

# Gateways Faculty Fellows Assessment Project



GATEWAYS TO OPPORTUNITY®  
Illinois Professional Development System

ROBERT R.  
McCORMICK  
FOUNDATION





# **Illinois Gateways to Opportunity®**

## **Faculty Fellows Assessment Project Report**

Written by Dr. Kira Hamann, Dr. Anni Reinking, and Dr. Toni Potenza

Prepared in the Winter of 2020



# Table of Contents

<b>Background</b>	<b>5</b>
<b>Process</b>	<b>8</b>
Organization of Faculty Fellows Teams	9
Project Launch & Overarching Project Supports	10
Technology Supports	10
Competency-Based Education Supports	10
Faculty Fellows' Teams Work Timeline	11
April-June 2019	11
June-August 2019	13
August-September 2019	13
<b>Project Outcomes</b>	<b>14</b>
Updated Gateways Credential Toolboxes	14
Assessment Example Totals by Credential	16
Team Outcome Profiles	18
Assessment User Guide	23
Technology Tools	23
Dissemination of Project Work	24
<b>Overall Accomplishments</b>	<b>25</b>
Impact for Early Childhood Teacher Educators and Teacher Education Programs	25
Impact on the Field of Early Childhood Education	26
<b>Opportunities and Next Steps</b>	<b>27</b>



# **Illinois Gateways to Opportunity Faculty Fellows Assessment Project Report**

This report is being prepared for the early childhood education field, as well as for the Robert R. McCormick Foundation which funded the project with support from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). Competency-based education, specifically in the field of education, is a national trend. This trend, present in Illinois, supports the fact that schools, P-12, are focusing not only on college readiness but also on career readiness. As the early childhood field launched the pendulum swing, other entities are now moving from standards to competency-based education. This paper reports on the outcomes of one Illinois-based state-level early childhood project situated within the transition from standards-based to competency-based educator preparation. With the work of the Faculty Fellows, two- and four- year ECE programs in Illinois have been placed at the forefront of early childhood teacher preparatory programs throughout the country.

## **Background**

This project is situated within the world of early childhood educator preparation. In Illinois, 27 undergraduate and 5 master's degree programs offer opportunities to attain licensure in Early Childhood Education, Birth to Grade 2, and since 2016, a large majority of institutions of higher education at both the two- and four-year levels in Illinois offer the industry-recognized Gateways to Opportunity ECE Credential (98%) (Illinois Network of Child Care Resource and Referral Agencies, 2019). See Appendix A for a listing of higher education institutions offering early childhood credential and licensure pathways. Gateways to Opportunity Credentials are earned based on a combination of training and college credit, accumulated experience, are stacked, and can therefore be attained as an endpoint in themselves or in combination with a degree. These are awarded by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development, administered through the Illinois Network of Child Care Resource and Referral Agency (INCCRRA), and are in legislative rule.

Core credentials in the early childhood field include the ECE Credential, School-Age and Youth Development (SAYD) Credential, and the Family Specialist Credential. Opportunities for specialization build off the ECE and SAYD core credentials, including the Illinois Director's Credential, Infant Toddler Credential, Family Child Care Credential, and Technical Assistance Credential. These leveled credentials provide a preparation and professional development "lattice" that serves to support entry into varied ECE settings across the state, as well as promote ongoing educational attainment. See Figure 1: Gateways to Opportunity Early Childhood Career Lattice.

# Gateways to Opportunity® Early Childhood Educator Career Lattice

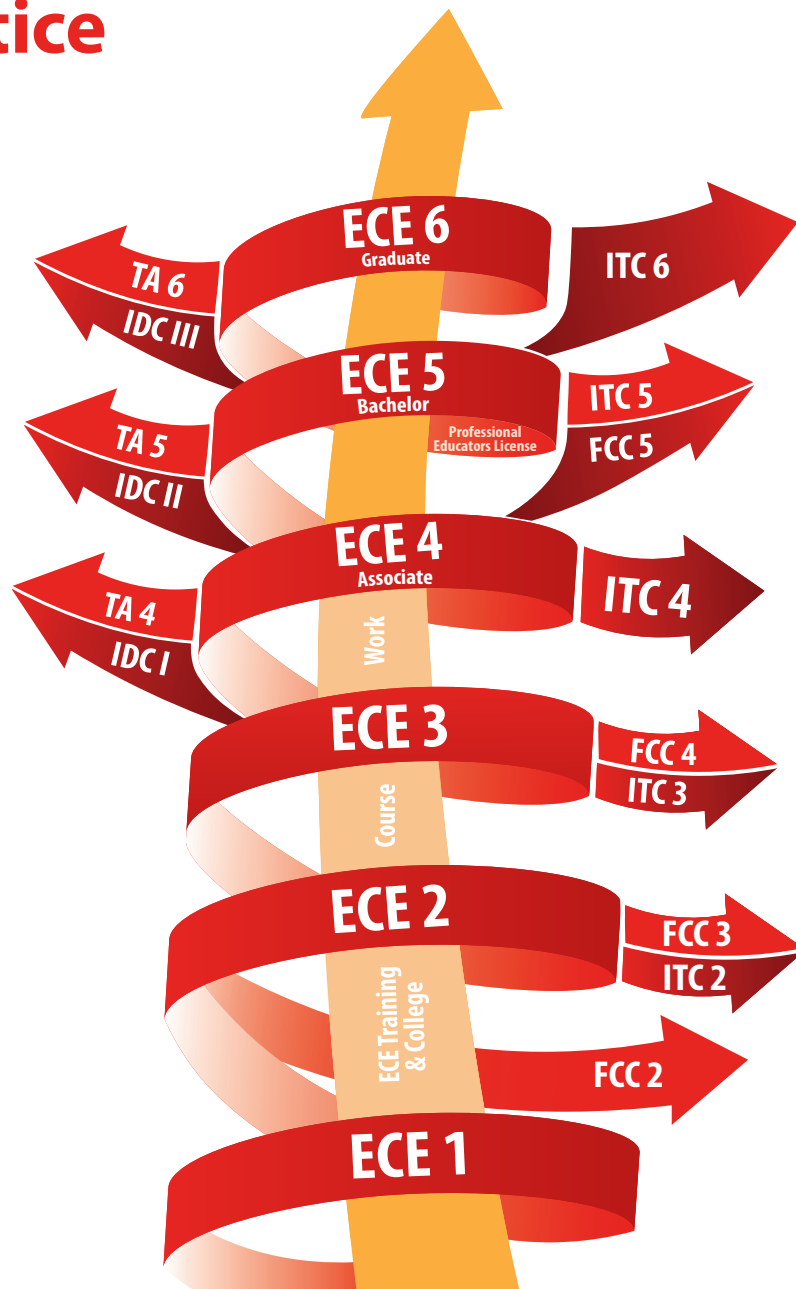
**ECE:** Foundational Early Childhood Educator requirements for all Credentials

**FCC:** Family Child Care Credential

**ITC:** Infant Toddler Credential

**IDC:** Illinois Director Credential

**TA:** Technical Assistance Credential



The ECE Credential is the foundation for these Gateways Credentials.



Gateways to Opportunity is administered through Inccra and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of Inccra. PD232 © 2017 INCCRA

More details on each Credential can be found at [www.ilgateways.com](http://www.ilgateways.com)

Figure 1. Gateways to Opportunity Early Childhood Educator Career Lattice



Beginning with the Early Childhood Credential, between 2016-2017, all Illinois Gateways Credentials moved from standards and benchmarks to competencies. In 2016, the Illinois State Board of Education put in place a requirement that all entitled ECE licensure programs align to the Gateways ECE competencies within their redesign/ re-application for entitlement by 2019. Additionally, in 2016, the Illinois Gateways Early Childhood Education (ECE) competencies were presented to ECE faculty from across the State at the Gateways Higher Education Forum. Following the Forum, regional meetings were held across Illinois to help Gateways-entitled institutions move to competencies, leading to the large number of entitled programs today (98%). To support this change, an online toolbox embedded on the Illinois Gateways website was created to store competency resources and assessment examples for the new competencies for faculty to use in competency implementation. A pilot of the competencies-based entitlement application was implemented, and technical assistance for two-year programs was established.

To further support the move to competency-based education, in 2018, the Robert R. McCormick Foundation funded a one-year planning grant to develop 3-5-year strategic and operational plans focused on expanding the use of the Gateways ECE competencies, creating assessments and rubrics, and fostering innovative competency-based learning practices. A State-Level Competency Leadership Team was created to develop a strategic plan and next steps for higher education institutions implementing the competencies across all Gateways Credentials. This group was drawn from state agencies, funders, and members of higher education. Three categories of work emerged from the plans, including support for higher education implementation of competencies, implementation of competencies in professional development, and technology supports. Related to the higher education category, there was consensus that assessment of the competencies for all Gateways Credentials would be the next focus for implementation, and thus the Faculty Fellows Assessment Project was created.

With funding from the Robert R. McCormick Foundation, the overarching goals for this project included: (1) to support early childhood faculty in building on the existing assessment infrastructure and create additional authentic competency-aligned assessments for all seven Gateways Credentials; and (2) to refine, develop and disseminate tools and resources supporting the understanding and implementation of a shared competency-based assessment system. Sub-goals related to the goal of building on the existing assessment infrastructure included: (1a) to engage two- and four-year Faculty Fellows state-wide to review existing assessments in the Gateways Toolbox and refine or develop samples of assessments that measure each competency in all areas; (1b) to identify data collection points; and (1c) to include opportunities to maximize the use of technology in assessment. Those related to refining, developing, and disseminating tools and resources were: (2a) to align assessments with NAEYC and other competencies where appropriate; (2b) to review and revise master rubrics as needed; and (2c) to create a user guide for the ECE Toolbox on the Gateways website.

The leadership team for this project included Dr. Stephanie Bernoteit from the Illinois Board of Higher Education, and Joni Scritchlow and Julie Lindstrom from INCCRRA. Additional members of the Leadership Team included two consultants with extensive experience in developing the Gateways competencies and assessments that were in the credential Toolboxes at the start of the assessment project, Dr. Nancy Latham, faculty at Illinois State University at the start of the project, and the Director of Teacher Education at the University of Illinois by project's end, and Dr. Johnna Darragh-Ernst, faculty at Heartland Community College. To lead teams of Faculty Fellows in the selected credential areas, additional members were added to the Leadership Team, including Dr. Toni Potenza, retired faculty from Roosevelt University and Jennifer Asimow, faculty at City Colleges of Chicago, later replaced by Dr. Kira Hamann, faculty at Illinois State University. Additionally, Dr. Anni Reinking, faculty at Southern Illinois University, Edwardsville, rounded out the Leadership Team by providing technological support to the project and making recommendations for embedding technology in the assessments.

## Process

Intending to be completed within a one-year window, the project launched in January of 2019 with the selection of the leadership team, and a request for proposal was sent to all two- and four-year entitled institutions in February 2019 (see Appendix B) to ensure state-wide geographic representation and to ensure representatives from two- and four-year institutions. Requirements for participation included working at an institution that was entitled to offer at least one Gateways Credential, and either having worked on this institution's Gateways competency entitlement application, being the entitled institution's Gateways designee, or being recommended by the Dean. Additionally, participants were required to have received Dean's approval for the use of their time needed to devote to the project.

Once selected, Fellows committed to working on assessments in one credential area (i.e., as a member of a sub-team of Fellows), participating in virtual meetings as scheduled, and attending three face-to-face meetings, including a kick-off meeting in March, a mid-project June meeting, and one of three regional meetings in the Fall semester where the assessment work would be disseminated to the larger ECE community (originally September, October and November, 2019; September rescheduled to December 2019). Their primary charge was to evaluate, redesign, and streamline the available assessments in each credential's online Toolbox in order to create rigorous, visually consistent, and stackable assessment examples. Forty faculty members were selected, representing 14 2-year and 13 4-year institutions (see Appendix C).

## Organization of Faculty Fellows Teams

Faculty were divided among eight teams – two teams for the ECE credential (divided by which competency domains they addressed, i.e., one team covering the domains of Human, Growth, & Development (HGD), Curriculum or Program Design (CPD), Health, Safety, and Well-Being, (HSW), and Family and Community Relationships (FCR) and the other covering Interactions, Relationships, & Environment (IRE), Observation and Assessment (OA), and Personal and Professional Development (PPD). The remaining six teams of Fellows covered all other credential areas, including the Infant-Toddler Credential, the Illinois Director Credential, the Family Specialist Credential, the Family Child Care Credential, the School-Age and Youth Development Credential, and the Technical Assistance Credential. The organizational structure of participants included team members, the within-team identification of Faculty Fellow team leaders, project team leaders, a technology leader, and overseeing leadership (see Figure 2). Faculty Fellows team members were assigned to credential teams based on credential entitlement at their institutions, experience with specific credentials, or competency experience. Attention was given to creating teams balanced with 2-year and 4-year representation.

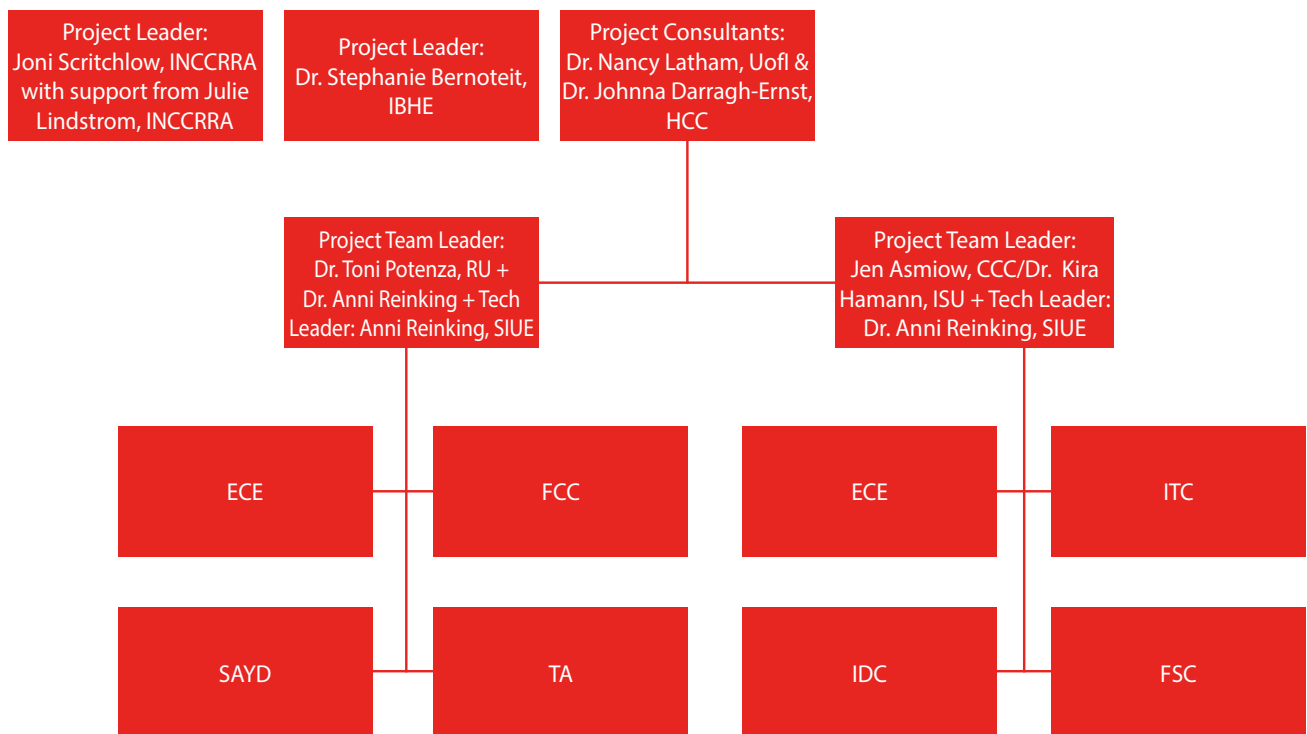


Figure 2. Faculty Fellow Leadership and Team Structure

## Project Launch & Overarching Project Supports

The Leadership Team held a kick-off meeting on March 3, 2019 in the Uptown Normal community offices in Normal, Illinois to map out the project. The launch of the project with selected Faculty Fellows began with a meeting that took place at the end of the Gateways Higher Education Forum at the Doubletree Hotel in Bloomington, Illinois on March 29, 2019. This launch meeting included a presentation which provided background on competency-based education from Dr. Charla Long, a national Competency-Based Education (C-BEN) speaker. The two project consultants, Dr. Nancy Latham and Dr. Johnna Darragh Ernst also provided updates on the alignment of two- and four-year ECE programs with the ECE competencies and next steps for competency implementation state-wide. Providing a foundation for the project work, they led a review of the Illinois Gateways online Toolboxes and a discussion about how competencies can be assessed and measured. Leaders provided an overview of the project work, including overarching goals of the project and a timeline for the completion of the project. Faculty Fellows teams then met and discussed processes for subsequent meetings and the work moving ahead.

**Technology Supports.** Because team membership spanned across Illinois, teamwork was made possible through the use of technology and was spearheaded by the technology leader for the project. Developed by Dr. Anni Reinking, the Statewide Assessment Project Google site became a central location for resources for the Faculty Fellows, including video resources on using technology, revised master rubrics and uploaded final assessments, as well as the hub for direct access to Fellows teams' Google Drive folders where the bulk of their collaborative work was conducted. These Google Drive folders allowed work to be shared, reviewed and written collaboratively. This format proved very helpful in that all teams had access to these folders through the project website, and the suite of tools offered by Google, including Google Docs, Sheets, and Forms, provided the possibility for shared work storage and real-time collaboration for the teams throughout the project.

The use of technology not only provided a platform for collaboration and storage, it also provided a way for team members across the State to meet on a regular basis and in a more real-life capacity. The video conferencing tool, Zoom, which allows screens to be shared, provided a platform for both smaller credential teams and the larger collective team meetings. It was also used in the December 6th Regional Meeting to allow broader participation. The platform also allowed for meetings to be recorded, which was helpful for documentation throughout the project.

**Competency-Based Education Supports.** A support offered throughout the project related to Faculty Fellows' foundational knowledge of competency-based education in that competency-based education overall is a newer approach to early childhood teacher education for most two- and four-year faculty members. Although Gateways to Opportunity had made the underlying concepts

available to faculty members through multiple presentations at past Higher Education Forums and regional meetings (2016), along with technical assistance in aligning curriculum (2017), and ongoing webinars, the application of this approach to assessment was new for many of the Faculty Fellows at project launch. Formal efforts were made to provide ongoing education for the Fellows throughout the project. After Dr. Charla Long's keynote presentation at the March 2019 Higher Education Forum and launch to the project, she was also invited to present two webinars for Fellows during the summer months of the project (June 12 and July 15). These webinars provided at key moments during the assessment revision work, helped to deepen Fellows' understanding of the principles of competency-based education and how to implement these competencies at Fellows' institutions. Each Fellow also received a copy of *A Leader's Guide to Competency-Based Education: from Inception to Implementation* (2018) by Long, Bushway, and Dodge to further support their understanding competency-based education.

### Faculty Fellows' Teams Work Timeline

With these supports in place, the Faculty Fellows teams began the work of the project. The final goal for each team was to create an updated set of assessment examples in each credential's online Toolbox. Final work for each team needed to meet specific project expectations, including 1) a set of updated assessment examples for the assigned credential's Toolbox that covered the demonstration and assessment of all credential competencies with enough examples that each level's competencies were addressed and stackable (e.g., a task that measured the Level 2 skills being a separate example versus just one assessment example that addressed all levels of the credential, but was really only demonstrable at the highest level of the credential with all prior levels' skills assumed); and 2) all assessment examples being consistently formatted using a project-wide template, i.e., including the addressed competencies in a table at the top of the document, a description of the assessment task, the rubric lines pulled from the competencies' Master Rubrics addressed in that assessment, and a data collection table drafted for users to easily input program data if used.

**April-June 2019.** The primary tasks of the Faculty Fellows teams from April to June were to review all of the current assessment examples shared in their assigned credential's Toolbox and then assess what next steps were needed to bring these assessment examples together into an updated set of resources for all Gateways credential preparers to use (i.e., higher education faculty, professional development providers, etc.). This could mean revisions, additions, or newly created assessment examples. To support this work, project team leaders planned regularly scheduled virtual meetings for team members. Additionally, the collective of credential teams operating under each of the project team leaders along with the technology leader met virtually on a monthly basis through Zoom. These larger group monthly meetings provided time and space to review the Faculty Fellows

teams' progress, share project news, discuss overarching topics (e.g., embedding technology in assessments) and give each other overall feedback.

Each credential team also met on a bimonthly basis for the duration of the teams' work, via Zoom, to review work in progress and/or completed, discuss concerns, and troubleshoot issues and solutions within each credential set. In between team meetings, Faculty Fellows either individually or on smaller sub-teams conducted the work of revising existing assessments and/or creating new ones. Each team initially approached their credential assessment examples in similar ways, i.e., they became familiar with the credentials' competencies, reviewed the current tools, and made a plan for how to approach the revision process. See Appendix D for specific meeting dates for individual meetings.

From there, each team varied in their approach. For example, the Technical Assistance Credential team focused on the levels of the competencies. This made sense as the TA credential has competencies at levels 4, 5 and 6, associated with an AA degree (level 4), BA degree (level 5) and MA degree (level 6). The team considered academic level and probable professional experience in designing the assessments, integrating the content of the competencies at each level. The Family Child Care and Illinois Director teams also considered the professional experiences of the candidate to be assessed, differentiating assessment tasks for students new to family child care/ administrative roles and for students who were already practitioners/ administrators. In contrast, the ECE Credential team used a more traditional approach, creating stackable assessments for each domain and at each level. More detail about how processes and outcomes varied for each Credential team is outlined in the "Project Outcomes" section below.

While the initial charge for the Faculty Fellows was to revise assessment examples, early into the project, team members across all credentials identified areas for potential change with components of each credential's competencies and Master Rubrics. Based on feedback from Fellows, the two project consultants created a feedback loop using a Google Form embedded on teams' Drive Folders where team members could provide ideas and revisions regarding the Master Rubrics and competencies. Members of the Faculty Fellows Leadership Team then reviewed these suggestions, evaluating them within the broader framework of competencies, and implemented them as appropriate in the total 15 revisions were made, 2 ECE, 1 ITC, 3 IDC, 0 SAYD, 7 FSC, 1 FCC, and 1 TA.

Based on the new feedback and information from initial implementation, the Leadership Team began to revise the Master Rubrics for each Gateways Credential. Specifically, in the early months of the teams' work, the Leadership Team revised the competency rows of the Master Rubrics where it was determined that specific competencies were better measured with a yes/ no checklist rather than a set of graduated descriptions of behavior leading to full attainment of the competency. Relevant rows of the master rubric tables were converted into a checklist. See Appendix E for an updated example of an ECE Credential Master Rubric.

June-August 2019. Internal deadlines for completed and final drafts of assessment examples helped the teams make progress throughout the spring semester of the project. A deadline of June 1<sup>st</sup> was established for teams to revise/ create final versions of at least two assessment examples with more of the teams' work completed by mid-month. Teams were asked to prepare presentations of their work up to this point, as well as prepare details from these final drafts, to be shared at a full Faculty Fellows State-Wide Summer Meeting on June 20, 2019 held at Heartland Community College in Normal, Illinois. At this meeting, each team presented the work they had completed thus far. These presentations created a wonderful opportunity for teams to celebrate positive outcomes and successes thus far in the project, troubleshoot concerns, and gather ideas to take back to their credential teams for the remainder of the project.

After this meeting, there was a project lead change and Dr. Kira Hamann stepped into a project lead role for the remainder of the project, overseeing the IDC, FSC, ITC, and one of the two ECE Credential teams. Across the summer months, teams serving under the leadership of Dr. Toni Potenza and Dr. Anni Reinking continued to collectively meet on a monthly basis and bi-monthly as credential teams, all through Zoom. Those under the leadership of Dr. Hamann and Dr. Reinking met as individual credential teams through Zoom, and these project leaders carried feedback across team meetings.

In August, teams submitted their final drafts of all assessment examples to the Leadership Team. The technology leader, Dr. Anni Reinking quickly reviewed each, seeking out meaningful opportunities to embed technology into each assessment. The process for updating technology included the development of a guiding document with various options for technology integration. She also added eye-catching captions to each assessment to indicate the technology options that could be used as a choice within each assignment. Once these edits were approved by each team, the Fellows' work was turned over to the Leadership Team for synthesis, final editing, and preparation for dissemination. Work was downloaded from the Google Drive folders and revised and formatted as Word and PDF files.

August-September 2019. A summer re-cap and synthesis meeting for the Leadership Team, scheduled for August 30 in Uptown Normal, Illinois, provided a chance to synthesize the work of the Fellows teams over the course of the summer. Prior to the meeting, the Leadership Team sent a set of example assessments and Master Rubrics to CBEN consultants Dr. Tiffany Denton and Dr. Charla Long for an external evaluation. Based on the feedback from the external evaluators, some rubrics needed more concrete descriptions of competency behaviors. To address this concern and strengthen the ECE tools, specifically, at this meeting, team members created a guiding document of "Look Fors," or examples, of what would be expected for each area of the ECE Credential Master Rubrics. The "Look Fors" were added as a guide for what specific topics may look like in specific settings and were



provided as a way to assist faculty members when implementing the rubrics and assessments. The “Look Fors” were also linked directly to NAEYC competencies, strengthening the alignment between the Gateways and NAEYC competencies, as described below.

With the National Association for the Education of Young Children (NAEYC) moving ahead with the Power to the Profession movement during the months of this project, newly updated NAEYC standards with competencies had emerged by August. As the project wrapped up, the Leadership Team worked together to identify where the updated standards naturally aligned with the Illinois Gateway competencies. They updated all assessment examples and Master Rubrics to represent cross-alignment to these updated standards and competencies, as well as to other educator preparation standards, including the Illinois Professional Teaching Standards (i.e., with the ECE competencies) and Zero to Three Critical Competencies (i.e., with the ITC competencies). See Appendix F for an example of the outcomes of this work in a “Standards Alignment” document that was created for each ECE Credential domain and shared on the Gateways ECE Toolbox. During these final months, the Leadership Team also met again in late September at Uptown Normal to prepare for the upcoming fall Regional Meetings where all of these updates and the final drafts of the work within the Toolboxes would be shared.

