



Professional Development Advisory Council (PDAC)  
November 16, 2018  
10:00AM – 3:00PM  
Plan Innovate Launch  
Annual Meeting

|                    |                        |                     |
|--------------------|------------------------|---------------------|
| Alicia Fatka       | Donna Emmons           | Marsha Hawley       |
| Amanda Cardin      | Donna Walker           | Melissa Johnson     |
| Amy Pope           | Elva DeLuna            | Melissa Szymczak    |
| Antonia Potenza    | Faith Arnold           | Melissa Walter      |
| April Berthiaume   | Jamie Saul             | Mojdeh Bayat        |
| Barb Christmas     | Jamilah R. Jor'dan     | Nancy Latham        |
| Barb Volpe         | Jill Enchelmayer       | Pat Chamberlain     |
| Bela Mote          | Joellyn Whitehead      | Paula Luszcz        |
| Beth Knight        | Johnna Darragh Ernst   | Rebecca Livengood   |
| Brianne Dilbeck    | Joleen Patton          | Rebecca Pruitt      |
| Bryan Stokes       | Joni Scritchlow        | Sharyl Robin        |
| Christy Allen      | Julie Lindstrom        | Shauna Ejeh         |
| Cindy Berrey       | Julie Swanberg         | Shi Ruei Fang       |
| Cindy Mahr         | Kimberly Hare          | Stephanie Bernoteit |
| Cornelia Grumman   | Lanette Woodard        | Stephanie Hellmer   |
| Dan Harris         | Laura Frey             | Steven Sharp        |
| Dana David         | Lauri Morrison Frichtl | Sue Jackson         |
| Dawn Thomas        | Laurie Rhodes          | Tami O'Daniel       |
| Debbie Rogers Jaye | Lisa Downey            | Tammy King          |
| Diana Rosenbrock   | Lynn Burgett           | Tammy Notter        |
| Diane King         | Malia Owens            | Teresa Gammons      |
| Diane Scruggs      | Marcy Mendenhall       | Teri Meisner        |
|                    | Marilyn Toliver        | Teri Talan          |

**Welcome** - Joni Scritchlow, Senior Program Director, INCCRRA

- Attendees were welcomed to the Annual Meeting.
- The meeting packet includes the agenda, speaker bios, and higher education maps. Copies of the PDAC Strategic Plan Phase VIII, the executive summary of the *Transforming the Early Childhood Workforce: A Call to Action for the State of Illinois*, and the Illinois Staffing and Salary Survey have been provided.
- Marsha Hawley – The Ounce of Prevention, Stephanie Bernoteit – Illinois Board of Higher Education, and Johnna Darragh Ernst – Heartland Community College were introduced as Tri-Chairs of PDAC.

**Celebrations and Milestones** - Marsha Hawley, PDAC Tri-Chair

- Retiring Steering members Diana Rosenbrock, Diane Scruggs, Tammy Notter, Christy Allen, Sharyl Robin, and Debbie Rogers Jaye were recognized for their years of service.

- Marsha thanked Deb Widenhofer, who could not attend, for her years of service to PDAC and for serving as PDAC co-chair since 2013.
- **Plan Innovate and Launch: A Sample of the Highlights of the Past Year**
  - 56,504 Gateways Credentials have been awarded to 45,448 individuals since the program began.
  - The Gateways Registry has more than 110,000 members, second only to Ohio.
  - 374,192 i-learning courses were completed by individuals from July 2017 until June 2018.
  - PDAC Committee members have volunteered more than 3,300 hours in the past year.

**Data that informs innovative thinking:**

- A recent study by the Council for Adult and Experiential Learning (CAEL), found that students earning Prior Learning Assessment (PLA) credit had better outcomes in terms of degree completion and persistence.
- Adult students with PLA credit were two and a half times more likely to earn a postsecondary degree than similar students with no PLA.

