GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee
Tuesday, November 16th, 2021
1:00 PM—3:00 PM
Virtual Meeting Minutes

Barbara Christmas	Connie Shugart	Joellyn Whitehead	Sergio Hernandez	Tamara King
Barbe Volpe	Denise Monnier	Joni Scritchlow	Sharyl Robin	Tami O'Daniel
Bela Moté*	Diane King	Joyce Weiner	Stephanie Hellmer	Tammy Notter
Carole Franke	Elva DeLuna*	Miranda Lin	Steven Sharp	Tina Weigel
Christy Allen	Emma Vibber	Pat Chamberlain	Sue Jackson	Zach Allen
Christie Easley				

   *denotes tri-chairs

Welcome –Bela Moté, and Elva DeLuna; tri-chairs.

Approval of September 14th, 2021, Minutes
- Add Christie Easley to attendees.
- Motion to approve by Tammy Notter.
- Motion seconded by Christy Allen.
- Motion passed and minutes approved.

Gateways ESL & Bilingual Credential Pilot Recommendation – *Sergio Hernandez (Attachment A)*
- This new Gateways Credential celebrates the cultural and linguistic gifts that the current workforce has. Early childhood professionals in Illinois are just as diverse.
- This Credential scaffolds toward the ESL & Bilingual endorsement through the Illinois Board of Education.
- No questions from the QC Committee. Unanimous five finger vote. Recommendation passes and will be given to PDAC Steering Committee in December.

Culturally responsive and sustaining pedagogy/shared information – *Pat Chamberlain (Attachment B)*
- A team of experts at Erikson Institute developed the ESL & Bilingual Credential competencies.
- Culturally responsive and culturally sustaining pedagogy and terminology and how does it fit into the Gateways Credentials and higher education institution coursework.
  - This trajectory progresses from tolerating to affirming cultural and linguistic pedagogy.
  - "Relevant" pedagogy considers "who is in the class" and being aware of the cultural of the students.
  - "Responsive" pedagogy advances from being aware to including culture in classrooms.
  - The "linguistic" piece was added as intersectionality of culture and language.
  - Finally, "responsive and sustaining" pedagogy is how to sustain what we do in ECE and K – 12 classrooms to build, share, and connect students' culture and language into schools.
  - Mariana Souto-Manning PhD, the new Erikson Institute President sits on the New York taskforce. The impetus for sustaining terminology and pedagogy came from the field of early childhood education.

- Schools are accountable to encourage family voices and a program responsive and inclusive of families' language and culture as part of the curriculum.
- **Question:** Giving the newness of this terminology, is there some thought on how QC and/or PDAC can operationalize in ECE and beyond?
    - This information sharing could be repeated at the next PDAC meeting and/or Higher Education Committee.
    - Consider this topic as a session at the Higher Education Forum in 2022.

DCFS Licensing Small Group Overview – *Elva DeLuna*
- A small group of Qualifications and Credentials (QC) committee members met on October 18th to discuss proposed licensing changes regarding the education qualifications of teachers, assistant teachers, and center directors.
- There were concerns about the DCFS rule changes impacting Directors holding a Montessori certification. – Denise Monnier.
    - As the proposed licensing changes were outlined, it appeared as those holding a Montessori certification would be director qualified and would not otherwise need to meet the director requirements centers must me (i.e., three points in Administration).
- Credentials are still included as an option for teacher qualifications but there are some discrepancies on where it is placed.
    - A suggestion was made to reorder the qualifications to put in order of rigor (i.e., Illinois Director Credential first; then three points in Administration…etc.)
- There are several spelling and organizational errors in the proposed changes.
    - Carie Bires from Start Early (formerly the Ounce of Prevention Fund) suggested comments should include what must be corrected and the most important changes.
- Carrie is working on a prepared response once round two opens for public comment.

Degrees and Credential Attainment Patterns – *Joellyn Whitehead (Attachment C)*
- Current data on degree and credential attainment was shared with the QC Committee.
    - Of all licensed teaching staff with degrees, they are most likely to have a bachelor's degree. More than 75% with a bachelor's degree have degrees in other fields.
        - Those with degrees in other fields are much less likely to hold an ECE Credential.
    - Half of those with an associate degree are specifically in ECE.
    - Approximately half of those who hold a degree have an ECE Credential Level 4 or higher.
- No analysis was done on if an associate degree was in ECE and bachelor's degree was in another field.
- No analysis was done on those who have a bachelor's degree in another field before gaining an ECE Credential.
- Data was also not collected on those with "some" college and no degree.

PDAC Strategic Plan – QC Goals/Objectives
- Goal 2, Objective 2: Support center directors and other leaders in understanding the credential process. Potential survey questions:
    1. Do you encourage or support staff to get a Credential?
    2. How do you support them?
    3. What roadblocks do your teachers face when trying to achieve a credential?
    4. What systems in place to follow-up with staff to meet Credential requirements?
    5. What is your comfort/knowledge of Gateways Credentials?

