Credential for great transparency and clarity regarding who this Credential is for (e.g. Coaching & Mentoring or RBPD or Leadership/Coaching)

Revisions to Form

Provide some type of guidelines for how to count TA hours. If there isn't a way of using a form, let's say because they helped someone 10 years ago, then a narrative would be a good example. Encouraging them to give as much detail as possible.

Open ended questions such as:

Why are you ready to be a coach or what do you do that relates to coaching?
Please explain how and/or if you have engaged in Reflective Practice?
We want applicants to demonstrate through their work experience how the TA Content Areas relate to their TA Work…”How do the TA Content Areas relate to the work that you do?”

TA Point Spread:

Suggestion: Follow the IDC point spread (first Credential developed and at each 5 year review the points have never changed). They have 10 additional administrative Content Areas; we have seven additional TA Content Areas.

IDC Spread:
Level I Requires 1 in 3 areas
Level II Requires 1 in 6 areas
Level III Requires 1 in all 10 areas
Lower the total TA Points at Level 6 (because they have a higher level degree) - 21 points with 1.5 in each TA Content Area rarely happens and if it does, its 1.5 points in several Content Areas (just barely making it). The point spread is difficult to meet. (this could be lowered to 1 point in 7 out of the 7 Content Areas)
Level 5 also requires 1.5 in each TA Content Area (15 total). This could be lowered to 1 point in 5 out of the 7 Content Areas)
Level 4 requires 1 point in 4 of the 7 Content Areas with one area having to be in Reflective Practice (9 total). Keep the same because the hours at TA Level 4 are increasing.

ECE Point Spread: Keep the same (mirrors the IDC point spread for the ECE side)
Level 4 Requires 1 point in all 7 areas (21 total)
Level 5 Requires 1.5 in all 7 areas (24 total)
Level 6 Requires 2 in all 7 areas (30 total)

Appendix N

Final Gateways Technical Assistance Credential Recommendations

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee
This framework was approved for purposes of the pilot by QC on February 5, 2015.

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 1. Specific changes to the Work and Practical Experience in ECE/School-Age column as follows:

ECE/SA Work Experience:
Level 4 – Increase to 4,500 hours
Level 5 – Increase to 4,500 hours
Level 6 – Increase to 4,500 hours

RATIONALE:
ECE/SA Work Experience: Early Childhood/School-Age Practitioners must have experience in the field working with early childhood and school-age children in order to become an effective coach, mentor, or provide technical assistance to other professionals. 4,500 hours is approximately 3 years of full-time work experience. Requiring these additional hours of work experience strengthens the hands-on work experience of technical assistance providers at all levels. Research from the Association for Supervision and Curriculum Development (www.ascd.org) indicates having taught for three years as a key indicator of effective teacher qualifications. In addition, The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states "most coaches/mentors of early childhood educators have education credentials and **extensive work experience in an early childhood care and education setting**" (page 406).

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee
Approved: X **Date:** 9/8/16
Disapproved: **Date:**

PDAC Qualifications and Credentials Committee
Approved: X **Date:** 9/15/16
Disapproved: **Date:**

DISPOSITION: PDAC Steering Committee
Approved: X **Date:** 10/26/2016
Disapproved: **Date:**

DISPOSITION: PDAC
Approved: X **Date:** 11/18/2016
Disapproved: **Date:**

DISPOSITION: IDHS, Bureau of Child Care and Development
Approved: X **Date:** 12/5/2016
Disapproved: **Date:**

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee
This framework was approved for purposes of the pilot by QC on February 5, 2015.

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 2. Specific changes to the Education and Training in ECE/School-Age coaching, mentoring or technical assistance column and Professional Contributions in ECE/School-Age column as follows:

Technical Assistance Credential Content Area Requirements

TA Level 4 – Remain a minimum of 1 point in 4 of the 7 TA content areas with one point required in Reflective Practice.

TA Level 5 – Decrease to a minimum of 1 point (previously of 1.5) in all 7 TA content areas.

TA Level 6 – Remain a minimum of 1.5 points in all 7 TA content areas.

ALL LEVELS: Remove professional contributions from initial credential attainment–required upon renewal.

RATIONALE:

Technical Assistance Credential Content Area Requirements

TA Level 5: Thorough testing of each level and survey data indicated that requiring 1 point (instead of 1.5) in all 7 TA Credential Content Areas allows for Bachelor or Graduate degree professionals to document proficiency in all 7 TA Content Areas. Graduate TA Level 6 maintains 1.5 points in all 7 TA Content Areas to document advanced knowledge specific to coaching, mentoring or technical assistance.

