



PDAC Qualifications and Credentials (QC) Committee

Thursday, July 15th, 2021

1:00 PM—2:30 PM

Virtual Meeting Minutes

Barbara Christmas	Emma Vibber	Julie Lindstrom	Miranda Lin	Tami O'Daniel
Bela Moté*	Diane King	Leslie Layman	Sandy Young	Tammy Notter
Carole Franke	Heidi Elliot	Malia Owens	Sharyl Robin	Teri Talan*
Carolyn Beal	Jamie Nichols	Marilyn Tolliver	Sherry Fang	Toni Potenza
Christy Allen	Johnna Darragh-Ernst	Melissa Johnson	Stephanie Hellmer	
Connie Shugart	Joni Scritchlow	Melissa Szymczak	Sue Jackson	

*denotes tri-chairs

Welcome – Teri Talan and Bela Moté; tri-chairs.

Approval of April 8th, 2021 Minutes

- Motion to approve by Tammy Notter.
- Motion seconded by Miranda Lin.
- Motion passed and minutes approved.

NAEYC Standards and Gateways ECE Credential Crosswalk (Attachment A)

- Johnna Darragh-Ernst and Toni Potenza share the work faculty have completed in their review of the NAEYC standards and the ECE Credential competency behaviors and skills.
- Alignment to the draft Illinois Professional Educator Competencies (IPEC) (previously the Illinois Professional Teaching Standards IPTS) is underway.

Workforce Supports: Projects Underway – Joni Scritchlow and Stephanie Hellmer

- Credential Fee Waivers (Attachment B)
 - Data on waivers used and credentials awarded for 2021 was shared.
- Prior Learning Assessment
 - The goal is to create an avenue of prior learning assessment across multiple institutions. It is currently not a unified system.
 - The Governors Office of Early Childhood Development identified the need to utilize the Gateways to Opportunity ECE Credential Level 2 competencies as a focus of this project.
 - Faculty across the state have been invited to participate in this project under the direction of state experts/faculty consultants in partnership with consultants from the Competency-Based Education Network (C-BEN).
 - Illinois faculty will create assessment scenarios using Mursion software. Individuals completing these modules successfully could then request college credit for the ECE Credential Level 2 competencies.
 - Through this work, it is also suggested that Higher Education Institutions align ECE coursework horizontally by level versus vertically.
- ECE Credential Competency Pilot
 - Currently the ECE Credential Competency curriculum that was developed in 2021 by a number of faculty are being piloted/test through 2021. The goal is for each unit to be tested by at least 25

students. We anticipate at the close of the pilot some modification will be needed but the goal is for these online modules to be available to all ECE faculty in Illinois in 2022.

- Infant Toddler Credential Competency Project
 - The Infant Toddler Credential (ITC) Competency project will mirror the ECE Competency project.
 - Institutions selected to participate through an RFP are: Erikson Institute, Chicago State University, Roosevelt University, College of Lake County, and Southwestern Illinois College.
 - It is anticipated the ITC curriculum developed will be tested in 2022 and available in 2023.
- ECE Level 5 to PEL Bridge Taskforce
 - SB1825 allowed individuals with a Gateways ECE Credential Level 5 to teach in Preschool for All classrooms with the understanding that a Professional Educator License (PEL) with an early childhood endorsement would be gained within five years.
 - A survey of four-year institutions in Illinois with a PEL confirmed nearly half of institutions have a pathway but there is no consistency in pathway design statewide.
 - A crosswalk is underway between the Gateways ECE Credential competencies and the soon to be final Illinois Professional Educator Competencies (IPEC).
 - Fifteen institutions, including both PEL faculty and ECE/Child Development faculty, along with Illinois State Board of Education (ISBE) are partnering in this project. This group of faculty, under the direction of state faculty experts, C-BEN and ISBE, will identify missing competencies between the ECE Credential Level 5 and the PEL and curriculum designed to build one cohesive statewide “bridge” that the workforce can utilize.
 - A suite of recommendations will be presented to ISBE, as well as curriculum developed, as a “bridge” from and ECE Credential Level 5 to a PEL.
- Gateways Family Specialist Credential
 - To increase the number of colleges/universities in Illinois that are entitled for the Family Specialist Credential, the Preschool Development Grant B – 5 is providing a small stipend for faculty release time. Faculty will align existing programs, and/or make changes necessary to support alignment, in order for their institution to become Gateways FSC entitled.
 - Several institutions expressed interest and MOUs were extended to:
 - Heartland Community College
 - Elgin Community College
 - Chicago State University
 - Rasmussen University
 - The University of Illinois at Urbana – Champaign
 - Erikson Institute
 - Entitlement applications from each institution are due on/before October 1st, 2021.