## Project Outcomes

In sum, 73 Faculty Fellows credential team meetings were held between April and August 2019, predominantly held virtually through Zoom. Seven meetings were held virtually with the bigger teams, and there were two whole project meetings that were held face to face. Additionally, three Regional Meetings held in the fall of 2019 provided the opportunity for Fellows to participate in one more face-to-face meeting to present final findings. Impressively, project consultants and project team leaders, including the technology leader, attended almost all of these meetings. See Appendix D for specific meeting dates and meeting totals. Across these meetings and the extensive work that took place between them, many positive outcomes emerged, including updated Gateways Credential Toolboxes for each credential set, an Assessment User Guide for the most-used ECE Credential Toolbox, embedded technology tools and resources, and the dissemination of this work through state-wide Regional Meetings in the Fall of 2019.

## Updated Gateways Credential Toolboxes

By the project’s end, each Faculty Fellows team had worked through challenges that surfaced throughout the project and had created a robust set of assessment examples for their credential’s Gateways Toolbox and all Master Rubrics had been updated. Although the existing assessment examples were strongly written, upon such a close examination, with such dedicated and skilled



faculty members as the Fellows, issues were revealed, including within the assessments, Master Rubrics, and overall faculty understanding of the competencies. Additionally, opportunities to strengthen and streamline the assessment system within each credential surfaced.

One challenge that was addressed throughout the project related to learning more about the competencies within each Credential and the best way to assess them within the updated competency-based system. As Fellows considered implementation of these new assessments within the structure of their entitled institution's coursework, which may or may not have allowed for the skill-based demonstration of skill that the competencies actually required, questions arose about the design of existing assessment tasks. Extensive discussions ensued about the essential role that foundational knowledge and skills play within a competency-based system and within the field of early childhood education where educators credentialed from the lowest to the highest levels are all directly supporting, teaching, and interacting with children and families. Throughout the project, many of the sub-teams and larger group meetings included informal discussions of how assessment tasks should be designed to elicit evidence of the competencies. Through sustained discussion, Fellows considered the need for designing learning experiences and assessment tasks, whether real or virtual, to appropriately reflect these needed knowledge and skills.

A related concern was the issue of articulation between two- and four-year institutions, and whether the prior assessments allowed for smooth articulation and true assessment at each level of each credential. Quickly, concerns about the use of the assessment examples at two- and four-year levels surfaced as problematic because in some cases prior assessments were missing examples of assessments written to address lower-level competencies. Fellows realized that, in many existing assessments, lower-level competencies were subsumed within higher-level assessments, but not necessarily parceled out on their own for use at 2-year institutions where the majority of these lower-level competencies (i.e., Levels 2-4 for many credentials) need to be assessed. As a result, many new assessments were created for competencies to be assessed at specific levels so that all needed were represented.

Additionally, discussions about the need to support smoother articulation between entitled institutions and the fact that credentials were built to be "stacked" one level on top of each other, led several teams to create "stack-able" assessments where candidates can easily carry their work and learning from an assessment onto work for another level by adding assessment components within each level of a credential to earn higher levels of the credential. Within each Toolbox, there are now revised and newly created assessments that are all demonstrable and measurable at each necessary level of each credential and for many credentials, easily able to be "stacked" or added onto in order to ease articulation between institutions and professional growth in credentialing. See Appendix G for an example of a stackable assessment example from the ITC Team.

Practical questions about the assessments of the competencies within each credential were also raised and addressed. Fellows expressed concerns about the appropriateness of some assessment tasks and whether they were fully measuring the skill of each competency outlined in the Master Rubrics. Additionally, Fellows reflected upon whether the existing tasks were appropriate for all of the candidates completing them. For example, were the tasks practical to complete for candidates within 2- or 4-year institutions based on the length or depth of the degree associated with the level of the assessment? Some existing tasks were considered to be too advanced, or unfeasible for a student to complete as written, so revisions were made.

Moreover, within credentials where candidates pursuing various levels may have already been serving within that credential role while pursuing a higher level of the credential, e.g., an assistant director at a licensed child care facility, Fellows revised existing assessments to be more inclusive of all kinds of candidates. Assessments were revised and designed to offer options for completion for candidates not yet serving in the field and those with experience in each credential area, e.g., those assessments in the IDC and FCC Toolbox. See Appendix H for an example from the IDC Team.

Finally, logistical concerns within assessments surfaced across the project, such as missing competencies and inconsistent formatting, and these issues were all addressed by project's end. Keeping track of verifying that all competencies were being addressed within a Toolbox's assessment examples and ensuring that all were being addressed at the correct level for each assessment required serious organization and management. Project team leaders provided organizational and managing support to ensure that no competency was missed, especially as final edits were being made. Overall, within each credential, prior assessment examples were reviewed, revised, a few discarded, and many new ones created. In some cases, entirely new assessment tasks to address various levels of competencies within a credential were created, in others, new versions for existing tasks were created to address gaps in coverage of the competencies, and in others, existing tasks were simply revised.

**Assessment Example Totals by Credential.** Additional features made each set unique, as illustrated in the table below (Table 1). See Appendix I to find links to each credential's Gateways Toolbox where all of the work of this project is revealed.

Table 1 - *Project Outcomes: Assessment Examples by Credential*

Credential	New Assessments	Revised Assessments	Special Characteristics
Early Childhood	16	31	<ul style="list-style-type: none"> <li>Stack-ability of assessments across levels a priority</li> <li>Aligned with NAEYC competencies</li> <li>Assessments include tools and materials for diverse populations and English as a Second Language learners.</li> </ul>
Infant-Toddler	2	13 with versions at all levels	<ul style="list-style-type: none"> <li>Stack-ability of assessments across levels (Levels 2-5) and Level 6 assessments prioritized</li> <li>Customized assessments</li> <li>A few formatted similar to ECE assessments for ease in implementation</li> </ul>
Family Child Care	3	6	<ul style="list-style-type: none"> <li>Assessments in the Business and Leadership and Advocacy content areas are integrated (review of policy manual at levels 2-3 and creation of manual at levels 4-5)</li> <li>Assessments incorporate options for both students new to the field and students who are experienced family child care providers.</li> </ul>
Family Specialist	9	12	<ul style="list-style-type: none"> <li>Assessments are now more fully based in field experiences</li> <li>Options provided for those already in the field and those wanting to enter the field</li> </ul>
Illinois Director	4	26	<ul style="list-style-type: none"> <li>Options provided for those already in the field and those wanting to enter the field</li> <li>Consistency in nomenclature and format</li> <li>Combination examples created for programmatic options in delivery with suggested cross-alignments</li> </ul>
Technical Assistance	3	0	<ul style="list-style-type: none"> <li>Assessments are organized by competency levels, corresponding to AA, BA and MA degrees</li> <li>Assessments integrate competencies across content areas</li> <li>One integrated assessment per degree/ level</li> </ul>

**Team Outcome Profiles.** To highlight the nuanced differences in the outcomes of each Faculty Fellow team, in this section of the report we provide descriptive profiles of the outcomes and processes of each credential's team.

## ECE Credential Team Outcomes

- The ECE faculty was split into two teams to divide the work. The first ECE team was comprised of four faculty members, who started the project with six total assessment examples of various levels covering four of the ECE domains. At the end of the project, these four domains are now covered by seven total assessment examples. One of these was a new example for the FCR domain. Across all tools, all levels of competencies have been represented. This team began the project with 22 total files to revise, and they ended it with 22 revised examples, plus a stackable assessment example for each of the six tools, which amounts to 28 total tools.
- The second ECE assessment faculty team began with four assessments for three of the ECE content domains. The original assessments were constructed as assignments covering ECE Levels 2-5, with a total of sixteen assessment tasks. By the end of the project, the four team members had revised nine tasks and created 10 new assessments, for a total of 19 assessments. All assessments were designed to be both stand-alone tasks covering competencies at a specific level, and meaningful stackable components of a larger assessment measuring competencies within a domain across levels
- Both teams collaborated with each other to provide feedback for where the ECE assessment examples naturally cross-aligned ECE domains, so future faculty members using these tools would be able to consider the creation of cross-domain/ combination assessment examples. Additionally, all ECE assessments were aligned with NAEYC competencies and the Illinois Professional Teaching Standards.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox>

## Infant-Toddler Credential Team Outcomes

- This team, comprised of six faculty members, began the project with 14 assessment examples covering various levels of this credential's competencies (from Levels 2-5 and Level 6-a graduate level with some needed levels missing). By project's end, the team had revised each one to ensure that all competencies were assessed at the appropriate levels and were stackable and had eliminated one entire example because of redundancy.

- Additionally, they created two combination assessment examples and identified areas for consistency in formatting between ECE and ITC assessment examples where parallels between credentials existed. They closely examined the graduate-level assessments for this credential ensuring these contained rigor and practical application. In sum, they began the project with 21 total files to revise, they crafted a new level for one tool, stackable option examples for six tools, and two new blended credential tools, which amounted to 35 files total.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/itc-toolbox>

## Family Child Care Credential Team Outcomes

- The three faculty members of the FCC team created and revised assessments for three credential domains: 1) Leadership and Advocacy, 2) Business, and 3) Family Child Care Environment Management. The team began with assessments covering levels 2-5 in each of the domains (a total of twelve assessments). The team merged the Business and Leadership & Advocacy domains, creating new assessments that measured overlapping competencies within, as well as revising the assessments that measured discrete competencies across them. For example, competencies at levels 2, 3 and 4 that addressed candidate knowledge of policies and procedures and standards of practice in family child care homes were measured together through an analysis of a family child care policy manual, and later, at level 5, through the creation of a policy manual. Assessments were also revised to measure discrete, level specific skills, e.g., the development of a budget and fiscal plan for a family child care center at level 4, the development of a strategic plan for growth of the center at level 5 and an advocacy letter at level 4. All in all, three new and three revised assignments were developed for the "Business" and "Leadership & Advocacy" domains.
- The assessment for the Family Child Care Environment Management domain covered levels 2-4 as a stackable set of discrete tasks at each level and focused on the in-depth observation of two or more family child care environments. The four tasks were revised to address the differing needs of novices - students being introduced to the field - and those who were already practitioners.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/fcc-toolbox>

## Illinois Director Credential Team Outcomes

- The IDC Team, comprised of six faculty members, started the project with 10 total assessment examples at various levels (with some needed levels missing) and finished the project with 11 assessment examples and versions for all necessary levels. In addition, they created one combination assessment example, along with the outlines for three other combination assessment examples, so when combined could assess all IDC competencies at each level. This amounted to 26 revised assessment examples, three new levels for one new tool, and totaling 30 assessment examples in their credential toolbox.
- In addition, this team provided strong suggestions for other teams to consider throughout the project, and especially at the June meeting, related to thinking about options for completion within each credential's toolbox of assessment examples (e.g., for those currently in credential roles and those wanting to become credentialed), consistency in nomenclature (e.g., how early childhood settings were referred to, identification of roles, etc.), as well as creative ways to consider this specific credential that had limited institutional implementation at the time of the project.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/idc-toolbox>

## Family Specialist Credential Team Outcomes

- The FSC team, comprised of three faculty members and a State-level consulting team member, started the project with six total assessment examples at various levels (with some needed levels missing) and finished the project with six total assessment examples and all necessary levels included for each one. One of the original six assessments was removed because it was redundant with another assessment, and the team crafted a new assessment to better address competencies for two specific levels. Close attention was paid ensuring that options for candidate completion considered levels of employment in the field with a real focus on embedding practical and field-based experiences in innovative ways. A challenge overcome was creating a course assessment example that prompted candidates to evaluate the relational aspects of service work in realistic ways.

- Across the six total examples, the team created 11-leveled versions of these examples that did not previously exist, and five of these were stackable versions of the assessments. This means that there were originally 12 files in the toolbox, and through the work of this team, the FSC toolbox now includes 21 total files with all competencies represented, an impressive task for only three working members and limited institutional implementation at the time of the project.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/fsc-toolbox>

## Technical Assistance Credential Team Outcomes

- The five faculty members of the TA team took a different approach than the other teams. First exploring the need for professionalism in the career path for technical assistants in early childhood education, they reviewed the current assessments covering the seven domains and three levels (i.e., 4, 5 and 6) of the credential. Team members quickly noted overlaps in the assessment tasks by domain and level, so they shifted focus to designing assessments that integrated competencies across domains by levels with a focus on embedding and acknowledging practical experience. They created three multi-component assessments that are distinct from each other and measure competencies with tasks that reflect the educational and professional experience of the credential candidate. For example, a candidate seeking the TA credential at level 4 (typically an AA degree) would assist a fellow student or colleague in developing a professional development plan. A candidate seeking the credential at level 6 (typically an MA degree) would be developing a program improvement plan for an early childhood program.
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/ta-toolbox>

## School and Youth Development Credential Team Outcomes

- The six faculty members of the SAYD team began their work in a traditional mode, reviewing the Toolbox assessments for the 67 competencies of the credential and revising the assessments for three of the areas. However, as they became more familiar with the credential and began to explore the use of the credential in the field, questions arose. The broad age range of children served, i.e., 5 to 16 years, and the variety of program types (e.g., after-school and extended day care, tutoring, recreation, youth mentorship) and program settings (i.e., public and private schools, child care centers, family child care, park districts, Boys and Girls clubs, and YMCA for example) challenged the development of neatly stacked assessments. Research into employment options for SAYD credential candidates indicated that there was no set of requirements for workers in the field as many were college students working part-time. There were also few higher education programs offering the credential that could provide a model of curriculum structure and assessment options.
- After discussion with the Leadership Team, the SAYD team shifted direction and submitted a set of recommendations for streamlining the credential and making it more functional for the current workforce in school-age and youth development programs. Their recommendations were as follows:
  - A spine of the 20 competencies the team identified that anyone who works with children this age should be considered
  - Leveling of competencies in relationship to degree programs should be reconsidered since academic degree requirements were not reflected in the workforce
  - Work-related professional development, in online formats, as well as knowledge and skills gained in traditional academic settings should be the venues for attaining competence
  - Assessment should be on the job, as most of the competencies relate to work performance
  - Micro-credentials consisting of a specialized set of competencies could be designed for program leadership, advocacy, or for specialized settings (e.g., recreation programs, youth mentoring)
- Live link to this credential's Toolbox: <https://www.ilgateways.com/professional-development/higher-education-programs/sayd-toolbox> Assessment User Guide



## Assessment User Guide

Additional project outcomes included an assessment guide to accompany the most often-used set of assessment examples, i.e., those in the ECE Credential Toolbox. Specifically, to facilitate the use of the ECE Credential assessment examples, the Leadership Team, with guidance and feedback from Faculty Fellows teams, created an Assessment User Guide (see Appendix J), and this was added to the ECE Credential Toolbox in draft form, as today, it still welcomes faculty feedback. The guide was designed to provide background information on competency-based curriculum and assessment in the context of the Gateways Credentials, and to serve as an orientation for users of the assessment examples in the Toolbox. The Assessment User Guide includes the following components:

- the history of competency development in Illinois
- the overall Gateways Credentials structure
- the competency-based components of each credential
- competency alignment with state and national standards/competencies
- tips on how to utilize competencies in program design
- Master Rubric organization
- assessment design

Specific attention was given to describing the use of the Master Rubrics in measuring competency attainment in the design of the assessments, in the collection of data, and in alignment with national and state standards and competencies.

## Technology Tools

An innovative feature of all of the example assessments across all of the credential areas was the embedding of technology as a tool in the assessment process. Recommendations for tools and media were made by the technology leader after the Faculty Fellows had designed or revised assessments and were selected based on their appropriateness and functionality in the context of the assessment. These options included as captions on the assessment examples are intended to offer a 21<sup>st</sup> century option for engagement and task completion. While not a requirement within the assessment example, they are meant to provide a dynamic option for faculty members implementing the assessment examples across the state. An example assessment with embedded technology is in Appendix K. Additionally, a listing of a wide variety of media resources was included in the final pages of the ECE Assessment User Guide (See Appendix J). The listing includes media that is useful for instruction as well as assessment at the time of project completion and is intended to be a resource for faculty members using these assessment examples.

## Dissemination of Project Work

Three regional meetings were scheduled across the state to disseminate the results of the project in the fall of 2019. These meetings took place in Chicago at Truman College on October 11<sup>th</sup>, in Naperville, Illinois at the Northern Illinois University Naperville Campus on November 1<sup>st</sup>, and in Bloomington, Illinois at INCCRRA on December 6<sup>th</sup>. The audiences for each of these meetings included Faculty Fellows (required to attend at least one of the three meetings), other early childhood faculty members who had not been involved in the project, deans and department chairs from education divisions in two- and four-year colleges and universities, and early childhood agency personnel and funders, among others. Please see a breakdown of attendees in Table 2.

Table 2 - Attendance at Faculty Fellows Project Regional Meetings

Regional Meeting	Faculty (including Fellows)	Illinois Higher Education Administrators	State Agency Personnel	Community Agency Personnel	Funders
October 11	15	1	3	6	2
November 1	40	3	0	0	0
December 6	16	0	4	2	0

The agenda for all three meetings was the same. A PowerPoint supported the presentation of the work and results and is appended to this report (see Appendix L). A significant portion of the start of each meeting was given to describing competency-based education, necessary for those with less background in the foundational knowledge underlying the Gateways competencies and the assessments. Following this introduction, each of the Faculty Fellows teams presented an overview of the team's work. Then, as the ECE credential is the one most central to the work of both two- and four-year early childhood programs, the meeting focused on the work completed to align the competencies with NAEYC and to revise the ECE Toolbox. The meeting concluded with a dynamic demonstration by the project's technology leader, Dr. Anni Reinking, of the technology available to support both instruction and assessment of the competencies, including the examples of [Google Sites](#), [ThingLink](#), and [Weebly](#), and participants brainstormed possible uses of these technology tools with competency implementation. Time was allotted throughout for questions, and most of the questions and discussions related to the use of the competencies in curriculum as well as in assessment.

## Overall Accomplishments

The project outcomes, described in detail above, do not need to be repeated here. Yet, over and above the completion of specific tasks, the Gateways Faculty Fellows Assessment Project has had broader impacts for early childhood teacher educators and, by extension, for early childhood teacher preparation programs in Illinois. Going out further, the project has had a positive potential impact on the early childhood field in the effects that the implementation of the competencies will have on the development of the early childhood workforce.

### Impact for Early Childhood Teacher Educators and Teacher Education Programs

The scope and range of the Fellows Project, that is bringing together 40 early childhood faculty members (plus the five on the leadership team) from two- and four-year programs at institutions across the state, created an Illinois network of teacher educators which deepened understanding and knowledge of competency-based education and who could support each other's efforts in implementing competency work in their own programs. Professional relationships were formed by repeated meetings and collaborative work that will persist beyond the project. Additionally, the professional development the Fellows received, from participation in webinars with Charla Long to team discussions of competencies, rubrics, and the design of assessment tools, will allow them to be resources to their colleagues in the next steps of designing meaningful and measurable, competency-aligned early childhood curriculum.

The structure of the project, incorporating teams of two- and four-year program faculty for each of the seven Gateways Credentials, was also educative for the Fellows. Each team's members knew something about their assigned credential because in most cases, it was at their institution or because they taught courses in a related area. Yet, they may not have known how the content and skills for the credential were addressed at other institutions. That knowledge gap was often largest between two- and four-year programs. Within a team, Fellows considered how to effectively measure the progress of competency attainment across levels and designed assessments accordingly. Across all the teams, Fellows learned about the range of content and skills embodied in the seven credentials and deepened their understanding of the early childhood field as a result.

The project's focus on technology, both in the work process and the assessment outcomes, also had a significant impact. The Fellows, like most faculty, had varying amounts and types of experience with the technological tools that supported team work (e.g., Google Docs and Zoom). Yet, all learned to be comfortable and proficient with these various media over the length of the project. The addition of technology to assessment tools was also a learning curve for many of the Fellows. In preliminary discussions, a number of Fellows expressed concerns that adding technology

to an assessment task would create an artificial, inauthentic aspect to the assessment process and indicated their very strong preference for face-to-face, context-specific assessments. However, in the process of designing assessments, some teams had challenges finding the appropriate context-specific resources to support the assessment task and instead realized they could find feasible and meaningful alternatives online. Finally, when technology examples were presented to the teams and at the regional meetings, Fellows and other faculty responded with interest and enthusiasm, noting that these were tools that could be used in instruction and assessment of learning.

## Impact on the Field of Early Childhood Education

The shift to a competencies-based approach to teacher preparation has had a tremendous impact on the development of the early childhood workforce. The quality and preparation of early childhood practitioners is improved by the focus on demonstrating specific sets of knowledge and skill as exemplified in specific competencies. Access to the field and continued professional growth is supported by defined levels of competency. The Gateways Faculty Fellows Assessment Project has been an important part of that shift in the state of Illinois.

Fellows designed assessments that were authentic, relevant and useful to the candidates who would be measured by them. Assessment examples, for the most part, require candidates to demonstrate knowledge and skills in a real-life context, e.g., observe and analyze classroom organization or adult-child interactions; critique or design a learning environment; analyze a classroom- or center-based issue and provide recommendations. It could be argued that these assessments are learning experiences, as well as measures of competency, requiring candidates to apply their knowledge and skills to a new context, which inevitably provides the practice experiences for real-life applications in early childhood roles of the field.

Fellows also designed assessments that, like the competencies, were leveled and within each credential, stackable. The impact of stack-ability is enormous, and important for the development of a professional early childhood workforce. The stack-ability of assessments creates a pathway for practitioners to move up within a credential, to grow within a profession and potentially to continue from an AA to a BA degree.

In sum, the accomplishments of this project go beyond the addition of example assessments to Toolboxes. The project moved forward the implementation of competency-based early childhood teacher education, which promises to transform teacher preparation in Illinois and nationally.

## Opportunities and Next Steps

As the project neared its end, many opportunities to build on the work accomplished and to address challenges became evident as the project work progressed surfaced. This section will consider probable next steps as well as the initiatives that competencies-based early childhood teacher education programs might take on.

The creation/revision of a strong set of example assessments in all credentials, i.e., the planned outcome of the Fellows project, provides tools to facilitate the ongoing implementation of a competency-based approach in two- and four-year Early Childhood Education programs. With a common set of assessment tools (and many stackable assessments), there is the opportunity for greater consistency in the measurement of a candidate's knowledge and skills. This can result in stronger articulation agreements between two- and four-year programs. Common assessment tools can clarify the evaluation of prior learning and even afford the potential for linking on-the-job professional development and academic credit, which would be a boon for the many students who have accrued experience and professional development units from their work in the field. The data taken from common assessments could also be used by individual institutions for accreditation and quality improvement reporting and could be the basis for a state-wide data bank.

Six of the eight Faculty Fellows teams designed example assessments for credentials other than the ECE credential, which is the one most widely known and offered across Illinois. As the Fellows became more aware of the variety, breadth and depth of the Gateways Credential portfolio, their interest in expanding entitlement beyond the ECE credential grew. Certainly having Toolboxes equipped with example assessments in all credential areas encourages institutions to become entitled in much-needed credential areas, such as the Illinois Director Credential, the Family Child Care Credential, and the Infant-Toddler Credential, which all build on the competencies of the ECE Credential, for which 98% of Illinois early childhood teacher programs are entitled.

Digging into the credentials, teams considered the types of students earning the credential and programs entitling them. As a result of these considerations, the Illinois Director Credential and Family Child Care Credential teams modified their example assessments to align with students' experiences. The School-Age and Youth Development Team took this a step further, reconceptualizing the credential to meet the needs of the very diverse SAYD workforce. Their recommendations, in Appendix M, describe an alternate pathway to a credential that is earned on the job, incorporating both academic and professional experience, and that allows for job-related specializations building off a core set of professional competencies.

One of the challenges to the project was participants' varying understanding of competency-based education. Through webinars and group discussions, Fellows were immersed in the background knowledge and skills that were then applied to the design of assessments. For many Fellows, this project was the first step in implementing the competencies in their own programs. The question for them was, what's next? Certainly, the Toolboxes will continue to be built out with additional assessment examples, guides for their use, links to technology supports and other assessment-focused resources. The project, Fellows also created interest in reforming the early childhood teacher education curriculum to more closely align with the competencies through modularization of content, potentially moving away from the current way that courses are structured and taught to an approach congruent with the tenets of competency-based education. Support for these efforts will be sought from federal and state grants and are in the planning stages in Illinois at the time of this report's publication.

Finally, at the state and national levels there has been significant movement towards identifying professional competencies that undergird teacher education. Nationally, NAEYC has finalized a set of competencies required of accredited early childhood teacher education programs, replacing their standards. In Illinois, a new project has been launched to move the Illinois Professional Teaching Standards applicable for all teacher licensure from standards to competencies. This project, the Illinois Professional Education Competencies Project (IPEC) is a multi-year project modeled off of the Gateways Credentials move to competencies as well as this project. The Faculty Fellows Assessment Project has positioned Illinois two- and four-year Early Childhood programs to be in the forefront of these advances and to be change agents in the early childhood teacher education field.