6. Do you have a Credential?
7. What supports would be helpful for staff? Directors?
8. What percentage of your staff have a Credential?
9. What could ease the process of getting a Credential?
10. Are Credentials important for your staff to obtain?
11. Do you need information on competencies vs. points?
12. What value to you put on having a Credential? 1 – 5 how important?
13. What is an incentive given to staff with Credentials?
14. Do your teachers have Credentials? If not, why?
15. How well do you understand the Credential process? Scale of 1 – 5.
16. Do you know that Credentials are currently FREE?
- **Note:** Program Administrators/Directors are stressed. What will we do with this data? If it isn't going to be used, then we want to respect their time; either with a short survey or none.
- **Question:** Can an infographic or visual be created to explain changes from points to competencies?
   - A video is currently in development on how to apply Credentials as well as an overview of the Credential process.
- **Question:** Do we want to send a survey now or wait until after the video is complete?
   - **A survey question could ask What kind of supports would help?**
      - Video
      - Infographic
      - Website
      - Other: _____

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, 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

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 21, 2021

COMMITTEE MAKING RECOMMENDATION: ESL & Bilingual Ad Hoc Credential Committee

RECOMMENDATION: The ESL & Bilingual Ad Hoc Credential Committee recommends approval of the attached Gateways to Opportunity® ESL & Bilingual Credential Framework and Competencies for statewide implementation.

RATIONALE: Illinois has seen a 42% increase in English language learners/students since 2010*. This underscores the need for all early childhood teachers to have explicit knowledge and skills in supporting multilingual children and language development throughout Illinois. The Gateways to Opportunity ESL & Bilingual Credential Framework and Competencies will inform the design of coursework that will be available and accessible to all early childhood educators. The ESL & Bilingual Credential has been intentionally designed to scaffold seamlessly to the ESL/Bilingual endorsement. (Note: The 18 semester hours of coursework required to gain an ESL or Bilingual endorsement that are offered by institutions with Illinois State Board of Education approval are *only* available to individuals who hold a Professional Educator License.) Faculty from the piloting institutions found no competency redundancies or gaps in content.

*Illinois Early Childhood Education Workforce 2020 Report

DISPOSITION:
PDAC Qualifications and Credentials ESL & Bilingual Ad Hoc Credential Committee
Approved: X   Date: 10/21/2021
Disapproved: Date:

DISPOSITION:
PDAC Qualifications and Credentials Committee
Approved: Date:
Disapproved: Date:

DISPOSITION:
Steering
Approved: Date :
Disapproved: Date:

DISPOSITION:
PDAC
Approved: Date:
Disapproved: Date:

DISPOSITION:
IDHS
Approved: Date:
Disapproved: Date:

Gateways to Opportunity® **ESL & Bilingual Credential** Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES TO SUPPORT DUAL LANGUAGE LEARNERS	WORK & PRACTICAL EXPERIENCE WITH DUAL LANGUAGE LEARNERS
LEVEL 5	Professional Educators License (ECE Credential Level 5 or higher)	ISBE ESL or Bilingual Endorsement Standards	ISBE ESL or Bilingual Endorsement *Requires - 100 clock hours*
LEVEL 4	ECE Credential Level 4 or higher	*Must meet all previous level competencies plus:* Human Growth and Development (HGD8) Observation and Assessment (OA5, OA6, OA7, OA8) Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) Interactions, Relationships, and Environments (IRE7, IRE8) Family and Community Relationships (FCR7, FCR8, FCR9) Personal and Professional Development (PPD4, PPD5, PPD6)	50 total hours of supervised experience with dual language learners and their families *or* 900 total hours of documented dual language learners work experience
LEVEL 3	ECE Credential Level 3 or higher	*Must meet all previous level competencies plus:* Human Growth and Development (HGD5, HGD6, HGD7) Observation and Assessment (OA3, OA4) Curriculum or Program Design (CPD2, CPD3, CPD4) Interactions, Relationships, and Environments (IRE4, IRE5, IRE6) Family and Community Relationships (FCR5, FCR6) Personal and Professional Development (PPD2, PPD3)	10 hours of supervised experience with dual language learners and their families *or* 450 total hours of documented dual language learners work experience
LEVEL 2	ECE Credential Level 2 or higher	*Must meet all previous level competencies plus:* Human Growth and Development (HGD1, HGD2, HGD3, HGD4) Health, Safety, and Well-Being (HSW1, HSW2, HSW3) Observation and Assessment (OA1, OA2) Curriculum or Program Design (CPD1) Interactions, Relationships, and Environments (IRE1, IRE2, IRE3) Family and Community Relationships (FCR1, FCR2, FCR3, FCR4) Personal and Professional Development (PPD1)	5 hours of observation with dual language learners and their families *or* 200 hours of documented dual language learners work experience

Up to 18 competencies may be documented through credential approved training for Levels 2–4

6

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

ESL & Bilingual Credential Competencies

HGD | Human Growth and Development

1 Identifies that exposure to more than one language during the early years has implications for young children's development and learning.

