



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials Committee

October 11, 2018

Meeting

10:00 AM – 3:00 PM

Barbara Christmas	Connie Shugart	Joni Scritchlow	Sharyl Robin
Bela Moté*	Diana Rosenbrock*	Judith Hunt	Stephanie Hellmer
Beth Knight	Diane King**	Julie Lindstrom	Sue Jackson
Carol Weisheit	Elva DeLuna	Malia Owen	Tamara King
Christy Allen	Faith Knocke	Melissa Johnson	Tammy Notter
Cindy Camacho**	Jill Enchelmayer	Miranda Lin	Teri Talan*

*Denotes tri-chairs

**Participation by phone

Welcome –Teri Talan, Diana Rosenbrock, Bela Moté, QC tri-chairs

Approval of September 13, 2018 Minutes

- Motion to approve by Christy Allen.
- Motion seconded by Barbara Christmas.
- Motion passes and minutes approved.

Introductions

- Each Qualifications and Credentials Committee member in attendance introduced themselves as a few new faces have joined the committee.

Relationship-Based Professional Development (RBPB)

- There are two handouts that will be used to facilitate the RBPB discussion this morning. The Overview of Key Points from the Center for Early Education and Development at the University of Minnesota (Attachment A) and RBPB National Landscape (Attachment B).
 - Attachment A highlights how Minnesota defines and uses an RBPB model within a professional learning community (PLC).
 - Attachment B includes Minnesota's 13 endorsements for RBPB Specialists. The state of Washington also uses various types of RBPB Professionals to support early childhood educators.
- Several years ago, INCCRRA and the Professional Development Advisor (PDA) program piloted a model of using advising hours toward an individual's professional development. This included preliminary conversations with the Department of Children and Family Services (DCFS) and how these hours could count toward the required hours of professional development staff complete annually. Ultimately, this model was not complete. Today's conversation will expand the use of RBPB into the training system.
- National Workforce Registry Alliance
 - Joellyn Whitehead attended the annual conference in September.
 - Although she was unable to attend today's meeting, she shared that other states are sharing how RBPB is being used within their professional development system.
 - Typically Illinois has led the way in early childhood initiatives, although; this is not the case for implementing RBPB.
- Part of QC's goals within the PDAC Strategic Plan – Phase VIII is to shape and test a model of RBPB prior to making a full recommendation to DCFS acknowledging RBPB in annual training hours. Piloting an RBPB model will test parameters and requirements.

- Discussion
 - Who currently provides RBPDP?
 - Quality Specialists within the Child Care Resource & Referral (CCR&R) System
 - Mental Health Consultants
 - Professional Development Advisors
 - Preschool for All Coaches
 - Tracking
 - Keep it simple.
 - CCR&R staff already has access to the Data Tracking Program (DTP).
 - How would non-CCR&R staff track/enter RBPDP hours?
 - Advisor qualifications
 - Degrees and credentials (i.e. Bachelor's degree, Gateways Technical Assistance Credential).
 - What does RBPDP look like?
 - Create/adopt a definition.
 - A coach can provide targeted RBPDP to support individualized learning.
 - United States Air Force uses a similar developmental training model.
 - Parameters
 - What percentage of annual training hours can come from RBPDP?
 - Is credit given for each hour of RBPDP? (i.e. 1:1 or 3:1)
 - Other thoughts
 - If teachers are able to differentiate curriculum for children, coaches can support staff by individualizing and personalizing professional development using and RBPDP model.
 - Environmental Rating Scale (ERS), as an example, uses site visits and follow-up coaching as a link between learning and reflection.
 - Program Administration Scale (PAS) and Business Administration Scale (BAS) are other examples that include site visits, practice, and reflection.
 - Community of Practice or Professional Learning Communities (PLC)
 - Teachers identify opportunities for improvement and challenges and receive personal coaching and mentoring.
 - Early EdU Alliance through University of Washington – Melissa Johnson shared that Highland Community College is a member and pilot participant of the Early EdU Alliance as are Morton College and National Louis University.
 - Coaching Companion is a video sharing and coaching feedback app and is an integral part of the EarlyEdU Alliance model. It enables students to take what they learn in their college courses, apply it to their interactions with children, and then reflect upon their practice with peers and faculty. This gives instructors the opportunity to provide timely coaching and feedback. Used in conjunction with the EarlyEdU Alliance materials, the Coaching Companion enables faculty to focus their time on observing student performance and giving quality feedback. The process not only builds competence in evidence-based teaching practices but also fosters valuable coaching skills for early learning professionals.

RBPDP Definition

- The QC Committee needs to define RBPDP for Illinois.
- Discussion:
 - New Head Start standards and Pyramid Model include coaching. However, 'peer coaching' is not currently acknowledged (i.e. a teacher mentoring another teacher). Additionally, education requirements include a minimum of a Bachelor's degree. A coach must also be a designated, unbiased source; this eliminates direct supervisors from coaching employees.
 - A mentee must feel comfortable working with a coach without the pressure of their supervisor.
 - A designated coach is able to work individually and confidentially with staff during this change process.

- CCR&R does not have the ability or capacity to meet with every early childhood educator.
 - Directors/supervisors typically do not have enough time to add coaching to their work load and are eager to have a designated coach who is trained in RBPB to improve their program.
 - However, Head Start does not have any additional funds to pay for a dedicated coach/mentor to provide RBPB. They estimated it would take approximately \$16,000 to mentor eight staff members.
 - Teachstone is a resource used by Head Start that is more affordable – costing \$3,000 for 33 staff members.
 - **Question:** How do we help those already receiving RBPB get credit for it?
 - It is the charge of the QC Committee to maximize existing capacity to allow staff to get credit for RBPB. The QC Committee will create a pathway and parameters by recommending a pilot RBPB model.
 - A pilot would identify parameters of how much RBPB can be used as well as outcomes and use toward Gateways Credential competencies.
 - **Question:** Who is qualified to give RBPB?
 - There is a pool of professionals in the state who have already been identified as coaches and/or mentors.
 - CCR&R Quality Specialists
 - CCR&R Infant Toddler Specialists
 - Individuals with a Gateways Technical Assistance (TA) Credential
 - Preschool for All coaches
 - **Question:** Shouldn't the Technical Assistance Credential be required to provide RBPB?
 - There are less than 80 individuals throughout the state that have a TA Credential. Piloting an RBPB model would incentivize individuals to apply for and gain a TA Credential.
 - There is some overlap of CCR&R Quality Specialists who also have a TA Credential.
 - In the meantime, the pilot would include those with a certain degree level and experience as a coach/mentor.
 - **Question:** How is RBPB compared to process-based learning?
 - RBPB is inclusive of process-based learning.
- The Committee used the Washington State Department of Early Learning resources on Attachment B as a foundation for an RBPB definition.
 - Relationship Based Professional Development Content Specialist – uses professional relationships as a primary method to support professional growth and development for adult learners and implements a reflective cycle of inquiry using an evidence-based adult learning process of goal setting, observation, assessment, action planning, reflection and feedback in specific areas of expertise that support the early learning field. Example areas of specialty: special needs, mental health, health, PreK-3rd grade.
 - Washington's definition narrows RBPB and will help identify parameters, qualifications, and pathways to high quality coaching.
 - **Question:** What is missing or how can we adapt this definition?
 - Relationship Based Professional Development ~~Content Specialist~~ uses professional relationships **established through formalized agreements**, as a primary method to support professional growth and development for adult learners and 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 in specific areas of expertise that support the early learning field. Example areas of specialty: special needs, mental health, health, PreK-3rd grade.**
 - The QC Committee unanimously agreed to this definition of RBPB.
- Pilot Parameters Discussion