***The Adaptive Cycles of Teaching: Learning Through Practiced Based Coaching* by Lisa Downey, M.Ed., National Louis University**

- Key Components of ACT at National Louis University include:
  - Practice based
  - Includes adaptive expertise with practice to see improvement over time
  - Strong mentor component including field and lesson cycles
  - Competency based learning including coursework, field work and mentoring
- The Model
  - Plan – identify and justify learning outcomes
  - Enact – implement instructional activities
  - Analyze – self-assess teaching video
  - Synthesize – observer feedback
- ACT Teaching Competencies
  - Lesson Planning
  - Learning Environment
  - Self-Appraisal
  - Formative Assessment
- ACT Core Practices for Lesson Cycles
  - Literacy
  - Math
  - Science
  - Social Science
- Coaching
  - Lesson Cycles
    - Lessons are planned and implemented using Core Practices
  - Disposition development in the field
    - Over the course of a year, the coach visits the student in the field 10 times and the visit focuses on building dispositional practices

- Teacher candidates may have already mastered competencies and can demonstrate through an entire PLDA of a course or in certain competencies

**Stephanie highlighted items from the PDAC Strategic Plan that have impact on current work**

- The Professional Development Advisory Council Strategic Plan Phase VIII went into effect on July 1, 2018 and covers the next three years of work for PDAC.
- The Financial Supports committee has a goal of advancing recommendations from the Illinois Achieving Compensation Parity Report and identifying and advancing potential and future workforce funding opportunities.
- The Qualifications and Credentials committee is guiding the development through the ESL and Bilingual Ad Hoc Committee of a Gateways ESL and Bilingual Credential to ensure workforce capacity.
  - The credential will be cross walked to appropriate standards.
  - This work is reinforced by the goals of the Higher Education Committee as they will partner with QC to implement the credential into higher education institutions.
- The Workforce Development and Pathways Committee will analyze the effectiveness of various credential pathways and data on the effectiveness of the Gateways Scholarship and GreatStart programs for utilization of the Gateways Credentials.
- The Steering Committee will be continue to implement a leadership model that is reflective and supports a rich diversity of knowledge and experience for PDAC.

**Background on information regarding workforce development planning**

- Illinois leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges.
- 64% of Bachelor's degree students attend more than one Higher Education Institution before completing their degree.
- 53.8% of Illinois community college students who transferred to four-year colleges completed a bachelor's degree within six years.

***Collaborative Pathways and New Delivery Systems* by Johnna Darragh Ernst, Ph.D., Heartland Community College**

- Key components of the project include:
  - New program within Heartland Community College (HHC)
  - From High School to Community College:
    - Existing partnership between feeder high schools and two community college courses offered at high schools by qualified faculty.
    - Expanded model will include Gateways Level 2 competencies offered at high schools. Implementation planned for the 2019-2020 school year.
  - Pathway Model Components:
    - Gateways Level 2 completers have the opportunity to:
      - Earn Gateways Level 3 and Gateways Level 4 at Heartland Community College.
      - Placement at Heartland Child Development Lab/teacher's aide at partnering organizations.
  - Challenge:
    - Access, enrollment, and diversity in learner needs
      - Students need flexibility, which online courses offer

- Online courses tend to have more consistent enrollment
- Students may feel enrolling in online course would not be conducive to academic success
- Solution:
  - Combine online and face-to - face options
    - Students can attend fully online, face to face or in whatever combination fits their schedule and learning needs
    - Uses Universal Design for Learning as pedagogical tool to unify sections

***An Integrated Approach to Early Childhood Teacher Preparation by Rebecca Pruitt, Ph.D., Lewis University***

- Key components include:
  - Three endorsements at Lewis University: Early Childhood Education, Early Childhood Special Education, and English as a Second Language
  - Non-Licensure equals licensure track, as all students considered equal
    - Competencies through the Gateways Credential Levels provide an equalizing structure
  - Field work is aligned with course work at Lewis University
    - Students have supervised experiences in non-public schools settings, public schools settings, birth to 2, 3 -5, and Kindergarten/primary
  - Students are not tied to one track of study
  - Diverse students at Lewis University:
    - Only 11% of students are categorized as traditional student (entered as freshman).
    - 56% are transfer students (sophomore/junior level). Lewis has built strong relationships with local junior colleges
    - Lewis University employs proactive advising known as “radical hospitality”. A key cultural shift
    - Collaboration among faculty
      - Including 2- year partners/community colleges
    - Center for Academic Success and Enrichment
    - Counseling Services

**Key Connecting Points from the Tables**

- The importance of mentoring and coaching.
- Higher Education Institutions must look at different options to teacher preparation (i.e., online, blended, weekend/nights).
  - Importance of informing center directors and staff of the different options now being offered at higher education institutions in order to encourage staff to enroll.
  - Move classes from campus to the community or hold at centers.
- Looking at trainings and pathways and how they align to competencies.
- Competencies across the state (the way we look at it will make us more unified).
- More people are moving from administrators to coaching and consultant work.
- Students graduating from early childhood higher education programs are finding positions within school districts rather than centers. The salary issue must be addressed

in order to keep centers staffed and licensed, or more centers will continue to close across the state.