2 Describes the relationship between home language development and the development of English.

3 Describes the relationship between early socio-emotional and identity development to the development of all languages relevant to the child.

4 Describes how languages relevant at home, in the early childhood setting, and the community influence children's early multilingual development.

5 Names basic differences across the continuum of simultaneous and/or sequential multilingual development.

6 Summarizes the benefits of growing up multilingual across all developmental domains.

7 Explains the developmental and learning implications of simultaneous or sequential exposure to two or more languages during the early years.

8 Integrates knowledge of how children growing up with more than one language use all their language capacities to communicate with others and understand the world around them.

HSW | Health, Safety, and Well-Being

1 Describes the potential effect of family stressors associated with certain features of the sociocultural context.

2 Describes the relationship between early social and emotional development and identity development.

3 Describes how the use of home language and English impacts a child's sense of well-being.

IRE | Interactions, Relationships, and Environments

1 Outlines the importance of the quantity and quality of multilingual exposure at home and in the larger community.

2 Articulates the benefits of home language development and maintenance for strong relationships with family, including extended family.

3 Identifies the role that the home language plays in fostering strong connections to family and community in young children.

4 Implements relationship based strategies to support family knowledge of the benefits of multilingualism.

5 Describes and provides examples of how the use of all the languages relevant to the child at home, in the early childhood setting, and in the community influences children's multilingual development.

6 Identifies and utilizes evidence-based practices to support the use of children's home language(s) in the early childhood setting.

7 Incorporates prints and artifacts representative of the children's language(s) and culture(s) in the early childhood setting.

8 Demonstrates intentional and consistent use of language(s) throughout the day.

OA | Observation and Assessment

1 Identifies methods of collecting observational data related to language use.

2 Describes legal and ethical practices for identifying multilingual children and children with special needs.

3 Describes language assessment procedures, screening tools and observation methods in all relevant languages of the child to identify multilingual children.

4 Applies family friendly assessment strategies to assure families are part of the process.

5 Identifies evidence based instruments and practices for assessing multilingual children with special needs.

6 Selects and implements ethical, valid and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to the classroom language model.

7 Incorporates family goals regarding children's multilingual development in assessment and individual planning.

8 Adapts observation, screening and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction.

CPD | Curriculum or Program Design

1 Identifies language models used in early childhood settings.

2 Identifies strategies for collecting information about a child's/family's assets and resources.

3 Identifies features of various classroom language models for multilingual children.

4 Plans culturally relevant learning experiences that are differentiated according the developmental profiles of the languages relevant to the child and that incorporate appropriate language development standards/ guidelines for multilingual children.

5 Implements appropriate learning experiences utilizing all languages relevant to the child as aligned with classroom language model.

6 Describes a variety of evidence-based pedagogical practices that support development and learning in all languages relevant to child and in alignment with language model used in early childhood setting.

7 Selects and implements evidence-based pedagogical methods and instructional strategies in all the languages relevant for children with all kinds of diversities.

8 Differentiates instruction through the incorporation of a child's/family's cultural knowledge, language, and experiences.

FCR | Family and Community Relationships

1 Identifies the potential impact of family and community's attitudes towards multilingualism on early multilingual development.

2 Identifies evidence based strategies to facilitate the use of all languages relevant to the child in the early childhood setting and when sharing information about children's care with families.

3 Explains the benefits of multilingualism to families.

4 Explains the relationship between the family's values and practices of multilingual and multicultural families and child development.

5 Describes and gives examples of the communication preferences of multilingual and multicultural families in terms of language and modality.

6 Identifies strategies to gather information about families' goals and preferences regarding children's multilingual development.

7 Accesses and applies knowledge about family and community resources to support early multilingual, multicultural development and strengthen the status and appreciation for the home language(s) and culture of the children.

8 Integrates families' goals regarding children's multilingual development into practices in early childhood setting.

9 Identifies areas of strengths, whether individual and/or communal, such as family composition, availability of support networks, and their potential impact on children's resilience.

PPD | Personal and Professional Development

1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children, and families.

2 Works collaboratively with families, colleagues and administrators to advocate for children.

3 Engages in reflection and design of professional development plan that includes language and culture.

4 Creates a professional philosophy that elevates the status of home language and promotes diversity as it relates to language parity in programs, policies and practices.

5 Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.

6 Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.