- Outreach would be limited to approximately 100–150 people identified as coaches/mentors. This includes but not limited to CCR&R staff. Individuals with a TA Credential would also be included in the pilot.
- **Question:** Any other key groups missing?
 - Consider adding adjunct faculty.
- For the purposes of the pilot, the QC Committee agrees that the coach should not be a direct supervisor to the mentee.
 - Directors could participate in the pilot if providing RBPD at other centers or locations where they do not supervise those being coached.
- Master/Lead Teachers who’s education and experience is higher than their co-workers, may need additional training using an evidence-based model in order to provide RBPD.
- Diane King – Head Start evidence-based report with target outcomes specific to grantees. ILAECY SAM Project.
- The pilot will develop and test parameters regarding quality control, documentation, and answer questions regarding how to use RBPD for credential credit.
 - At the end of the pilot, it will be the charge of this committee to make a recommendation to DCFS

RBPD Discussion and Recommendation (Attachment C)

- **RECOMMENDATION:** The Qualifications & Credentials (QC) Committee recommends piloting Relationship Based Professional Development model(s) in order to learn more about potential RBPD pathways and processes.
 - For purposes of the pilot, RBPD is defined as:
Relationship Based Professional Development (RBPD) uses professional relationships established through formalized agreements, as a primary method to support professional growth and development for adult learners. RBPD 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 (RBPD) is a validated model of supporting professional growth and development for adult learners. Within a range of Illinois early childhood settings, RBPD 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 RBPD 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 RBPD pilot. The pilot would inform guidance and parameters for potential future recommendations related to use of RBPD in state policies.
- The Qualifications & Credentials (QC) Committee voted unanimously to approve this recommendation. It will be presented to PDAC Steering on October, 17, 2018.

School-Age and Youth Development (SAYD) Credential Competency Framework (Attachment D)

- The QC Committee was given a copy of the updated SAYD Credential competency framework.
 - In Level 2 – written “(From coursework of credential approved training)” – update to “or”.
- During the pilot, practitioners received a Gateways School-Age (SA) Credential and/or a Youth Development (YD) Credential.
- Pilot credentials will be expected to renew by December 31, 2019. During the pilot, everyone who received a Youth Development Credential also received a School-Age Credential.
- Post-pilot, the SA Credential and YD Credential were merged into the School-Age and Youth Development (SAYD) Credential.
- **Question:** When practitioners renew their SA Credential and/or YD Credential, would they be issued a new SAYD Credential?
 - The QC Committee is in agreement to renew pilot SA & YD Credentials as an SAYD Credential.

NAEYC Professional Standards and Competencies for Early Childhood Educators (Attachment E)

- NAEYC has released the first public draft of its position statement on “Professional Standards and Competencies for Early Childhood Educators”. This is a revision of the 2009 position statement on “NAEYC Standards for Early Childhood Professional Preparation”.
 - On, Monday, October 15th, NAEYC is hosting a webinar on the Professional Standards and Competencies for Early Childhood Educators. Carol Weisheit will email INCCRRA staff who will share the registration link with the QC Committee.
- Part of QC’s goals in the PDAC Strategic Plan – Phase VIII is to respond to state and national initiatives. The QC Committee will take an official stance and inform PDAC Steering to respond by the November 16th, 2018 deadline. Decision Cycle 6 is currently open for public feedback.
 - In this cycle, the professionals in this field have been named Early Childhood Educators.
 - Their professional designations are in three levels.
 - Early Childhood Educator I (ECE I) – Professional Training Program Completers (minimum 120 training hours). Inclusive of a broad range of education options.
 - Early Childhood Educator II (ECE II) – Associate Degree Program Graduates
 - Early Childhood Educator III (ECE III) – Bachelor’s Degree Program Graduates and Master’s Degree Program Graduates (initial prep)
 - ECE I, ECE II, and ECE III are all prepared and valued as early childhood educators.
- Although the NAEYC Professional Standards have outlined the knowledge and skills for early childhood educators, they have not yet determined a uniform set of competencies.
 - During previous decision cycles, there was a lot of feedback regarding the use of a Bachelor’s degree as a baseline to increase the profession. The feedback concluded that this was too high and may be considered in the future.
- **Question:** Using the Gateways to Opportunity ECE Framework (Attachment F) and Competencies (Attachment G), how does the Gateways ECE Credential align with NAEYC’s Early Childhood Educator levels?
 - The Gateways ECE Credential has six levels inclusive of a pathway that leads to the completion of a Bachelor’s degree.
 - It is possible that a decade from now, the Gateways ECE Credential Levels 1–3 may not be needed if the field requires the completion of a degree.
 - NAEYC’s ECE I (120 training hours) is similar to a Council on Professional Recognition’s Child Development Associate (CDA) certificate.
 - Illinois workforce data has confirmed that 5–6% of the early childhood workforce holds a CDA. Most programs are shifting to use Gateways Credentials.
 - NAEYC has six professional standards and competencies.
 - Standard 1: Child Development and Learning in Context
 - Similar to Gateways Human Growth and Development (HGD)
 - Standard 2: Family and Community Partnerships
 - Similar to Gateways Family and Community Relationships (FCR)
 - Standard 3: Child Observation, Documentation, and Assessment
 - Similar to Gateways Observation and Assessment (OA)
 - Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies
 - Similar to Gateways Interactions, Relationships, and Environments (IRE)
 - Standard 5: Content Knowledge in Early Childhood Curriculum
 - Similar to Gateways Curriculum or Program Design (CPD)
 - Standard 6: Professionalism as an Early Childhood Educator
 - Similar to Gateways Personal and Professional Development (PPD)
 - Interestingly enough, NAEYC neglected to include a professional standard regarding Health, Safety, and Well-Being (HSW); which is a federal requirement for all early childhood programs.
 - **Consensus:** The QC Committee will address the issue of missing HSW in the NAEYC professional standards in their written response.