## Appendix A

### **Directory of Approved Illinois State Board of Education Licensure Programs for Birth-Grade 2**

Aurora University	National Louis University
Bradley University	North Park University
Chicago State University	Northeastern Illinois University
Concordia University	Northern Illinois University
DePaul University	Olivet Nazarene University
Dominican University	Quincy University
Eastern Illinois University	Rockford University
Elmhurst College	Roosevelt University
Erikson Institute	Saint Xavier University
Governors State University	Southern Illinois University
Greenville University	Southern Illinois University-Edwardsville
Illinois State University	University of Illinois at Chicago
Judson University	University of Illinois at Urbana-Champaign
Lewis University	Western Illinois University
Loyola University	Harry S. Truman-City Colleges of Chicago
Millikin University	

## ECE Credential Entitled Institutions in Illinois



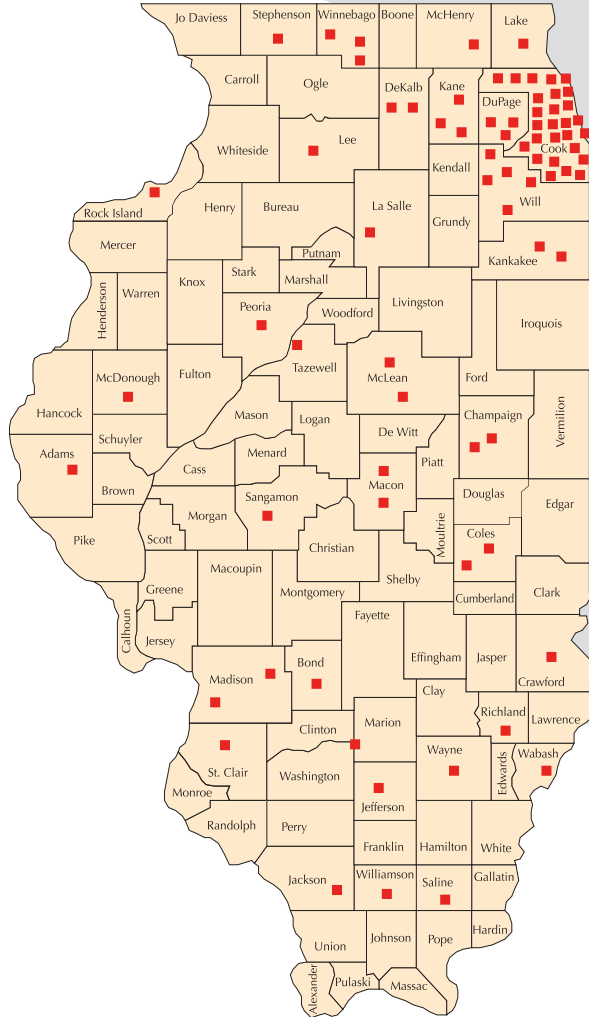
GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

## ECE Credential Entitled Institutions

### ECE Credential Entitled Institutions

College	City, State
Black Hawk College	Moline, IL
Bradley University*	Peoria, IL
Chicago State University**	Chicago, IL
College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
Columbia College*	Chicago, IL
Concordia University Chicago*	River Forest, IL
DePaul University**	Chicago, IL
Dominican University*	River Forest, IL
Eastern Illinois University**	Charleston, IL
Elgin Community College	Elgin, IL
Elmhurst College*	Elmhurst, IL
Erikson Institute**	Chicago, IL
Frontier Community College	Fairfield, IL
Governors State University**	University Park, IL
Greenville University**	Greenville, IL
Harold Washington College	Chicago, IL
Harper College	Palatine, IL
Harry S Truman College	Chicago, IL
Heartland Community College	Normal, IL
Highland Community College	Freeport, IL
Illinois State University*	Normal, IL
Illinois Valley Community College	Oglesby, IL
John A. Logan College	Carterville, IL
John Wood Community College	Quincy, IL
Joliet Junior College	Joliet, IL
Judson University*	Elgin, IL
Kankakee Community College	Kankakee, IL
Kaskaskia College	Centralia, IL
Kennedy King College	Chicago, IL
Kishwaukee College	Malta, IL
Lake Land College	Mattoon, IL
Lewis and Clark Community College	Godfrey, IL
Lewis University**	Romeoville, IL
Lincoln Land Community College	Springfield, IL
Lincoln Trail College	Robinson, IL
Loyola University*	Chicago, IL
Malcolm X College	Chicago, IL
McHenry County College	Crystal Lake, IL
Millikin University*	Decatur, IL
Moraine Valley Community College	Palos Hills, IL
Morton College	Cicero, IL
National Louis University**	Skokie, IL
North Park University	Chicago, IL
Northeastern Illinois University*	Chicago, IL
Northern Illinois University**	DeKalb, IL
Oakton Community College	Des Plaines, IL
Olive Harvey College	Chicago, IL
Olivet Nazarene University**	Bourbonnais, IL
Olney Central College	Olney, IL
Quincy University*	Quincy, IL
Parkland College	Chicago Heights, IL
Prairie State College	Aurora, IL
Rasmussen College	Ina, IL
Rend Lake College	Chicago, IL
Richard J. Daley College	Decatur, IL
Richland Community College	Rockford, IL
Rockford University**	Rockford, IL
Rock Valley College	Chicago, IL
Roosevelt University*	Chicago, IL
Saint Xavier University**	Chicago, IL
Sauk Valley Community College	Dixon, IL
Southeastern Illinois College	Harrisburg, IL
Southern Illinois University Carbondale**	Carbondale, IL
Southern Illinois University Edwardsville**	Edwardsville, IL



College	City, State
South Suburban College	South Holland, IL
Southwestern Illinois College	Belleville, IL
St. Augustine College	Chicago, IL
Triton College	River Grove, IL
University of Illinois at Chicago**	Chicago, IL
University of Illinois at Urbana-Champaign*	Champaign, IL
Wabash Valley College	Mt. Carmel, IL
Waubonsee Community College	Aurora, IL
Western Illinois University*	Macomb, IL

\*Professional Educator Licensure entitled  
\*\*Both Professional Educator Licensure and non-licensure entitled

1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8278 | [www.ilgateways.com](http://www.ilgateways.com)



Gateways to Opportunity is administered through Inccra and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation. Gateways to Opportunity, the arch logo, and Illinois Professional Development System are registered trademarks of Inccra.

PD15a © 2015 INCCRA REV 10/2019





### Application for a Fellowship:

Effective February 2019, INCCRRA, in partnership with the Illinois Board of Higher Education and the Illinois Community College Board, are inviting faculty from Illinois higher education institutions to engage in cross-institutional work to expand the assessment repository of all seven Gateways to Opportunity® Credential Competency Toolboxes. Fellowships will be offered on a competitive basis to 40 faculty from a range of higher education institutions who, under the guidance of expert early care and education consultants, will design both summative and normative assessments.

Ten teams of assessment Fellows (4 per team) from 2- and 4- year institutions will develop assessments within Gateways Credentials that are compatible with existing rubrics. Fellow responsibilities include:

- Review, create, and compile additional assessments that measure each competency for inclusion in a future data repository. Assessments will be developed and reviewed to ensure:
  - (1) alignment with NAEYC data collection, and
  - (2) ease of reporting
- Participation in a series of virtual meetings with Fellow Leaders regarding the competencies assigned.
- Attendance at the project kick-off meeting on Friday, March 29th 1:30PM–3:30PM.
- Participation in the statewide meeting in June 2019. (Date to TBD)
- Attendance at one of three regional meetings to be held between September 15th and November 15th where final information will be shared with other Fellows, faculty, and Deans from all higher education institutions in Illinois.
- Fellow time frame is from March 2019–May 2020.

### Proposal should satisfy the following criteria:

- The higher education institution must be currently entitled to offer one or more of the Gateways to Opportunity Credentials.
- Approval from Dean supporting needed time to devote to project.

### To Apply:

#### *The proposal/application must include:*

- Fill-out the attached application.
- Attach faculty CV, including professional relationships and/or honors of the faculty member, institution and/or early childhood education department, or other department entitled for Gateways Credentials.
- Required information must be submitted on or before March 8, 2019.

### Selection Criteria:

Ability to meet defined requirements included on the attached application. Submission of proposal that meets application criteria.

Notification: Successful faculty will be notified on/before March 15, 2019 and receive a \$2,500 stipend payable at the conclusion of the project (November 30, 2019). Travel reimbursement to the statewide June meeting and a Regional face-to-face meeting will be provided during the project.

### For additional information contact:

Joni Scritchlow  
Senior Program Director, INCCRRA  
309-829-5327 or jscritchlow@inccrra.org

### Application should be sent to:

Julie Lindstrom, INCCRRA  
jlindstrom@inccrra.org



## Fellow Information

Name: \_\_\_\_\_

Professional Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Professional Affiliations: \_\_\_\_\_

Department: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

I agree to attend the following face-to-face meetings. (Dates will be finalized before the preview on March 29th)

- ☐ Kick-off held on March 29, 2019, 1:30 PM–3:30 PM at Doubletree Hotel
- ☐ June review - will be held in Bloomington
- ☐ Attendance at one of three regional meetings to be held around the state between September 15 and November 15, 2019
- ☐ Participation in a series of virtual meetings with Fellow Leaders. These virtual meetings will be held between April 1 and August 31, 2019.

Why would you like to participate in the assessment project?

What is your expertise in both summative and formative assessments?

What skills are you bringing to the competency assessment project?

I have expertise or experience in the following Credentials (check all that apply):

- ☐ ECE (*Birth to age 8*)
- ☐ Infant Toddler (*Birth to 36 months*)
- ☐ Illinois Director (*Administrators of early childhood programs*)
- ☐ Family Child Care (*serving children birth to age 12*)
- ☐ Family Specialist (*working directly with families*)
- ☐ School Age & Youth Development (*5 to 18 years*)
- ☐ Technical Assistance (*e.g. coaching and mentoring*)

### **Institution Signatures**

Person Completing Application (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Institutional Official (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Faculty Leads

Antonia Potenza  
Kira Hamann

Roosevelt University  
Illinois State University

### Faculty Technology Lead

Anni Reinking

Southern Illinois University – Edwardsville

### Faculty Consultants

Johnna Darragh Ernst  
Nancy Latham

Heartland Community College  
University of Illinois at Urbana-Champaign

### Faculty Fellows

Anne Pradzinski  
Antuanette M. Mester  
Ayelet Miller  
Carolyn Beal  
Carrie Nepstad  
Catherine Main  
Christine Ryan  
Dawn Munson  
Donna Walker  
Inna Dolzhenko  
Jamilah R. Jor'dan  
Jennifer Kemp Berchtold  
Jin-ah Kim  
Julia Cotter  
Kathleen Sheridan  
Kathy Nikolai  
Kristen Walley  
La Tia Collins  
Leslie Katch  
Leslie Layman  
Linda O'Connell Knuth  
Luisiana Melendez  
Marie Ann Donovan  
Marilyn Toliver  
Mary Muhs  
Melissa Batchelor  
Melissa Johnson  
Melissa Clucas Walter  
Pat Chamberlain  
Patricia Steinhaus  
Rachel Adeodu  
Rebecca Pruitt  
Sabrina Mendez  
Sham'ah Md- Yunus  
Stacie Kirk  
Tanginia Southall

National Louis University  
St. Augustine College  
Triton College  
Southwestern Illinois College  
City Colleges of Chicago  
University of Illinois at Chicago  
Roosevelt University  
Elgin Community College  
South Suburban College  
Chicago State University  
Governor's Office of Early Childhood Development  
Erikson Institute  
Roosevelt University  
Heartland Community College  
University of Illinois at Chicago  
Harper College  
Rasmussen College  
Prairie State College  
National Louis University  
City Colleges of Chicago  
Waubonsee Community College  
Erikson Institute  
DePaul University  
John A. Logan College  
Rasmussen College  
Lewis and Clark Community College  
Highland Community College  
Northern Illinois University  
Erikson Institute  
Chicago State University  
Northeastern Illinois University  
Lewis University  
City Colleges of Chicago  
Eastern Illinois University  
Southern Illinois University – Edwardsville  
Moraine Valley Community College

# Appendix D: Faculty Fellows Meeting Calendar

## March 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3 Leadership Team Kick-Off Meeting (F2F)	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 Faculty Fellows Kick-Off Meeting (F2F)	29	30
31						

### Totals

Leadership Team Meeting: 1

Full Project Meeting: 1

## April 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8 TA Team Meeting (Zoom)	9	10 Jen ECE, FS, and SAYD Team Meetings (Zoom)	11 FCC & IDC Team Meetings (Zoom)	12 ITC & Toni ECE Team Meetings (Zoom)	13
14	15	16	17	18	19	20
21	22 SAYD & TA Team Meetings (Zoom)	23 FCC & Toni ECE Team Meetings (Zoom)	24 Jen ECE Team Meeting (Zoom)	25 IDC & Toni-Anni Big Group Meetings (Zoom)	26	27
28	29 FS Team Meeting (Zoom)	30 Jen-Anni Big Group Meeting (Zoom)				

### Totals

Team Meetings: 15

Bigger Team Meetings: 2

## May 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5	6 FCC & TA Team Meetings (Zoom)	7 SAYD Team Meeting (Zoom)	8	9 IDC Team Meeting (Zoom)	10 Toni ECE Team Meeting (Zoom)	11
12	13	14	15 ITC Team Meeting (Zoom)	16 Jen ECE Team Meeting (Zoom)	17	18
19	20	21 FCC & SAYD Team Meetings (Zoom)	22 FS, TA, Jen-ECE, & Toni-Anni Big Group Meetings (Zoom)	23 Toni ECE & IDC Team Meetings (Zoom)	24	25
26	27	28 ITC & Jen-Anni Group Meetings (Zoom)	29	30	31	

### Totals

Team Meetings: 15

Bigger Team Meetings: 2

## June 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5 IDC & ITC Team Meetings (Zoom)	6 FCC & Jen ECE Team Meetings (Zoom)	7 SAYD & TA Team Meetings (Zoom)	8
9	10 FS & Toni ECE Team Meetings (Zoom)	11	12 ITC Team Meeting (Zoom)	13	14	15
16	17	18	19	20 Faculty Fellows Summer Meeting @ HCC	21	22
23	24	25 TA & Toni ECE Team Meetings (Zoom)	26 SAYD Team Meeting (Zoom)	27 FCC Team Meeting (Zoom)	28	29
30						

### Totals

Team Meetings: 13

Full Project Meeting: 1



## July 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
	1 FS & ITC Team Meetings (Zoom)	2	3	4	5	6
7	8 ITC, SAYD, & TA Team Meetings (Zoom)	9 FCC Team Meeting (Zoom)	10	11 Toni ECE Team Meeting (Zoom)	12	13
14	15 Kira ECE Team (Zoom) + Leadership Team (Call) Meetings	16	17 IDC Team Meeting (F2F @ ECC)	18	19	20
21	22 SAYD Team (Zoom) + Leadership Team (Call) Meetings	23 FCC & Toni-Anni Big Group Meetings (Zoom)	24 ITC & TA Team Meetings (Zoom)	25 Toni ECE Team Meeting (Zoom)	26	27
28	29	30 Leadership Team Meeting (F2F)	31 ITC Team Meeting (Zoom)			

### Totals

Team Meetings: 15  
 Bigger Team Meeting: 1  
 Leadership Team Meeting: 3

## August 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2 Kira ECE Team Meeting (Zoom)	3
4	5 FS Team (F2F) + Leadership Team (Call) Meetings	6 TA & Toni ECE Team Meetings (Zoom)	7 FCC, ITC, & SAYD Team Meetings (Zoom)	8 All ECE Teams Meeting (Zoom)	9	10
11	12	13	14	15	16	17
18	19	20 TA & Toni ECE Team Meetings (Zoom)	21 Toni-Anni Big Group Meeting (Zoom)	22 IDC, SAYD, & Kira ECE Team Meetings (Zoom)	23 FCC & Kira ECE Team Meetings (Zoom)	24
25	26	27	28	29	30 Leadership Team Recap Meeting (F2F)	31

### Totals

Team Meetings: 15

Bigger Team Meeting: 1

Leadership Team Meeting: 2

## September 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 Leadership Team Meeting (F2F)	28
29	30					

**Totals**  
Leadership Team Meeting: 1

# October 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11 Regional Meeting Chicago (F2F)	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**Totals**  
Regional Meeting: 1

## November 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
					1 Regional Meeting Naperville (F2F)	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**Totals**  
Regional Meeting: 1

## December 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2	3	4	5	6 Regional Meeting Bloomington (F2F & Zoom)	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Totals**  
Regional Meeting: 1

# ECE Human Growth & Development Master Rubric

Competency	Competent							Unable to Assess
	Checklist Criteria							
	Physical	Cognitive	Social	Emotional	Verbal	Aesthetic		
<b>HGD1:</b> Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning  <b>Possible Codes:</b> N = names, D = describes  <b>NAEYC:</b> 1a, 1b, 1c (1a-LVL1-1-4, 1a-LVL2-1, 1b-LVL1-3, 1c-LVL2-2) <b>IPTS:</b> 1A, 1C, 1D, 1E, 2A <b>InTASC:</b> 2(h), 7(i)								
							developmental milestones	
							developmental theories	
							patterns of development	
							characteristics of delays/ disabilities	
							cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society)	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess			
<b>HGD2:</b> Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills  <b>NAEYC:</b> 1a (1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4) <b>IPTS:</b> 1C, 2A, 2H <b>InTASC:</b> 1(f), 2(i), 3(f), 7(i)	Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills  Current research and theory are integrated into description	Describes interrelationship between developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills	Describes developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills	Does not accurately describe developmental domains (physical/social/emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills				

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>HGD3:</b> Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning  <b>NAEYC:</b> 1a, 1c (1a-LVL1-3; 1c-LVL1-1-3; 1c-LVL2-1) <b>IPTS:</b> 1C, 1D, 1E, 2E, 2H <b>InTASC:</b> 2(h, 2(i), 2(j), 2(m)	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning. Description includes connections to research</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes. Description includes connections to research</p>	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes</p>	<p>Describes how cultural and familial contexts and biological and environmental influences impact children's well-being and learning. Description lacks holistic consideration of influence and impact</p> <p>Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes. Description lacks holistic consideration of stress, trauma, and early experiences and the role of resilience</p>	<p>Does not accurately describe how cultural and familial contexts and biological and environmental influences impact children's well-being and learning</p> <p>Does not accurately identify consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes</p>	Unable to Assess
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HGD4:</b> Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition	<p>Assesses development using knowledge of milestones, red flags, and current-research base</p> <p>Identifies when children may benefit from further evaluation and assessment</p>	<p>Assesses development using knowledge of milestones and red flags</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first and second language acquisition</p>	<p>Assesses development using knowledge of milestones</p> <p>Identifies when children may benefit from further evaluation and assessment</p> <p>Describes process of first language acquisition</p> <p>Connects unique</p>	<p>Assessment of development does not reflect knowledge of milestones</p> <p>Incomplete identification of when children may benefit from further evaluation and assessment</p> <p>Limited description of</p>	Unable to Assess



<p><b>NAEYC:</b> 1a, 1b, 1d (1a-LVL2-3; 1b-LVL1-1; 1b-LVL1-4; 1b-LVL2-1 &amp; 2; 1d-LV1-1; 1d-LV2-1)</p> <p><b>IPTS:</b> 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I</p> <p><b>InTASC:</b> 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k)</p>	<p>Describes process of first and second language acquisition</p> <p>Connects unique development patterns to appropriate resources</p>	<p>Connects unique development patterns to appropriate resources</p>	<p>development patterns to appropriate resources</p>	<p>language acquisition process</p> <p>Knowledge of community resources not demonstrated</p>	<p>Unable to Assess</p>
<p><b>HGDS:</b> Integrates research, developmental theories, and observations data to make decisions about evidence-based practice supporting children's learning and development</p> <p><b>NAEYC:</b> 1a, 1b, 1c, 1d, 4a (1a-LVL3-1, 1a-LVL3-2, 1b-LV3-1, 1c-LVL3-1, 1d-LVL2-1, 4a-LVL2-1)</p> <p><b>IPTS:</b> 1B, 1H, 1L, 2A, 9A</p> <p><b>InTASC:</b> 1(b), 1(i), 2(k), 4(d), 7(i), 10(h)</p>	<p>Makes decisions about evidence-based practices supporting children's learning and development</p> <p>Decisions incorporate research, developmental theories, and observational data</p> <p>Decisions made within the context of collaborative community</p>	<p>Identifies relevant developmental research and child development data to inform evidence-based practice</p> <p>Makes decisions about evidence-based practices supporting children's learning and development</p> <p>Decisions incorporate research, developmental theories, and observational data</p>	<p>Makes decisions about evidence-based practices supporting children's learning and development</p> <p>Decisions incorporate observational data</p>	<p>Makes decisions about evidence-based practice supporting children's development and learning not connected to research, developmental theories, and observational data</p>	<p>Unable to Assess</p>
<p><b>HGD6:</b> Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning</p> <p><b>NAEYC:</b> 1a, 1d (1a-LVL3-3; 1d-LVL2-2)</p> <p><b>IPTS:</b> 1H, 1J, 1L, 2I, 2N</p> <p><b>InTASC:</b> 1(b), 1(g), 1(i), 2(a),</p>	<p>Identifies and advocates for, using research and stage theory, practices that support holistic knowledge of children's unique patterns of development across each domain (physical/ social/ emotional/ cognitive/ language/ aesthetic)</p>	<p>Identifies and explains, using research and stage theory, practices that support holistic knowledge of children's unique patterns of development across each domain (physical/ social/ emotional/ cognitive/ language/ aesthetic)</p>	<p>Identifies practices that support holistic knowledge of children's unique patterns of development across each domain (physical/ social/ emotional/ cognitive/ language/ aesthetic)</p>	<p>Identify inappropriate practices and/or do not appropriately apply theory and research in support of children's unique patterns of development across each domain</p>	<p>Unable to Assess</p>

4(d), 4(f), 5(b), 7(n)					
Yellow= Level 2	Green=Level 3	Orange=Level 4	Blue=Level 5		

## ECE PPD1 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD1: Demonstrates professionalism in image, behavior, and disposition</b>		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6a (6a-LVL1-1) Standard 6b (6b-LVL1-2)	<b>IPTS (2013) Alignment</b> 9H, 9I, 9T	<b>InTASC Alignment</b> 3(r), 10(i)
<p><b>Behaviors and Skills:</b></p> <p>Demonstrates professionalism in interactions and communication</p> <ul style="list-style-type: none"> <li>• Listens and responds with an open mind to suggestions;</li> <li>• Communicates with honesty, respect, and integrity;</li> <li>• Uses current research-based strategies and practical applications (evidence-based strategies) to address conflict;</li> <li>• Seeks out and considers the opinions of others;</li> <li>• Demonstrates empathy in interactions with children, family, and colleagues;</li> <li>• Applies practices designed to understand individual perspectives (culture, gender, socioeconomic, etc.);</li> <li>• Uses verbal and non-verbal language, behaviors, and interactions that demonstrate emotional control and empathy;</li> <li>• Responds appropriately to the actions and reactions of others (demonstrates self-regulation, takes others' perspectives into account, seeks clarification as needed), identifies personal responsibility in conflict</li> <li>• Identifies as a member of the early childhood profession (6a-LVL1-1)</li> </ul> <p>Demonstrates professionalism in ethics and responsibility (6b-LVL1-2):</p> <ul style="list-style-type: none"> <li>• Protects and maintains confidentiality</li> <li>• Practices sensitivity and respect for young children, their families, and colleagues</li> <li>• Is dependable and responsible in time management (e.g. demonstrates engagement, present, meets deadlines, responds in a timely manner)</li> <li>• Maintains accurate records (child and family)</li> <li>• Uses digital devices responsibly and appropriately (maintains appropriate child protections, follows current guidance regarding appropriate digital use, including social media)</li> <li>• Implements practices that respect student and family privacy both electronically and in hard copy</li> <li>• Uses social media in respectful and professional ways</li> <li>• Dresses professionally for context/situation</li> <li>• Maintains professional relationships with families and staff (e.g. establishes appropriate boundaries, demonstrates a clear understanding of and responsiveness to defined role)</li> </ul>		

Demonstrates professionalism in reflection and flexibility:

- Seeks out and applies feedback to professional practice
- Provides an accurate reflection on strengths and opportunities for growth
- Appropriately adapts to new and unexpected situations

## Master Rubric Row

ECE Professionalism Master Rubric			
Competency	Competent		Unable To Assess
	Checklist Criteria		
PPD1: Demonstrates professionalism in image, behavior, and disposition  NAEYC: 6a, 6b (6a-LVL1-1-2, 6b-LVL1-2) IPTS: 9H, 9I, 9T InTASC: 3(r), 10(i)	Interactions & Communication:		
		Listens and responds with an open mind to suggestions	
		Communicates with honesty, respect, & integrity	
		Addresses conflict appropriately	
		Seeks and considers the opinions of others	
		Demonstrates empathy	
		Seeks to understand individual perspectives (cultural, gender, socio-economic, etc.)	
		Verbal and non-verbal language, behaviors and interactions demonstrate emotional control and maturity	
		Responds appropriately to actions and reactions of others	
		Identifies personal responsibility in conflict	
	Ethics & Responsibility:		
		Protects and Maintains confidentiality	
		Is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timely manner)	
		Is on-task, engaged & prepared	
		Maintains accurate records	
		Uses digital devices responsibly and appropriately	
		Respects student and family privacy both hard copy and electronically	
		Uses social media in respectful and professional ways	
		Dresses professionally for context/situation	
	Maintains professional interactions with staff & families		

	Reflection & Flexibility:		
		Seeks and uses feedback from others	
		Incorporates feedback in subsequent practice	
		Reflects accurately regarding own strengths and weaknesses	
		Adapts to unexpected or new situations	
Yellow = Level 2      Green = Level 3      Orange = Level 4      Blue = Level 5			

ECE PPD2 Overview Page

Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD2:</b> Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields			
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 & -3)	<b>IPTS (2013) Alignment</b> 1F, 9G	<b>InTASC Alignment</b> 3(g), 4(q), 10(s)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"><li>• Describes foundations (historical, theoretical, philosophical) of the fields of early childhood general education, early childhood special education (6a-LVL2-1)</li><li>• Describes the connections between the collaborating professions (e.g. special education, speech pathology, occupational therapy, physical therapy, bilingual education) related to the early childhood field (6a-LVL1-2)</li><li>• Articulates how current research, policies, values and experiences within each field influence professional practice, perspective, program design and structure</li><li>• Identifies broader contexts and basic policy issues in the profession (e.g. compensation and financing; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues) (6a-LVL1-3; 6a-LVL2-3)</li></ul>			

