



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Tuesday, September 14th, 2021

1:00 PM—3:00 PM

Virtual Meeting Minutes

Barbara Christmas	Denise Monnier	Marie Donovan	Sandy Young	Tami O’Daniel
Bela Moté*	Diane King	Melissa Szymczak	Sharyl Robin	Tammy Notter
Carole Franke	Elva DeLuna*	Miranda Lin	Sherry Fang	Teri Meisner
Carolyn Beal	Jamie Nichols	Nancy Latham	Stephanie Hellmer	Teri Talan*
Christy Allen	Joni Scritchlow	Pat Chamberlain	Sue Jackson	Tina Weigel
Christie Easley	Leslie Layman	Paula Schnicker-Johnson	Tamara King	Tom Layman
Connie Shugart				

*denotes tri-chairs

Welcome – Teri Talan, Bela Moté, and Elva DeLuna as tri-chairs.

Approval of July 15th, 2021, Minutes

- Motion to approve by Diane King.
- Motion seconded by Tammy Notter.
- Motion passed and minutes approved.

PDAC Strategic Plan Phase IX – (Attachment A part 1 and part 2)

- PDAC Strategic Plan Phase IX – IDHS approval is pending.
- QC Committee members were asked to identify their top three strategic plan goals via a Mentimeter poll. The results of the top three were:
 - Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.
 - Objective 2: Support center directors and other leaders in understanding the credential process.
 - What data is already collected or available?
 - A survey to Directors would provide a baseline of incentives and whether or not Gateways Credentials are included in the interview/hiring process.
 - Teachers often do not have time or understand the process of filling in gaps to obtain a Credential. Holding a webinar or training for Directors so they can support their staff.
 - Provide information to Directors that Credential fees are currently waived.
 - This funding opportunity has been shared multiple times via email blasts, Gateways Registry newsletter, Director Download newsletter, social media, etc.
 - Include a resource on the Gateways website on current incentive practices for Directors.

- Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.
 - Objective 4: Support and advance strategies that incentivize the Gateways Credentials (including but not limited to compensation).
 - ExceleRate Illinois® does require centers to have Credentialed staff. A pilot is underway requiring a minimum salary based on level and type of Credentials held.
 - Since Credentials can take some time to obtain, celebrate competency achievement prior to Credential attainment. Potential incentives could be staff recognition event or allowing a day off of work.
- Goal 3: Identify how Relationship Based Professional Development (RBPDP) can support competency attainment and achievement of Gateways Credentials.
 - Objective 1: Investigate and expand the utilization of RBPDP within cross-sector Professional Development Systems.
 - A few years ago, a pilot RBPDP system was initiated. The results or data from this survey should be reviewed.
 - This process took a lot of paperwork to complete. It was not a simple process.
 - What other systems, besides the field of ECE, uses RBPDP practices?
 - Are their other experts who can help?
 - The Illinois State Board of Education (ISBE) coaching time is electronically collected.

DCFS Licensing – Public Comment

- Changes to licensing were open for public comment for a few weeks. The comment period closed, and comments went to DCFS for review. DCFS will make changes and then open for another 45-day comment period.
- The DCFS rule changes altered the language put forward by IDHS who led a state subcommittee to develop recommendations for adding Gateways Credentials as evidence of educational attainment/meeting qualifications for various roles to licensing regulations.
- The DCFS rule changes impacted Directors holding a Montessori certification.
 - Changes made in 2014 would “grandfather” Directors who held a Montessori certificate to remain Director qualified when the requirements increased in 2017 pending, they did not leave their center.
 - As of 2017, new Directors cannot use the Montessori certificate to meet the child care/ECE content portion to be Director qualified.
 - Note: Montessori certificates include child development from birth – 18 yrs.
 - Montessori wants to include and recognize the Montessori certificate to meet the Administration/Director requirements.
- For the next comment period, it is encouraged that committee members review the DCFS language. Teacher qualifications should also be reviewed and Gateways Credential integration.
 - A small group will complete an in-depth review of the DCFS teacher and Director requirements and Gateways Credentials and report back to the QC Committee.
 - Where can the Montessori certificate be added without reducing administrative requirements for Directors?
 - How can the forward movement of the Illinois Director Credential be supported?