ALL LEVELS: Remove professional contributions from initial credential attainment–required upon renewal to maintain consistency between other Gateways Credentials.

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee
Approved: X **Date:** 9/8/16
Disapproved: **Date:**

PDAC Qualifications and Credentials Committee
Approved: X **Date:** 9/15/16
Disapproved: **Date:**

DISPOSITION: PDAC Steering Committee
Approved: X **Date:** 10/26/2016
Disapproved: **Date:**

DISPOSITION: PDAC
Approved: X **Date:** 11/18/2016
Disapproved: **Date:**

DISPOSITION: IDHS, Bureau of Child Care and Development

Approved: X **Date:** 12/5/2016

Disapproved: **Date:**

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Content Areas. The TA Content Area of Professional Skills was expanded to include Leadership and will be renamed to Leadership and Professional Skills.

RATIONALE: Strong leadership skills are important when providing support as a coach, mentor, or technical assistance professional to other early childhood/school-age professionals. The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states "most coaches/mentors of early childhood educators have education credentials and extensive work experience in an early childhood care and education setting" (page 406). "The knowledge and skill of coaches are of critical importance. Coaches must have knowledge of instructional and other practices to foster development and learning, as well as knowledge and competencies in effective coaching" (page 398 & 532). The expansion and integration of leadership skillsets in the Technical Assistance Credential will provide alignment with existing teacher leader and teacher leader effectiveness work advancing in Illinois.

DISPOSITION:
PDAC Ad-Hoc Technical Assistance Credential Committee
Approved: X **Date:** 9/8/16
Disapproved: **Date:**

PDAC Qualifications and Credentials Committee
Approved: X **Date:** 9/15/16
Disapproved: **Date:**

DISPOSITION:
PDAC Steering Committee
Approved: X **Date:** 10/26/2016
Disapproved: **Date:**

DISPOSITION:
PDAC
Approved: X **Date:** 11/18/2016
Disapproved: **Date:**

DISPOSITION:
IDHS, Bureau of Child Care and Development
Approved: X **Date:** 12/5/2016
Disapproved: **Date:**

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 13, 2016

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

RECOMMENDATION: The Technical Assistance Credential Committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework. Specific changes to the **Work and Practical Experience in ECE/School-Age coaching, mentoring or technical assistance** column as follows:

Level 4 – Increase from 1,000 to 2,000 hours
Level 5 – Remain at 2,000 hours
Level 6 – Decrease from 3,000 to 2,000 hours

RATIONALE:
Consistency in the amount of required Work and Practical Experience in ECE/School-Age Coaching, Mentoring or technical assistance across all levels is recommended. The committee believes that a consistent baseline (2,000 hours) of work and practical experience is the threshold that demonstrates needed coaching/mentoring/technical assistance experience. Higher levels of credential attainment are evidenced through increases in educational attainment and amount of specific coursework targeted to coaching/mentoring.

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee
Approved: X **Date:** 10/6/2016
Disapproved: **Date:**

PDAC Qualifications and Credentials Committee
Approved: X **Date:** 10/13/2016
Disapproved: **Date:**

DISPOSITION: PDAC Steering Committee
Approved: X **Date:** 10/26/2016
Disapproved: **Date:**

DISPOSITION: PDAC
Approved: X **Date:** 11/18/2016
Disapproved: **Date:**

DISPOSITION: IDHS, Bureau of Child Care and Development
Approved: X **Date:** 12/5/2016
Disapproved: **Date:**