Culturally Responsive and Sustaining Pedagogy

PDAC QC
Nov. 16, 2021
Pat Chamberlain

Historical Trajectory

- Culturally Relevant Pedagogy (Ladson-Billings)
- Culturally Responsive Pedagogy (Gay, Hammond)
- Culturally and Linguistically Responsive Pedagogy (Hollie)
- Culturally Responsive and Sustaining Pedagogy (Paris & Alim)

Feature
Valuing community languages, practices and ways of being
Schools are accountable to the community
Curriculum that connects to cultural and linguistic histories
Sustaining cultural and linguistic practices while providing access to the dominant culture

Django Paris and H. Samy Alim

Degree and Credential Viz

Joellyn Whitehead

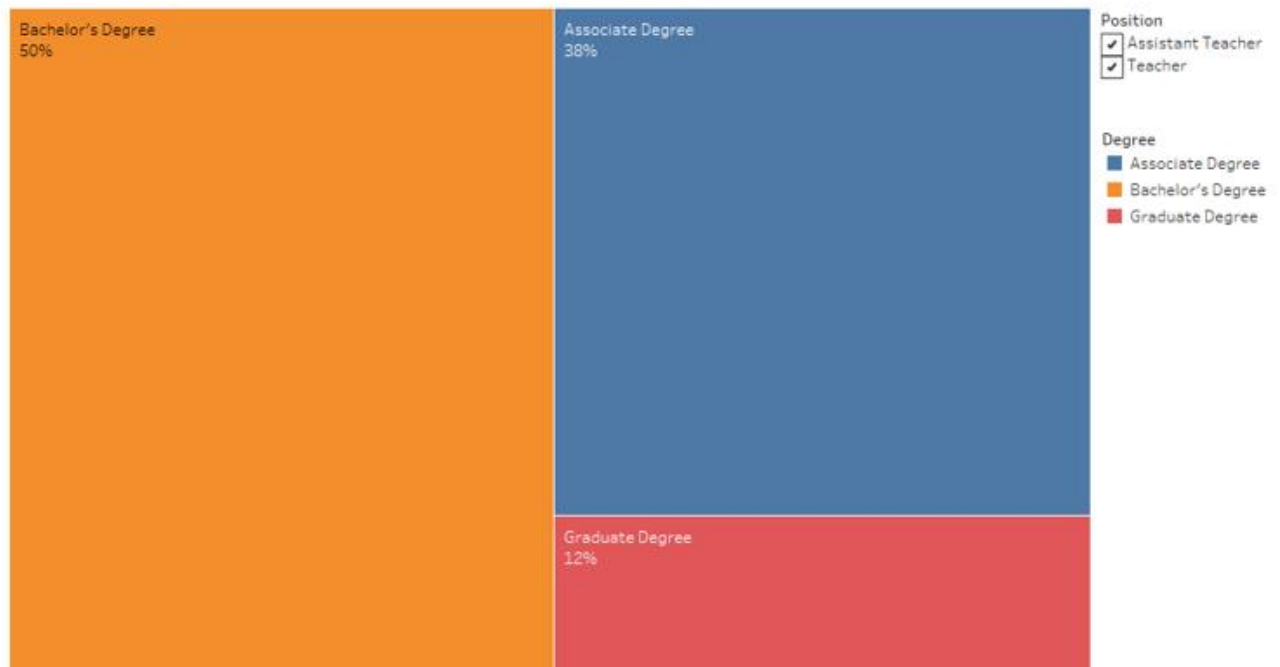## Degrees and Credential Attainments

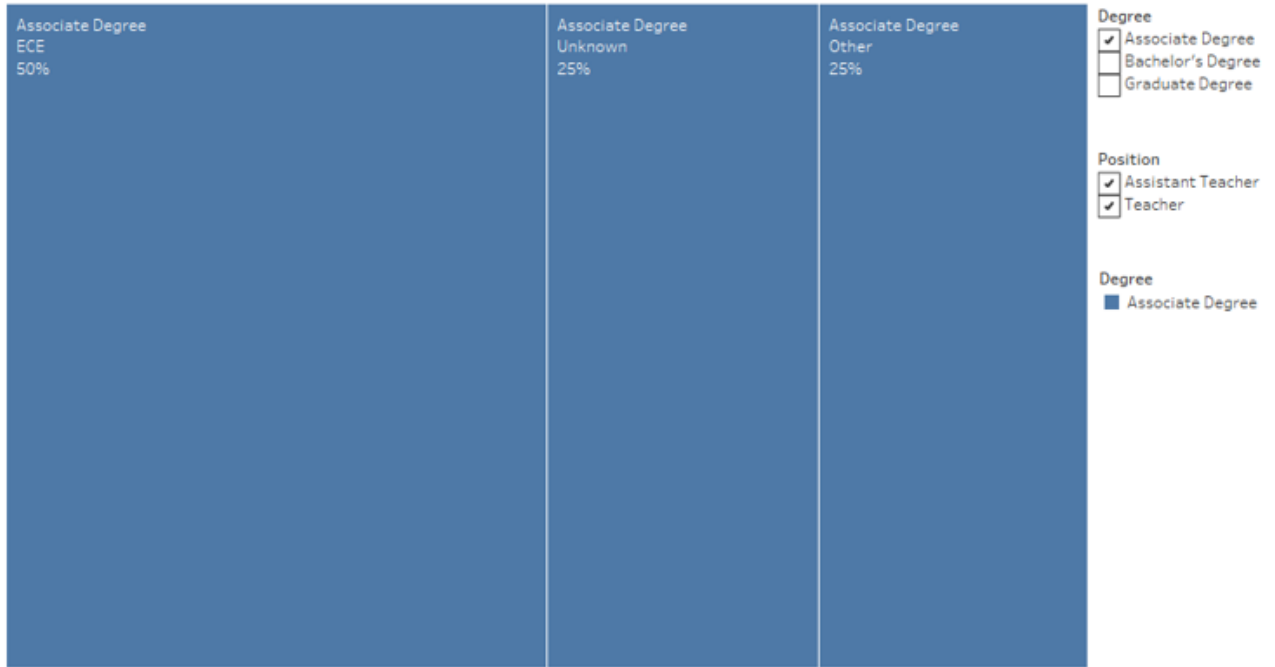| Of all licensed center teaching staff with degrees, they are most likely to have a Bachelor's Degree, followed by an Associate Degree. | Half of those with Associate Degrees are specifically in ECE. | Whereas those with Bachelor's Degrees typically have degrees in an other field. | Looking just at Teachers, we see that about half of those with degrees in ECE have an ECE 4 or higher. Those with degrees in other fields are much less likely to hold an ECE Credential. | The sa me is g en.. |