- Gateways Credential competencies are leveled and measureable. As currently written, the NAEYC professional standards and competencies are not leveled or written using measureable language.
 - **Question:** Is leveling educator status equitable?
 - NAEYC levels are a foundational core for the ECE profession. It does not matter what setting.
 - The Gateways Illinois Director Credential (IDC) shifted from administration inclusive of ECE/School-Age content to using the Gateways ECE or School-Age and Youth Development (SAYD) Credential as the core.
 - The Gateways Career Lattice uses the ECE Credential as a foundational core for the following credentials:
 - Family Child Care Credential
 - Illinois Director Credential
 - Infant Toddler Credential
 - Technical Assistance Credential
 - The Gateways SAYD Credential and Family Specialist Credential (FSC) do not use the ECE Credential as a foundation; therefore, they are not included in the career lattice.
 - **Comments:**
 - Illinois providers already feel frustrated about the ExceleRate Illinois Quality Rating and Improvement System (QRIS) and the high levels of education and credentials that are required.
 - Clear differences and levels of responsibilities will define the early childhood profession.
 - Similar to the field of nursing – there are different levels of education and responsibilities (i.e. Nursing assistant (CNA), Licensed practical nurse (LPN), Registered nurse (RN), etc.).
 - There will come a day when everyone in the early childhood field will have the same level of education.
 - This will limit opportunities for providers to advance within the profession.
 - Employers, especially in rural areas, already struggle with compensation, professional development opportunities, and finding qualified educators for their programs.
 - Registry data shows that professionals with a Gateways Credential receive higher wages than those without.
 - *No Small Matter* – a film about early care and education is in the process of scheduling regional viewings. Carol Weisheit will email INCCRRA staff who will share this information with the QC Committee.
 - Both the Illinois Association for the Education of Young Children (Illinois AEYC) and INCCRRA have expressed interest in hosting a regional viewing of *No Small Matter*. More details will be shared once available.
 - Public perceptions of early childhood educators are that of a ‘babysitter’.
 - The nursing field changed perceptions in the wake of a nursing shortage and driven by doctors.
 - Funding for equitable compensation for early childhood educators will come when a dire need of teachers reaches a critically low point.
 - Illinois and the nation as a whole are almost at the critically low point.
 - Melissa Johnson will work with the ACCESS Committee to draft a written response to NAEYC professional standards and competencies.
 - Overall, the QC Committee appreciates language in the NAEYC professional standards and competencies in regard to biases and prejudices (Standard 6f) and unification and advocacy for the field (Standards 6e).
 - Standard 6f is similar to the Gateways Credential renewal requirements inclusive of cultural competence, racial equity, and/or multilingual development of children.

- Once the NAEYC professional standards and competencies are final, the QC Committee may use to strengthen Gateways Credential language.

Announcements/Updates:

- Diane King – Southeastern Illinois College Action Team is struggling to find qualified teachers for early childhood programs. This team is collecting data on yearly tuition rates and has found that:
 - On average, a family in Illinois with two children in child care pays \$23,426 annually in tuition.
 - On average, families in southern Illinois pay \$13, 830.30 annually for the same two children. Centers in southern Illinois are receiving 59% of the state average and are still held to the same quality standards.
 - This has caused 16 centers to close within the last 18 months.
 - This is also causing centers to lose ExceleRate Illinois Circles of Quality ratings.
 - There is an immense economic disturbance because of the lack of quality child care.
 - **Comments:**
 - The teacher shortage is statewide. There needs to be more outreach to high school students to promote careers in early childhood.
 - Questions to consider: Is the teacher shortage due to more children and not enough teachers? Or less teachers and programs due to less children needing child care?
- Christy Allen – Illinois Afterschool Network (IAN) is collaborating with INCCRRA to add school-age specific trainings on the ilearning portal.
- Teri Talan – McCormick Center for Early Childhood Leadership received a two-year grant to develop a leadership journey initiative for new center directors. This co-hort would provide regional meetings to new directors and would align with the Gateways Illinois Director Credential competencies. Parameters are in the process of being developed.
- Julie Lindstrom – PDAC Annual Meeting is November 16th, 2018. Please register promptly.
- Illinois Association for the Education of Young Children (ILAEYC) Growing Futures 2018 Conference is October 18-20, 2018. Registration is currently open.
- Joni Scritchlow – In response to the Latino Policy Forum’s recommendation, a Gateways ESL/Bilingual Credential is in the process of being developed.
 - The 18 semester hours of coursework leading to an ESL and/or Bilingual endorsement is only available to those with a Professional Educator License (PEL).
 - The Gateways ESL/Bilingual Credential would scaffold knowledge needed at the Associate degree level.
 - Some of these Associate level courses could potentially transfer toward the PEL with an ESL and/or Bilingual endorsement.
 - Access to these courses will increase the provider capacity when working with bilingual students.
- Since the Test of Academic Proficiency (TAP) test has been eliminated for students entering teacher preparation programs, higher education institutions have seen an increase in teacher preparation programs.
 - One concern is that students may struggle to pass the Basic Skills and Content Area tests in order to gain a PEL.
 - However, Gateways Credentials may still be obtained for students who have not acquired a PEL.

Adjourn 2:30 PM

FY19 Meetings:

Third Quarter

- Thursday, January 31st, 2019 Telenet 1:30 PM – 3:00 PM

Fourth Quarter

- Thursday, April 11th, 2019 Telenet 1:30 PM – 3:00 PM



Attachment A

Relationship-Based Professional Development (RBP) Landscape

Minnesota: <https://www.mncpd.org/resources/#tab-id-3>

RBP Specialists

Endorsements:

▪ Business Consultant	▪ Infant CLASS Coach	▪ Pre-L CLASS Coach
▪ Early Childhood Accreditation Coach/Consultant	▪ Infant –Toddler Specialist/Coach	▪ Professional Development Advisor
▪ Health & Safety Specialist/Coach	▪ Mental Health Consultant	▪ School Aged Accreditation Coach/Consultant
▪ Inclusion Coaches/Consultant	▪ Parent Aware Quality Coach	▪ Toddler CLASS Coach
	▪ Pathway to Quality Coach	

Washington: <https://del.wa.gov/AdultEducatorQualifications>

There are various types of RBP Professionals that support early childhood educators in Washington:

- **Relationship Based Professional Development Peer Mentor** – provider mentorship and support to peers. These relationships are commonly found across family child care, child care centers, and family, friend, and neighbor providers.
- **Washington State-Approved Trainer** – provides classes for adult learners using learning objectives, interactions, reflection, application, and assessment.
- **Relationship Based Professional Development Content Specialist** – uses professional relationships as a primary method to support professional growth and development for adult learners and implements a reflective cycle of inquiry using an evidence-based adult learning process of goal setting, observation, assessment, action planning, reflection and feedback in specific to areas of expertise that support the early learning field. Example areas of specialty: special needs, mental health, health, PreK-3rd grade.
 - A Relationship Based Professional Development (RBP) Specialist uses professional relationships as a primary method to support professional growth and development for adult learners and implements a reflective cycle of inquiry using an evidence-based adult learning process of goal setting, observation, assessment, action planning, reflection and feedback in specific to areas of expertise that support the early learning field. Example areas of specialty: special needs, mental health, health, PreK-3rd grade.
 - Minimum Qualifications: Bachelor's degree in area of focus, RBP/Adult Education experience
 - Preferred Qualifications: Bachelor's degree in ECE or Area of RBP Specialty AND RBP or Coaching Certificate
- **Relationship Based Professional Development Generalist (Coach)** – uses professional relationships as a primary method to support professional growth and development for adult learners and implements a reflective cycle of inquiry using an evidence-based adult learning process of goal setting, observation, assessment, action planning, reflection and feedback. Example roles include Early Achievers Coaches.
 - A Relationship Based Professional Development Generalist (RBP) uses professional relationships as a primary method to support professional growth and development for adult learners and implements a reflective cycle of inquiry using an evidence-based adult learning process of goal setting, observation, assessment, action planning, reflection and feedback. Example roles include Early Achievers Coaches.
 - Minimum Qualifications: Bachelor's Degree in Early Childhood Education, RBP/Adult education experience
 - Preferred Qualifications: Bachelor's Degree in Early Childhood Education AND RBP or Coaching Certificate

General considerations:

- Qualifications of coach/mentor/RBP provider are key. Qualification parameters to test/pilot could include:
 - CCR&R specialists: Quality Specialist, Infant Toddler Specialist, etc.
 - Individuals providing RBP who hold a Gateways to Opportunity Technical Assistance (TA) Credential
 - The TA Credential requires an "area of specialization" (e.g. Infant Toddler, ECE, Family Child Care, Family Specialist, School-Age & Youth Development or ECE/School-Age Administration) which requires 4,500 hours (approx. 3 years) of experience in each specialization
 - Specialized roles like "CLASS coach", "PDA/professional development advisor", "special needs/inclusion consultant",
 - INCCRRA would develop processes on entering/tracking of RBP to ensure linkage to PDR
- "How much credit" to give for RBP – nothing has emerged as best practice, but the majority are 1:1 (1 hour of approved RBP counts the same as 1 hour of approved training). Either Minnesota or Pennsylvania is 3:1 (3 hours of RBP counts as 1 hour of approved training).
- NAEYC definitions: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

Attachment B

Overview of Key Points

Center for Early Education and Development, University of Minnesota

What is the research base for relationship-based professional development (RBPDP)?

A combination of training and feedback on practice is more effective in supporting teacher change than training alone. In order to support successful changes in knowledge and practice, teachers benefit from professional development models that include follow-up observation and individualized feedback (Pianta, Neuman, & Wright, 2010). After reviewing the professional development literature, the National Professional Development Center on Inclusion (2008) concluded that

a small, but growing, body of empirical evidence suggests that professional development is more likely to be effective and enhance teaching and learning when it has the following elements:

1. Professional development approaches that are focused on professional practices and consist of content-specific rather than general instruction.
2. Professional development that is aligned with instructional goals, learning standards, and the curriculum materials that practitioners use in practice.
3. Learning opportunities that are intense, sustained over time, and include guidance and feedback on how to apply specific practices through methods such as coaching, consultation, or facilitated collaboration (e.g., communities of practice, teacher study groups). (p. 4)

Isner et al. (2011) reported clear guidance about coaching effectiveness from Child Trends' review of promising features of coaching. Moreover, according to Neuman and Wright (2010):

Professional development plus coaching was related to significant increases and educationally meaningful changes in providers' skills and practices in both centers and home care settings. Professional development coursework alone did not lead to improvements in either teacher knowledge or practice. In fact, scores on both measures for this group were indistinguishable from controls. Effective professional development is specific and targeted, involving many opportunities for practice with feedback in the context of one's own practice. (p. 7)

Table 1 shows an oft-cited visualization of the effectiveness of relationship-based professional development (Showers, Joyce, & Bennett, 1987).

Attachment B

Table 1.

Effectiveness of Relationship-Based Professional Development

Professional Development Outcomes			
Professional Development Elements	Knowledge Level (Estimated percentage of participants understanding contents)	Skill Level (Estimated percentage of participants demonstrating proficiency in the instructional practices)	Transfer to Practice (Estimated percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content - what it is, why it is important, and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	30%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when the return to the classroom)	95%	95%	95%

Relationship-Based Professional Development
Center for Early Education and Development

Terms and Definitions

Although RBPB includes categories with finely tuned distinctions (coaching, mentoring, and consultation,) in this protocol we will use the term *coaching*, the word and process often described in the literature about how to support teachers in their use of authentic assessment. Coaching is also a common term used in a variety of RBPB initiatives in Minnesota. For more information on definitions and distinctions of RBPB models, see http://www.naeyc.org/GlossaryTraining_TA.pdf, a technical assistance glossary from the National Association for the Education of Young Children's glossary.

Definitions of Coaching

In this document we identify two overlapping yet distinctive definitions of coaching. Each suggests the end goal of coaching is to improve student learning and development.

1. The Colorado Coaching Consortium in the Coaching Competencies for Colorado Early Childhood Education (2009) stated that coaching is, "intentionally designed to promote sustainable growth." According to this definition, the coach eventually "lets go" as the teacher's skills becoming self-sustaining. The Consortium definition also explicitly listed growth in "attitudes, skills, and knowledge":

Coaching is a learning process based on a collaborative relationship that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge to effectively implement the best practices for the development of young children and their families. (para. 1)

2. The definition of the University of Kansas Coaching Project at the Center for Research on Learning includes the term "non-evaluative," which may be a challenge for supervisors who serve as a coach but must evaluate teachers coach. The wording of this definition emphasizes mutuality by using terms like "share" and "expressed goal of learning together":

Coaching is a non-evaluative, learning relationship between a professional developer and a teacher, both of whom share the expressed goal of learning together, thereby improving instruction and student achievement. (Knight, 2006, p. 37)

Coaching is most effective when the following occurs:

- Details about the coaching model, activities, and sequencing of activities are articulated clearly and aligned with objectives and outcomes.