Master Rubric Row

ECE Professionalism Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable Unable to Assess

<p><b>PPD2:</b> Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields</p> <p><b>NAEYC:</b> 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 &amp; -3)</p> <p><b>IPTS:</b> 1F, 9G</p> <p><b>InTASC:</b> 3(g), 4(q), 10(s)</p>	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p> <p>Describes the influence of public policy on practice within each of these fields</p>	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education inaccurately</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field in a way that is inaccurate</p>
---	---	---	---	--

Yellow = Level 2

Green = Level 3    Orange = Level 4

Blue = Level 5

## ECE PPD3 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD3:</b> Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations			
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6b (6b-LVL1-1-4, 6b-LVL2-3)	<b>IPTS (2013) Alignment</b> 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S	<b>InTASC Alignment</b> 2(a), 2(h), 4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>Aligns practice with relevant laws (e.g., child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities) (6b-LVL1-3)</li> <li>Aligns professional practice with applicable standards and guidelines (e.g., local, state and national guidelines; position statements from professional associations) (6b-LVL1-4)</li> <li>Articulates the importance of confidentiality and impartiality (6b-LVL1-2)</li> <li>Connects to professional organizations (through membership or regular use of resources) (6b-LVL2-3)</li> <li>Aligns behavior with a professional code of ethics (e.g. NAEYC Code of Ethical Conduct) (6b-LVL1-1)</li> </ul>			

#### Master Rubric Row

ECE Professionalism Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable
PPD3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and	Explains and justifies professional practice with applicable standards and guidelines and legal and ethical considerations. Articulates reasons for confidentiality and impartiality. Values participation in	Aligns professional practice with applicable standards and guidelines and legal and ethical considerations. Articulates the importance of confidentiality and impartiality	Aligns professional practice with applicable standards and guidelines and legal and ethical considerations. Articulates the importance of confidentiality and impartiality	Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not present
				The importance of confidentiality and



impartiality, state and federal laws, and the expectations of relevant professional organizations	professional organizations and models a professional code of ethics  Aligns and justifies professional practice with applicable standards and guidelines and legal and ethical considerations	Connects to professional organizations and aligns behavior with a professional code of ethics	Partial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics	impartiality not described  Lacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics
<b>NAEYC:</b> 6b (6b-LVL1-1-4, 6b-LVL2-3) <b>IPTS:</b> 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S <b>InTASC:</b> 2(a), 2(h), 4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)	Articulates the importance of confidentiality and impartiality  Models a professional code of ethics			

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD4 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams			
<b>Proposed NAEYC Standard &amp; Competency Alignment</b>  Standard 6c (6c-LVL1-1, 6c-LVL2-2)  Standard 6e (6e-LVL1-1-4)	<b>IPTS (2013) Alignment</b>  4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M	<b>InTASC Alignment</b>  3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>Utilizes respectful, responsive, culturally and linguistically sensitive language and gestures (6e-LVL1-2)</li> <li>Utilizes respectful, responsive, culturally and linguistically sensitive tone (6e-LVL1-3)</li> <li>Utilizes appropriate grammar, spelling, and terms when interacting with young children, families, and colleagues (6e-LVL1-3)</li> <li>Uses technology with facility when interacting with children, families, and as a member of an early childhood team (6e-LVL1-4)</li> <li>Communication and collaboration skills used reflective of a commitment to continuous learning (6c-LVL1-1)</li> <li>Advocacy skills are demonstrated (identifying a challenge, utilizing communication and collaboration skills to address challenge)</li> <li>Employs communication and collaboration skills that are reflective of appropriate professional expectations and current technologies (6e-LVL1-2)</li> </ul>			



## Master Rubric Row

ECE Professionalism Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable
<b>PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams  <b>NAEYC:</b> 6c, 6e (6c-LVL1-1, 6c-LVL2-2, 6e-LVL1-1-4) <b>IPTS:</b> 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M <b>InTASC:</b> 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)	Utilizes, models, and leads others in using respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team  Communication and collaboration skills used are ethical and supportive of advocacy	Utilizes respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team. Communication and collaboration skills used are ethical and supportive of advocacy	Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team lacking in respect, responsiveness, and cultural and linguistic sensitivity	Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team lacking in respect, responsiveness, and cultural and linguistic sensitivity

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD5 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

IL ECE Gateways Competency: PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth			
Proposed NAEYC Standard & Competency Alignment	IPTS (2013) Alignment	InTASC Alignment	
Standard 4c (4d-LVL2-1 & 2)  Standard 6c (6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1)  Standard 6d (6d-LVL1-1-4)	1F, 9D, 9E, 9I, 9K	4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)	
Behaviors and Skills:			
<ul style="list-style-type: none"><li>• Designs a professional development plan that incorporates self-reflection, self-assessment, and self-care<ul style="list-style-type: none"><li>◦ examines own work, (6d LVL1-1)</li><li>◦ reflects of sources of professional knowledge, (6d LVL1-3)</li><li>◦ explores assumptions about the field of early childhood, (6cLVL1-1)</li><li>◦ identifies non-dominant sources of information to supplement knowledge) (6d LVL1-4)</li><li>◦ Identifies strategies for self-care in routines to maintain positive engagement with young children and professionalism with families and colleagues</li></ul></li><li>• Includes within professional development plan attention to current professional role and plans to continue professional development and growth<ul style="list-style-type: none"><li>◦ participation in collaborative learning communities, (6c LVL3-1) (6d LVL1-2)</li><li>◦ pursuit of strength-based approaches to research-base and theoretical perspectives (6c LVL2-3)</li></ul></li></ul>			

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>PPD5: Engages in reflection and the design of a professional development plan</b>	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan lacking in self-reflection and self-assessment
				Unable to Assess

with the goal of improving professional practice and fostering professional growth  NAEYC: 4d, 6c, 6d (4d-LVL2-1 & 2, 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1, 6d-LVL1-1-4) IPTS: 1F, 9D, 9E, 9I, 9K InTASC: 4(a), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)	Includes within professional development plan attention to current professional role and plans to continue professional development and growth  Develops meaningful, specific, collaborative goals to support attainment of plan	Includes within professional development plan attention to current professional role and plans to continue professional development and growth	
--	--	--	--

Yellow = Level 2

Green = Level 3    Orange = Level 4

Blue = Level 5

## ECE PPD6 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

IL ECE Gateways Competency: PPD6: Creates a professional philosophy that guides development as a practitioner and advocate			
Proposed NAEYC Standard & Competency Alignment	IPTS (2013) Alignment	InTASC Alignment	
Standard 6a (6a-LVL2-4) Standard 6b (6b-LVL2-2) Standard 6d (6d-LVL2-1)	9D, 9E, 9I, 9K, 9O, 9P, 9Q	9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"><li>• Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</li><li>• Includes theory and evidence-base that underlies philosophy (6b-LVL2-2)</li><li>• Describes strategies to advocate for resources and policies that support young children and their families as well as for early childhood educators (6a-LVL2-4)</li><li>• Outlines contributions supportive of ongoing development as a professional (e.g. participation in collaborative learning communities, pursuit of research-base and theoretical perspectives, strength-based approaches to research and practice) (6d-LVL2-1)</li></ul>			

## Master Rubric Row

### ECE Professionalism Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate  <b>NAEYC:</b> 6a, 6b, 6d (6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1) <b>IPTS:</b> 9D, 9E, 9I, 9K, 9O, 9P, 9Q <b>InTASC:</b> 9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate  Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional  Philosophy includes attention to contextual factors that will nurture and support ongoing development	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate  Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate	Produces a professional philosophy that is limited in explore of current and future role, and lacks exploration of theory, evidence base, and supportive contextual factors	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

# ECE PPD7 Overview Page

## Standards Alignment—Behaviors & Skills—Master Rubric Row

IL ECE Gateways Competency: PPD7: Describes processes, procedures and identified roles within successful early childhood teams			
Proposed NAEYC Standard & Competency Alignment Standard 6c (6c-LVL3-3)	IPTS (2013) Alignment 5Q, 8B, 8D, 8E, 8F, 8G	InTASC Alignment 10(n), 10(r)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"><li>• Describes own role and the roles of others in successful early childhood teams</li><li>• Describes processes and procedures (e.g. record keeping, organization, establishing and maintaining collaborative foundations) that influence the success of early childhood teams (6cLVL3-3)</li></ul>			

### Master Rubric Row

ECE Professionalism Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable
<b>PPD7:</b> Describes processes, procedures and identified roles within successful early childhood teams  <b>NAEYC:</b> 6c (6c-LVL3-3) <b>IPTS:</b> 5Q, 8B, 8D, 8E, 8F, 8G <b>InTASC:</b> 10(n), 10(r)	Describes own role and roles of others in successful early childhood teams  Describes processes and procedures that influence the success of early childhood teams  Describes the role of families and appropriate professionals who can enhance processes and procedures supporting children and programs within early childhood	Describes own role and roles of others in successful early childhood teams  Describes processes and procedures that influence the success of early childhood teams	Describes own role and roles of others in successful early childhood teams	Describes early childhood teams. Description lacking understanding of roles, processes and procedures
				Unable to Assess

	teams				
Yellow = Level 2	Green = Level 3	Orange = Level 4	Blue = Level 5		

## ECE PPD8 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD8:</b> Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning			
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6e (6e-LVL3-1)	<b>IPTS (2013) Alignment</b> 4J, 6E, 6Q, 7N, 9L, 9N	<b>InTASC Alignment</b> 1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"><li>• Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; community collaboration; and healthy child development and learning (6e-LVL3-1)</li><li>• Communication supports infrastructure that includes effective record maintenance promoting program functioning and connections to community resources</li></ul>			

#### Master Rubric Row

ECE Professionalism Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable
<b>PPD8:</b> Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse	Models examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; and healthy	Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; community	Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues  Communication supported by infrastructure that includes effective record	Provides incomplete/inaccurate examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues  Communication lacks infrastructure that



populations; program functioning; family and community collaboration; and healthy child development and learning	child development and learning	collaboration; and healthy child development and learning	maintenance	includes effective record maintenance
<p>Communication supported by infrastructure that includes effective record maintenance system that promotes program functioning, and connections to community resources</p> <p><b>NAEYC:</b> 6e (6e-LVL3-1)  <b>IPTS:</b> 4J, 6E, 6Q, 7N, 9L, 9N  <b>InTASC:</b> 1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)</p>				

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD9 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

IL ECE Gateways Competency: PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings			
Proposed NAEYC Standard & Competency Alignment	IPTS (2013) Alignment	InTASC Alignment	
Standard 6b (6b-LVL3-3)	1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S	2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k), 10(p), 10(s)	
Standard 6c (6c-LVL3-1 & 2)			
<b>Behaviors and Skills:</b>			
<ul style="list-style-type: none"><li>Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards (e.g. DCFS licensing, Expederate, school code) to decision-making within early childhood settings (6b-LVL3-3)</li><li>Professionalism and leadership evidenced by application of evidence-based practices (e.g. theory and research) to decision-making within early childhood settings (6c-LVL3-1)</li><li>Utilizes interpersonal skills (e.g. active listening, joining and supporting, establishing consensus) to work collaboratively with teams and individuals) (6c-LVL3-2)</li><li>Protects confidentiality and privacy in written and verbal communication and promotes impartiality in procedures and practices</li></ul>			

### Master Rubric Row

ECE Professionalism Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>PPD9:</b> Applies key legal, ethical, and regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings  <b>NAEYC:</b> 6b, 6c (6b-LVL3-3, 6c-LVL3-1 & 2) <b>IPTS:</b> 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S <b>InTASC:</b> 2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k), 10(p), 10(s)	Effectively and professionally leads teams and individuals to encourage collaboration.  Develops and facilitates program decisions based on professional standards.  Protects confidentiality and privacy and promotes impartiality in procedures and practices  Professionalism and leadership evidenced by leading teams in application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Models interpersonal skills supportive of working collaboratively with teams and individuals  Leads teams in protecting confidentiality and privacy and promoting impartiality in procedures and practices.	Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Utilizes interpersonal skills to work collaboratively with teams and individuals  Protects confidentiality and privacy and promotes impartiality in procedures and practices	Professionalism evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Utilizes interpersonal skills to work with teams and individuals  Protects confidentiality and privacy and promotes impartiality in procedures and practices	Professionalism not evidenced due to inaccurate/incomplete application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Utilizes underdeveloped interpersonal skills to work with teams and individuals  Does not consistently protect confidentiality and privacy and promote impartiality in procedures and practices	

Yellow = Level 2      Green = Level 3      Orange = Level 4      Blue = Level 5



## ECE PPD10 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD10:</b> Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served			
<b>Proposed NAEYC Standard &amp; Competency Alignment</b>  -----	<b>IPTS (2013) Alignment</b> 8J, 8K, 8O, 8P, 8Q, 9P, 9Q	<b>InTASC Alignment</b> 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t)	
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"><li>• Designs and/or participates in collaborative approaches with professionals</li><li>• Demonstrates leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/agency and the children and families served<ul style="list-style-type: none"><li>◦ Understands the basics of how public policies are developed</li><li>◦ Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, or national levels</li></ul></li></ul>			

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>PPD10:</b> Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served	Designs and/or participates in collaborative approaches with professionals supportive of interagency collaboration  Models visionary leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the	Designs and/or participates in collaborative approaches with professional  Demonstrates leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/	Designs and/or participates in collaborative approaches with professionals  Develops program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served	Lacks participation in collaborative approaches with professionals  Program policies and procedures developed do not reflect federal, state, and local regulations and fail to ensure the healthy functioning of the early childhood program/ agency and the children
				Unable to Assess

<p>NAEYC: -----  IPTs: 8J, 8K, 8O, 8P, 8Q, 9P, 9Q  InTASC: 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t)</p>	<p>healthy functioning of the early childhood program/ agency and the children and families served</p>	<p>agency and the children and families served</p>		<p>and families served</p>	
---	--	--	--	----------------------------	--

Yellow = Level 2                      Green = Level 3                      Orange = Level 4                      Blue = Level 5

**Credential AREA: Infant-Toddler Credential (Levels 2-3)**  
**TOPIC: HSW Domain-Specific Stacked Assessment Example**  
**Environmental Scan**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
<b>ITC HSW1:</b> Identifies infant/toddler mental health, nutritional and safety concerns	-----
<b>ITC HSW2:</b> Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j
<b>ITC HSW3:</b> Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being	-----
<b>ITC HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers	SE-6a, SE-6b, C-3h

**II. Assessment Task Description/ Directions**

5 This assessment will evaluate your ability to identify infant/ toddler mental health nutritional and safety concerns. You will use the information gathered via observation to establish recommendations for an infant/ toddler environment regarding support for health, safety, nutrition, and well-being.

**To address Level 2 competencies, the following content should be covered in your technology outcome product:**

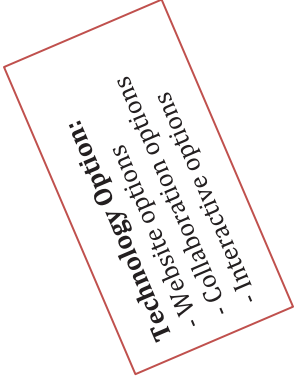
**Part 1: Environmental “Scavenger” Hunt**

Through your clinical site or other licensed childcare facility:

- Arrange a date/time to visit to complete the Health, Safety, and Meal Planning Checklist for Infants and Toddlers (see below)
- Before your observation:
  - Locate and study the most recent Illinois Department of Children and Family Services’ Licensing Standards for Day Care Centers

(e.g., [https://www2.illinois.gov/dcf/aboutus/notices/documents/rules\\_407.pdf](https://www2.illinois.gov/dcf/aboutus/notices/documents/rules_407.pdf)) subparts:

- Subpart E: Program Requirements – Special Requirements for Infants and Toddlers
- Subpart F: Structure and Safety



- Subpart G: Health and Hygiene
- Subpart H: Facility and Equipment
- Subpart I: Appendix A, Appendix D, Appendix E
- List several examples of the following, which you might find during your observation in regard to infants and toddlers (including those of varying abilities):
  - Behaviors and symptoms that signal possible nutritional concerns
  - Physical health problems and concerns (and appropriate precautions)
  - Nutrition needs
  - Mental health concerns
  - Safety concerns
- During the observation:
  - Complete the Health, Safety, and Meal Planning Checklist for Infants and Toddlers provided below, collecting evidence as available and/or allowed (e.g. pictures, sketches, examples, menus, documents, etc.). If an item is not observed, please ask about it during the interview portion.
  - Discuss with the lead teacher/ program director the lists you had developed above. What is the frequency these concerns are observed in the classroom and what steps are taken to prevent or remediate the concerns?



## **Part 2: Post-Environmental Assessment Reflection**

Summarize the results of your completed Health, Safety, and Meal Planning Checklist for Infants and Toddlers and lead teacher/ program director interview. This summary should include the following:

- An overview of program practices related to maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, nutrition, and eating environments
- A description of how the caregiver provided developmentally, individually, and culturally responsive interaction during routines. If you did not observe this, provide examples of how they might have been integrated.
- What additional information would have been beneficial for you to make a full assessment of health, safety, nutrition, and eating environments within the program you observed?

### **Part 3: Technology Outcome Product:**

Option 1: Create a handout/ infographic/ eposter including pictures of the foods listed in the DCFS standards that are considered choking hazards that cannot be served in an infant toddler classroom. This handout could be posted on the classroom bulletin board, as a handout to give to parents, or attached to an e-mail as part of the center's regular communication.

Technology Option:  
Embedded

Option 2: Create a podcast/ video identifying safe and unsafe items outdoors for infants and toddlers. If possible, you can use the program where you completed your above observation or go to a private home outdoor play area or community playground. Identify a minimum of three safe practices at the location and three unsafe or potential hazards/concerns. This podcast/ video should be focused on informing parents of safe practices for their child.

Technology Option:  
- Video/ audio record options

**To address Level 3 competencies, the following content should also be covered:**

### **Part 4: Recommendations**

Based on data collected and suggestions above, make specific recommendations for each of the following, highlighting key areas of supporting health, nutrition, and safety for young children:

- What did you observe as strengths and challenges regarding infant/toddler nutrition and the creation of safe and appropriate eating environments? What suggestions do you have for adaptations?
- What did you observe as strengths and challenges regarding healthy and safe infant/toddler environments? What suggestions do you have for changes to the environment?

### **III. Assessment Rubric**

ITC Health, Safety & Wellness Levels 2-3 Master Rubric				
Competency	Distinguished	Competent	Developing	Unsatisfactory
HSW1: Identifies infant/toddler mental health, nutritional and safety concerns	Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers	Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers	Identifies behaviors or symptoms that signal a possible nutritional concern in infants and toddlers	Provides incomplete or inaccurate identification of infant/toddler mental health, nutritional and safety concerns
Zero to Three: N/A				Unable to Assess

	Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions	Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions	concerns common in infants and toddlers (e.g., ear infections, thrush, teething)	
	Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices	Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices	Lists nutrition needs specific to infants and toddlers	
	Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities	Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities	Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet)	
	Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations	Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations	Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking)	
	Outlines strategies to support families in identifying infant/toddler mental health, nutritional and safety concerns			
Competency	Distinguished	Competent	Developing	Unsatisfactory
HSW2: Engages in developmentally, individually, and culturally responsive interactions with	Demonstrates developmentally, individually, and culturally responsive interactions with	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and
				Unable to Assess



<p>infants/toddlers during caregiving routines</p> <p><b>Zero to Three:</b> SE-3b, SE-4b, C-3b, C-3c, C-3d, L&amp;L-1a, L&amp;L-1b, L&amp;L-1c, L&amp;L-1d, L&amp;L-1e, L&amp;L-1f, L&amp;L-1g, L&amp;L-2a, L&amp;L-2b, L&amp;L-2c, L&amp;L-2f, L&amp;L-2g, L&amp;L-2h, L&amp;L-2i, L&amp;L-2j</p>	<p>infants/toddlers during caregiving routines</p> <p>Identifies how to extend these skills to colleagues in early childhood settings</p>	<p>care-giving routines such as feeding and diapering</p> <p>Demonstrates practices that sensitively respond to an individual infant's or toddler's eating and sleeping rhythms and to preferences related to environments, cultural practices, family preferences, and adult-child interactions</p>	<p>care-giving routines such as feeding and diapering</p>	<p>developmental responsiveness</p>	
<p><b>Competency</b></p>	<p><b>Distinguished</b></p>	<p><b>Competent</b></p>	<p><b>Developing</b></p>	<p><b>Unsatisfactory</b></p>	<p>Unable to Assess</p>
<p><b>HSW3:</b> Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being</p> <p><b>Zero to Three:</b> N/A</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p> <p>Supports families and colleagues in creating safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p>	<p>Prepares nutritious snacks, meals and eating environments</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p>	<p>Perpetuates unsafe and/or unhealthy environments</p>	
<p><b>Competency</b></p>	<p><b>Distinguished</b></p>	<p><b>Competent</b></p>	<p><b>Developing</b></p>	<p><b>Unsatisfactory</b></p>	<p>Unable to</p>

					Assess
<b>HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers  Zero to Three: SE-6a, SE-6b, C-3h	Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards  Assesses environment for physical dangers by identifying hazards  Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards  Supports colleagues and families in assessing environmental health, safety, and hazards	Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards  Assesses environment for physical dangers by identifying hazards  Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards	Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards  Assesses environment for physical dangers by identifying hazards  Assessment lacks regularity and quality standards  Assesses environment for physical dangers by identifying hazards.  Assessment lacks regularity  Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards	Health and safety assessments of the early childhood environment lacking  Regulations and quality standards not applied  Hazards in the environment not identified	

Yellow = Level 2      Green = Level 3

## IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ITC HSW1:</b> Identifies infant/toddler mental health, nutritional and safety concerns	-----					
<b>ITC HSW2:</b> Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j					
<b>ITC HSW3:</b> Creates safe and appropriate eating environments	-----					



(nutrition, interactions) support healthy development, learning, mental health, and well-being									
<b>ITC HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers	SE-6a, SE-6b, C-3h								

## Health, Safety, and Meal Planning Checklist for Infants and Toddlers

Location:

Date:

Domain	Yes/No	Observation Notes
<b>Indoor Environment</b>		
<b>*Health</b>		
Is a sink in the same room?		
Is a toilet readily accessible?		
Are toys and equipment disinfected daily?		
Is water available at frequent intervals?		
Is there an area for sick children?		
Does the space have adequate lighting?		
Does the space have adequate ventilation? (fans, windows, etc.?)		
Floors, walls and other surfaces are well maintained?		
What is the procedure for toys that have been "mouthed"?		
<b>*Safety</b>		
Are outlets covered? Extension cords present?		
Equipment and play materials are free from sharp and rough edges		
Room is free of choking hazards		
Is there space for children to creep, crawl, and walk?		
Are dangerous substances locked away (cleaning supplies, medicines, etc.?)		
Is child sized furniture available?		

Take note of at least one example of a staff member preventing a safety problem or helping children follow a safety rule		
<b>Outdoor Environment</b>		
Are children taken outdoors every day?		
Is the play area contained by a fence?		
Equipment and play materials are free from sharp and rough edges		
Area is free of choking hazards		
Is there a separate area for children under the age of two?		
Are there soft protective surfaces under areas where children may fall?		
Does the outdoor area properly drained?		
Is a surface available for children's wheeled toys?		
Is shaded area available?		
<b>Routines</b>		
Does the staff conduct a health observation (to assess signs of illness) as children arrive?		
What are the exclusionary criteria for this age group?		
Does staff follow handwashing procedures based on IL DCFS Licensing Standards?		
Does staff wash hands at appropriate times based on IL DCFS Licensing Standards?		
Does staff follow proper diaper changing procedures based on IL DCFS Licensing Standards?		
Do routines such as napping and feeding consider parents requests?		

What is the arrival/departure process?		
Is information about feeding, elimination and the child's activities available in writing for parents at the end of the day?		
Are children who are unable to roll over put to sleep on their backs?		
<b>Supervision</b>		
What is the staff: child ratio?		
Is there a licensed physician, practical nurse, physician's assistant or RN on staff and what services do they provide?		
Arrangement of the indoor and outdoor areas allows for adults to visually supervise the children		
Are awake infants who are non-mobile held and changed place and position every 30 minutes?		
<b>Meal Planning</b>		
<b>* Infants</b>		
Are bottles warmed according to DCFS guidelines?		
Is a refrigerator accessible to the children's room?		
Is food preparation area separate from diapering and playing areas?		
Are bottles labeled and dated?		
Are infants held while they are bottle fed?		
Is any other food other than milk, formula, breastmilk or water in bottles?		
Is juice served from a cup?		
Are infants encouraged to feed themselves? (no bottle propping)		

DCFS lists foods that should not be served to children under the age of 2, are these foods avoided?		
<b>* Toddlers</b>		
Is a refrigerator accessible to the children's room?		
Does the food served meet the Meal Pattern in Appendix E of the DCFS guidelines?		
Does the staff sit with the children while they are eating?		
Are snacks nutritious and contribute to the child's daily nutrients?		
DCFS lists foods that should not be served to children under the age of 2—are these foods avoided?		