Appendix O

Gateways Technical Assistance Credential Committee Members

Technical Assistance Credential Committee Membership

Organization/Agency	Name	Title	Years on TA Committee
Illinois State University	**Amanda Quesenberry**	Assistant Professor	2014-Present
Heartland Community College Illinois Association for the Education of Young Children	**Amy Law**	Adjunct Faculty SAM Mentor	2014 - Present
McCormick Center for Early Childhood Leaders, National Louis University	**Ann Hentschel**	Director of Quality Assessment	2014-2015
Illinois Department of Human Services Bureau of Child Care and Development	**Anne Wharff**	Child Care Professional Development Manager	2014 - Present
McCormick Center for Early Childhood Leadership, National Louis University	**Barb Volpe**	Quality Specialist Manager	2016-Present
STARNet	**Connie Shugart**	Project Coordinator	2014 - Present
Executive Leadership Coach	**Dina Emser**	Certified Professional Leadership Coach and Educational Consultant	2014-2015
Project Child: Child Care Resource and Referral Agency Service Delivery Area 15	**Jamie Nichols**	Infant Toddler Child Care Specialist	2014 - Present
McCormick Center for Early Childhood Leaders, National Louis University	**Jill Bella**	Director of Quality Support	2014 - Present
KinderCare Center	**Joan Longtin**	Director , Quality Team Leader at Knowledge Universe	2014 - Present
Moraine Valley Community College and Kids World Preschool and Learning Center	**Judie Cutting**	Instructor	2014 - Present
Illinois State Board of Education Division of Early Childhood	**Karen McCarthy**	Principle Consultant	2014 - Present
Illinois Head Start Training and Technical Assistance Center	**Linda Langosch**	ECE Specialist and Center Manager	2014 - Present
National Louis University	**Lisa Downey***	Assistant Professor, Lecturer/Early Childhood Practice Program	2014 - Present
Child Care Resource and Referral Agency Service Delivery Area 16	**Marilyn Murry**	Infant Toddler Child Care Specialist	2014 - 2015
Ounce of Prevention Fund	**Marsha Hawley**	Program Director	2014
Nurturing Development Learning Academy II	**Medina Bailey**	Executive Director	2014 - Present
4C: Child Care Resource and Referral Agency Service Delivery Area 2	**Melissa Veljasevic**	Infant Toddler Child Care Specialist	2014

McCormick Center	**Michele Black**	Quality Specialist Coordinator	2014 - 2016
Illinois State University	**Dr. Nancy Latham**	Early Childhood Program Coordinator	2014
St. Augustine College	**Nellie Martinez**	Associate Professor	2014
Illinois State Board of Education Division of Early Childhood	**Pamela Reising Rechner**	Preschool Special Education/ IDEA 619 Coordinator	2014 - 2016
Illinois New Teacher Collaborative	**Patricia Brady**	Director	2014
Caregiver Connections	**Peggy North-Jones**	Associate Director, Early Childhood Mental Health Consultant	2014 - Present
University of Illinois Clearinghouse on Early Education & Parenting	**Peggy Patten**	Research Information Specialist	2014
Independent Consultant	**Sandy Young**	Consultant/Coach	2014 - Present
Children's Home + Aid	**Sharyl Robin***	Director, Community Partner Office	2014 - Present
Governor's Office of Early Childhood Development (GOECD)	**Teresa Kelly**	Project Director, Strong Foundation Partnership	2014 - Present
Heartland Head Start	**Teri Meismer**	Education/Mentor Manager	2015-Present
McCormick Center for Early Childhood Leadership	**Teri Talan**	Director of Research and Public Policy	2014
Oakton Community College	**Tracy Fulce**	Associate Professor	2014
Harper College	**Wendy Mertes**	Coordinator	2014 - 2016

*** TA Credential co-chairs**

INCCRRA staff provided support to the efforts of the Technical Assistance Credential Committee from 2013–2016.

Joni Scritchlow	Senior Program Director	2014-Current
Stephanie Hellmer	Coordinator and Program Specialist of Professional Opportunities and Development	2014-Current
Tami O'Daniel	Program Specialist	2014-Current
Tricia Desmond	Program Specialist	2014-2016

Gateways to Opportunity® Technical Assistance (TA) Framework

Technical Assistance Credential Levels	General Education Requirements	Education and Training in Early Childhood/ School-Age	Education and Training in Early Childhood/ School-Age- coaching, mentoring, or technical assistance	Work and Practical Experience in Early Childhood/ School-Age	Work and Practical Experience in Early Childhood/ School-Age- coaching, mentoring, or technical assistance	Professional Contributions in Early Childhood/ School-Age
Level 6	Graduate Degree	30 points in the Gateways to Opportunity Content Areas	21 points in the Gateways to Opportunity TA Content Areas	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal
		Maximum of 12 points from Credential approved training				
Level 5	Bachelor's Degree	*24 points in the Gateways to Opportunity Content Areas	15 points in the Gateways to Opportunity TA Content Areas	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal
		Maximum of 9 points from Credential approved training				
Level 4	Associate's Degree	**21 points in the Gateways to Opportunity Content Areas	9 points in the Gateways to Opportunity TA Content Areas	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal
		Maximum of 6 points from Credential approved training				

DRAFT

Guide: A point is equivalent to one semester hour of college credit.

*A Professional Educator License with Early Childhood Endorsement or ECE Credential Level 5 meets these requirements.

**The ECE Credential Level 4 meets these requirements.

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