Bachelor's Degree
50%

Associate Degree
38%

Graduate Degree
12%

Position
☑ Assistant Teacher
☑ Teacher

Degree
■ Associate Degree
■ Bachelor's Degree
■ Graduate Degree

Degrees and Credential Attainments

Of all licensed center teaching staff with degrees, they are most likely to have a Bachelor's Degree, followed by an Associate Degree.

Half of those with Associate Degrees are specifically in ECE.

Whereas those with Bachelor's Degrees typically have degrees in an other field.

Looking just at Teachers, we see that about half of those with degrees in ECE have an ECE 4 or higher. Those with degrees in other fields are much less likely to hold an ECE Credential.

The sa me is g en..

| Associate Degree ECE 50% | Associate Degree Unknown 25% | Associate Degree Other 25% |

Degree
- ☑ Associate Degree
- ☐ Bachelor's Degree
- ☐ Graduate Degree

Position
- ☑ Assistant Teacher
- ☑ Teacher

Degree
- ■ Associate Degree
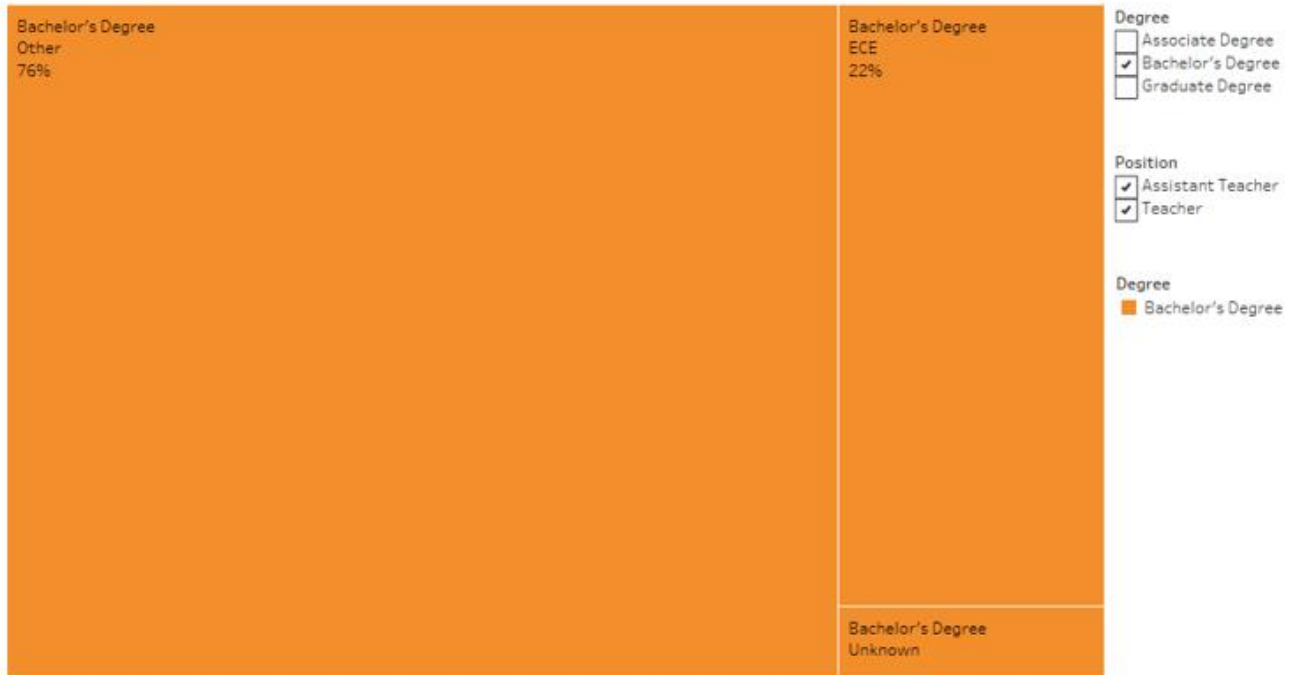
Degrees and Credential Attainments

