GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

PDAC QC ESL & Bilingual Credential Committee Telenet
Minutes
November 14, 2018
10:00 AM – 3:00 PM

Attendees:

Amy Clark	Joyce Bezdicek	Sandra Osorio	Tami O'Daniel
Azucena (Susy) Gonzalez	Joyce Weiner*	Sergio Hernandez*	Tammy King
Christie Easley	Pat Chamberlain	Sherry Sullivan	Tammy Notter
Joni Scritchlow	Rebecca Vonderlack Navarro*	Steven Sharp	

Denotes Tri-Chairs

Welcome and Introductions
- Sergio Hernandez, Rebecca Vonderlack Navarro, and Joyce Weiner welcomed attendees to the meeting.
- Committee members were asked to introduce themselves.

Approval of October 26, 2018 Minutes
- Correction: First dot point under Gateways Credentials – Competency Based reads, "The difference is that the Bilingual Endorsement requires a linguistics course, bilingual methods course, and a target language test". The ESL Endorsement requires the linguistics course, the Bilingual Endorsement does not. Minutes will be edited.
    o Motion to approve with corrections made by Sergio Hernandez.
    o Motion seconded by Tammy Notter.
    o Motion passed and minutes approved.

ECE Credential Review
- The Gateways to Opportunity Early Childhood Educator Career Lattice **(ATTACHMENT A)** shows the ECE Credential as the foundation for the Gateways FCC, ITC, IDC and TA Credentials. The career lattice gives clarity of pathway(s) to gain higher levels of Gateways Credentials.
    o The ECE Credential Level 1 is an introductory level and is achieved through 45 clock hours of training and offered in both face to face and online options.
    o The ECE Credential must be at the same level or higher than the specialization Credential.
    o The ESL & Bilingual Credential will be built from the foundation of the ECE Credential.
- There are currently seven Gateways Credentials which were developed over the last nineteen years (e.g., ECE Credential, Infant Toddler Credential, Illinois Director Credential, Family Specialist Credential, Family Child Care Credential, School-Age and Youth Development Credential, and Technical Assistance Credential).
- The Gateways ECE Credential Framework **(ATTACHMENT B)** and the preliminary draft of the Gateways ESL & Bilingual Credential Framework **(ATTACHMENT C)** were provided.
    o A baseline ECE Credential will be required at each level of the specialization ESL &Bilingual Credential.
    o Level 5 is already defined by ISBE as to what is required for the ESL and/or Bilingual Endorsements. We will scaffold down from there.

- o At a Level 4 of the ESL & Bilingual Credential, the maximum number of courses we would want to include is 9 semester hours or 3 courses and work back from there. So a Level 3 could be 6 semester hours or 2 courses and Level 2, 3 semester hours or 1 course.
  - o All Gateways Credentials are required to have a practicum or work experience component.
    - ▪ Level 2 can be observation or supervised experiences.
- Gateways content is predetermined and set in state statute and administrative rule. This Committee is simply adding the specialization pieces.
  - o All Gateways Credentials must have two components: Education and Knowledge, and Work and Practical Experience.
    - ▪ Work and Practical Experience can come in the form of observation or supervisions in either coursework or actual work experience.
  - o The ECE Credential contains seven core content areas. The Committee may choose to use all, some, enhance, and/or add areas that are not represented in the core content areas.
  - o Gateways Credentials must have at least three levels.
- The ECE Credential Competencies document **(ATTACHMENT D)** illustrates the levels of the Credential and what is required at each level along with descriptors to inform each competency.
  - o ECE Competencies have been aligned with NAEYC and Illinois Professional Teaching Standards.
- The draft of possible competencies for the Gateways ESL & Bilingual Credential **(ATTACHMENT E)** was developed by Pat Chamberlain and Luisiana Melendez.
- **Question:** Some documents say "ESL Credential" and some say "ESL & Bilingual Credential". What is the name of the Credential we are developing?
  - o **Comments**: ESL and Bilingual Endorsements have a large amount of overlap. The largest difference is the target language test requirement for the Bilingual Endorsement. This test is only open to those seeking the Bilingual Endorsement to evidence that they are bilingual.
  - o The goal of this Credential is to focus on the overlap of the two endorsements and then if it were possible to find a test component, which could be added to the ESL Credential to prove Bilingualism.
    - ▪ Funding is not available to develop a separate test to prove bilingualism at this time.
    - ▪ There may be policy levers in the state and ways in which an individual could demonstrate bilingualism.
    - ▪ Changes in licensing statutes and rights around testing should be explored.
    - ▪ The Seal of Biliteracy could be utilized in place of the current target language test.
    - ▪ Find ways to open up the target language test so that it is available to students before the bachelor's degree.
      - · Gateways would need to track this information.