- Coaches receive supervision and are provided with guidance regarding documentation, observation, and feedback.
- Intensity and duration is matched to the desired outcomes.
- Coaches receive clear guidance (ideally through a coaching manual) that supports fidelity of implementation.
- Coaches reflect on data to support ongoing improvements and tailoring of strategies. (Isner et al., 2011)

Definition of Professional Learning Community

A professional learning community (PLC) is a distinct but often complementary relationship-based approach that can support teacher practice and student outcomes. PLCs consist of facilitated peer relationships that focus on data, learning, and application, and are most common in school-based settings where teachers meet together to look at resources and data. A facilitator (sometimes called a “coach”) guides the discussion and application of data to plan for group and individualized instruction.

Professional learning communities are included in this document as a relationship-based strategy for applying knowledge to practice. As is the case with other relationship-based approaches, clearly defining plans and goals, implementing them, and performing ongoing evaluation of the process (and outcomes) are critical.

The Great Schools Partnership (2014) has defined a PLC as “a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students” (para. 1). PLCs function with different names, implementation processes, and often a lack of clear outcome results. Dufour (2004) described three critical questions to be addressed in effective PLCs, with a particular emphasis on the third question:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Over time, PLCs have been implemented with varying degrees of focus, facilitation, intensity, and outcome-based goals. Dufour (2004) identified three components of successful PLCs:

- Ensure student learning.
- Culture of collaboration (as opposed to teacher isolation).
- Focus on results.

(For a description of varied implementation levels, discussion of challenges/outcomes, and specific activities and goals, see <http://edglossary.org/professional-learning-community/>.)

Other RBPB Models Currently Used in Minnesota

When coaching has been included in the model, professional development initiatives in Minnesota have led to changed practice and increased student outcomes (Lizakowski, 2005; Markovitz, Hernandez, Hedberg, & Silbergitt, 2015). Based on data from Minnesota's Early Childhood Assessment Project (2014), authentic assessment has not been strongly integrated into practice in our state. Therefore, outcomes from other content areas (e.g., literacy, math, social-emotional interventions), suggest that consistent coaching practices offer a viable option to strengthen teachers' use of authentic assessment. (See Appendix B for current RBPB activities.)

Implementation Approaches

Programs (Head Start, school districts, child care centers, etc.) that have implemented coaching as a value-added approach to professional development have required deliberate planning around a number of implementation issues. For example:

- What is the role of the principal/director/administrator?
- Who will be the coaches? How are their responsibilities allocated?
- How is coaching funded?
- How will teachers experience this level of individualized support? Happily or with trepidation?
- When will the coaching occur?

These and other questions arise as program leaders explore and commit to offering coaching regardless of content area. When the content area is assessment, coaching includes supporting teachers throughout the cycle of authentic assessment, including: gathering data by means of authentic assessment in day-to-day teaching practice; connecting those data to formal assessment tools; and using the data to plan/adapt for individuals and groups accordingly. Coaching also may mean determining how specific assessment tools are used to plan for and support children's learning and development.

Supporting teachers through relationship-based models has the potential to demystify the authentic assessment process so that it is integrated into an educator's daily routines of interacting, observing, planning, and teaching children. Implementing the systemic or programmatic level of building capacity for authentic assessment coaching includes several steps based on the literature and expert coaches in K-12 instruction, Head Start practice, content areas (literacy and math), and those who work specifically with classroom-wide and

child-specific assessment tools. Even coaches and teachers in the role of primary implementers can use systems thinking to identify the level of commitment and resources needed to support successful assessment RBPd.

In the following pages we will outline a way to implement a framework for using RBPd to support teachers' practice of authentic assessment. The outline begins with foundational considerations and identifies the what, who, and how needed for implementation. The stories below offer real world examples of various RBPd approaches.



Attachment C



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 11, 2018

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

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 (RBPB) is a validated model of supporting professional growth and development for adult learners. Within a range of Illinois early childhood settings, RBPB 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 RBPB 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 RBPB pilot. The pilot would inform guidance and parameters for potential future recommendations related to use of RBPB in state policies.

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X Date: 10/11/2018

Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date: |



Attachment D

Gateways to Opportunity® **School-Age & Youth Development (SAYD) Framework**

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN SCHOOL-AGE & YOUTH DEVELOPMENT (AGES 5 THROUGH 16)	WORK & PRACTICAL EXPERIENCE WITH SCHOOL-AGE & YOUTH
LEVEL 5	Bachelor's Degree	<i>Must meet all previous level competencies plus:</i> SAYD Human Growth & Development (HGD7) SAYD Health, Safety, & Well-Being (HSW8, HSW9) SAYD Observation & Assessment (OA7, OA8) SAYD Curriculum or Program Design (CPD9, CPD10, CPD11) SAYD Interactions, Relationships, & Environments (IRE9) SAYD Family & Community Relationships (FCR8, FCR9, FCR10) SAYD Personal & Professional Development (PPD5, PPD6, PPD7) SAYD Advocacy & Policy (AP6) <i>(Up to 20 competencies may be documented through credential approved training)</i>	Minimum of 180 hours of SAYD supervised experience <i>or</i> 1,000 total hours of documented SAYD work experience
LEVEL 4	Associate's Degree <i>or</i> 60+ semester hours with <i>(9 semester hours of English, Social Science, and any Math or Science)</i> <i>(These 9 hours must be credit bearing and nondevelopmental 100 level +)</i>	<i>Must meet all previous level competencies plus:</i> SAYD Human Growth & Development (HGD6) SAYD Health, Safety, & Well-Being (HSW6, HSW7) SAYD Observation & Assessment (OA4, OA5, OA6) SAYD Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) SAYD Interactions, Relationships, & Environments (IRE7, IRE8) SAYD Family & Community Relationships (FCR5, FCR6, FCR7) SAYD Personal & Professional Development (PPD4) SAYD Advocacy & Policy (AP4, AP5) <i>(Up to 16 competencies may be documented through credential approved training)</i>	100 total hours of SAYD supervised experience <i>or</i> 500 total hours of documented SAYD work experience
LEVEL 3	High School Diploma or GED and 6 semester hours <i>(in 2 areas - English, Social Science, any Math or Science)</i> <i>(These 6 hours must be credit bearing and nondevelopmental 100 level +)</i>	<i>Must meet all previous level competencies plus:</i> SAYD Human Growth & Development (HGD3, HGD4, HGD5) SAYD Health, Safety, & Well-Being (HSW2, HSW3, HSW4, HSW5) SAYD Observation & Assessment (OA1, OA2, OA3) SAYD Curriculum or Program Design (CPD2, CPD3, CPD4) SAYD Interactions, Relationships, & Environments (IRE3, IRE4, IRE5, IRE6) SAYD Family & Community Relationships (FCR3, FCR4) SAYD Personal & Professional Development (PPD3) SAYD Advocacy & Policy (AP3) <i>(Up to 12 competencies may be documented through credential approved training)</i>	10 hours of SAYD supervised experience <i>or</i> 400 total hours of documented SAYD work experience
LEVEL 2	High School Diploma or GED	Options: SAYD Human Growth & Development (HGD1, HGD2) SAYD Health, Safety, & Well-Being (HSW1) SAYD Curriculum or Program Design (CPD1) SAYD Interactions, Relationships, & Environments (IRE1, IRE2) SAYD Family & Community Relationships (FCR1, FCR2) SAYD Personal & Professional Development (PPD1, PPD2) SAYD Advocacy & Policy (AP1, AP2) <i>(Up to 6 competencies may be documented through credential approved training)</i> OR Completion of SAYD Credential Level 1 and HGD2, IRE2, FCR1, PPD2, and AP2 <i>(From coursework of credential approved training)</i>	5 hours of SAYD observation <i>or</i> 200 hours of documented SAYD work experience
LEVEL 1	Level 1 SAYD Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide. SAYD Level 1 meets HGD1, HSW1, CPD1, IRE1, FCR2, PPD1, and AP1.		