**Credential AREA: Illinois Director Credential (Level II)**  
**TOPIC: Marketing & Public Relations Assessment Example**  
**Center/ School Strategic Plan**

**I. Assessment Competency & Standard Alignment**

Gateways Competencies Assessed	
<b>MPR1:</b> Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program	
<b>MPR2:</b> Collaborate with families and stakeholders in ongoing development, implementation, assessment, and revision of the center's strategic/business plan	

Suggested Competency Cross-Alignments	
(with a few edits to this assessment task, these additional competencies could also be assessed with this task)	
<b>TEC1:</b> Demonstrate technological literacy	
<b>LA1:</b> Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered	
<b>LA2:</b> Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts	

**II. Assessment Task Description/ Directions**

**Overview: In this assessment, you will...**

Option 1 (for those wanting to become leaders in the field)	Option 2 (for those who are already leaders in the field at a licensed site)
<ul style="list-style-type: none"> <li>Conduct a community-needs assessment of an identified program/ center/ school or a hypothetical one in a real community</li> <li>Based on this assessment, develop a program strategic/ marketing plan for this identified program/ center/ school</li> <li>Develop at least one marketing tool that demonstrates your specific marketing strategy</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a community-needs assessment of your program/ center/ school</li> <li>Based on this assessment, develop and/or implement a program strategic/ marketing plan for your program/ center/ school</li> <li>Revise/ develop at least one marketing tool that demonstrates your specific marketing strategy</li> <li>Describe how you currently engage and/or into the future, plan to engage family and community members</li> </ul>

<ul style="list-style-type: none"> <li>Describe how you would engage family and community members in your ongoing plan to stay market relevant and community needs-focused</li> <li>Establish a plan for ongoing stakeholder input</li> </ul>	<ul style="list-style-type: none"> <li>in your ongoing plan to stay market relevant and community needs-focused</li> <li>Revise/ establish a plan for ongoing stakeholder input</li> </ul>
---	--

## Specific Steps for Option 1

This task consists of two parts, including:

### Part 1: Community Needs Assessment

- Identify a program/ center/ school, OR, create a hypothetical program/ center/ school that will be located in a REAL community. Conduct a community needs assessment of your identified or hypothetical program/ center/ school to determine key areas of responsiveness to the program as well as effective marketing/public relations strategies.
- The community needs assessment should include:
  - Family demographics of the community
  - The current childcare/ youth development landscape, considering the following questions:
    - Who else is providing childcare/ youth development in the community?
    - Who are or would be your main competitors?
    - Is there an identified need for childcare/ youth development during a specific, day, time or age group?
  - Are the childcare/ youth development needs likely to change in the next 5-10 years?
  - What is the average cost of childcare/ youth development in the community?
  - What resources are available in the community to meet the needs of children and families?
  - What gaps exist in services and opportunities?

Technology Options:  
- Interactive options  
- Website options

### Part 2: Program Strategic/ Marketing Plan

- Based on data gathered from the community needs assessment as well as program information, answer the guiding questions below to develop a program strategic/ marketing plan for your identified or hypothetical program/ center/ school:
  - Needs:
    - What is the identified need/ target market for this program/ center/ school?
      - ☐ Program goals/ philosophy and identified community needs?
      - ☐ Loss of current providers?

- ☐ Changing community employers?
- Vision:
  - How can your vision/ mission meet this need?
    - ☐ What strengths/ resources do you bring to meet this need?
    - ☐ What are your identifiable barriers or hindrances to meeting this need?
- Goals:
  - What are your specific goals regarding expanse of service, profitability, employee recruitment and retention, and growth to meet the identified needs?
  - What marketing strategies will you use, inclusive of marketing materials, media interviews, social media strategies, and press releases based on program goals/philosophy and identified community needs?
  - For each specific goal, articulate your measurable objectives in reaching this goal, your strategic plan should also provide:
    - ☐ Specific tasks to be accomplished in meeting each objective
    - ☐ A timeline for each objective
    - ☐ Projected costs, human resources needed and what evidence will be used to determine if the objective is met
    - ☐ How will you annually evaluate progress toward goals, revise and update goals and meet shifting needs and evaluate the cost effectiveness and cost/benefit analysis of your marketing plan?
- Distinction:
  - Describe how you will promote program distinction given the other programs/ centers/ schools available in your area
  - What makes your program distinct/ better than the others?
- Marketing Tool:
  - Develop at least one marketing tool for your program/ center/ school that demonstrates an example of at least one marketing strategy, e.g. a program brochure, social networking or communication site (this does not have to be live, but should provide sample content), and program website (this does not have to be live, but should provide sample content)
- Family Engagement:
  - Describe how you will engage family and community members in your ongoing plan to stay market relevant and community needs-focused
  - Establish a plan for ongoing stakeholder input (i.e. who will you attempt to engage and how often?)

## **Specific Steps for Option 2**

This task consists of two parts, including:

### **Part 1: Community Needs Assessment**

- Conduct a community needs assessment of your program/ center/ school to determine key areas of responsiveness to the program as well as effective marketing/public relations strategies.



- The community needs assessment should include:
  - Family demographics of the community
  - The current childcare/ youth development landscape, considering the following questions:
    - Who else is providing childcare/ youth development in the community?
    - Who are or would be your main competitors?
    - Is there an identified need for childcare/ youth development during a specific, day, time or age group?
    - Are the childcare/ youth development needs likely to change in the next 5-10 years?
    - What is the average cost of childcare/ youth development in the community?
  - What resources are available in the community to meet the needs of children and families?
  - What gaps exist in services and opportunities?

Technology Options:  
- Interactive options  
- Website options

## Part 2: Program Strategic/ Marketing Plan

- Based on data gathered from the community needs assessment as well as program information, answer the guiding questions below to develop a program strategic/ marketing plan for your program/ center/ school:
  - Needs:
    - What is the identified need/ target market for this program/ center/ school?
      - ☐ Program goals/ philosophy and identified community needs?
      - ☐ Loss of current providers?
      - ☐ Changing community employers?
  - Vision:
    - How can your vision/ mission meet this need?
      - ☐ What strengths/ resources do you bring to meet this need?
      - ☐ What are your identifiable barriers or hindrances to meeting this need?
  - Goals:
    - What are your specific goals regarding expense of service, profitability, employee recruitment and retention, and growth to meet the identified needs?
    - What marketing strategies will you use, inclusive of marketing materials, media interviews, social media strategies, and press releases based on program goals/philosophy and identified community needs?
    - For each specific goal, articulate your measurable objectives in reaching this goal, your strategic plan should also provide:
      - ☐ Specific tasks to be accomplished in meeting each objective
      - ☐ A timeline for each objective
      - ☐ Projected costs, human resources needed and what evidence will be used to determine if the objective is met
      - ☐ How will you annually evaluate progress toward goals, revise and update goals and meet shifting needs and evaluate the cost effectiveness and cost/benefit analysis of your marketing plan?

- Distinction:
  - Describe how you will promote program distinction given the other programs/ centers/ schools available in your area
  - What makes your program distinct/ better than the others?
- Marketing Tool:
  - Revise/ develop at least one marketing tool for your program/ center/ school that demonstrates an example of at least one marketing strategy, e.g. a program brochure, social networking or communication site (this does not have to be live, but should provide sample content), and program website (this does not have to be live, but should provide sample content)
- Family Engagement:
  - Describe how you currently engage and/or into the future, plan to engage family and community members in your ongoing plan to stay market relevant and community needs-focused
  - Revise/ establish a plan for ongoing stakeholder input (i.e. who will you attempt to engage and how often?)

### III. Assessment Rubric

IDC Marketing & Public Relations Master Rubric				
Competency	Distinguished	Competent	Developing	Unacceptable
<b>MPR1:</b> Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program	Produces and/or puts into effect strategic marketing and/or public relations strategies to build or sustain a high-quality program	Produces and/or puts into effect marketing and/or public relations strategies to build or sustain programs	Attempts to put into effect marketing and/or public relations strategies	Produces and/or puts into effect detrimental marketing and/or public relations strategies that hinder program sustainability
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>MPR2:</b> Collaborate with families and stakeholders in ongoing development, implementation, assessment, and revision of the center's strategic/business plan	Supports others in consistently working with families and stakeholders in ongoing development, implementation, assessment, and revision of the center's strategic/business plan	Works simultaneously and consistently with families and stakeholders in ongoing development and implementation of the center's strategic/business plan	Inconsistently works with families and stakeholders in development and implementation of the center's strategic/business plan	Does not include families and stakeholders in development and/or implementation of the center's strategic/business plan
				Unable to Assess

Level I—Beige      Level II—Blue

#### IV. Data Collection & Analysis Tool

Competencies		Cumulative Assessment Data				
Competency		Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>MPR1:</b> Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program						
<b>MPR2:</b> Collaborate with families and stakeholders in ongoing development, implementation, assessment, and revision of the center's strategic/business plan						

## **Appendix I: Gateways Toolbox Links**

Early Childhood Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox>

Technical Assistance Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/ta-toolbox>

Infant Toddler Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/itc-toolbox>

Family Specialist Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/fsc-toolbox>

School- and Youth-Aged Development Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/sayd-toolbox>

Illinois Director Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/idc-toolbox>

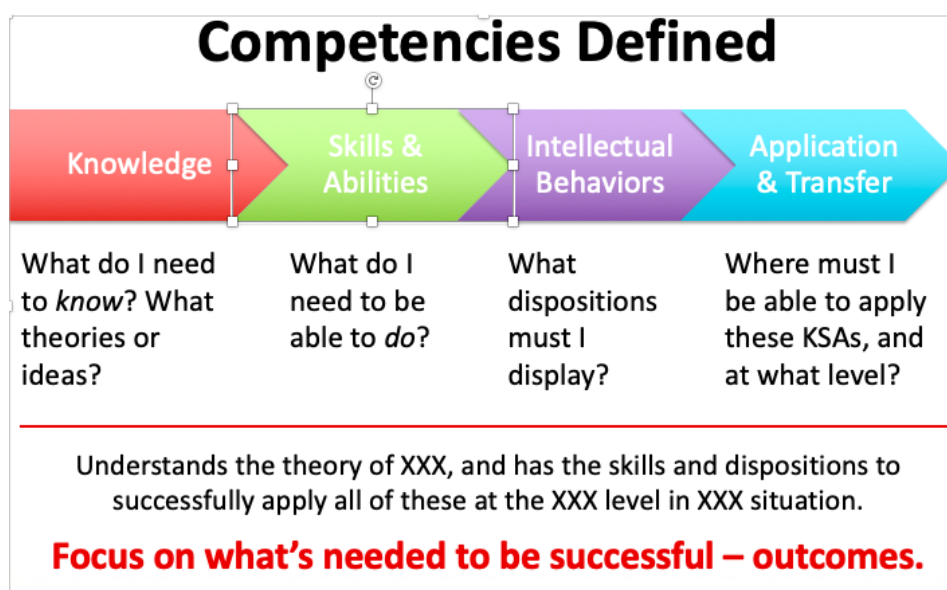
Family Child Care Credential Toolbox

<https://www.ilgateways.com/professional-development/higher-education-programs/fcc-toolbox>

# Guide to the Assessment System for the Illinois Gateways to Opportunity® Credential Competencies

## The Benefits of Using Competencies

Competencies are well established as an effective tool in assessing practitioner development and learning and as a meaningful infrastructure for curricular and program design. The following graphic provides an overview of competency components.



Competencies allow for all forms of professional development—including training and college courses-- to have a common language. Competency-based education offers multiple entry and exit points for educators at different stages of learning and in different sectors of the early childhood field, creating increased accessibility for the early childhood workforce (which is more culturally, ethnically and linguistically diverse than the broader teaching population).

The following webinars provide both a national and state perspective on the utility of competencies in professional development systems.

[Webinar with Charla Long, Executive Director of the Competency-Based Education Network I](#)

[Webinar with Charla Long, Executive Director of the Competency-Based Education Network - 2nd](#)

[Why Competencies?](#)

## History of Competency Development in Illinois

Gateways to Opportunity® Credentials provide underlying structure to support movement to competency-based education and learning in Illinois. The credentials were secured into Administrative Rule in 2009 and widely recognized by higher education and state agencies. The credentials are used for state system policy infrastructure and required by Illinois State Board of Education (IBHE) for licensure (effective 2019).

Illinois began its journey toward competency-based credentials when it received the Race to the Top Early Learning Challenge grant (RTT-EL) in 2016 which was administered by the Governor's Office of Early Childhood Development (GOECD). The focus of Illinois RTT-EL grant work included deepening and strengthening alignment of early childhood career pathways between and among institutions of Higher Education. A specific RTT-ELC focus designed to attain strong career pathways through institutions of higher education was the brainchild of the Governor's Office of Early Childhood Education, the Illinois Board of Higher Education (IBHE) and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). This grant was awarded directly to institutions of higher education and required projects to work to improve teacher preparation, using the Gateways Credentials as a foundation. Early Childhood Educator Preparation Program Innovation (EPPI) grantees surfaced need for Gateways Credentials to become competency-based.

For more information, please see the following YouTube video: [Where Did the ECE Competencies Come From?](#)

## Credential Structure

The structure of the Gateways to Opportunity® Credentials includes a common core that is delineated by work with children (e.g. the ECE or School-Age and Youth Development credentials) or families (e.g. the Family Specialist Credential). The ECE Competencies encompass the age range of birth to age eight, while the School Age and Youth Competencies encompass the age range of 5 to 16.

From the core knowledge represented through the ECE and SAYD, practitioners have opportunities to earn credentials reflective of areas of specialization. Areas of specialization that build off both the ECE and SAYD credentials include:

- The Illinois Director Credential: Designed for professional administrators of ECE and school-age programs. It requires specific levels of training, education, experience teaching in an ECE or school-age program, and experience as a director or assistant director in an ECE or school-age program.
- The Technical Assistance Credential: Designed for professionals working in a variety of roles that relate to relationship-based professional development (for example: Coach, Mentor, Quality Specialists, Professional Development Advisors, etc.)

- The Family Child Care Credential: Designed for professionals working as family child care providers for children ages birth through 12 years.

Credentials that build exclusively off the ECE credential include:

- The Infant Toddler Credential: Designed for early care and education professionals who have specific training, education, and experience working with children birth to age 3. In order to earn an ITC, you also need to meet the requirements for and obtain a Gateways ECE Credential.


The Illinois Gateways Credentials are comprised of competencies that reflect the knowledge, skills, dispositions, and application and transfer all practitioners need to support the development and learning within high-quality settings serving young children, youth, and families.

Each of the Illinois Gateways to Opportunity Credentials are a part of a framework that reflects education requirements, competency requirements, and practical experiences required to support practitioner development at various levels. <https://www.ilgateways.com/docman-docs/credentials/ece/24-ece-framework/file>


Gateways to Opportunity® <b>Early Childhood Educator (ECE) Credential</b> Framework			
	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN EARLY CARE AND EDUCATION	WORK & PRACTICAL EXPERIENCE IN EARLY CARE & EDUCATION
<b>LEVEL 6</b>	Graduate Degree	<i>Must meet ECE Credential Level 5 requirements plus:</i> Mastery in at least 3 of the 7 ECE Level 6 Skill Areas <i>and</i> Six professional contributions demonstrating competency in three different areas within the last five years [30 points]	6,000 hours of documented ECE related experience
<b>LEVEL 5</b>	Bachelor's Degree	<i>Must meet all previous level competencies plus:</i> ECE Human Growth and Development (HGD5, HGD6) ECE Health, Safety, and Well-Being (HSW7, HSW8) ECE Observation and Assessment (OA7, OA8) ECE Curriculum or Program Design (CPD10) ECE Interactions, Relationships, and Environments (IRE6, IRE7) ECE Family and Community Relationships (FCR7) ECE Personal and Professional Development (PPD7, PPD8, PPD9, PPD10) [30 points] <i>A Professional Educator License with endorsement in Early Childhood Education meets these requirements</i>	Minimum of 200 hours of ECE supervised experience <i>or</i> 1,200 total hours of documented ECE work experience
<b>LEVEL 4</b>	Associate's Degree <i>or</i> 60+ semester hours (including the 9 semester hours listed at level 3)	<i>Must meet all previous level competencies plus:</i> ECE Human Growth and Development (HGD4) ECE Health, Safety, and Well-Being (HSW6) ECE Observation and Assessment (OA4, OA5, OA6) ECE Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, CPD8, CPD9) ECE Interactions, Relationships, and Environments (IRE5) ECE Personal and Professional Development (PPD5, PPD6) [24 points]	100 total hours of ECE supervised experience <i>or</i> 600 total hours of documented ECE work experience
<b>LEVEL 3</b>	Three semester hours in each: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credit bearing and nondevelopmental 100 level +)	<i>Must meet all previous level competencies plus:</i> ECE Health, Safety, and Well-Being (HSW3, HSW4, HSW5) ECE Observation and Assessment (OA1, OA2, OA3) ECE Curriculum or Program Design (CPD1, CPD2, CPD3) ECE Interactions, Relationships, and Environments (IRE3, IRE4) ECE Family and Community Relationships (FCR4, FCR5, FCR6) ECE Personal and Professional Development (PPD3, PPD4) [18 points]	10 hours of ECE supervised experience <i>or</i> 400 total hours of documented ECE work experience
<b>LEVEL 2</b>	High School Diploma or GED	ECE Human Growth and Development (HGD1, HGD2, HGD3) ECE Health, Safety, and Well-Being (HSW1, HSW2) ECE Interactions, Relationships, and Environments (IRE1, IRE2) ECE Family and Community Relationships (FCR1, FCR2, FCR3) ECE Personal and Professional Development (PPD1, PPD2) [16+ points]	10 hours of ECE observation <i>or</i> 200 hours of documented ECE work experience
<b>LEVEL 1</b>	Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide or 16 modules online and meets these ECE competencies: HGD1, HSW1, IRE1, IRE2, and FCR1.		

*The Child Development Associate Preschool (CDA) meets these ECE competencies: HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1. \*12 or more points must be ECE specific. The additional 4 points required from general or ECE specific education.*

**In addition to meeting required competencies through college coursework; up to 6 competencies (total) may be documented through credential approved training for Levels 2-4 and up to 11 competencies (total) may be documented through credential approved training for Levels 5 and 6.**


**GATEWAYS TO OPPORTUNITY®**  
 Illinois Professional Development System  
PD229 ©2017 INCCRRA Revised 4/2/2020

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | [www.ilgateways.com](http://www.ilgateways.com)  
Gateways to Opportunity is administered through INCCRRA and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation.

Administered through  

**INCCRRA**  
1 of 4



The clearly developed competency framework designed for each credential provides the foundation for career lattices tied to each core credential (ECE with specializations as a program director, technical assistant, family child care practitioner, or infant/toddler specialist; SAYD with specializations as a program director, technical assistant, or family child care practitioner; or a specialization in family services). Clearly defined pathways, with well outlined on and off-ramps, are essential components supportive of practitioner development. The following ECE Career Lattice provides an example of the progression of ECE levels and how the Family Child Care (FCC), Infant and Toddler Care (ITC), Illinois Director Credential (IDC), and Technical Assistance (TA) credential build off that core.



Figure 1. Gateways to Opportunity Early Childhood Educator Career Lattice



The Gateways to Opportunity career lattice (and the pathway) allows early childhood educators to apply knowledge and skills they have learned through experience with continuing education to create a personalized career path. This pathway offers ongoing guidance to educators to keep them on track in their schooling and help them make informed and beneficial coursework choices that lead directly to degrees and desired career advancement. The streamlined, flexible pathway meet the needs of early childhood educators who are non-traditional students, or adult learners, often working full-time. <https://www.ilgateways.com/professional-development/higher-education-programs/career-lattice>

## From Competencies and Credentials to a Competency-Based Assessment System

Illinois is the first state to develop a statewide competency-based assessment system (CBAS) aligned to credentials. The CBAS is comprised of rubrics based on competencies and related assessments. In 2019, the Robert R. McCormick Foundation supported the work and input of faculty experts in each area of specialization (referred to as Faculty Fellows). These faculty were tasked with reviewing existing assessments and rubrics within the CBAS, expanding the repertoire of assessment rubrics, and further developing/refining data collection points both within and across the Illinois professional development system.

The following provides an overview of CBAS components. The appendices to this guidebook include relevant information for specific credentials, which resulted from the work of the Faculty Fellows (**please see Appendix C for a list of Faculty Fellows**).

## Competency-Based Assessment Components

Both the rubrics and example assessments provide the common assessment foundation, reflecting standards of practice (competent, developing, etc.) across employment roles in Illinois. The following provides an overview of employment roles by credential:

<b>Credential</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b><i>ECE</i></b>	Assistant Teacher	Teacher	Lead Teacher	Master Teacher	Master Teacher
<b><i>School Age and Youth Development</i></b>	Assistant Teacher	Teacher	Lead Teacher	Master Teacher	n/a
<b><i>Family Child Care</i></b>	Novice Family Child Care Provider	Competent Family Child Care Provider	Proficient Family Child Care Provider	Influential Family Child Care Provider	n/a
<b><i>Family Specialist</i></b>	Family Support Worker	Novice Family Specialist	Proficient Family Specialist	Influential Family Specialist	n/a

<b><i>Infant/Toddler</i></b>	Infant/Toddler Assistant Teacher	Entry-Level Infant/Toddler Teacher	Infant/Toddler Teacher	Infant/Toddler Lead Teacher	Infant/Toddler Master Teacher
<b><i>Technical Assistance</i></b>	n/a	n/a	Novice Technical Assistance Practitioner	Competent Technical Assistance Practitioner	Master Technical Assistance Practitioner

<b>Credential</b>			<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b><i>Illinois Director Credential</i></b>	n/a	n/a	Novice Director	Competent Director	Master Director

For the ECE, SAYD, FCC, FSC, and ITC credentials, community colleges have the opportunity to be entitled at Levels 2, 3, and 4. Community colleges also have the opportunity to become entitled for the IDC at Level I and the TA credential at Level 4. **Please see Appendix A for underlying framework.**

As competencies are leveled (with attainment of foundational competencies needed prior to developing higher-level competencies) institutions entitled for the ECE, SAYD, FCC, FSC and ITC credentials at Level 3 are responsible for Level 2 and 3 competencies. Institutions entitled at Level 4 are responsible for Level 2, 3 and 4 competencies. The IDC can only be attained after securing the ECE Level 3, and for the TA credentials the SAYD Level 4 credential or higher.

For the ECE, SAYD, FCC, FSC, and ITC credentials, universities have the opportunity to be entitled at Level 5, and are responsible for Level 2, 3, 4, and 5 competencies. The Level 5 TA can build off the Level 5 in each of the noted credential areas (ECE and SAYD), and the Level II IDC can build off a ECE Level 4 or higher if you have a Bachelor's Degree. The Level 6 TA and ITC, as well as the Level III IDC credentials, are offered at the graduate-level.

Leveled competencies support the progressive attainment of credentials as well as increased opportunities for articulation. Specifically, when a community college is articulating competencies with a four-year institution, they are required to meet the Level 5 competencies within the articulating competency area.

For more information, please see the following YouTube video: [Stackable, Leveled Credentials](#)

## Program Design

Developing educational programs using competency-based credentials allows for innovation and flexibility in design. Through the process of backward design and competency mapping, faculty can determine when a competency is truly introduced, when it is dug into, when the competency is assessed, and when evidence of proficiency is collected.

For more information, please see the following YouTube video: [Mapping Curriculum to Competencies](#)

Once your competency map is fully developed, questions such as how the map aligns with your plan of study can be explored as well as how your messaging (catalog, website, etc.) is reflective of the overall map. Competencies allow faculty to define how foundational knowledge and skills are developed and built upon within the context of the program sequence and how proficiency is determined.

An essential tool in the assessment of competencies is the Master Rubrics. Faculty at entitled institutions have flexibility in assessments utilized. **The assessments, however, need to be tied to and reflective of Master Rubrics. Please see Appendix A for sample assessments and rubrics tied to focused credentials.**

## Master Rubrics

Master Rubrics are provided for each of the competencies included within the 7 Gateways Content Areas. Assessments can be designed based on using Master Rubrics in their entirety, or by using a unique compilation of rows from the Master Rubrics. While individual entitled institutions are not required to use the example assessments provided in the Gateways Toolbox, they are required to design assessments based on these established rubrics and to use those rubrics for summative assessment. The following information provides an overview of Master Rubric organization.

### *Master Rubric Organization*

Each Master Rubric includes the targeted competency in the column to the far left. Columns from left to right denote varying levels of proficiency for each targeted competency.

### *Master Rubric Color-Coding Scheme*

Master Rubrics are color-coded based on each competency's Credential Level. The following color-coded scheme applies to the ECE, ITC, SAYD, and FSC credentials:

- Level 2 = Yellow
- Level 3 = Green
- Level 4 = Orange
- Level 5 = Blue

The ITC is color-coded purple at Level 6.

Levels within the IDC are color-coded as follows:

- Level I: Beige
- Level II: Blue
- Level III: Purple

Levels within the TA credential are color-coded as follows:

- Level 4: Beige
- Level 5: Blue
- Level 6: Purple

## Cross-Alignment of Competencies to State and National Standards

Each of the competencies are aligned to relevant state and national standards. This alignment means that the competencies are both reflective of broader standards and that the rubric infrastructure supports reporting to required organizations. All of the master rubrics for each competency provide a standards alignment to the Illinois Professional Teaching Standards (ISBE), the InTASC standards, and the NAEYC standards. This alignment allows institutions using Gateways assessments to also provide program evaluation data to accreditation and oversight agencies such as ISBE as required. Using these “data points” as an anchor to the program evaluation, provides the flexibility for multi-agency reporting requirements as well as inform the program as to how it is meeting standards from multiple agencies. For example, Table 1 below provides the standards alignment for the ECE level 2 assessment for FCR Family/Practitioner Interview Assessment (see Appendix A for full text of this assessment).

Table 1: Gateways Competencies Assessed	Competency Alignment Citation		
	NAEYC	IPTS	InTASC
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i

Table 1 indicates that ECE competency FCR1, used in the assessment, also incumbers the corresponding NAEYC, IPTS, & InTASC standards. An example of cumulative data, collected in a given time period, using this assessment example for FCR1, FCR2, and FCR3 is provided below in Table 2.

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE FCR1:</b> Outlines the role and influence of families and	4	16	5	0	

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
communities on children's development, learning, and the early childhood setting.					
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2	20	2	3	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	1	23	0	1	

As indicated above, that cumulative data using this provided alignment allows the evaluation data collected to also be used in reporting to agencies like NAEYC or ISBE. Table 3 below provides an example of a data chart using the same data but provided, in this example for NAEYC.