Shared Information/Data/Announcements

- PDAC Strategic Plan Phase IX – IDHS approval still pending approval.
- Mark your Calendars – FY22 PDAC Qualifications & Credentials (QC) meeting dates:
 - Tuesday, September 14th, 2021 1:00 PM – 3:00 PM (First Quarter)
 - Tuesday, November 16th, 2021 1:00 PM – 3:00 PM (Second Quarter)
 - Tuesday, February 15th, 2022 1:00 PM – 3:00 PM (Third Quarter)
 - Tuesday, April 19th, 2022 1:00 PM – 3:00 PM (Fourth Quarter)
- No announcements from committee members.

Adjourn

NAEYC Crosswalk Project: Overview

July 15, 2021

Previous Alignments

- And ongoing to, for example, the new Illinois Professional Educator Standards

ECE Content Area	NAEYC Competencies for Early Childhood Educators	DEC Recommended Practices	DEC 2017 Initial Standard Set	Illinois Professional Teaching Standards	InTASC
Human Growth and Development (HGD)	Standard 1: Child Development and Learning in Context Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Assessment, Family, Leadership	Standard 1: Learner Development and Individual Learning Differences	Standard 1: Teaching Diverse Students Standard 2: Content and Pedagogical Knowledge Standard 7: Assessment Standard 9: Professionals, Leadership, and Advocacy	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Instructional Practice Standard 7: Planning for Instruction Standard 10: Leadership and Collaboration

Current Alignment: Background

- The NAEYC Professional Standards and Competencies for Early Childhood Educators were released in conjunction with the Unifying Framework for the Early Childhood Education Profession in March, 2020
- The leveled Standards and Competencies are designed to
 - complement the diversity of state systems
 - promote outcomes accountability and
 - clarity regarding expected skills, knowledge, and expertise

To Create Initial Alignment: Competency level

- Added behaviors and skills
 - Served to align to NAEYC elements (competencies)
 - This layer serves as Performance Indicators, which describe the knowledge, skills, and intellectual behaviors (KSIs) indicative of successful performance.

Where did these alignments come from?

Initial alignments created when NAEYC first finalized competencies and standards

- Process of initial alignment was shared with two and four-year faculty

Alignments then finalized and reviewed by a team of eight early childhood faculty

Summer 21 Project

15 higher ed faculty

Four meetings: May through July

Teams worked to

- Review present behavior and skills language
- Review present behavior/skills NAEYC Competency/Standard alignment
- Create a list of alignment and behavior skills language revisions to create continuity between NAEYC and Gateways for the purpose of accreditation

Changes made

Further mapping out look fors

- *Describes the central purposes of assessment, for example:*
 - *collecting evidence with the goal of supporting young children's ongoing development and learning*
 - *identifying children through initial screening and ongoing assessment who may benefit from specialized health, educational, and developmental services*
 - *program evaluation and monitoring trends*
 - *high stakes accountability*

Refining examples

Removing passive language

Using a greater variety of verbs

Final products will include

- Alignment between Gateways ECE competencies, behaviors and skills, and NAEYC competencies

OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.	
Identifies features of culturally appropriate assessment procedures and screening tools. Culturally appropriate features include inclusiveness of children's families, communities, and ways of knowing and doing.	3c-ECE1-1 Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed
Identifies features of linguistically appropriate assessment procedures and screening tools (e.g.	3c-ECE1-1