- Compensation is the elephant in the room and must be addressed.

**Reprise -Marsha Hawley**

- Attendees were thanked for attending the Annual Meeting.

**Annual Meeting Adjourn**

**PDAC Business Meeting  
November 16, 2018  
Minutes**

|                    |                        |                    |
|--------------------|------------------------|--------------------|
| Amanda Cardin      | Jill Enchelmayer       | Pat Chamberlain    |
| April Berthiaume   | Joellyn Whitehead      | Rebecca Livengood  |
| Barb Christmas     | Johnna Darragh Ernst   | Rebecca Pruitt     |
| Barb Volpe         | Joleen Patton          | Sharyl Robin       |
| Bela Mote          | Joni Scritchlow        | Shauna Ejeh        |
| Beth Knight        | Julie Lindstrom        | Stephanie Bernoeit |
| Christy Allen      | Julie Swanberg         | Stephanie Hellmer  |
| Cindy Berrey       | Lauri Morrison Frichtl | Steven Sharp       |
| Cindy Mahr         | Laurie Rhodes          | Sue Jackson        |
| Debbie Rogers Jaye | Lynn Burgett           | Tami O'Daniel      |
| Diana Rosenbrock   | Marcy Mendenhall       | Tammy King         |
| Elva DeLuna        | Marsha Hawley          | Tammy King         |
| Faith Arnold       | Melissa Johnson        | Tammy Notter       |
| Jamilah R. Jor'dan | Melissa Szymczak       | Teri Meismer       |
|                    | Mojdeh Bayat           | Teri Talan         |

**Welcome – Marsha Hawley, PDAC Tri-chair**

**Review and Approval of Minutes**

- September 21, 2018
  - Marcy Mendenhall moved to approve the minutes.
  - Christy Allen seconded the motion.
  - Minutes were approved.

**Relationship Based Professional Development Recommendation (See Attached 1)**

Teri Talan introduced the Relationship Based Professional Development Recommendation:

- **Recommendation:** The Qualifications & Credentials (QC) Committee recommends piloting Relationship Based Professional Development model(s) in order to learn more about potential RBPB pathways and processes.

For purposes of the pilot, RBPB is defined as:

Relationship Based Professional Development (RBPB) uses professional relationships established through formalized agreements, as a primary method to support professional growth and development for adult learners. RBPB implements a reflective cycle of inquiry using an evidence-based adult learning process of goal-setting, observation, assessment, action planning, reflection, and feedback to improve practice.

- **Rationale:** Relationship Based Professional Development (RBPDP) is a validated model of supporting professional growth and development for adult learners. Within a range of Illinois early childhood settings, RBPDP is currently being utilized in communities of practice and to support continuous quality improvement (CQI). Several states are in the process of establishing parameters for utilization of RBPDP in a variety of ways: e.g. supporting individual advancement on the Career Lattice; counting toward mandated annual training hours as required by licensing, etc. Illinois has the necessary infrastructure required to implement an RBPDP pilot. The pilot would inform guidance and parameters for potential future recommendations related to use of RBPDP in state policies.
  - **Recommendation passed.**

### **SA/YD Competency Recommendation (See Attached 2)**

Bela Mote introduced the SA/YD Recommendation:

- **Recommendation:** The School-Age and Youth Development Credential Committee recommends the attached consolidated SAYD Credential Levels 2-5 competencies.
- **Rationale:** The original Gateways School-Age and Youth Development Credential consisted of 112 competencies across nine content areas. This extremely high number of competencies makes it difficult to obtain a competency-based SAYD Credential. The 112 competencies for the SAYD Credential were 50% more competencies than the ECE Credential and 64% more than the Family Specialist Credential. The SAYD Committee reviewed and consolidated the 112 SAYD Credential competencies into 67 competencies across eight content areas which were independently evaluated by a faculty consultant. With the shift to competencies and the alignment of the SAYD Credential to the Illinois Director Credential, the content area of Program and Agency Governance and Function (PAGF) was eliminated. The PAGF content area was specific to the administration of a school-age and youth program and therefore is no longer needed.
  - **Recommendation passed.**

**Adjourn**