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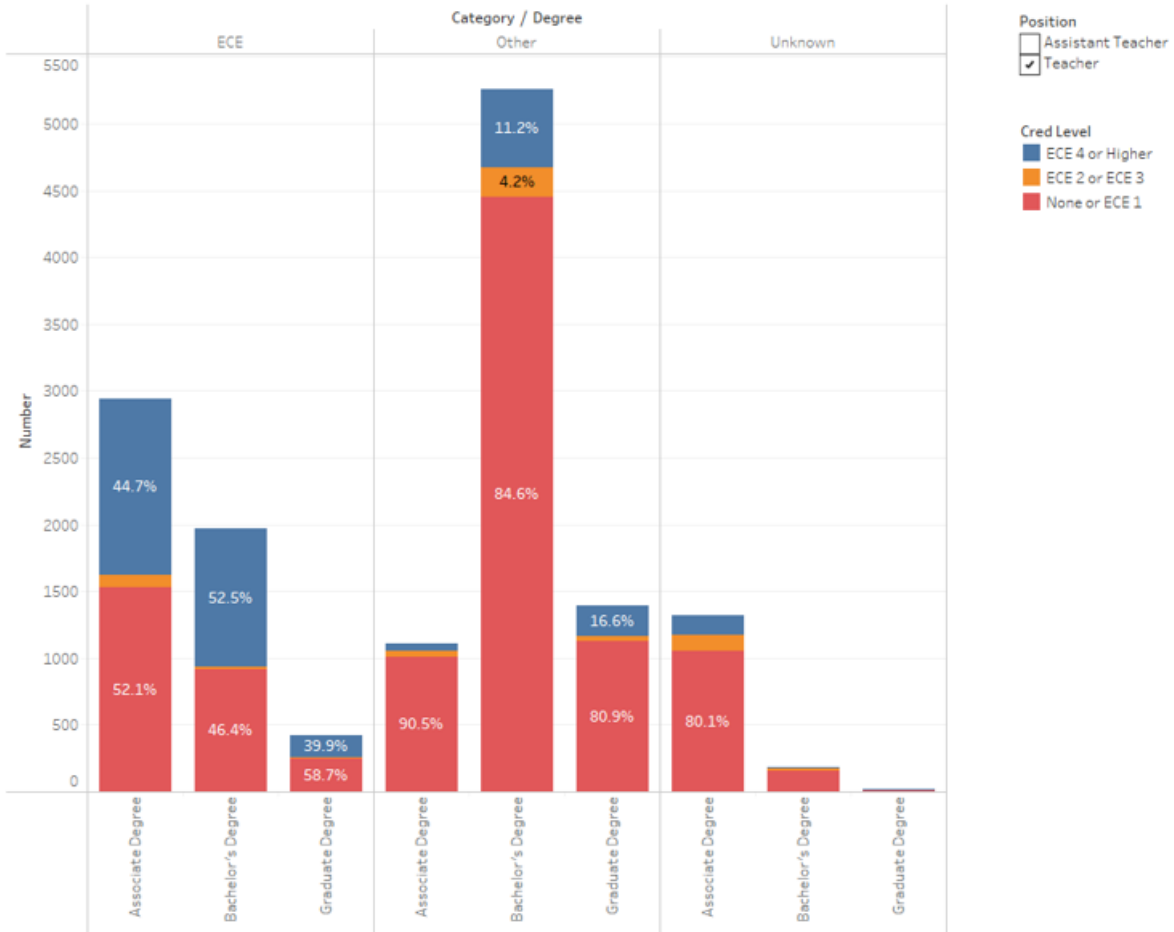
The same is generally true for Assistant Teachers, but you can see by the numbers on the y axis this is a rela...

Bachelor's Degree
Other
76%

Bachelor's Degree
ECE
22%

Bachelor's Degree
Unknown

Degree
☐ Associate Degree
☑ Bachelor's Degree
☐ Graduate Degree

Position
☑ Assistant Teacher
☑ Teacher

Degree
■ Bachelor's Degree

Degrees and Credential Attainments

| Half of those with Associate Degrees are specifically in ECE. | Whereas those with Bachelor's Degrees typically have degrees in an other field. | Looking just at Teachers, we see that about half of those with degrees in ECE have an ECE 4 or higher. Those with degrees in other fields are much less likely to hold an ECE Credential. | The same is generally true for Assistant Teachers, but you can see by the numbers on the y axis this is a relatively small group compared to the 18,114 Assistant Teachers overall. | This is another way of viewing the Teacher data - as 100% stacked bars. You can more easily compare the pe... |