Prior Learning Assessment (PLA) – Marie Donovan (Attachment B)

- The QC Committee viewed a PLA overview video created by Marie Donovan.
 - <https://voicethread.com/share/18099903/>
- Mursion software will engage the learner in an ECE environment built specifically for the ECE Credential Level 2 competencies by a group of engaged state faculty representing about 30% of higher ed institutions. Each learner’s interactions will be recorded and scored by trained Illinois faculty to determine which competencies have been met. The learner can then be given college credit.
 - Through this PLA project, potentially all 12 ECE Credential Level 2 competencies could be earned in partnership with HEIs who award college credit.
- Questions:
 - How many students are testing the PLA?
 - We are not in the pilot phase of the PLA project, but it will depend on the colleges participating.
 - Will there be equity issues on which schools issue college credit? Will this be covered in the consortium?
 - The use of the proposed statewide PLA can help address equity issues.
 - Yes, all competency modules/learning journeys will be available online.
 - How much will this cost the student?
 - Higher Education Institutions may all have different PLA costs.
 - A recommendation may emerge for institution administrators to provide equitable and affordable PLA.
 - Has this work taken into consideration the unintended consequences of PLA?
 - Based on the successful completion of the ECE Credential Level 2 competencies, any college can issue college credit. The PLA group has not determined how many credits should be given.
 - Research has shown positive outcomes for the workforce who receive PLA. The CAEL study was referenced – as an example it showed that individuals who receive any amount of PLA have greater tenacity in continuing through attainment of college degrees/credentials/certificates.
 - What about the student learning outcomes included in each course?
 - The goal is for HEI administrators to support innovation and assessing adults coming into their institutions.
 - This statewide PLA tool will assess the specific competencies included in the ECE Level 2.

Gateways ECE Credential Level 5 – PEL Bridge – Nancy Latham

- Nancy shared a G5 to PEL Bridge Project Update presentation (Attachment C).
- The goal of this work is to identify missing competencies between the ECE Credential Level 5 and the Professional Educator License with an Early Childhood endorsement.
- The Illinois Professional Educator Competencies (IPEC) is replacing the Illinois Professional Teaching Standards (IPTS). There are approximately 60 IPEC competencies entering rule this fall.
- The bridge taskforce has completed Steps 1 and 2 and is Starting Step 3.
- Twenty-one “bridge” competencies have been identified as the gap between the ECE Level 5 and the PEL.

- Some of these competencies are “met” within Gateways – but need to have content strengthened for ages 5 to 8 (Kindergarten, 1st and 2nd grade)
- Most focus on subject areas and pedagogy.
- Language suggestion: consider replacing cultural “sensitivity” with cultural “sustainability”.
- The bridge taskforce will create recommendation regarding the content test, EdTpa, general education requirements, etc. to submit to the Illinois State Board of Education.
- Question:
 - How many Gateways ECE Credential competencies are there?
 - There are 56 competencies
 - The additional 21 bridge competencies are partially met in the Gateways ECE Credential but need more rigor specific to grades K – 2.

Shared Information/Data/Announcements

- Credential Fee Waiver Impact
 - Waivers are still available for new, level advance, and renewal of all Gateways Credentials (except for the SAYD Credential). Please encourage everyone to apply as waivers are first come, first served.
- Mark your Calendars – FY22 PDAC Qualifications & Credentials (QC) meeting dates:
 - 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

Attachment A (part 2)

PDAC Qualifications and Credentials

Goals and Objectives

Goal 1: Support implementation of all Gateways Credentials within state systems.

- Objective 1: Support the ESL and Bilingual Credential through the final review and credential recommendation approval process.
- Objective 2: Survey existing utilization of credentials, align credentials with existing qualifications in cross-sector systems, and expand credential usage in cross-sector systems when feasible.

Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.

- Objective 1: Encourage a dashboard of progress within the Gateways Registry Professional Development Record toward competency completion for each credential.
- Objective 2: Support center directors and other leaders in understanding the credential process.
- Objective 3: Identify potential barriers and create multiple strategies to increase participation in Gateways Credentials.
- Objective 4: Support and advance strategies that incentivize the Gateways Credentials (including but not limited to compensation).
- Objective 5: Increase participation in the credentialing system.

Goal 3: Identify how Relationship Based Professional Development (RBPD) can support competency attainment and achievement of Gateways Credentials.