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c-LV1-1 Identify family, social, cultural and community influences on children's learning and development	4	16	5	0	
1c-LV1-2 Identify how quality early childhood education influences children's lives	4	16	5	0	
2a-LV1-1 Identify diverse characteristics of families and communities and the many influences on families and	4	16	5	0	

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
communities					
2a-LV1-2 Identify stages of parental development	4	16	5	0	
2a-LV1-3 Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives	4	16	5	0	
2a-LV1-4 Affirm the families' culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting	1	23	0	1	
2a-LV1-5 Understand that children can thrive across various family structures	4	16	5		
2b-LV1-1 Identify the importance of having respectful, reciprocal relationships with families	2	20	2	3	
2b-LV1-2 Recognize families as partners in their children's learning and development	2	20	2	3	
2b-LV1-3 Identify strategies for building reciprocal relationships and use those to learn with and from family members	2	20	2	3	
2b-LV1-4 Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	1	23	0	1	
2b-LV1-5 They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families' preferred languages when possible.	1	23	0	1	

A full example of the assessment task, assessment rubric, and sample data tables is provided in Appendix A.

### ***Assessing to Competencies***

Competency-based assessment allows faculty to identify what students should know and be able to do and what this knowledge and skill looks like. Knowledge of what students know (or don't know) is clearly delineated for both faculty and practitioners, as are observable skills. As noted previously, competency-based assessment also provides information regarding what levels of performance look like and what competencies look like at different program/credential points.

For more information, please see the following YouTube video: [Assessing Performance with Competencies](#)

The work of the faculty fellows included reviewing and expanding existing example assessments. The following section outlines guiding principles in example assessment design.

### **Guiding Principles in Assessment Design**

The Faculty Fellows aspired to several key guidelines in designing example assessments. To support applied assessment, careful attention was paid to embedding relevant technology options (**please see Appendix B for an overview of Technology Options**). Both the design strategies and embedded technology ensured assessments were reflective of Universal Design for Learning.

### ***Creating Assessments Reflective of Universal Design for Learning***

As noted, faculty design and review processes were aligned with principles of Universal Design for Learning. Assessments were specifically designed to be inclusive of and accessible to all students. Embedded technology insured that example assessment tasks were both engaging and supportive of multiple means of representation, allowing students to compose or communicate final products in a variety of modalities (e.g. print, oral presentation, multimedia). Through the process of aligning assessment components to competencies, assurance was provided that the depth and breadth of required cognitive demands and skills in the assessment were reflective of the depth and breadth of the cognitive demands and skill requirements in the listed competencies.

### ***Opportunities for Innovative Practice***

Competency-based assessment systems provide opportunity to create flexible, respectful pathways to credential attainment as they map necessary skills and qualifications for roles serving children, youth, and families across all levels.

Foundational competencies exist throughout the professional development system, inclusive of training and college coursework. Opportunities for innovation include creating learning opportunities that blend training, traditional course materials, and prior learning assessment.

Students can be placed into pathways based on their unique training/course/credential attainment history. This tailored approach, in turn, supports progression within the field and attainment of unique goals.

Assessments can also be designed based on curricular needs. Assessments can be developed from rubrics arranged by or across domains or based on level. For example:

- A Level 3 ECE Assessment might include all Level 2 and 3 Human Growth and Development competencies, or only include Level 3 competencies if a person has already attained competencies at Level 2.
- A Level 3 assessment might also be comprised of Human Growth and Development and Observation and Assessment competencies at both Level 2 and Level 3, resulting in a custom rubric that is developed across domains.
- Programs may also opt to include a combination of training and coursework that is tied to specific competencies, as well as embed opportunities for prior learning credit within the pathway.

## Toolbox Components and Organization

The assessment toolbox includes the following:

- Assessment rubrics created from the Gateways Master Rubrics for that credential
- Example assessments

Toolbox organization is based on each credential's Gateways Content Areas, e.g., for the ECE credential:

- CPD: Curriculum or Program Design
- FCR: Family and Community Relationships
- HGD: Human Growth and Development
- HSW: Health, Safety and Well-Being
- IRE: Interactions, Relationships, and Environments
- OA: Observation and Assessment
- PPD: Personal and Professional Development

Example Assessments are included that address each credential's competency set. The Example Assessments provided correspond to each credential's Levels (**see table on page xx of this guide**). Faculty can select Example Assessments based on alignment between targeted competency and the highest leveled Assessment target. **Please see Appendix A for specific information related to each targeted credential.**

**Appendix A: Specific Credential Information, inclusive of framework, competency map, rubrics, and example assessments**

**Appendix B: Overview of Technology Options**

**Appendix C: List of Faculty Fellows**



## Appendix A: Credential AREA: Early Childhood Credential (Level 2)

### TOPIC: FCR Domain-Specific Assessment Example

### Family/ Practitioner Interviews

#### I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation ( <i>If Applicable</i> )		
	NAEYC	IPTS	Other
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i

#### II. Assessment Task Description/ Directions

In this assessment, you will interview the family member of a young child and an early childhood practitioner. The goal of these interviews is to gather information that will be useful in the development of a Family Engagement Plan. This assessment is designed to provide you with opportunities to demonstrate competencies in outlining how to support families through culturally and linguistically responsive communication and strengths-based collaboration strategies that engage families in assessment, curricular planning, and goal setting. This assessment consists of three parts outlined below.

##### Part 1: Articulate the Role of Families & Communities

Outline the role and influence of families and communities on children’s development, learning, and the early childhood setting. Additionally, explain the role of the early childhood professional in facilitating this impact. Include the roles of culture, language, family composition, disability, etc.

##### Part 2: Family Interview

### Interview Preparation

- Select a family with a child between the ages of birth and eight. You must choose a family that has a different cultural and linguistic background than your own. The goal of the interview is to engage in a conversation for you to learn *from* the family, rather than simply *about* the family.
- Develop a plan for engaging the family in this conversation. Your plan should include how you will contact the family, gain their permission, your conversations starters, questions you plan to pose, and how you will record information from the conversation, etc.
- Provide a rationale for your selected conversation/ questioning strategy and actual choice of questions. Use the Post-Interview Reflection topics as a guide.
- Have the full plan (bullets 1-3 above, including selection of the family) approved by your course instructor before beginning
- Conduct your interview being mindful of your approved plan

Technology Option:  
- video/audio record  
for future use

### Post-Interview Reflection

This can take a variety of formats including a written paper, discussion, or presentation, etc. This may vary based on student population and instructor preference.

Using your notes, recordings, reflections, etc., describe the family by including the following information:

- What do you see as this family's strengths?
- What did you learn about this family's culture?
- What did you learn about this family in terms of language and communication preferences?
- What did you learn about this family's goals, hopes and dreams for their child?
- How could the information you gained in this interview support your ability to facilitate the development and learning of this family's child?

### **Part 3: Practitioner Interview (early childhood teacher or director)**

#### Interview Preparation

- Schedule an interview with a teacher, family support person, or director from a Head Start or early childhood program in your area
- Familiarize yourself with the suggested interview questions (see below). The focus of your interview is on identifying family engagement policies and practices within the early childhood program/classroom/school.

*Suggested Interview Questions:*

- What strategies do you use to communicate with families within your program/classroom/school?
- What areas of your program do you encourage family engagement and collaboration in?
- What specific procedures do you have in your program/school that help you gain information from families about their children? What information do you gather? How do you use this information within your program?
- What strategies do you use to engage families as team members?
- What do you feel are the biggest barriers in working with families? How do you work to overcome these barriers?

### III. Assessment Rubric

ECE Family & Community Resources Level 2 Master Rubric			
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting  NAEYC (Proposed): 1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5 IPeds (2013): 1C, 1E, 8A InTASC (2018): 10I, 10m		ways communities influence children's development and learning and the early childhood setting	
		ways family structure influence children's development and learning and the early childhood setting	
		ways social backgrounds influence children's development and learning and the early childhood setting	
		ways cultural backgrounds influence children's development and learning and the early childhood setting	
		ways linguistic backgrounds influence children's development and learning and the early childhood setting	
		how early childhood practitioners, families, and communities can partner to support children's healthy development and learning	
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their		written communication strategies that respect unique communication styles	
		written communication strategies that respect, home language	
		written communication strategies that respect family communication preferences	

<b>children's care and education</b>  <b>Possible Codes:</b> N = names, P = provides example of  <b>NAEYC (Proposed):</b> 2b-LV1-1, 2b-LV1-2, 2b-LV1-3 <b>IPTS (2013):</b> 8B, 8D, 8E, 8H, 8I <b>InTASC (2018):</b> 10m, 10n		verbal communication strategies that respect unique communication styles	
		verbal communication strategies that respect, home language	
		verbal communication strategies that respect family communication preferences	
		ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education	
<b>Competency</b>	<b>Competent</b>		<b>Unable to Assess</b>
	<b>Checklist Criteria</b>		
<b>FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices  <b>Possible Codes:</b> N = names, P = provides examples of, M = models  <b>NAEYC (Proposed):</b> 2a-LV1-4, 2b-LV1-4, 2b-LV1-5 <b>IPTS (2013):</b> 8Q, 8R, 9I <b>InTASC (2018):</b> 10d, 10i		the importance of understanding family strengths in providing culturally responsive practice	
		the importance of understanding family expectations in providing culturally responsive practice	
		the importance of understanding family values in providing culturally responsive practice	
		the importance of understanding family child-rearing practices in providing culturally responsive practice	
		practices that are strength-based	
		practices that are respectful	
		practices that are culturally responsive	

Yellow = Level 2

## IV. Data Collection & Analysis Tool

Table 1: Level 2 Family/Practitioner Interview Assessment Date Table Fall 2019 N=25								
Gateways Competency	NAEYC (draft)	IPTS (2013)	InTASC (2018)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess

<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m	4	16	5	0	
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n	2	20	2	3	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i	1	23	0	1	

### Sample Multi -Agency Data Collection Analysis

Table 1: Level 2 Family/Practitioner Interview Assessment Data Table Fall 2019 N=25								
Gateways Competency	NAEYC (draft)	IPTS (2013)	InTASC (2018)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m	4	16	5	0	
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n	2	20	2	3	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i	1	23	0	1	

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	4	16	5	0	
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2	20	2	3	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	1	23	0	1	

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c-LV1-1 Identify family, social, cultural and community influences on children's learning and development	4	16	5	0	
1c-LV1-2 Identify how quality early childhood education influences children's lives	4	16	5	0	
2a-LV1-1 Identify diverse characteristics of families and communities and the many influences on families and communities	4	16	5	0	
2a-LV1-2 Identify stages of parental development	4	16	5	0	
2a-LV1-3 Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives	4	16	5	0	
2a-LV1-4 Affirm the families' culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting	1	23	0	1	
2a-LV1-5 Understand that children can thrive across various family structures	4	16	5		
2b-LV1-1 Identify the importance of having respectful, reciprocal relationships with families	2	20	2	3	
2b-LV1-2 Recognize families as partners in their children's learning and development	2	20	2	3	
2b-LV1-3 Identify strategies for building reciprocal relationships and use those to learn with and from family members	2	20	2	3	
2b-LV1-4 Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	1	23	0	1	

2b-LV1-5 They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families' preferred languages when possible.	1	23	0	1	
---	---	----	---	---	--

**Table 4: Illinois State Board of Education (ISBE) Assessment  
Level 2: Family/Practitioner Interview  
Fall 2019 N=25**

Illinois Professional Teaching Standard (IPTS)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;	4	16	5	0	
1e) understands the impact of linguistic and cultural diversity on learning and communication;	4	16	5	0	
8a) understands schools as organizations within the larger community context;	4	16	5	0	
8b) understands the collaborative process and the skills necessary to initiate and carry out that process;	2	20	2	3	
8d) understands the benefits, barriers, and techniques involved in parent and family collaborations	2	20	2	3	
8e) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;	2	20	2	3	
8h) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns	2	20	2	3	
8i) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e. IEP, IFSP, Section 504 plan) for students with disabilities.	2	20	2	3	
8q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;	1	23	0	1	
8r) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork	1	23	0	1	
9i) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;	1	23	0	1	

**Table 4: InTASC Assessment  
Level 2: Family/Practitioner Interview  
Fall 2019 N=25**

InTASC Standard	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
10d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	1	23	0	1	
10i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership	1	23	0	1	

roles.					
10l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	4	16	5	0	
10m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	4 2	16 20	5 2	0 3	
10n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	2	20	2	3	

## Appendix B

Need to find more resources? Google or YouTube "How to use \_\_\_\_\_".

\*All links below are "live" as of August 2019

(+) Indicates a FREE program/app/software

If any of the technology will be implemented in a course, please ensure that you are also following college/university protocols and procedures.

Presentation Options		
<b>Adobe Spark (+)</b>	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Page to create a story using text, images, and video. When you're done we'll present your story as a responsive web page that can be viewed in any web browser.	<a href="https://www.youtube.com/watch?v=n81j3evifyg">https://www.youtube.com/watch?v=n81j3evifyg</a> (Glideshow): <a href="https://www.youtube.com/watch?v=Fz4T_dEJfAs">https://www.youtube.com/watch?v=Fz4T_dEJfAs</a>
<b>Padlet (+)</b>	Padlet is a great place for gathering ideas, sharing them and modifying them later. It's like a living, breathing webpage. Users can add links, YouTube videos, files and images to Padlet notes. They can move and arrange them.	<a href="https://www.youtube.com/watch?v=UkBnwPgaljA">https://www.youtube.com/watch?v=UkBnwPgaljA</a>
<b>PowerPoint (+)</b>	PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multi-media content to create professional presentations.	<a href="https://www.youtube.com/watch?v=MYgiFGT7INY">https://www.youtube.com/watch?v=MYgiFGT7INY</a>
<b>PowToon (+)</b>	PowToon is Web-based animation software that allows you to quickly and easily create animated presentations with your students by manipulating pre-created objects, imported images, provided music and user created voice-overs.	<a href="https://www.youtube.com/watch?v=IEQiZQi-aGY">https://www.youtube.com/watch?v=IEQiZQi-aGY</a>
<b>Prezi (+)</b>	The main differentiation with Prezi is that, unlike PowerPoint, a Prezi presentation is NON LINEAR (a story presented to the audience with multiple paths from point A to point B). Instead of slides, Prezi gives you an unlimited canvas on which to layout your ideas.	<a href="https://www.youtube.com/watch?v=AlvWXa_uiZo">https://www.youtube.com/watch?v=AlvWXa_uiZo</a>
<b>Sway (+)</b>	Sway is a free app from Microsoft Office that helps gather, format, and share reports, newsletters, web pages, and presentations on an interactive, web-based canvas that looks great on almost any screen. Sway does all the formatting, themes, fonts, and more with its built-in design engine.	<a href="https://www.youtube.com/watch?v=mZFnRVwgOOM">https://www.youtube.com/watch?v=mZFnRVwgOOM</a>



Website Options		
<b>Elementor (+)</b>	A drag-and-drop page builder plugin for WordPress, which means a couple of things: ... You can use it to create any content layout or page layout you can imagine — regardless of what your current WordPress theme allows you to do. It works with all WordPress themes.	<a href="https://www.youtube.com/watch?v=xYrvjaSJH_M">https://www.youtube.com/watch?v=xYrvjaSJH_M</a>
<b>Google Sites (+)</b>	Google Sites is a structured wiki- and Web page-creation tool offered by Google. The goal of Google Sites is for anyone to be able to create simple web sites that support collaboration between different editors.	<a href="https://www.youtube.com/watch?v=w05NlgHNzWs">https://www.youtube.com/watch?v=w05NlgHNzWs</a>
<b>OneNote (+)</b> (Class Notebook)	Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information.  The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.	<a href="https://www.youtube.com/watch?v=_2DYm1n9Nr4">https://www.youtube.com/watch?v=_2DYm1n9Nr4</a>
<b>Publisher (+)</b>	A tool for graphic designers and non-designers to create visual communications such as brochures, business cards, greeting cards, web pages, posters, and more for professional or desktop printing (as well as for online or on-screen electronic publishing).	<a href="https://www.youtube.com/watch?v=Cqo0PVhBFYI">https://www.youtube.com/watch?v=Cqo0PVhBFYI</a>
<b>Weebly (+)</b>	Weebly is a drag and drop website builder platform with responsive themes that you can build a professional website without any technical experience.	<a href="https://www.youtube.com/watch?v=Bm7hSqtV2J8">https://www.youtube.com/watch?v=Bm7hSqtV2J8</a>
<b>Wix (+)</b>	Create your own stunning website with ease and speed. You can even manage through an online app.	<a href="https://www.youtube.com/watch?v=JTdK9g_iuEO">https://www.youtube.com/watch?v=JTdK9g_iuEO</a>
<b>WordPress (+)</b>	WordPress is a powerful semantic publishing platform, and it comes with a great set of features designed to make your experience as a publisher on the Internet as easy, pleasant, and appealing as possible.	<a href="https://www.youtube.com/watch?v=2cbvZf1jIJM">https://www.youtube.com/watch?v=2cbvZf1jIJM</a>

Collaboration Options		
<b>Dropbox (+)</b>	A cloud storage service, which means you can copy your files to the cloud and access them later, even if you're using a different device. Dropbox will not automatically copy all the files on your computer if you're on a personal plan, so you will have to pick and choose which you want to save.	<a href="https://www.youtube.com/watch?v=4Nan6Zt6bzw">https://www.youtube.com/watch?v=4Nan6Zt6bzw</a>
<b>GoogleDocs (+)</b>	A very powerful real-time collaboration and document authoring tool. Multiple users can edit a document at the same time, while seeing each other's' changes instantaneously. Users can produce text documents, slide presentations, spreadsheets, drawings, and surveys.	<a href="https://www.youtube.com/watch?v=e771f9YYh4s">https://www.youtube.com/watch?v=e771f9YYh4s</a>
<b>Hypothes.is (+)</b>	Using annotation, we enable sentence-level note taking or critique on top of news, blogs, scientific articles, books, and terms of service, ballot initiatives, legislation and more.	<a href="https://www.youtube.com/watch?v=YzrcGVnWK4U">https://www.youtube.com/watch?v=YzrcGVnWK4U</a>



	Everything we build is guided by <a href="#">our principles</a> . In particular that it be <a href="#">free</a> , open, non-profit, neutral and lasting to name a few.	
<b>Inspiration Maps</b> (+) <i>limit 5 uses for free</i>	Encourages deeper, more critical thinking and that improves creativity, comprehension and retention. Write, take notes & plan. Use visual diagrams or written outlines to take notes and add details. Inspiration Maps turns static outlines into dynamic, rich writing structures.	<a href="https://www.youtube.com/watch?v=p383mosHxM">https://www.youtube.com/watch?v=p383mosHxM</a>
<b>OneNote (+)</b> (Class Notebook)	Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information.  The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.	<a href="https://www.youtube.com/watch?v=2DYm1n9Nr4">https://www.youtube.com/watch?v=2DYm1n9Nr4</a>
<b>Padlet (+)</b>	Padlet is a great place for gathering ideas, sharing them and modifying them later. It's like a living, breathing webpage. Users can add links, YouTube videos, files and images to Padlet notes. They can move and arrange them.	<a href="https://www.youtube.com/watch?v=UkBnwPqajIA">https://www.youtube.com/watch?v=UkBnwPqajIA</a>
<b>Trello (+)</b>	A task management app that gives you a visual overview of what is being worked on and who is working on it. It used the Kanban system, which was developed in Toyota as a system to keep production levels high and maintain flexibility. It is best represented as a whiteboard filled with post-it notes.	<a href="https://www.youtube.com/watch?v=zzwovrD0vM4">https://www.youtube.com/watch?v=zzwovrD0vM4</a>

Interactive Options		
<b>Edmodo (+)</b>	Edmodo is a free social learning platform that allows students/families to access the course content uploaded by their teachers.	<a href="https://www.youtube.com/watch?v=zzXt4PqZvd0&amp;t=4s">https://www.youtube.com/watch?v=zzXt4PqZvd0&amp;t=4s</a>
<b>FlipGrid (+)</b>	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a "web" of discussion.	<a href="https://www.youtube.com/watch?v=vJOoloQ7k5Q">https://www.youtube.com/watch?v=vJOoloQ7k5Q</a>
<b>Google Maps (+)</b>	<i>Markers</i> are designed to be <i>interactive</i> within google maps.	<a href="https://www.youtube.com/watch?v=vnd2jxUImtE">https://www.youtube.com/watch?v=vnd2jxUImtE</a>
<b>Hyperlinked Document (+)</b>	A hyperlink, or simply a link, is a reference to data that the reader can follow by clicking or tapping. A hyperlink points to a whole document or to a specific element within a document. Hypertext is text with hyperlinks.	<a href="https://www.youtube.com/watch?v=sUZRHQU5HM&amp;t=11s">https://www.youtube.com/watch?v=sUZRHQU5HM&amp;t=11s</a> (Word 2016) <a href="https://www.youtube.com/watch?v=nVStRjJknm4">https://www.youtube.com/watch?v=nVStRjJknm4</a> (Excel) <a href="https://www.youtube.com/watch?v=CJMI1uFFeNA">https://www.youtube.com/watch?v=CJMI1uFFeNA</a> (PDF)
<b>Inspiration Maps</b> (+) <i>limit 5 uses for free</i>	Encourages deeper, more critical thinking and that improves creativity, comprehension and retention. Write, take notes & plan. Use visual diagrams or written outlines to take notes and add details. Inspiration Maps turns static outlines into dynamic, rich writing structures.	<a href="https://www.youtube.com/watch?v=p383mosHxM">https://www.youtube.com/watch?v=p383mosHxM</a>

<b>OneNote (+)</b> (Class Notebook)	Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information.  The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.	<a href="https://www.youtube.com/watch?v= 2DYm1n9Nr4">https://www.youtube.com/watch?v= 2DYm1n9Nr4</a>
<b>Piktochart (+)</b>	Piktochart is easy to use, and it provides simple graphics tools which offer unlimited freedom to build or edit infographics. It offers plenty of themed templates that allows designers to create professional-grade infographics.	<a href="https://www.youtube.com/watch?v=Eg-85gzW3GI">https://www.youtube.com/watch?v=Eg-85gzW3GI</a>
<b>PowerPoint (+)</b>	PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multi-media content to create professional presentations.	<a href="https://www.youtube.com/watch?v=SrcTeoPc9BM">https://www.youtube.com/watch?v=SrcTeoPc9BM</a>
<b>Prezi (+)</b>	The main differentiation with Prezi is that, unlike PowerPoint, a Prezi presentation is non-linear (a story presented to the audience with multiple paths from point A to point B). Instead of slides, Prezi gives you an unlimited canvas on which to layout your ideas.	<a href="https://www.youtube.com/watch?v=AlvWXa uiZo">https://www.youtube.com/watch?v=AlvWXa uiZo</a>
<b>Sway (+)</b>	Sway is a free app from Microsoft Office that helps gather, format, and share reports, newsletters, web pages, and presentations on an interactive, web-based canvas that looks great on almost any screen. Sway does all the formatting, themes, fonts, and more with its built-in design engine.	<a href="https://www.youtube.com/watch?v=mZFnRVwgOOM">https://www.youtube.com/watch?v=mZFnRVwgOOM</a>
<b>ThingLink (+)</b>	A free and user friendly digital tool that provides users with the ability to turn any image into an interactive graphic. Easily embed an interactive,	<a href="https://www.youtube.com/watch?v=iaZZfECX4p0">https://www.youtube.com/watch?v=iaZZfECX4p0</a>

<b>Video/Audio Record Options</b>		
<b>Adobe Spark (+)</b>	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Video to create, well, a video. Add videos from your computer or iOS camera roll, overlay text, add your voice and background music, and we'll help turn your story into an amazing video to share with the world.	<a href="https://www.youtube.com/watch?v=n81j3evifyg">https://www.youtube.com/watch?v=n81j3evifyg</a> (Glideshow): <a href="https://www.youtube.com/watch?v=Fz4T_dEJfAs">https://www.youtube.com/watch?v=Fz4T_dEJfAs</a>
<b>Animoto (+)</b>	A free Web 2.0 tool, students can develop short digital videos that include music, photos, video clips, and text as well as share their creations electronically.	<a href="https://www.youtube.com/watch?v=E6A1PVeVf_U">https://www.youtube.com/watch?v=E6A1PVeVf_U</a>
<b>Apple Clips</b>	Use the <i>Clips</i> app to record a video, add photos and more, and then share it with your friends and social media. With the <i>Clips</i> app, you can record video and add animated captions to your video while	<a href="https://www.youtube.com/watch?v=c9SBAW2hngk">https://www.youtube.com/watch?v=c9SBAW2hngk</a>

	recording. You can also combine multiple video <i>clips</i> and still photos.	
<b>FlipGrid (+)</b>	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a “web” of discussion.	<a href="https://www.youtube.com/watch?v=vJOoloQ7k5Q">https://www.youtube.com/watch?v=vJOoloQ7k5Q</a>
<b>GoReact</b>	Participants receive real-time feedback on live or asynchronous presentations.	<a href="https://www.youtube.com/watch?v=MDPOINFr2xY">https://www.youtube.com/watch?v=MDPOINFr2xY</a> <a href="http://www.goreact.com">www.goreact.com</a>
<b>iPhone/Android Camera (+)</b>	Enables you to record a meeting, a personal reflection, or other events.	Use your camera to do either audio or video. There are also “recording” apps that are free to download.
<b>Pictures (+)</b>	Enables you to document various events or artifacts.	Use your camera to take pictures: <a href="https://www.youtube.com/watch?v=liTDvHXfdOg">https://www.youtube.com/watch?v=liTDvHXfdOg</a>
<b>PowToon (+)</b>	PowToon is Web-based animation software that allows you to quickly and easily create animated presentations with your students by manipulating pre-created objects, imported images, provided music and user created voice-overs.	<a href="https://www.youtube.com/watch?v=IEQiZQi-aGY">https://www.youtube.com/watch?v=IEQiZQi-aGY</a>
<b>Vimeo (+)</b>	A video sharing platform.	<a href="https://www.youtube.com/watch?v=MzFcpC_CUUA">https://www.youtube.com/watch?v=MzFcpC_CUUA</a>
<b>YouTube (+)</b>	A free to <b>use</b> service to find videos or upload videos in private, password protected, or unlisted formats.	<a href="http://www.youtube.com">www.youtube.com</a>