Draft ESL and Bilingual Credential Competencies Content (ATTACHMENT E)
- Consultant, Pat Chamberlain explained the thinking and process that guided her work with Luisiana Melendez in developing the draft Gateways ESL & Bilingual Credential Competencies.
  - o Much of their thinking has come from perspectives of their own experiences and talking with those in the field across the spectrum who have worked in dual language settings.
    - ▪ Pat was directly involved with the Logan Square Project which was a model for developing and supporting bilingual early childhood teachers and learned a lot from them.
    - ▪ She also observed programs and reviewed portfolios for those that received ExceleRate Awards of Excellence for Culturally Appropriate Practice.
  - o The consultants thought about creating a content area specific to culture, but felt it should be embedded throughout all content areas.
  - o Goal is to create opportunities, not barriers for articulation and know where we are in terms of policy as well as practice.

- - Focus on the needs of the individual at each level and keep broad to include many cultures and languages.
  - o Descriptors will be built under each competency to inform the exact meaning.
- **Comment:** The Committee should keep in mind how screenings are handled for those with other languages and special education services. Often students requiring these services are either over or under identified. Language must include the assessment and screening of those with other languages. You cannot separate language from learning. Programs need to be built around the child, not the other way around.
- It is important to remember that since this Credential will build from the ECE Credential, the foundational knowledge of early childhood development and education is already included.
  - o Those that developed the Gateways ECE Credential did an enormous job by including foundational language, culture, and issues related to special needs within the Credential. This made it a lot easier to grow that content since ECE is such a strong base.

Discuss and Refine Competencies (ATTACHMENT E)
- **Human Growth and Development (HGD)**
  - o **HGD 2:** Level 2 is an introductory and foundational level and must include social emotional foundations when identifying what development looks like in early childhood.
  - o **HGD 3:** This competency should go beyond the stressors associated with immigration status and include things like xenophobia, racism, social media, prejudices, and implicit bias. Isolate race and culture to be more explicit.
    - ▪ This competency could also be included in other content areas such as: HSW, IRE, FCR, and PPD.
  - o **HGD 4:** Often assistant teachers are expected to take the lead and explain the use of home language. This competency should be introduced at Level 2 and assessed at level 3.
    - ▪ **Question:** Should the competencies include suggested headers as to what role would be at each level?
      - · **Answer**: Possibly. The ECE Credential has used the following: Level 2 – Assistant Teacher, Level 3 – Teacher, Level 4 – Lead Teacher, and Level 5 – Master Teacher.
  - o **HGD #TBD:** This competency is being added to include bilingualism. There is a need for a discreet competency focused on biliteracy.
  - o **Comments:**
    - ▪ Articulation is an important aspect and the Illinois Articulation Initiative (IAI) Early Childhood Panel is holding space for one course that aligns to the ESL Credential. It is important to consider articulation in building to the Level 5.
    - ▪ This Credential should prepare practitioners for their roles by scaffolding foundational knowledge and allow for transferability as they expand their careers.
- **Observation and Assessment (OA)**
  - o **OA 4:** Change wording from "best practice" to "developmentally appropriate practice" and list examples of what is meant by local, state, and federal requirements in the descriptors. Suggestions include rules and policies for the following: English Learners, Head Start, Preschool for All, identification, home language survey, etc.
  - o **OA 6:** Add wording to the end of the competency, "to make informed decisions".
  - o **Comments:**
    - ▪ The ECE Credential Competencies speak to the broad picture of cultural and linguistic responsiveness and assessment, screening, and observation. The ESL & Bilingual Credential should be more explicit to target and understand language assessment and goals for conceptualization.
- **Curriculum or Program Design (CPD)**
  - o **CPD #TBD and CPD 1:** Add examples of classroom language models to the descriptors.

