



PDAC QC ESL & Bilingual Credentials Committee Telenet

Minutes

October 26, 2018

Noon – 1:30 PM

Attendees:

Amy Clark	Joyce Bezdicek	Maria Montalvo	Sandra Osorio
Susy Gonzalez	Joyce Weiner*	Pat Chamberlain	Sergio Hernandez*
Christie Easley	Leslie Layman	Patricia Steinhaus	Steven Sharp
Joni Scritchlow	Luisiana Melendez	Rebecca Vonderlack Navarro*	Tami O'Daniel

*Denotes Tri-Chairs

Welcome

- Sergio Hernandez and Joyce Weiner welcomed attendees to the meeting.
 - Pat Chamberlain and Luisiana Melendez have accepted the proposal to develop the draft competencies for the Gateways ESL Credential.

Approval of October 12, 2018 Minutes

- Motion to approve made by Sergio Hernandez.
- Motion seconded by Joyce Weiner.
- Motion passed and minutes approved.

Gateways Credentials – Competency Based

- Most Illinois State Board of Education (ISBE) requirements for the ESL Endorsement and Bilingual Endorsement are the same. The difference is that the ESL Endorsement requires a linguistics course and the Bilingual Endorsement requires a bilingual methods course and a target language test.
 - The Gateways ESL Credential should be constructed to articulate to the potential of both an ESL and/or Bilingual Endorsement.
 - The Credential should begin at an entry level and move towards the associate's degree level.
- As many employers are looking to hire individuals that are truly bilingual, there is a need for additional avenues to indicate and/or identify biliteracy at an earlier stage of education.
 - The Seal of Biliteracy, which is granted by school districts, could be one way of documenting this.
 - There is a need to offer options and determine what tests would be appropriate to determine mastery in both English as well as another language.
 - Potentially the language exam for the Bilingual Endorsement could be offered to those at the associate's level. This change may require modifications to state policies.
 - ISBE is currently working on a list of approved assessments
- Pat Chamberlain and Luisiana Melendez shared thoughts and questions with the committee to aid them in the development of the competencies.
 - **Question:** Should an additional content area be created specific to biliteracy/bilingualism. These pieces are already embedded somewhat at the various levels of the ECE Credential in the Human Growth and Development and Curriculum or Program Design content areas. We will need to think about whether or not we should add content areas or embed more content into the existing content areas.

- **Question:** What basic instructional strategies/concepts should be addressed at Level 2?
 - **Comments:**
 - Understanding how bilingual language development progresses, particularly ages birth to five is important. This is different than monolingual language development. Level 2 should also address the implications for curriculum and planning.
 - We need to review basic best practices around bilingual language development and how it supports children’s bilingualism and family engagement.
 - The foundations course can help prepare teachers how to talk to families and encourage use of their home language.
 - Emphasis on working with families is critical at an early level.
- **Question:** What other introductory concepts are needed to support teachers and pedagogy?
 - **Comments:**
 - Cultural sensitivity and cultural awareness are pieces that need to be included in the beginning. Integrating family cultures in the classroom is important in order for the children to see themselves in the classroom.
- **Question:** What, if any, related pieces should we consider as a part of this framework? For example, ExceleRate Illinois™ Awards of Excellence, which demonstrate cultural sensitivity to the child’s home language and what their communities look like. Are there existing pieces with rich content in which we can pull from?
 - **Comments:**
 - ExceleRate Illinois™ Awards of Excellence would be a great resource in terms of best practice.
 - Committee members were asked to share resources with Tami who will then forward on to the full committee. Other suggested resources to share include:
 - Course Syllabi
 - Head Start Standards
 - National Association for the Education of Young Children (NAEYC) Best Practices
 - BUILD Initiative Cultural Diversity Position Statement
 - “Diversity in Early Care and Education: Honoring Diversity” by Janet Gonzalez Melendez
 - World-Class Instructional Design and Assessment (WIDA) Standards
 - Roosevelt University’s Dual Language Leadership Certificate
- **Question:** How much content regarding children’s rights should be at the lower levels of this Credential? What is needed at an entry level around the legal framework?
 - **Comments:**
 - The legal piece at this Level 2 may be focused on advocating for the needs of multicultural and bilingual families. Some institutions have a Child, Family, and Community course that includes an advocacy component.
 - Professional conduct, knowledge, and preparation for teaching are essential concepts to include which comes in the form of self-awareness.
- It is important to remember that the Gateways ECE Credential will be a requirement of this specialization Credential. The core of best practices related to multicultural understanding and diversity and work with children and families is embedded into the ECE Credential as a foundation of what all ECE professionals need to know.
 - The ESL & Bilingual Credential will evidence that professionals with this Credential have taken additional courses inclusive of specialized knowledge and competence.

Next Steps

- Tami will compile a list of useful resources to help guide the development of this Credential. These resources will be sent to the Committee for review in preparation of the face to face meeting.
- Next meeting will be face to face meeting will be held at INCCRRA in Bloomington on Wednesday, November 14th from 10 AM – 3 PM.
 - The Committee will review the draft competencies and offer feedback and edits. The competencies will then be sorted and scaffolded to levels.
 - The pilot will include 4-6 higher education institutions, both two and four year colleges and universities geographically located.

Adjourn