<b>Communication Options</b>		
<b>Adobe Spark (+)</b>	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Post to create images optimized for social media; you provide images and text and we'll help with the design. We'll even help you create the right shape and size image for each social media platform.	<a href="https://www.youtube.com/watch?v=n81j3evifyg">https://www.youtube.com/watch?v=n81j3evifyg</a> (Glideshow): <a href="https://www.youtube.com/watch?v=Fz4T_dEJfAs">https://www.youtube.com/watch?v=Fz4T_dEJfAs</a>
<b>Canva (+)</b>	A tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared.	<a href="https://www.youtube.com/watch?v=WL-WbHwsbs8">https://www.youtube.com/watch?v=WL-WbHwsbs8</a>
<b>Constant Contact</b>	An online marketing company offering email marketing, social media marketing, online survey, and event marketing.	<a href="https://www.youtube.com/watch?v=y4r3QdvB1Ec">https://www.youtube.com/watch?v=y4r3QdvB1Ec</a>
<b>Online forums (+)</b>	An online discussion group.	Develop an online forum (yahoo groups, slack ( <a href="https://slack.com">https://slack.com</a> ) (i.e. collaborative working platforms)
<b>Podcasts (+)</b>	Episodes of a program available on the Internet. Podcasts are usually original audio or video recordings, but can also be recorded broadcasts of a television or radio program, a lecture, a performance, or other event.	See Audio/Video recommendations above Buzzsprout ( <a href="http://www.buzzsprout.com">www.buzzsprout.com</a> )
<b>Publisher (+)</b>	A tool for graphic designers and non-designers to create visual communications such as brochures, business cards, greeting cards, web pages, posters,	<a href="https://www.youtube.com/watch?v=Cqo0PvHBFYI">https://www.youtube.com/watch?v=Cqo0PvHBFYI</a>

	and more for professional or desktop printing (as well as for online or on-screen electronic publishing).	
<b>Social Media (+)</b>	Forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.	Facebook, Instagram, Snapchat, Class Dojo, Remind, Twitter, etc.
<b>Virtual Calendar (+)</b>	Utilizing virtual calendars can be a great way to stay organized, stay on top of appointments, and keep track of meetings.	Examples: Google Calendar or Outlook Calendar, iCal
<b>Virtual Meetings (+)</b>	Real-time interactions that take place over the Internet using integrated audio and video, chat tools, and application sharing. They offer a way to engage students in fully interactive, online learning experiences such as lectures, discussions, and tutoring.	<b>Zoom:</b> <a href="https://www.youtube.com/watch?v=-ik5o6WptX0">https://www.youtube.com/watch?v=-ik5o6WptX0</a> <b>Skype:</b> <a href="https://www.youtube.com/watch?v=NRcb3uB3Jac">https://www.youtube.com/watch?v=NRcb3uB3Jac</a> <b>Go To Meeting:</b> <a href="https://www.youtube.com/watch?v=AsYgWAPiypE">https://www.youtube.com/watch?v=AsYgWAPiypE</a>

<b>Virtual Learning Environment (VLE) Options</b>		
<b>VLE</b>	Professionals practice to master the complex interpersonal skills necessary to be effective in high-stakes professions.	<a href="https://www.siue.edu/virtual-practice-lab/">https://www.siue.edu/virtual-practice-lab/</a> or <a href="https://www.mursion.com/">https://www.mursion.com/</a> <ul style="list-style-type: none"> <li>- <a href="#">ECE embedded scenarios</a></li> <li>- <a href="#">FCC embedded scenarios</a></li> <li>- <a href="#">FS embedded scenarios</a></li> <li>- <a href="#">IDC embedded scenarios</a></li> <li>- <a href="#">ITC embedded scenarios</a></li> <li>- <a href="#">TA embedded scenarios</a></li> </ul>

**Faculty Leads**

Antonia Potenza  
Kira Hamann

Roosevelt University  
Illinois State University

**Faculty Technology Lead**

Anni Reinking

Southern Illinois University – Edwardsville

**Faculty Consultants**

Johnna Darragh Ernst  
Nancy Latham

Heartland Community College  
University of Illinois at Urbana-Champaign

**Faculty Fellows**

Anne Pradzinski  
Antuanette M. Mester  
Ayelet Miller  
Carolyn Beal  
Carrie Nepstad  
Catherine Main  
Christine Ryan  
Dawn Munson  
Donna Walker  
Inna Dolzhenko  
Jamilah R. Jor'dan  
Jennifer Kemp Berchtold  
Jin-ah Kim  
Julia Cotter  
Kathleen Sheridan  
Kathy Nikolai  
Kristen Walley  
La Tia Collins  
Leslie Katch  
Leslie Layman  
Linda O'Connell Knuth  
Luisiana Melendez  
Marie Ann Donovan  
Marilyn Toliver  
Mary Muhs  
Melissa Batchelor  
Melissa Johnson  
Melissa Clucas Walter  
Pat Chamberlain  
Patricia Steinhaus  
Rachel Adeodu  
Rebecca Pruitt  
Sabrina Mendez  
Sham'ah Md- Yunus  
Stacie Kirk  
Tanginia Southall

National Louis University  
St. Augustine College  
Triton College  
Southwestern Illinois College  
City Colleges of Chicago  
University of Illinois at Chicago  
Roosevelt University  
Elgin Community College  
South Suburban College  
Chicago State University  
Governor's Office of Early Childhood Development  
Erikson Institute  
Roosevelt University  
Heartland Community College  
University of Illinois at Chicago  
Harper College  
Rasmussen College  
Prairie State College  
National Louis University  
City Colleges of Chicago  
Waubonsee Community College  
Erikson Institute  
DePaul University  
John A. Logan College  
Rasmussen College  
Lewis and Clark Community College  
Highland Community College  
Northern Illinois University  
Erikson Institute  
Chicago State University  
Northeastern Illinois University  
Lewis University  
City Colleges of Chicago  
Eastern Illinois University  
Southern Illinois University – Edwardsville  
Moraine Valley Community College

# Credential AREA: Family Specialist Credential (Level 5)

## TOPIC: IRE-PPD-CPD-FCR Custom Assessment Example

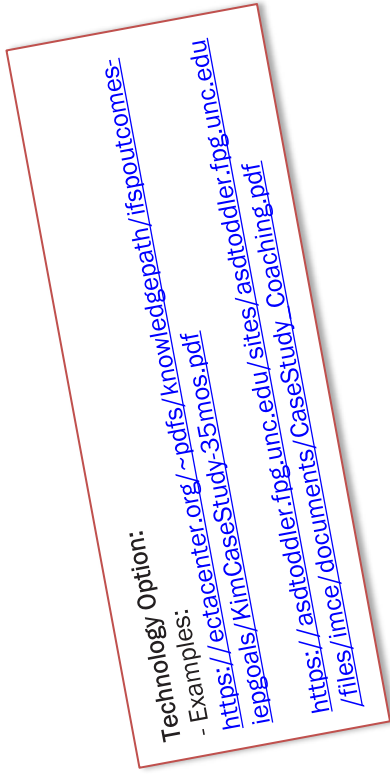
### Family Needs Assessment and Service Plan

#### I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
<b>FSC PPD1:</b> Demonstrates professionalism in appearance, behavior, and disposition
<b>FSC IRE2:</b> Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience
<b>FSC CPD4:</b> Develops, implements, and assesses—in collaboration with families—content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and need
<b>FSC PPD6:</b> Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being
<b>FSC PPD7:</b> Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being
<b>FSC CPD5:</b> Creates, implements, and assesses a comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments
<b>FSC FCR6:</b> Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication
<b>FSC FCR7:</b> Develops, implements, and assesses—in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children

## II. Assessment Task Description/ Directions

**Overview:** For this assessment, you will be completing a family needs assessment and creating a service plan that will address the family's needs. To complete the needs assessment, you will interview a family member from the community using the needs assessment interview included in this assessment. Once you have gathered the family's needs, you will create a service plan including how you would address the needs identified with a list of your recommendations for the family and social service providers working with the family. In addition, for this assessment, you will also write interspersed reflective pieces about your considerations for hypothetical interactions with this family.



<b>Option 1</b> (for those wanting to become family specialists in the field)	<b>Option 2</b> (for those who are already family specialists in the field)
<ul style="list-style-type: none"> <li>You will look for a volunteer to be interviewed for a mock needs assessment loosely based on real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>You will ask a parent/ caregiver with whom you work to participate in your needs assessment interview. Note: all information must be kept confidential and his/ her real name or any identifying names shall not be included in your write-up.</li> </ul>

### Part One: Preparation for Family Interview

In this part of the assessment, you prepare for meeting with a family member from the community to assess their family's needs. Your reflections and considerations will fall into three broad categories, including:

- Preparation for the assessment
- Appropriate professional appearance
- Interactions with the family

For each of these areas, write a reflective essay about what you are considering prior to meeting with the family/family member in order to carry yourself with the utmost of professionalism, using the ideas below as a starting point:

- Preparation for the assessment:



- When you think about preparing for the interview, what considerations are you making related to the content of the interview questions and how you will ask them, the space in which you will meet, the paperwork you will need, etc.?
- How are you preparing to address any language and/or cultural barriers that might exist between you and the family?
- In essence, how are you preparing mentally and physically for this meeting with the family?
- Appropriate professional appearance:
  - How will you dress for this interaction with a family?
  - What considerations have you made in selecting the type, style, and look of the clothing you will wear?
  - If you prefer, you can use photos or other visual means to show/demonstrate the clothing you will wear and then describe how and why you selected each piece to support your professional work with families.
- Interactions with the family:
  - When you think about meeting with this family for the interview, what are your considerations for how you will interact with them?
  - What factors will help to set your tone and approach with this family?
  - What ideas will you mentally hold and attend to in order to be present, professional, intentional, and available to them throughout your experience with them?
  - What measures will you take personally and professionally to ensure their privacy and dignity in your interactions?
  - In what specific ways will your verbal and non-verbal interactions convey honesty, integrity, respect, empathy, and professional/ emotional maturity to the family throughout your interactions?

Technology Option:  
- Video/audio record options

## Part Two: Family Interview

For this part of the assessment, you will interview either a volunteer from the community for a mock assessment (Option 1) or a parent/caregiver with whom you work (Option 2) to assess the family's strengths as well as their family priorities and areas of concern/need. Please use the interview protocol at the end of this assessment to complete the family needs assessment interview.

## Part Three: Family Service Plan

In this part, you will develop a service plan for this family based on what you have assessed as strengths and needs in this family's case study in Part 2 of the assessment. There are four distinct areas that you should cover in your service plan, including:

- Family strengths revealed in the case study (suggested length: a few paragraphs)
- Family priorities, concerns, and needs revealed in the case study (suggested length: a few paragraphs)



- Family recommendations (please check each area in which the family might benefit from additional services):

- ☐ Mental health services
- ☐ Substance abuse services
- ☐ Family Support/ Family Education
- ☐ Education
- ☐ Vocational, or job training
- ☐ Housing
- ☐ Transportation
- ☐ Basic Needs (food, clothing)
- ☐ Health services
- ☐ Legal assistance
- ☐ Environmental Supports
  - ☐ support groups
  - ☐ peer groups
  - ☐ activities
  - ☐ community services
  - ☐ friends
  - ☐ landlords
  - ☐ cultural affiliates
  - ☐ employers
- ☐ Financial resources

- Family Service Plan: for each area that was checked above, please provide the following information:

- A problem/ strength statement supporting the recommendation
- A related goal
- A long-term desired outcome
- The role of the family specialist in intervening in this area

#### Part Four: Reflection

For this final part of the assessment, please write a reflective essay about your experiences working with this hypothetical family to assess their needs and create a service plan for them. Please use these guiding questions to prompt your reflection:

- How did it feel to encounter this family's challenges? What was it like for you to recognize their strengths amid the challenges revealed in your assessment?

Technology Option:  
- Electronic form

- How did your approach to this family change as you learned more about them? What emotions surfaced for you as you thought through interactions with this family?

- What do you consider to be your greatest strengths in collaborating with a family through a process like this? In what areas would you most like to grow in your interactions with families in this type of scenario?

- Had conflict arisen during your work with the family, how would you have handled it? Or if one did surface, how did you handle it?

- What did you learn about yourself as a professional in thinking through this family needs assessment process?

### III. Assessment Rubric

FS IRE-PPD-CPD-FCR Family Needs Assessment and Service Plan Level 4 Custom Rubric			
Competency	Competent		Unable to Assess
PPD1: Demonstrates professionalism in appearance, behavior, and disposition	Checklist Criteria		
	Interactions & Communication...		
		listens and responds with an open mind to suggestions	
		communicates with honesty, respect, & integrity	
		addresses conflict appropriately	
		seeks and considers the opinions of others	
		demonstrates empathy	
		verbal and non-verbal language, behaviors and interactions demonstrate emotional control and maturity	
		Ethics & Responsibility...	
		protects and Maintains confidentiality	
		is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timely manner)	
		is on-task, engaged & prepared	
		uses digital devices responsibly and appropriately	
		respects student and family privacy both hard copy and electronically	
		uses social media in respectful and professional ways	
		dresses professionally for context/situation	
		maintains professional interactions with staff & families	
		Reflection & Flexibility...	
		seeks and uses feedback from others	
		incorporates feedback in subsequent practice	

Technology Option:  
- Video/audio record options

		reflects accurately regarding own strengths and weaknesses adapts to unexpected or new situations				
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess	
IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience	Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience  Demonstrates cultural competence in the enactment of these qualities and characteristics	Identifies qualities and characteristics supportive of reciprocal relationships with families  Engages in interactions that demonstrate respect for family competence and resilience	Identifies limited qualities and characteristics that support reciprocal relationships with families  Engages in interactions that undermine or lack support for family competence and/or resilience	Provides limited or inaccurate qualities and characteristics supportive of reciprocal relationships with families  Engages in interactions that undermine or lack support for family competence and/or resilience		
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess	
CPD4: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs	Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused  Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions  Develops home visit plans and parent group sessions that reflect agency purpose	Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused  Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions  Develops home visit plans and parent group sessions that reflect agency purpose	Develops family service plans that are parent/family-focused and child-focused  Assesses family service plan formats and developmental processes in relation to approaches and resources.  Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals and incorporate a range of strategies to establish partnerships with families	Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused  Assessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate.  Develops home visit plans and parent group sessions that do not reflect agency purpose and different family service goals or incorporate a range of		

	<p>and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p> <p>Uses current research and evidence-based practice to</p>	<p>and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p>	<p>Develops parent-child group sessions that focus on the parent-child relationship</p> <p>Assesses service coordination plans and activities</p>	<p>strategies to establish partnerships with families</p> <p>Develops parent-child group sessions that lack focus</p> <p>Provides incomplete or inaccurate assessment of service coordination plans and activities</p>	
--	--	--	---	--	--

	support programs, interventions, and family service plans development, implementation, and analyses				
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<b>PPD6:</b> Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being	<p>Participates collaboratively in the design of systems supporting human services including law and policy</p> <p>Collaborates with others to guide and enhance family and child program policies and practices address structural inequities in society and human service systems</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices</p> <p>Uses research and evidence-based practice to guide system design and collaborative efforts</p>	<p>Participates collaboratively in the design of systems supporting human services including law and policy</p> <p>Collaborates with others to guide and enhance family and child program policies and practices address structural inequities in society and human service systems</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to designated standards</p>	<p>Participates in systems supporting human services including law and policy</p> <p>Participates in systems to guide and enhance family and child program policies and practices</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to legal mandates and designated standards</p>	<p>Does not participate in systems supporting human services including law and policy</p> <p>Collaboration with others to guide and enhance family and child program policies and practices not conducive to productivity</p> <p>Does not identify relevant points of analysis for advocacy organization activities at local, state, and national levels or their ability to adhere to strength-based, family-centered standards and practices</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<b>PPD7:</b> Designs and participates in collaborative systems and proactive, visionary leadership addresses	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-</p>	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-</p>	<p>Provides a partial comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for</p>	<p>Provides an inaccurate comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for</p>	



structural inequities in society and human service systems and mitigates against family cohesion and well-being	<p>based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration</p> <p>Identifies strategies to support others in addressing structural inequities</p>	<p>based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration</p>	<p>adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration</p>	<p>adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies inappropriate policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Incorrectly summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration</p>	Unable to Assess
Competency	Distinguished	Competent	Developing	Unacceptable	
CPD5: Creates, implements, and assesses a comprehensive, cohesive system of family services that support family resilience and well-	Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments using	Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments using	Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments	Creates incomplete systems of family services that are partially responsive to family resilience and well-being	Implements incomplete systems of family services

being within the context of typical, everyday environments	evidence-based and values-based standards Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments  Uses evidence-based and values-based standards to evaluate comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments  Research is used to support design, implementation, and analyses	evidence-based and values-based standards Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments  Uses evidence-based and values-based standards to evaluate comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments	Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments  Evaluates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments	that partially support family resilience  Evaluation of comprehensive, cohesive systems of family services is incomplete or inaccurate	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>FCR6:</b> Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and	<p>Designs meaningful program practices that support family engagement and collaboration, including involvement in decision-making processes</p> <p>Demonstrates respect for each family's preferred language and modes of communication</p> <p>Provides research-based rationale for the</p>	<p>Designs meaningful program practices that support family engagement and collaboration, including involvement in decision-making processes</p> <p>Demonstrates respect for each family's preferred language and modes of communication</p>	Designs program practices supportive of family engagement	Designs program practices that undermine family engagement	

demonstrating respect for family's preferred language and modes of communication	importance of culturally and linguistically responsive program practices				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>FCR7:</b> Develops, implements, and assesses--in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children	Develops evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning  Implements evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning  Assesses evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning  Uses research to support rationale for program development, implementation, and assessment	Develops evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning  Implements evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning  Assesses evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning	Develops, implements, and assesses evidence-based, integrated, comprehensive, and legal family programs and plans	Develops, implements, and assesses family programs and plans	

Yellow = Level 2      Green = Level 3      Orange = Level 4      Blue = Level 5

## IV. Data Collection & Analysis Tool

Competencies		Cumulative Assessment Data			
Competency		Distinguished	Proficient	Needs Improvement	Unable to Assess
<b>FSC PPD1:</b> Demonstrates professionalism in appearance, behavior, and					



disposition							
<b>FSC IRE2:</b> Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience							
<b>FSC CPD4:</b> Develops, implements, and assesses—in collaboration with families—content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and need							
<b>FSC PPD6:</b> Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being							
<b>FSC PPD7:</b> Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being							
<b>FSC CPD5:</b> Creates, implements, and assesses a comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments							
<b>FSC FCR6:</b> Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication							
<b>FSC FCR7:</b> Develops, implements, and assesses—in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children							

## Family Needs Assessment Interview Questions

Date:

Name of Interviewee:

Interviewee's Identification of Role in the Family:

Name(s) of Family Members Living in Household:

Age(s) of Children:

Family Race(s):

Family Ethnicity/ies:

Preferred Language of Interviewee:

120

### **Presenting Problem/History**

- Chief complaint/main issue(s) family experiencing (prominent issues, precipitating events, barriers family is facing in addressing the issue)

### **Family Resources**

- **Housing** (If family is homeless, living in unsafe, unstable housing, or at risk of eviction, help the family access shelter, transitional housing, and low income and/or offer referral to a housing program or a legal service program as appropriate to needs).
  - What, if any, are the housing needs?
  - Describe the living and sleeping arrangements.
  - Describe neighborhood (location, crime, condition, etc.).
- **Income** (If there's a need for financial assistance, help family to apply for needed benefits, provide referral to appropriate programs and assist with application)
  - What is the main source(s) of income for the family?
  - Is the family receiving financial resources (i.e. SSI, food assistance, unemployment, etc.)?

- Is the family currently having financial difficulties? If so, describe.

- **Social and Community Functioning**

- Does the family participate in social/spiritual functions (Church, temple)? If so, describe?
- If not, is the family interested in participating in social/spiritual functions? If so, explain.

- **Transportation**

- Does the family have transportation issues? If so, describe.
- Nutrition
- Does the family receive any type of food assistance? If so, which ones and how often?
- Does anyone in the family have any dietary limitations or food allergies?
- What nutrition concerns does the family have?

## **Child Education and Peer Relationships**

- **Education**

- Do any of the children in the home have a challenge at school? What is the challenge? Is it being addressed?

- **Peer Relationships**

- Have any of the children in the home had issues with bullying? If so, what are the issues? How are the issues being addressed?
- **Strengths**
  - What are the children's educational strengths?
  - What are the children's hobbies and interests?

## **Mental Health History**

- **Do any of the family members have current or history of the following? If so, who?**

- Loss of interest in activities
- Sleep disturbance
- Hopelessness
- Irritability
- Depression
- Bad dreams/nightmares
- Obsessive behaviors
- Phobias
- Panic attacks
- Anxiety
- Delusions/ Hallucinations

- Mood Swings
  - Impulsivity
  - Inattention
  - Hyperactivity
- **If yes to any, provide details:**
- **Has anyone in the family received mental health treatment? If yes, provide details.**
- **Does anyone in the family have a history of substance use or misuse? If yes, describe.**
  - Is anyone in the family receiving substance misuse treatment? If yes, provide details.

## Medical History

- **Do any of the family members have current or history of the following medical conditions? If so, who?**
  - Allergies
  - Anemia
  - Anorexia/Bulimia
  - Asthma/Emphysema
  - Cancer
  - Diabetes
  - Ear Infections
  - Encopresis
  - Enuresis
  - Epilepsy/ Seizures
  - Glaucoma/ Eye Disease
  - Headaches
  - Head Injuries
  - Heart Disease
  - High/Low Blood Pressure
  - Liver Disease
  - Menstrual Problems
  - Intellectual Disability or Developmental Delay, specify:
  - Neurological Problems
  - Physical Disability
  - Serious Injury/Surgery
  - Sexually Transmitted Infection

- Suppressed Immune System
- Skin Problems
- Thyroid Problems

## Assessment of the Need for Services/Resources

- **Strengths/Goals**
  - In interviewee's words, describe long term goal(s):
- **Identify current services and their effectiveness:**
  - Family Therapy
  - Group Therapy
  - Hearing Specialist
  - Individual Therapy
  - Occupational Therapy
  - Psychosocial Rehabilitation
  - Pastoral Counselor
  - Physical Therapy
  - Psychiatric Services
  - Psychological Services
  - Speech Specialist
  - Substance Abuse Counseling
  - Tutoring Services
  - Parenting Skills
  - Other:

- **What are the family's strength(s)?**

- Strong family support
- Supportive friends
- Strong spirituality
- Good insight
- Resourcefulness
- Communication skills
- Hard working
- Resilient
- Community involvement
- Motivated to change

- Transportation
- Educated
- Able to ask for assistance
- Financially stable
- Talents
- Skills
- Interest
- Dreams
- Hopes
- Goals
- Ownership
- Passion/ Drive
- Creativity
- Other assessed strengths:

**Welcome**  
**to the**  
**Faculty Fellow Regional Meeting**  
**December 6, 2019**

**Welcome and Celebrations**

**Introductions**

**Hooray! Faculty Fellows**

**Leadership Team**

**The Journey to Today**



## **Audio Presentation by Dr. Stephanie Bernoteit**

Competency-Based Education

State Perspectives

State and National Landscape



## **Faculty Fellows**

Technical Assistance (TA)

Family Child Care (FCC)

Family Specialist Credential (FSC)

School-Age & Youth Development (SAYD)

Illinois Director Credential (IDC)

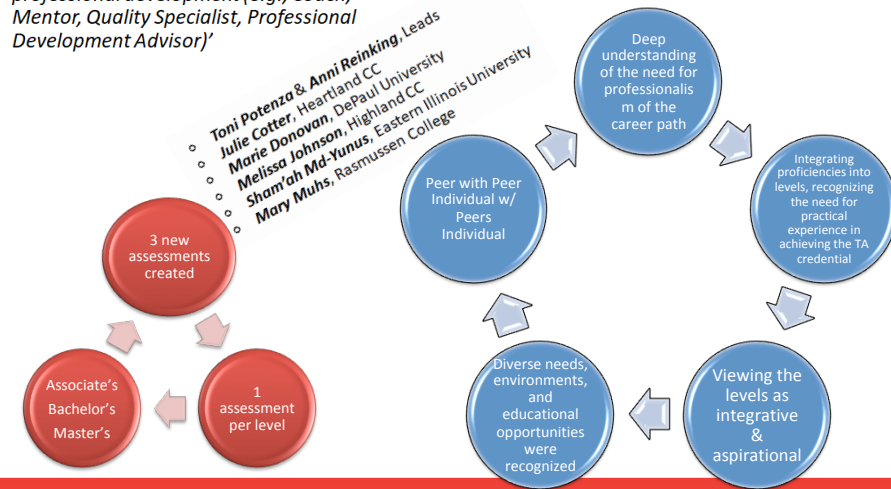
Infant Toddler (ITC)

Early Childhood (ECE)



*'For professionals working in a variety of roles that relate to relationship-based professional development (e.g., Coach, Mentor, Quality Specialist, Professional Development Advisor)'*

## Technical Assistance (TA)

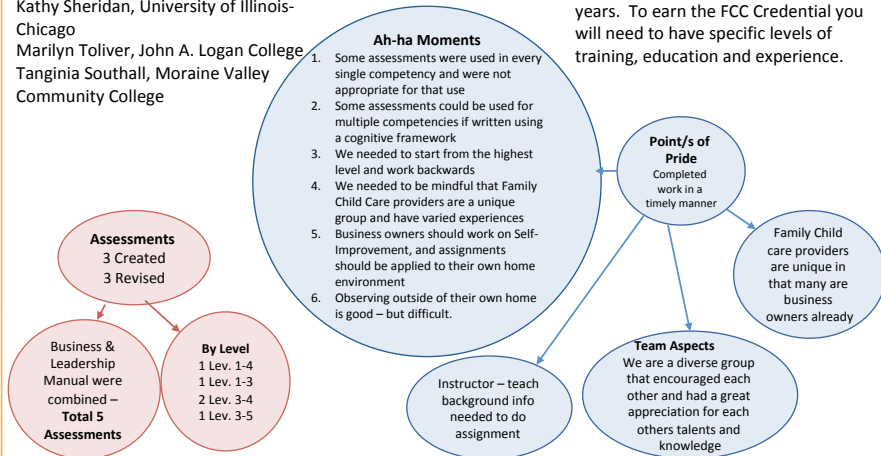


## Family Child Care (FCC)

### Faculty Fellows and Institution:

Kathy Sheridan, University of Illinois-Chicago  
Marilyn Toliver, John A. Logan College  
Tanginia Southall, Moraine Valley Community College

The Family Child Care (FCC) Credential is for professionals working as family child care providers for children ages birth – 12 years. To earn the FCC Credential you will need to have specific levels of training, education and experience.