- o **CPD 3:** Take out "English" and "for English Dual Language Learner's (DLL)". Add examples for what is meant by appropriate language development standards add and "guidelines" such as Illinois Early Learning and Development Standards (IELDS), Guidelines and Spanish Language Proficiency Standards.
  - o **CPD 4:** Refers to culturally appropriate facilitation of play. Add examples to descriptors such as read alouds, asking questions, and extension activities.
- **Interactions , Relationships, and Environments (IRE)**
  - o **IRE 1:** Add the word "families" at the end.
  - o **IRE 5:** More explicit language about what diverse development, learning needs, and learning challenges are in relation to this Credential.
  - o **IRE #TBD:** Second competency, replace "Shares" with "promote and support". Possibly move this competency to PPD.
- **Family and Community Relationships (FCR)**
  - o **FCR 1:** Check wording "on how much". Add something about social-emotional with culture in mind.
  - o **FCR 2:** Add "with families" at the end.
  - o **FCR #TBD:** Add "understands the <u>ongoing</u> communication"
  - o **Comments:**
    - ▪ Add throughout FCR, modes of formal and informal communication, assessment documentation, and evidence and how to be sensitive to communities and their resources.
- **Personal and Professional Development (PPD)**
  - o **PPD #TBD:** This competency relates to ethics. This may be more of a Level 3 or 4 for those in leadership/administrative or even include in the IDC.
  - o **PPD 6:** "Creates a professional philosophy that reflects an understanding of the relationship ~~between~~ of language ~~and power~~ parity in programs, policy, and practice".
    Revise this competency, "Defends the rights of children regardless of status". Reword this and reflect internal or external rights.
  - o **Comments:** Additional topics to consider in this content area are: evaluating the status of the home language with the goal of parity, understanding the nuances of translation and interpretation, advocating for others, and how to plan for effective communication amongst a range of skillsets.
- **Question:** Do these competencies fit under these content areas or does another area need to be developed? Are the competencies appropriately placed by levels? In thinking about placement and curriculum, if we need a new content area now is the time.
  - o **Comment**: Possibly add an area specific to biliteracy.
- **Question:** What terminology needs to be included in this Credential? Is there global terminology that can be used (examples included: Dual Language Learners, Emergent Bilingual Learners, Multilingual Learners, Multilingual Children, and Potentially English Proficient)?
  - o **Comments:**
    - ▪ Federal rule for K-12 has changed the wording to any children learning a different language is English Learners (EL).
    - ▪ The term English Language Learner (ELL) does not acknowledge the issue that children are often simultaneously learning two or more languages at the same time. In terms of early childhood literature, it often references Dual Language Learners or Multilingual Learners.
    - ▪ The National Association for the Education of Young Children (NAEYC) uses Dual Language Learners.
    - ▪ World Class Instructional Design and Assessment (WIDA) uses Multilingual Learners.

- In terms of ease of articulation, we need to work on terminology to provide clarity to the field.
  - After an informal vote, the Committee seemed to be leaning towards the use of either Multilingual Learners or Multilingual Children.
- **Question:** Do we need to determine what this Credential will be called? It has been referred to as the ESL Credential, Bilingual Credential, and ESL and Bilingual Credential.
  - **Comments:**
    - The Committee will recommend the name for this Credential. We anticipate developing one Credential with a base that will work for both the ESL Endorsement and Bilingual Endorsement through ISBE.
    - It would be beneficial to the field as a whole to highlight biliteracy earlier, however, from a policy perspective; we may need to put the biliteracy piece on hold for now.
      - Conversations with the Division of English Learners at ISBE will be necessary to strengthen articulation between the Credential and licensing policies.
      - Look for ways to demonstrate receptive and expressive skills to acknowledge biliteracy in listening, speaking, reading, and writing.
    - We don't have to name the Credential today or agree on terminology, but we can put a header or introduction on the framework that uses all terms for now.
- Over a third of a million Gateways i-learning courses have been completed in the last 12 weeks.
  - There is a need to develop very basic trainings that support multilingual learners.
  - A subgroup of this Committee could be formed to research some 60-90 minute modules to place online.

Next Steps
- Pat and Luisiana will synthesis the draft ESL and Bilingual Credential competencies based on discussion from today's meeting and begin drafting descriptors to inform the competencies.
- Another face to face meeting is needed to continue review of the competencies. The December 7th telenet will be canceled and a face to face will be scheduled.
  - Tami will look at some dates that work for the tri-chairs and consultants and send a Doodle Poll to the Committee to set a date and time for this meeting.
- A subcommittee will be formed to discuss and review trainings that may be put online through the ilearning site.

Adjourn

Attachments available upon request.