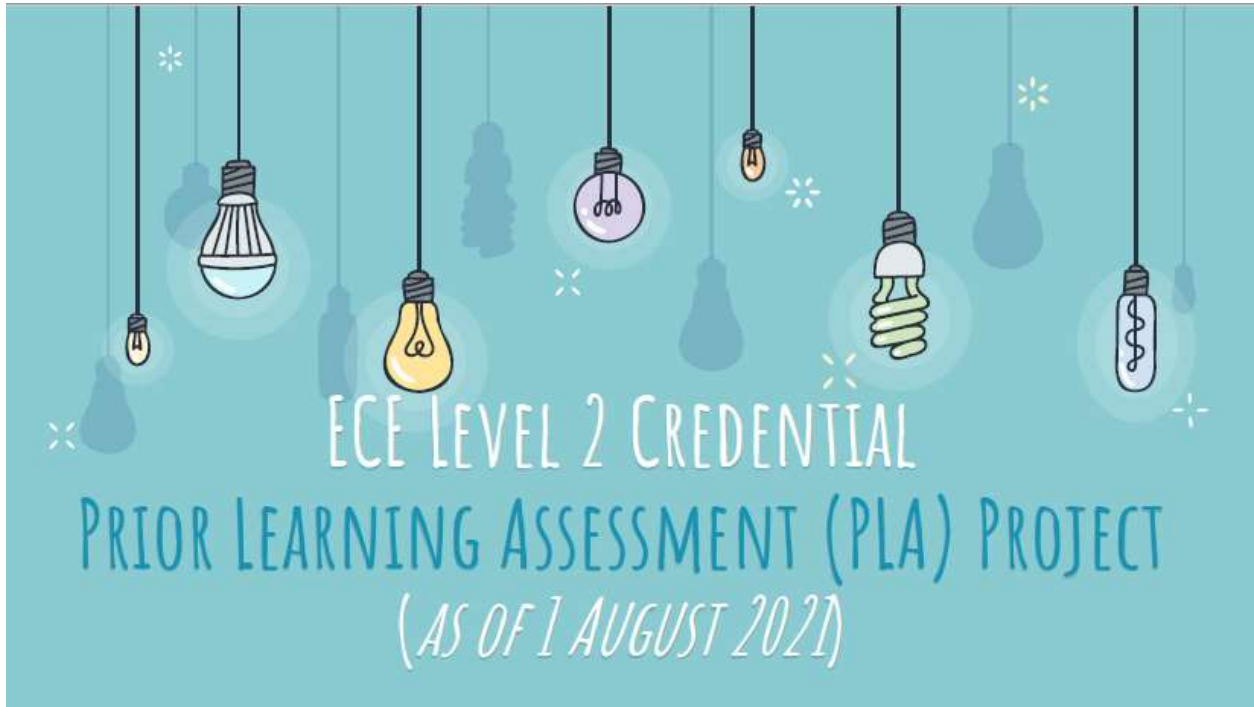
- Objective 1: Investigate and expand the utilization of RBPD within cross-sector Professional Development Systems.
- Objective 2: Research innovative strategies supporting Prior Learning Assessment credit (Higher Education Committee) including Relationship Based Professional Development (RBPD) efforts to support students and practitioners in gaining college credit.

Goal 4: Ensure Gateways to Opportunity Credentials align with state and national initiatives, incorporate current research and validated practices, and are responsive to workforce needs.

- Objective 1: Explore alignment of Gateways Credentials with national initiatives.
- Objective 2: Review findings from the faculty driven National Association for the Education of Young Children (NAEYC) crosswalk alignment in FY22.
- Objective 3: Enrich Gateways Credential review processes by incorporating diversity, equity, and inclusion lens.
- Objective 4: Deepen knowledge of credentialed and noncredentialed workforce through data collection focused on current and emerging demographics and ongoing inequities.



Attachment B





OUR TWOFOLD APPROACH

- *Use ECE faculty expertise & burgeoning technologies to create prior learning assessments of Level 2 competencies 'in action'
- *Map the landscape of PLA practices, policies, & rules to examine areas of success, gaps, commonalities, inconsistencies, & unintended consequences



* PROJECT TEAM PROCESS

- 1 Faculty Develop Level 2 Workplace Scenarios/Research of Extant PLA Policies & Practices**
Faculty expertise drives the tool's development throughout Agency & campus administrators provide perspective, knowledge, & insight too
- 2 Stakeholders Test the Tool/ Admins Inform the PLA Context**
Symbolic connection continues
- 3 Project Showcase - Statewide Meeting & Report**
Virtual two-hour meeting for all ECE IHE & workplace stakeholders, State agency representatives, campus administrators, policy organizations, foundations & legislators report of project process, outcomes, & recommendations





WHAT WE'VE LEARNED (SO FAR)

- *PLA 'happens' in IL IHEs—including in ECE
- *Certain embedded PLA policies (or lack of them) & practices work against prospective students, faculty innovation
- *Course modularization & variable credit emerging as potential keys to creating a scalable ECE PLA system



WE HOPE YOU WILL HELP

- *Spread the word to employers
- *Share with your campus faculty & administrative colleagues
- *Identify stakeholders to inform this work:
 - Faculty colleagues
 - Campus administrators
 - Employers
 - Others?




PLEASE REACH OUT!

Marie Donovan
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Anne Brennan
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Thanks, SlidesCarnival!