School-Age & Youth Development Credential Competencies

HGD | Human Growth and Development

- 1 Identifies and defines concepts, principles, and theories of SAY development, learning, and well-being.
- 2 Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.
- 3 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.
- 4 Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.
- 5 Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.
- 6 Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.
- 7 Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.

HSW | Health, Safety, and Well-Being

- 1 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.
- 2 Develops programing strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.
- 3 Describes practices that support equality, shared power, and social justice.
- 4 Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to support 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.
- 5 Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships.
- 6 Creates respectful environments supportive of SAY learning, development, and well-being.
- 7 Supports SAY in developing goals and engaging in healthy decision-making models in personal relationships, self-representation, school, work, and media consumption.
- 8 Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness of SAY.
- 9 Models and advocates for principles and practices that support equality and social justice.

Attachment D

OA | Observation and Assessment

- 1 Describes evidence-based practices for SAY observation, assessment, and reporting.
- 2 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.
- 3 Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.
- 4 Selects and implements observation and assessment strategies to monitor the progress of SAY.
- 5 Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.
- 6 Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth.
- 7 Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment.
- 8 Integrates systematic evaluation and procedural frameworks into SAY programming.

CPD | Curriculum or Program Design

- 1 Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.
- 2 Designs learning opportunities that support the healthy development, learning, and well-being of SAY.
- 3 Implements strategies that support SAY in identifying and developing positive roles and relationships with others.
- 4 Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.
- 5 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.
- 6 Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.
- 7 Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY.
- 8 Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals.
- 9 Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY.
- 10 Creates and evaluates programs based on established experiential models.
- 11 Develops and applies strategies to build cohesive programs and strong participation for SAY.

Attachment D

IRE | Interactions, Relationships, and Environments

- 1 Establishes and models communication with all SAY that is positive, respectful and authentic.
- 2 Engages in interactions that support positive and future-oriented relationships with SAY.
- 3 Supports SAY in being active and engaged within their local community and the larger world through service learning, exposure to current events, and informed advocacy.
- 4 Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.
- 5 Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.
- 6 Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.
- 7 Partners with SAY, professionals, and other family members to incorporate ethical, respectful, and empowering individualized strategies and activities within SAY settings that scaffold skill development and connect individual strengths and interests with future goals.
- 8 Creates culturally responsive learning environments and experiential activities to build SAY competencies and capacities and develop SAY life skills and reflection strategies.
- 9 Designs and evaluates inclusive, democratic learning environments that empower SAY, staff, and family members.

FCR | Family and Community Relationships

- 1 Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.
- 2 Identifies the role of the community in influencing and supporting SAY and their families.
- 3 Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.
- 4 Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.
- 5 Collaborates with SAY and families when creating programs, environments, and curriculum.
- 6 Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.
- 7 Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.
- 8 Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.
- 9 Engages in strategies that are responsive to an identified SAY community need.
- 10 Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one's rights and responsibilities as a community member.

Attachment D

PPD | Personal and Professional Development

- 1** Identifies knowledge, attributes, skills, characteristics, and qualities for SAY practitioners to be supportive of the ongoing development, learning, and well-being of SAY and their families.
- 2** Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAY field.
- 3** Identifies the importance of and strategies designed to support ongoing professional development.
- 4** Utilizes reflection and a range of supports and strategies to support ongoing development as a practitioner within the SAY field.
- 5** Collaborates with others to support and enhance the lives of SAY, their families, and the school-age and youth development field.
- 6** Evaluates and disseminates current program and agency practices that exemplify evidence-based practice and relevant legal requirements and standards.
- 7** Connects how one's philosophical stance, perception of SAY and intentional practice influence professional strategies when working with SAY.

AP | Advocacy and Policy

- 1** Identifies the implications of public policy and advocacy with regard to professional practice.
- 2** Describes and demonstrates commitment to advocacy as an integral SAY practitioner skill.
- 3** Advocates and promotes the rights of SAY and their families.
- 4** Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families.
- 5** Facilitates the development of SAY and their families as advocates.
- 6** Develops coordinated responses to existing and emerging challenges for school-age and youth and their families.



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Attachment E

DRAFT Professional Standards and Competencies for Early Childhood Educators (36 pages)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/public_draft_1.pdf