Category / Degree

Position
- ☐ Assistant Teacher
- ☑ Teacher

Cred Level
- ■ ECE 4 or Higher
- ■ ECE 2 or ECE 3
- ■ None or ECE 1
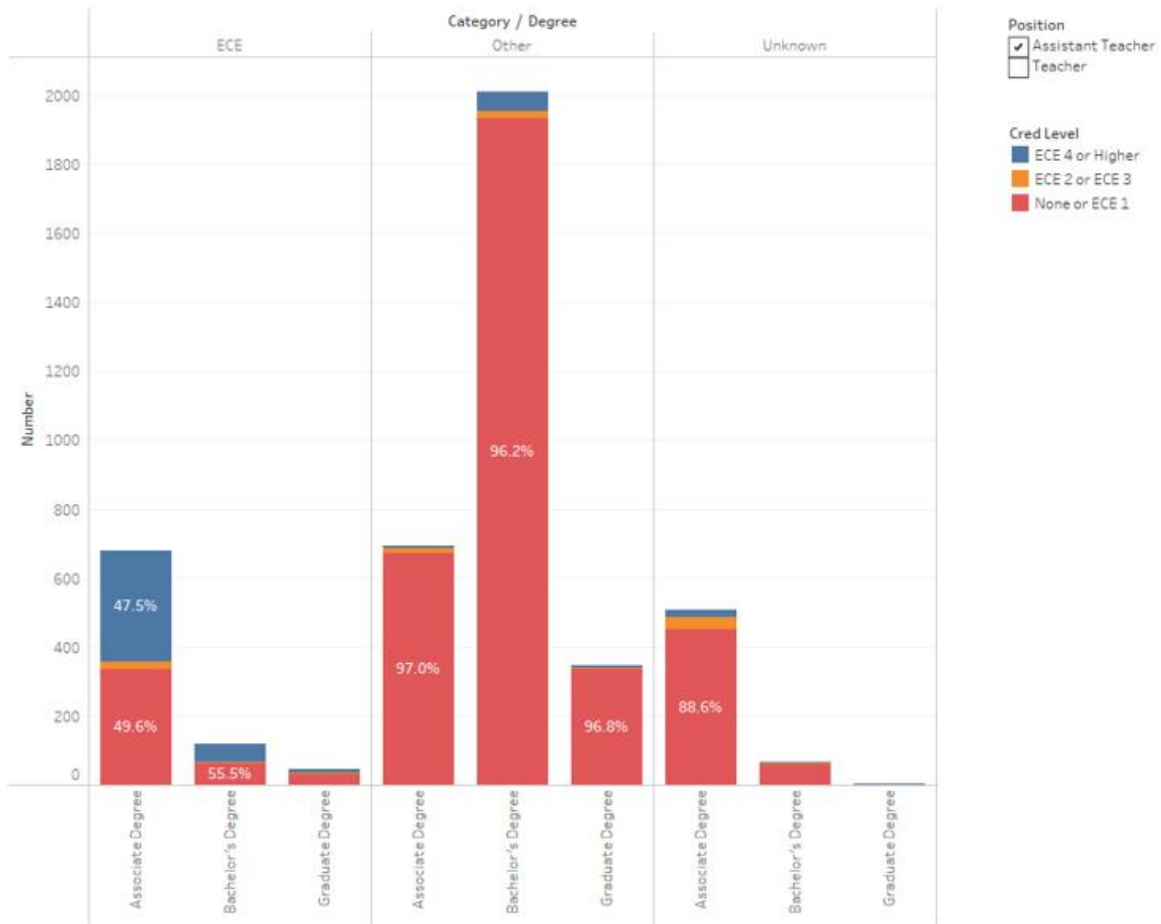
Degrees and Credential Attainments

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The same is generally true for Assistant Teachers, but you can see by the numbers on the y axis this is a relatively small group compared to the 18,114 Assistant Teachers overall.