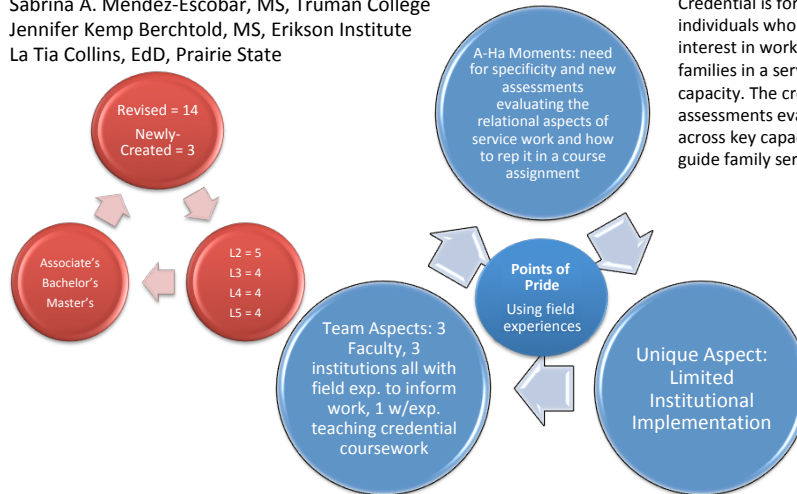


### Faculty Fellows and Institution:

Sabrina A. Mendez-Escobar, MS, Truman College  
Jennifer Kemp Berchtold, MS, Erikson Institute  
La Tia Collins, EdD, Prairie State

## Family Specialist Credential (FSC)

Credential is for individuals who have an interest in working with families in a service capacity. The credential's assessments evaluate across key capacities that guide family service work.

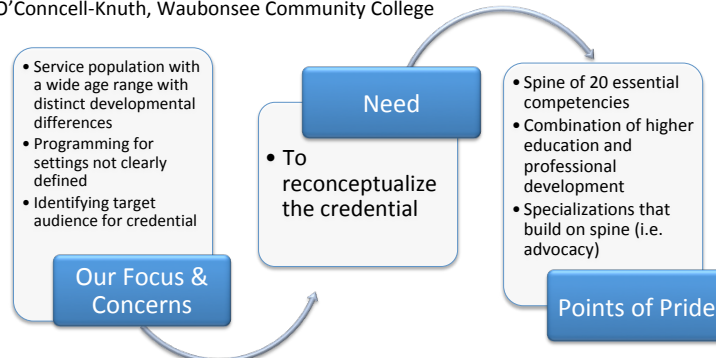


## School-Age & Youth Development (SAYD)

### Faculty Fellows and Institution:

Anne Pradzinski, National Louis University  
Antuanette Mester, St. Augustine College  
Leslie Layman, City Colleges of Chicago  
Kristen Walley, Rasmussen College  
Linda O'Connell-Knuth, Waubesa Community College

The School-Age and Youth Development Credential prepares professionals who work with children from 5-16 years in after-school and non-schools settings.



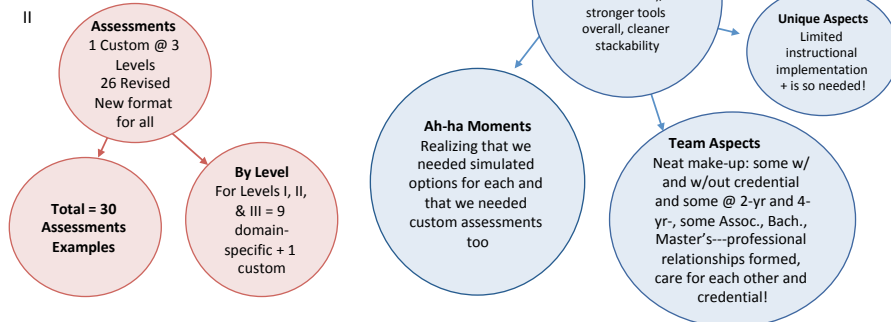
## Illinois Director Credential (IDC)

### Faculty Fellows and Institution:

Mrs. Ayelet Miller, Triton College, IDC I  
 Dr. Christine Ryan, Roosevelt University  
 Dr. Dawn Munson, Elgin Community College, IDC I  
 Dr. Kira Hamann, Illinois State University  
 Dr. Leslie Katch, National Louis University, IDC II & III  
 Dr. Melissa Clucas Walter, Northern Illinois University, IDC

The Illinois Director Credential is for professional administrators of ECE and school-age programs. It requires specific levels of training, education, and experience teaching and being a director or assistant director in an ECE or school-age program.

II

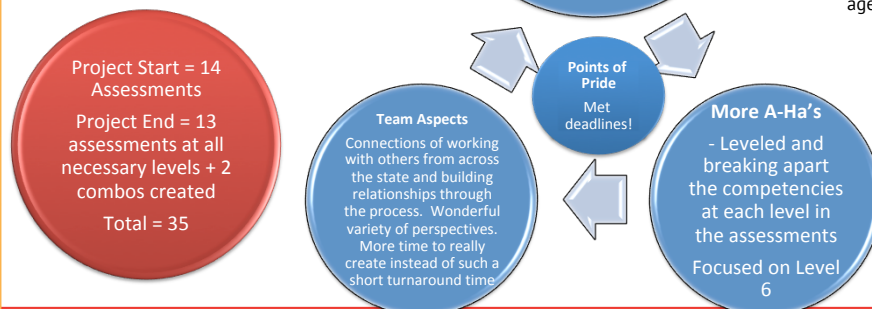


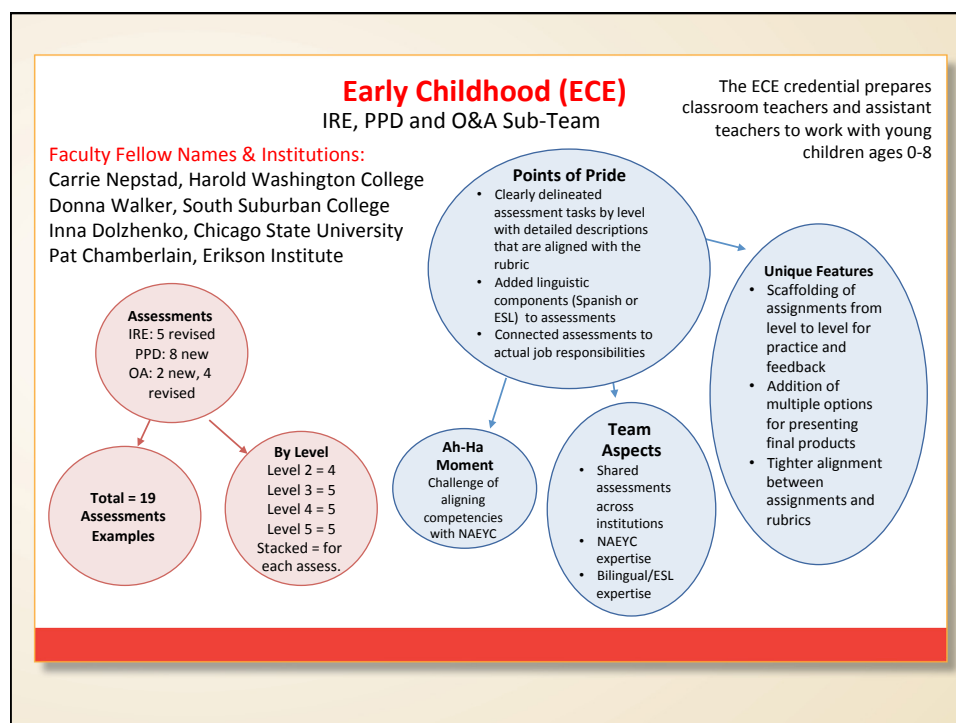
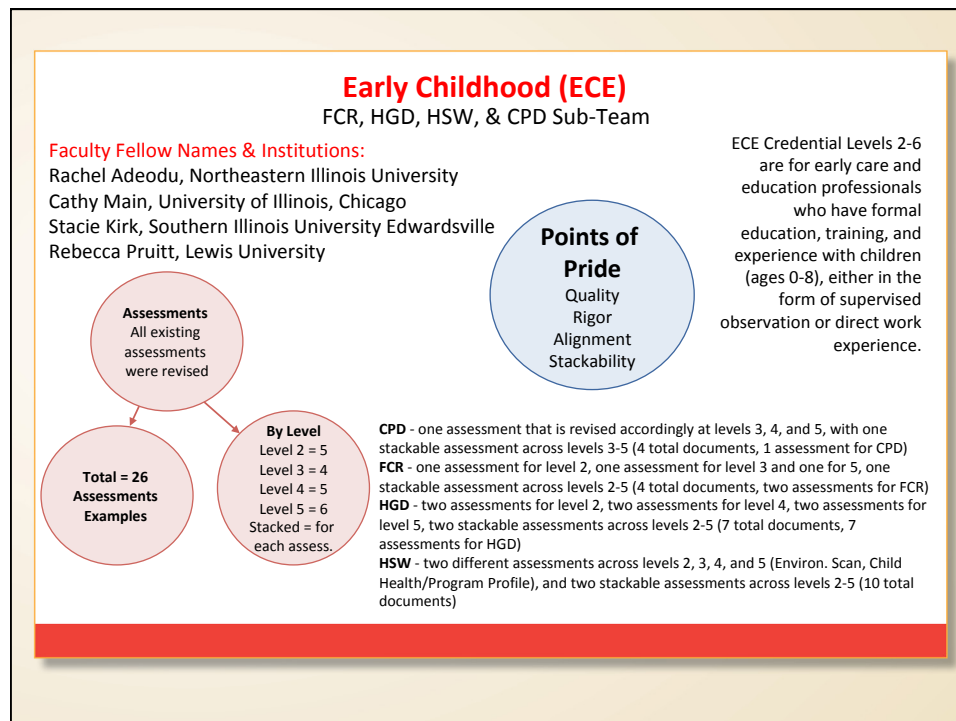
## Infant Toddler (ITC)

### Faculty Names and Institutions:

Carolyn Beal, Southwestern Illinois College  
 Jin'ah Kim, Roosevelt University  
 Kathleen Nikolai, Harper College  
 Luisiana Melendez, Erikson Institute  
 Melissa Batchelor, Lewis & Clark Community College  
 Patricia Steinhaus, Chicago State University

The Infant Toddler Credential (ITC) is for early care and education professionals who have specific training, education, and experience working with children birth to age 3.





### **Toolbox and Resources**

Each Gateway's Credential Toolbox will include:

- Updated rubrics
- Current EXAMPLE assessments
- Draft NAEYC Competency/Behavior and Skills Map

### **Guiding Document**

The Credential Guide includes the following:

- General competency information
- Structure of each credential
- Illinois Competency-Based Assessment System and Components Program Design
- Master Rubrics and Assessments
- Guiding Principles in Assessment Design
- Videos (podcasts) for guidance throughout

## Competencies & Program Design

Competencies can undergird program design by:

- Aligning programs with competencies at each level
- Ensuring the “scope” of the competencies are infused in program design...where are competencies....
  - Introduced?
  - dug in to?
  - Summatively assessed?
- Protecting curricular “sequencing” of competencies in the program of study.

## Competencies & Program Evaluation/Assessment

The Master Rubrics and Alignments provide competency measurement tools which can provide program evaluation data for:

- Gateways
- ISBE
- InTASC
- NAEYC

For Example(next Slide).....

Credential AREA: ECE FCR (Level 2)  
Assessing FCR1, FCR2 & FCR3  
Family/ Practitioner Interviews

**The 3 FCR Competencies Assessed by this Sample Task and their alignment to NAEYC, InTASC, & IPTS**

Gateways Competencies Assessed	Competency Alignment by citation (If Applicable)		
	NAEYC	IPTS	INTASC
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i

**Table 1 provides the data for the 25 candidates who completed this assessment during the fall of 2019 to ascertain their competency level for ECE FCR1, FCR2, & FCR 3**

Table 1: Level 2 Family/Practitioner Interview Assessment Data Table Fall 2019 N=25								
Gateways Competency	NAEYC (draft)	IPTS (2013)	InTASC (2018)	Distin- guished	Competent	Needs Improvem- ent	Unsatis- factory	Unable to Assess
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	

**Table 2 uses this data to specifically report candidate competency for these 25 candidates for ECE FCR1, FCR2, & FCR 3 to Gateways**



<b>Table 2: Gateways Program Assessment</b> <b>Level 2: Family/Practitioner Interview</b> <b>Fall 2019 N=25</b>					
<b>Gateways Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>ECE FCR1:</b> Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
<b>ECE FCR2:</b> Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
<b>ECE FCR3:</b> Identifies and models respect for families by using strengths-based, culturally responsive practices.	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	

**Because these competencies are substantively aligned with NAEYC...these SAME data collection points can be used to provide NAEYC program evaluation and accreditation data for the 12 aligned NAEYC standards**  
**(Next Slide Table 3)**

<b>Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25</b>					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c-LV1-1 Identify family, social, cultural and community influences on children's learning and development	4	16	5	0	
1c-LV1-2 Identify how quality early childhood education influences children's lives	4	16	5	0	
2a-LV1-1 Identify diverse characteristics of families and communities and the many influences on families and communities	4	16	5	0	
2a-LV1-2 Identify stages of parental development	4	16	5	0	
2a-LV1-3 Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives	4	16	5	0	
2a-LV1-4 Affirm the families' culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting	1	23	0	1	
2a-LV1-5 Understand that children can thrive across various family structures	4	16	5		
2b-LV1-1 Identify the importance of having respectful, reciprocal relationships with families	2	20	2	3	
2b-LV1-2 Recognize families as partners in their children's learning and development	2	20	2	3	
2b-LV1-3 Identify strategies for building reciprocal relationships and use those to learn with and from family members	2	20	2	3	
2b-LV1-4 Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	1	23	0	1	
2b-LV1-5 They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families' preferred languages when possible	1	23	0	1	

## Modifications based on NAEYC's movement to competencies

### ECE O&A7 Overview Page Standards Alignment—Behaviors & Skills—Task Rubric Row

<b>IL ECE Gateways Competency: O&amp;A7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives</b>		
Proposed NAEYC Standard & Competency Alignment Standard 3c (3c-LVL3-6 & 8)	IPTS (2013) Alignment 7M, 7R, 9J, 9Q	InTASC Alignment 6(i), 6(v), 10(j)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>Describes the evidence-base (e.g. research base and theoretical perspectives) supporting data collection, analysis and interpretation procedures that promote child development and learning, program evaluation and planning, and program improvement initiatives (3c-LVL3-6)</li> <li>Supports colleagues in incorporating family input into assessment practices (identifies critical importance, describes strategies supporting family engagement, facilitates integration into daily routine)</li> <li>Identifies the importance of and shares strategies for supporting others in incorporating legal and ethical data collection, analysis and interpretation procedures (e.g. maintaining confidentiality, adhering to legal guidance, culturally and linguistically responsive) (3c-LVL3-8)</li> </ul>		

## Modifications based on NAEYC's movement to competencies



ECE Observation & Assessment Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	NAEYC Alignment
<b>O&amp;A7:</b> Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives  <b>NAEYC:</b> 3c (3c-LVL3-6 & 8) <b>IPTS:</b> 7M, 7R, 9L, 9Q <b>InTASC:</b> 6(f), 6(v), 10(f)		Describes the evidence-base (e.g. research base and theoretical perspectives) supporting data collection, analysis and interpretation procedures that promote child development and learning, program evaluation and planning, and program improvement initiatives			3c-LVL3-6
		Supports colleagues in			

Because these competencies are substantively aligned with ISBE **IPTS** ...these SAME data collection points can be used to provide **IPTS** program evaluation and accreditation data for the 11 aligned **IPTS** standards (See Table 3)

<b>Table 4: Illinois State Board of Education (ISBE) Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25</b>					
<b>Illinois Professional Teaching Standard (IPTS)</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
1c) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
1e) understands the impact of linguistic and cultural diversity on learning and communication;	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
8a) understands schools as organizations within the larger community context;	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
8b) understands the collaborative process and the skills necessary to initiate and carry out that process;	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
8d) understands the benefits, barriers, and techniques involved in parent and family collaborations	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
8e) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
8h) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
8i) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e. IEP, IFSP, Section504 plan) for students with disabilities.	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	
8q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	
8r) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	
9i) models professional behavior that reflects honesty, integrity, personal responsibility,	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	

**Because these competencies are substantively aligned with ISBE InTASC ...these SAME data collection points can be used to provide InTASC program evaluation and accreditation data for the 5 aligned InTASC standards (See Table 3)**

<b>Table 4: InTASC Assessment</b> <b>Level 2: Family/Practitioner Interview</b> <b>Fall 2019 N=25</b>					
<b>InTASC Standard</b>	<b>Distinguish ed</b>	<b>Compete nt</b>	<b>Needs Improvem ent</b>	<b>Unsatisfac tory</b>	<b>Unabl e to Asses s</b>
10d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	
10i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	<b>1</b>	<b>23</b>	<b>0</b>	<b>1</b>	
10l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	<b>4</b>	<b>16</b>	<b>5</b>	<b>0</b>	
10m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	<b>4</b> <b>2</b>	<b>16</b> <b>20</b>	<b>5</b> <b>2</b>	<b>0</b> <b>3</b>	
10n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	<b>2</b>	<b>20</b>	<b>2</b>	<b>3</b>	

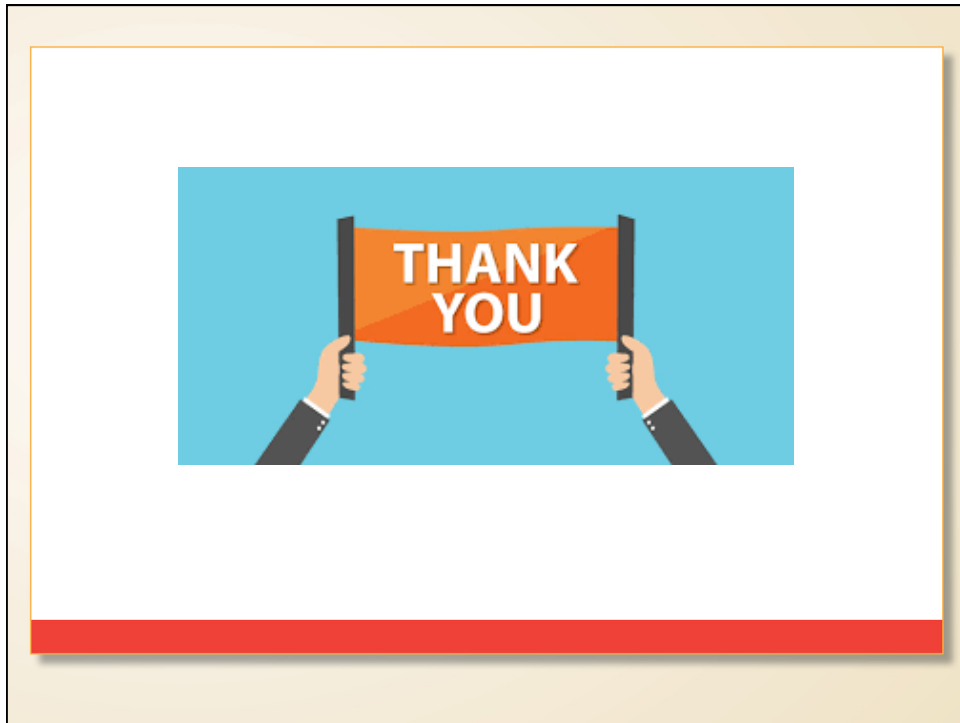
### **Data Collection/Reporting**

Questions?  
Feedback?

## Embedding Technology



What's  
next?



## **SAYD Team – Proposal for a Reconceptualized School Age and Youth Development Credential**

At the end of June, the SAYD team discussed reconceptualizing the School Age and Youth Credential to more coherently address the population, target audience and purpose of the credential. The team had concerns about the utility of a credential addressing a service population with a wide age range – 5 to 16 years – that has distinct developmental differences and needs, in settings that were not clearly defined (only sharing the characteristic of non-school based programming) but that might include after-school, recreational and youth guidance programs. The target audience for the credential (workers in these settings) came from a variety of backgrounds – majors in education, child development, family studies, recreation, social services – at the AA, BA and MA levels – and had positions described as teacher, assistant teacher, program coordinator, youth development specialist, youth development worker, youth counselor, camp counselor and activities coordinator. A secondary concern was that there were few Illinois institutions entitled to award the credential.

The SAYD team began by examining two approaches for a reconceptualized credential. Both were based on a “spine” of competencies that address the knowledge and skills a practitioner would need to work with children aged 6-12 years. The first approach was based on child development. Building off the spine of competencies, there could be mini-credentials for working with children aged 6-9, 10-13, and 14-16. The second approach was based on employment in specific program formats - in after-school programs (including school, center, family based) and in community youth development programs (Teen Reach, YMCA, Boys and Girls clubs). Building from the spine of competencies would be mini-credentials or badges incorporating competencies pertinent to program type or position within a program. The spine of essential competencies would come from the existing set of SAYD competencies.

A second area of discussion was whether competencies had to be attained in entitled programs or through professional development. The variety of roles and program formats argued for a combination of both, with the competencies for human growth and development and family and community relations focused in academic programs and the competencies related to program delivery provided through professional development.

After review of both approaches, the SAYD team agreed that knowledge of human growth and development was the key, underlying set of competencies and began to identify the essential 20 or so competencies that would constitute the “spine” for work with children aged 6-12 in afterschool settings. Those competencies are listed below, with indicators for whether the competency should be part of an academic program or professional development. The team also included a set of recommendations going forward as the credential is redesigned.



### Design Recommendations:

Recommendation	Purpose
Re-examine competency language to reduce clustering and increase compliance with Bloom's Taxonomy	To increase ability to assess competencies and align them with career program needs/requirements
Differentiate between what is "on the job" training and what is additional PD or education. See chart below for recommendations.	Many competencies are site specific and sites should be responsible for minimal training of staff and minimum PD for staff just as ECE sites are.
Create specialized trainings for topics not included in the spine to address some of the competencies not addressed in spine (i.e. high school age, youth mentorship/advocacy, children with special needs).	The needs of children, families, and careers in these specialized areas are different and may better be served as additional training than as part of core competencies for serving SAY.
Examine workforce needs and determine whether the spine is best packaged as a PD opportunity (such as level 1 ECE) or as academic courses, or both.	Much of this training already happens on the job and adding several courses to AA and BA programs is not feasible. Workforce is primarily H.S. completors or BA in recreation services, we are hoping to meet the needs of SAY while packing in the access to the knowledge for the competencies in a way that is accessible to the existing workforce.
Reconsider use of leveling for SAY.	We keep coming back to this as being a differentiated skills set in which we hope to identify minimum requirements for serving SAY. Those skills partially, but not completely, stack into other credentials and maintaining the leveling system became cumbersome and did not accurately indicate increased levels in training or skills.

Content Area and Competency		Recommended modality	
Curriculum or Program Design		In Field	Academic
<b>SAYD CPD1:</b> Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.			X
<b>SAYD CPD2:</b> Designs learning opportunities that support the healthy development, learning, and well-being of SAY.			X
<b>SAYD CPD3:</b> Implements strategies that support SAY in identifying and developing positive roles and relationships with others.			X
<b>SAYD CPD4:</b> Develops and <b>implements</b> activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.		x	X
<b>SAYD CPD5:</b> Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs--in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.		X	
<b>SAYD CPD8:</b> Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals.		X	X
Family and Community Relationships Assessment		In Field	Academic
<b>**SAYD FCR2:</b> Identifies the role of the community in influencing and supporting SAY and their families.			X
<b>**SAYD FCR3:</b> Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.			X
Health Safety and Well being		In Field	Academic
<b>AYD HSW1:</b> Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment.		X	X
<b>SAYD HSW 2:</b> Develops programming strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.		X	X
<b>SAYD HSW4:</b> Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to promote a healthy lifestyle; treating themselves and others with respect; respecting their own and the bodies of others; engaging in respectful relationships; and in critically processing and responding to the context in which they are growing and developing.			X

<b>SAYD HSW6:</b> Creates respectful environments supportive of SAY learning, development, and well-being.		X
<b>SAYD HSW8:</b> Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness of SAY.		X

<b>Human Growth and Development</b>		
<b>AYD HGD1:</b> Identifies and defines concepts, principles, and theories of development and learning for school-age and youth.		X
<b>SAYD HGD3:</b> Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias, and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.		X
<b>SAYD HGD5:</b> Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.		X

<b>Interactions, Relationships, and Environments</b>		
<b>**SAYD IRE1:</b> Establishes and models communication with all SAY that is positive, respectful, authentic.		X
<b>**SAYD IRE2:</b> Engages in interactions that support positive and future-oriented relationships with SAY.		X
<b>SAYD IRE6:</b> Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.	X	X

<b>Observation and Assessment</b>		
<b>SAYD OA2:</b> Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success.		X

<b>Personal &amp; Professional Development</b>		
<b>SAYD PPD2:</b> Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAYD field.	X	X

\*\*Similar competency between levels.



1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8278 | [www.ilgateways.com](http://www.ilgateways.com)

Gateways to Opportunity is administered through INCCRRA and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of INCCRRA. PD299 © 2020 INCCRRA