Attachment F

Gateways to Opportunity® Early Childhood Educator (ECE) Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN EARLY CARE AND EDUCATION	WORK & PRACTICAL EXPERIENCE IN EARLY CARE & EDUCATION
LEVEL 6	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	6,000 hours of documented ECE related experience
LEVEL 5	Bachelor's Degree	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HDG6) Health, Safety, and Well-Being (HSW7, HSW8) Observation and Assessment (OA7, OA8) Curriculum or Program Design (CPD10) Interactions, Relationships, and Environments (IRE6, IRE7) Family and Community Relationships (FCR7) Personal and Professional Development (PPD7, PPD8, PPD9, PPD10)	Minimum of 200 hours of ECE supervised experience <i>or</i> 1,200 total hours of documented ECE work experience
A Professional Educator License with endorsement in Early Childhood Education meets these requirements			
LEVEL 4	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> Human Growth and Development (HGD4) Health, Safety and Well-Being (HSW6) Observation and Assessment (OA4, OA5, OA6) Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, CPD8, CPD9) Interactions, Relationships, and Environments (IRE5) Personal and Professional Development (PPD5, PPD6)	100 total hours of ECE supervised experience <i>or</i> 600 total hours of documented ECE work experience
LEVEL 3	Three semester hours in each: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) <i>(These 9 hours must be credit bearing and nondevelopmental 100 level +)</i>	<i>Must meet all previous level competencies plus:</i> Health, Safety, and Well-Being (HSW3, HSW4, HSW5) Observation and Assessment (OA1, OA2, OA3) Curriculum or Program Design (CPD1, CPD2, CPD3) Interactions, Relationships, and Environments (IRE3, IRE4) Family and Community Relationships (FCR4, FCR5, FCR6) Personal and Professional Development (PPD3, PPD4)	10 hours of ECE supervised experience <i>or</i> 400 total hours of documented ECE work experience
LEVEL 2	High School Diploma or GED	Human Growth and Development (HGD1, HGD2, HGD3) Health, Safety, and Well-Being (HSW1, HSW2) Interactions, Relationships, and Environments (IRE1, IRE2) Family and Community Relationships (FCR1, FCR2, FCR3) Personal and Professional Development (PPD1, PPD2)	10 hours of ECE observation <i>or</i> 200 hours of documented ECE work experience
LEVEL 1	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 HGD1, HSW1, IRE1, IRE2, and FCR1.		



*The Child Development Associate Preschool (CDA) meets HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1.
The North American Montessori Center (NAMC) Credential meets HGD2, IRE1, IRE2, FCR1, FCR2, FCR3, and PPD1.*

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.



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ECE Credential Competencies

HGD | Human Growth and Development

- 1 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.
- 2 Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.
- 3 Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.
- 4 Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.
- 5 Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development.
- 6 Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.

HSW | Health, Safety, and Well-Being

- 1 Articulates components of a safe and healthy environment.
- 2 Maintains a safe & healthy environment.
- 3 Creates a healthy and safe environment.
- 4 Assesses healthy and safe early childhood environments.
- 5 Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.
- 6 Collaborates with families and community organizations to support children's healthy development and learning.
- 7 Identifies plans and procedures that support healthy and safe early childhood program practices.
- 8 Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.

IRE | Interactions, Relationships, and Environments

- 1 Describes the role of the environment in supporting children's development.
- 2 Articulates the importance of relationships in supporting positive developmental and behavioral outcomes.
- 3 Identifies factors that contribute to positive interactions with the environment.
- 4 Designs learning environments and activities supportive of healthy development and learning.
- 5 Creates engaging environments that meet the diverse development and learning needs of each child.
- 6 Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments.
- 7 Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines.

Attachment F

OA | Observation and Assessment

- 1 Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in monitoring children's development and learning and in informing the instructional process.
- 2 Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.
- 3 Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.
- 4 Identifies the impact and influence of external factors on assessment practices.
- 5 Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.
- 6 Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.
- 7 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.
- 8 Utilizes assessment data to support child development and learning and program development.

CPD | Curriculum or Program Design

- 1 Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.
- 2 Synthesizes the relationship between standards, evidence-based practices, culturally and individually responsive teaching strategies and curricular planning.
- 3 Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.
- 4 Describes appropriate methods supportive of young children's development and learning.
- 5 Describes appropriate content supportive of young children's development and learning.
- 6 Selects appropriate content, aligned with relevant standards.
- 7 Selects and implements appropriate methods and instructional strategies which actively engage children in developmentally appropriate content.
- 8 Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.
- 9 Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.
- 10 Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.

Attachment F

FCR | Family and Community Relationships

- 1 Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.
- 2 Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.
- 3 Identifies and models respect for families by using strengths-based, culturally responsive practices.
- 4 Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.
- 5 Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.
- 6 Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals.
- 7 Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.

PPD | Personal and Professional Development

- 1 Demonstrates professionalism in image, behavior, and disposition.
- 2 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.
- 3 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.
- 4 Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.
- 5 Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.
- 6 Creates a professional philosophy that guides development as a practitioner and advocate.
- 7 Understands processes, procedures and identified roles within successful early childhood teams.
- 8 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.
- 9 Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings.
- 10 Designs and 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.



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Attachment G



ECE Credential Competency Table ©

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
Human Growth & Development			
HGD1: 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. (2-4A1, 2-4A9, 2-4A15, 2-4A16, 2-4A17, 2-4B2, 2-4D1, 5A17)		HGD4: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. (2-4A18, 2-4C26, 5A8, 5A9)	HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development. (2-4E22, 5A5)
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. (2-4A3, 2-4A4, 2-4A5, 2-4A8, 2-4A11)			HGD6: Justifies and promotes the use of evidence-based practices supportive of each child’s unique patterns of development and learning. (5A2, 5C13)
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning. (2-4A6, 2-4A7, 2-4A10, 2-4A12, 2-4A13, 2-4A14, 2-4F6, 5A10, 5A12, 5A13)			
Health Safety & Well-Being			
HSW1: Articulates components of a safe and healthy environment. (2-4B5, 2-4B8, 2-4B11, 2-4B15, 2-4B20, 5B11, 5B13, 5B20)	HSW3: Creates a healthy and safe environment. (2-4B7, 2-4B16, 5B3)	HSW6: Collaborates with families and community organizations to support children’s healthy development and learning. (2-4B17, 5B6)	HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices. (2-4B22, 2-4C25, 5B12, 5B22)
HSW2: Maintains a safe & healthy environment. (2-4B1, 2-4B3, 2-4B19, 2-4B21, 5B10)	HSW4: Assesses healthy and safe early childhood environments. (2-4B14, 5B14)		HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices. (2-4B4, 2-4B6, 2-4B10, 2-4B24, 5A7, 5B4, 5B7, 5B8, 5B9, 5B16, 5B19, 5B21, 5B24, 5C19)
	HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.		