Level 2 Level 3 Level 4 Level 5

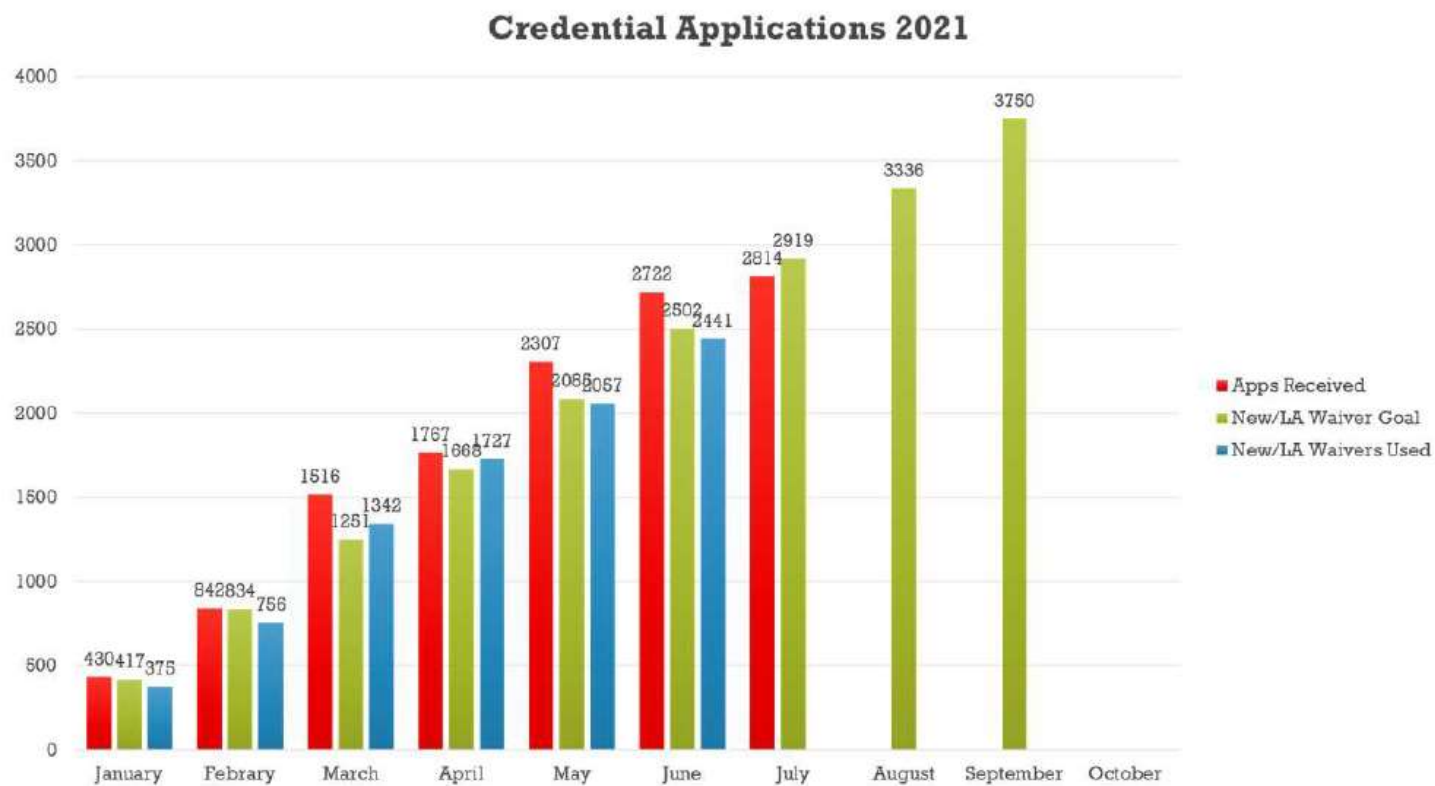
Attachment A continued

Alignment between NAEYC competencies, Gateways ECE competencies, and behaviors and skills

<p>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</p>	<p>Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed 3c-ECE1-1</p> <hr/> <p>QA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. Identifies features of culturally appropriate assessment procedures and screening tools. Culturally appropriate features include inclusiveness of children's families, communities, and ways of knowing and doing.</p> <p>Identifies features of linguistically appropriate assessment procedures and screening tools (e.g., assessment is performed in child's primary language, assessment items represent linguistic relevance)</p>
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Attachment B

PDAC QC 7/15/21 Credential Data



January 1 st , 2021 – July 13 th , 2021	AWARDED
ECE Credential (2-6)	882
Infant Toddler Credential (2-6)	487
Illinois Director Credential (I-III)	223
Family Child Care Credential (2-5)	35
Technical Assistance Credential (4-6)	2
Family Specialist Credential (2-5)	172
School-Age and Youth Development Credential (2-5)	16
TOTAL	1,807