This is another way of viewing the Teacher data - as 100% stacked bars. You can more easily compare the percentage with ECE Level 4 or higher across degrees and categories.
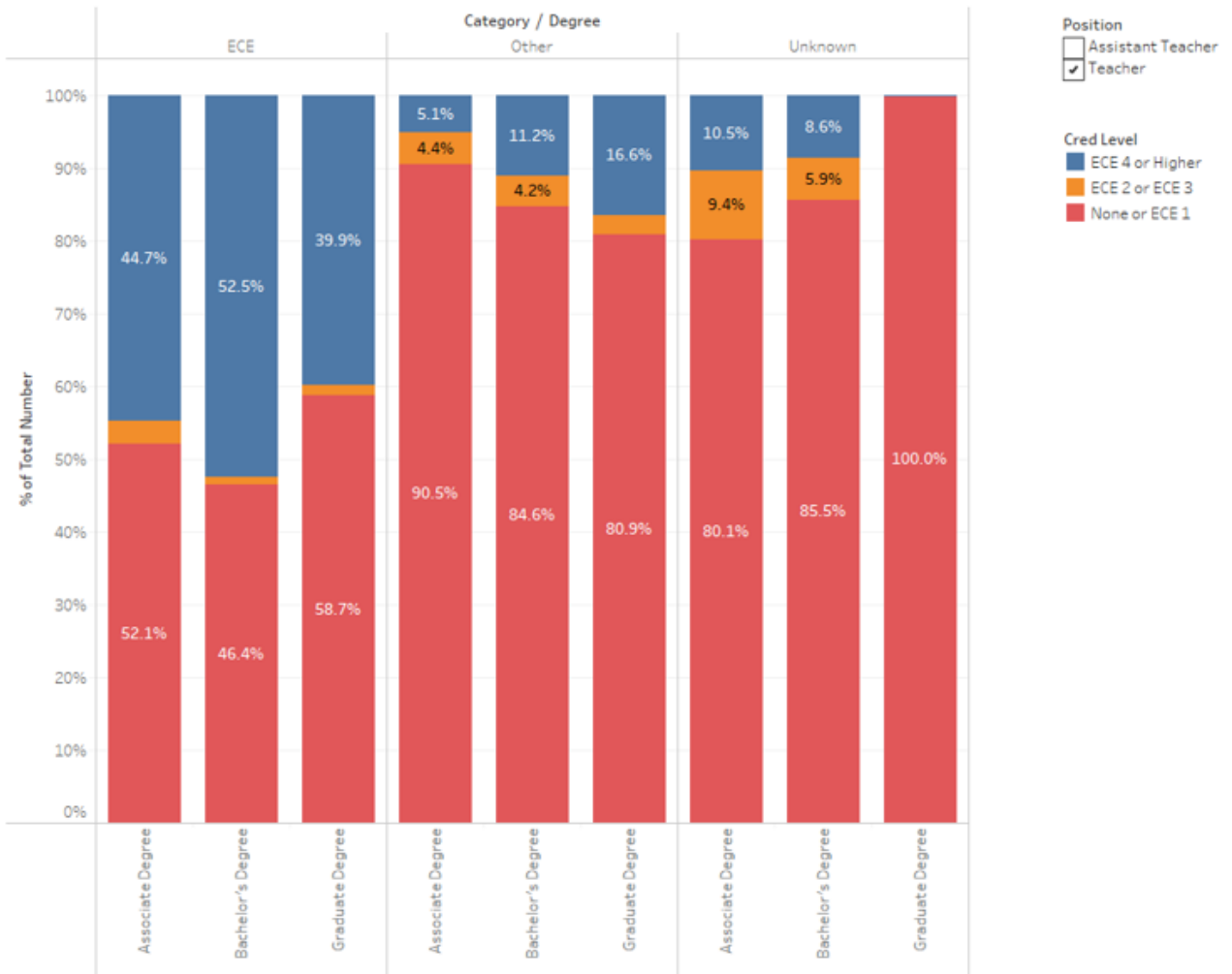
And here is the data for Assistant Teachers. Remember that the size of this population with degrees is pretty smal...

Degrees and Credential Attainments

| Wh ere as t hos e .. | Looking just at Teachers, we see that about half of those with degrees in ECE have an ECE 4 or higher. Those with degrees in other fields are much less likely to hold an ECE Credential. | The same is generally true for Assistant Teachers, but you can see by the numbers on the y axis this is a relatively small group compared to the 18,114 Assistant Teachers overall. | This is another way of viewing the Teacher data - as 100% stacked bars. You can more easily compare the percentage with ECE Level 4 or higher across degrees and categories. | And here is the data for Assistant Teachers. Remember that the size of this population with degrees is pretty small compared to the number of Assistant Teachers overall. |

Category / Degree

Position
- Assistant Teacher
- ✓ Teacher

Cred Level
- ECE 4 or Higher
- ECE 2 or ECE 3
- None or ECE 1

Attachment C (continued)

Degrees and Credential Attainments

| Wh ere as t hos e .. | Looking just at Teachers, we see that about half of those with degrees in ECE have an ECE 4 or higher. Those with degrees in other fields are much less likely to hold an ECE Credential. | The same is generally true for Assistant Teachers, but you can see by the numbers on the y axis this is a relatively small group compared to the 18,114 Assistant Teachers overall. | This is another way of viewing the Teacher data - as 100% stacked bars. You can more easily compare the percentage with ECE Level 4 or higher across degrees and categories. | And here is the data for Assistant Teachers. Remember that the size of this population with degrees is pretty small compared to the number of Assistant Teachers overall. |

Category / Degree chart showing ECE, Other, Unknown categories by Associate Degree, Bachelor's Degree, Graduate Degree with Cred Level (ECE 4 or Higher, ECE 2 or ECE 3, None or ECE 1). ECE: 49.6%/47.5%, 55.5%/42.9%, 77.8%/22.2%. Other: 97.0%, 96.2%, 96.8%. Unknown: 88.6%/7.3%/4.1%, 93.8%/4.6%, 100.0%.