Attachment G

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
	(2-4B23, 5B2, 5B17)		
Observation & Assessment			
	<p>OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in monitoring children’s development and learning and in informing the instructional process. (2-4C1, 2-4C3, 2-4C5, 2-4C6, 2-4C13, 2-4C14, 5C12)</p> <p>OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. (2-4C10, 2-4C11, 2-4C12, 2-4C15, 2-4C17, 2-4C18, 2-4D4)</p> <p>OA3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts. (2-4C23, 2-4C25, 5A3, 5C4, 5C9, 5F37)</p>	<p>OA4: Identifies the impact and influence of external factors on assessment practices. (2-4C9, 2-4C16, 5F19)</p> <p>OA5: Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities. (2-4C4, 2-4C7, 2-4C10, 2-4C11, 2-4C20, 2-4C21, 2-4C29, 2-4D29, 5C2, 5C6, 5C10, 5C11, 5C21)</p> <p>OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction. (2-4E33, 5C1, 5C3, 5C5, 5C7, 5D27, 5E24, 5F8)</p>	<p>OA7: 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. (2-4C2, 2-4C24, 2-4C27, 2-4C28, 5C16, 5C22, 5D4)</p> <p>OA8: Utilizes assessment data to support child development and learning and program development. (5C14, 5C24)</p>
Curriculum & Program Design			
	<p>CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. (2-4B18, 2-4D5, 2-4D8, 2-4D27, 2-4E16)</p> <p>CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally and individually responsive teaching strategies and curricular planning. (2-4D2, 2-4D3, 2-4D6, 2-4D7, 2-4D23, 2-4E17, 2-4E20, 2-4E25, 2-4E27, 2-4E29, 2-4E41, 5D1, 5D2, 5E11)</p>	<p>CPD4: Describes appropriate methods supportive of young children’s development and learning. (2-4D10, 2-4D12, 2-4D14, 2-4D16, 2-4D20, 2-4D22, 5E14)</p> <p>CPD5: Describes appropriate content supportive of young children’s development and learning. (2-4D9, 2-4D11, 2-4D13, 2-4D15, 2-4D19, 2-4D21, 2-4E26)</p>	<p>CPD10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning. (2-4A2, 2-4B12, 5C23, 5D3, 5D5, 5D8, 5E19, 5E23)</p>

Attachment G

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
	<p>CPD3: Plans, implements, and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs. (2-4D28, 2-4E10, 2-4E23, 2-4E24, 5B1, 5B5, 5B23, 5D6, 5D18, 5D26, 5E15, 5E16, 5E18, 5E22, 5F35)</p>	<p>CPD6: Selects appropriate content, aligned with relevant standards. (5D7, 5D9, 5D11, 5D13, 5D15, 5D19, 5D21)</p> <p>CPD7: Selects and implements appropriate methods and instructional strategies which actively engage children in developmentally appropriate content (2-4D17, 5D10, 5D12, 5D14, 5D16, 5D17, 5D20, 5D22)</p> <p>CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children’s interests. (2-4D25, 2-4E28, 2-4E31, 2-4E35, 2-4E36, 5D23, 5D25, 5D28, 5E17, 5E20)</p> <p>CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. (2-4D18, 2-4D30, 2-4E19, 2-4E30, 2-4E37, 2-4E38, 2-4E39, 5E25)</p>	
Interactions, Relationships & Environments			
<p>IRE1: Describes the role of the environment in supporting children’s development. (2-4E2, 2-4E18, 2-4E34, 5E12, 5F38)</p>	<p>IRE3: Identifies factors that contribute to positive interactions with the environment. (2-4E5, 2-4E9, 2-4E21, 5A14, 5E3)</p>	<p>IRE5: Creates engaging environments that meet the diverse development and learning needs of each child. (5A4, 5A15, 5B18)</p>	<p>IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments. (5E9, 5E10)</p>
<p>IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes. (2-4E1, 2-4E3, 2-4E4, 2-4E6, 2-4E7, 2-4E25, 2-4F1)</p>	<p>IRE4: Designs learning environments and activities supportive of healthy development and learning. (2-4E8, 2-4E13, 2-4E14, 2-4E32, 2-4E40, 5A6, 5A16, 5E4, 5E5, 5E6)</p>		<p>IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines. (2-4A2, 5A1, 5A11, 5E13, 5E21, 5G21)</p>
Family & Community Relationships			
<p>FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early</p>	<p>FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the</p>		<p>FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration</p>

Attachment G

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
<p>childhood setting. (2-4F5, 2-4F15, 2-4F25, 2-4F33, 2-4F34, 2-4F35)</p>	<p>unique strengths, priorities, concerns and needs of young children and their families. (2-4F30, 2-4F31, 2-4G9, 5F32, 5G8)</p>		<p>with families and other team members. (2-4F9, 5C15, 5C17, 5D4, 5D24, 5F8, 5F9, 5F13)</p>
<p>FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education. (2-4E15, 2-4F2, 2-4F4, 2-4F8, 2-4F11, 2-4F14, 2-4F16)</p>	<p>FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting. (2-4C22, 2-4D26, 2-4E11, 2-4E12, 2-4F12, 2-4F13, 2-4F23, 5F4)</p>		
<p>FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices. (2-4F7, 2-4F36, 5F36)</p>	<p>FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals. (2-4C20, 2-4F10, 5E7, 5F5, 5F16)</p>		
Personal and Professional Development			
<p>PPD1: Demonstrates professionalism in image, behavior, and disposition. (2-4G21, 5G20)</p>	<p>PPD3: 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. (2-4G6, 2-4G12, 2-4G14, 2-4G19, 2-4G20, 5F30, 5G6)</p>	<p>PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. (2-4G11, 2-4G15, 2-4G23, 5E2, 5F26, 5G2, 5G9, 5G10, 5G11, 5G16, 5G22, 5G24)</p>	<p>PPD7: Understands processes, procedures and identified roles within successful early childhood teams. (2-4C8, 2-4C19, 2-4D31, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F24, 5A18, 5F9, 5F17, 5F18, 5F20)</p>
<p>PPD2: 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. (2-4G3, 2-4G4, 2-4G5, 2-4G10, 5F27, 5G1, 5G3)</p>	<p>PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams. (2-4D24, 2-4F1, 2-4F3, 2-4F21, 2-4G2, 2-4G18, 5C18, 5F1, 5F6, 5F7, 5F21, 5F23, 5G17, 5G18, 5G23)</p>	<p>PPD6: Creates a professional philosophy that guides development as a practitioner and advocate. (2-4G1, 2-4G13, 5E8, 5F31, 5G12, 5G13)</p>	<p>PPD8: 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. (2-4B9, 2-4B13, 2-4F32, 2-4F33, 2-4F34, 5C8, 5C20, 5E26, 5F2, 5F3, 5F10, 5F11, 5F14, 5F15, 5F33, 5F34)</p> <p>PPD9: Applies key legal, ethical, regulatory, and interpersonal skills</p>

Attachment G

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
			<p>reflective of professionalism and leadership within early childhood settings. (2-4F22, 2-4F28, 2-4G8, 2-4G22, 5D29, 5F22, 5F25, 5G5, 5G19)</p> <p>PPD10: Designs and 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. (2-4F27, 2-4F29, 2-4G7, 2-4G16, 2-4G17, 5F12, 5F24, 5F28, 5F29, 5G4, 5G7, 5G14, 5G15, 5G21)</p>

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