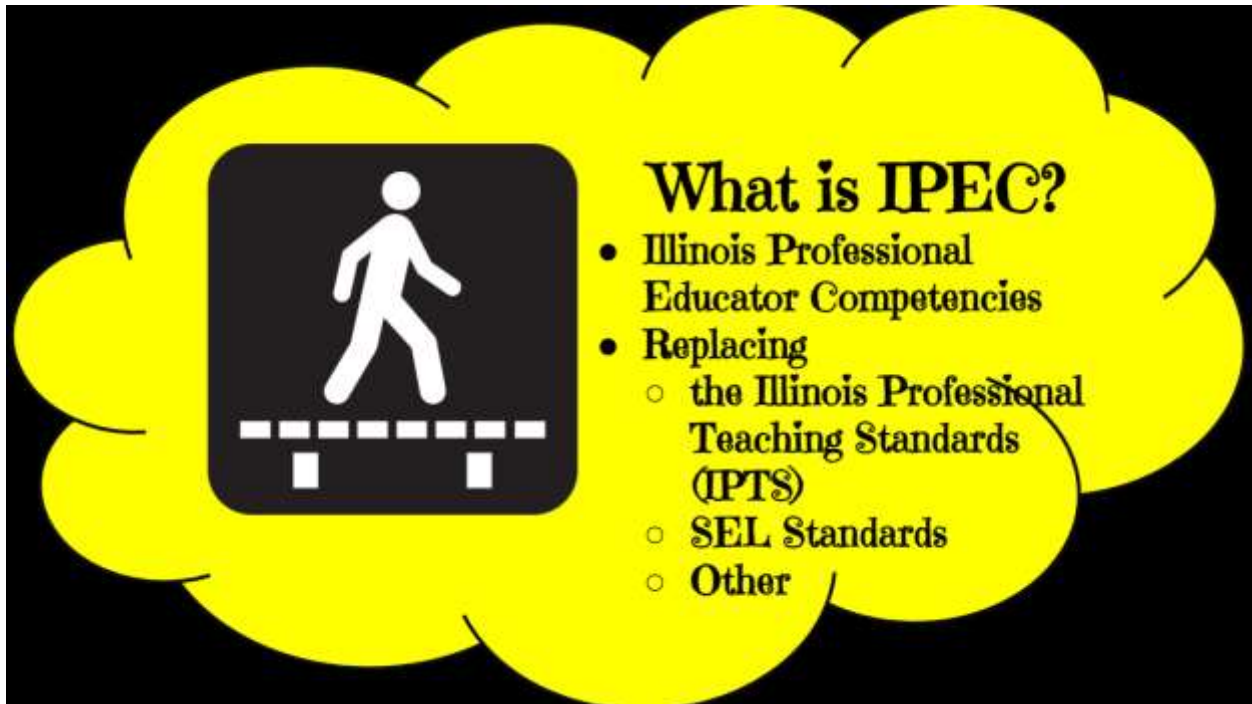


**G⁵ to PEL
Bridge Project
Update**



**G⁵ Bridge-What are we
Bridging?**

- To date- all licensure programs (PEL) are required to include all G⁵ Competencies
- We are bridging from G⁵ to PEL.



What is IPEC?

- Illinois Professional Educator Competencies
- Replacing
 - the Illinois Professional Teaching Standards (PTS)
 - SEL Standards
 - Other

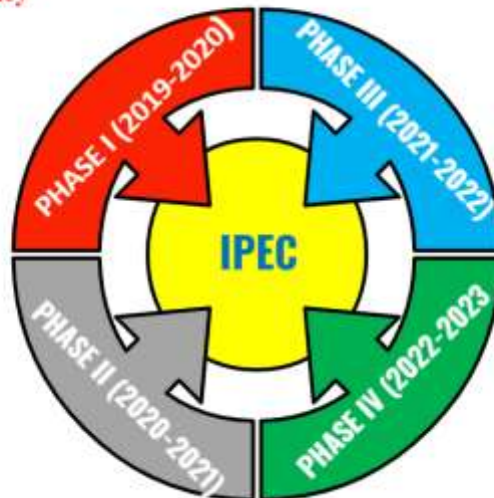
Illinois Professional Educator Competencies

I.A. Establishing the Competency Framework: Analysis of professional expectations that define the field

I.B. Drafting Competency Statements

II.A. Establish Core Competency Measurability

II.B. Develop Connecting Competencies for Specific Areas of Licensure



III.A. Develop Measurement Tools for Core & Licensure Area Competencies

III.B. Adopt & Implement Competencies into Licensure Systems Begins

IV.A. Program Alignment and On-going Evaluation

IV.B. Determine Supports and Resources Needed for Competency Implementation

IV.C. Draft Extension of Competencies (Vertically) at varying position levels with in the field

