PDAC Qualifications and Credentials (QC) Committee
Tuesday, December 19th, 2023
1:00 PM—2:30 PM
Virtual Meeting Agenda

Barb Christmas	Debbie Rogers-Jaye	Paula Schnicker-Johnson	Tamara King
Bela Moté*	Denise Monnier	Sandy Young	Tammy Notter
Brooke Walker	Gwendolyn Moss	Sharyl Robin	Tami O'Daniel
Cerathel Burgess-Burnett	Joni Scritchlow	Stephanie Hellmer	Wendy Connell
Danen Busch	Julie Lindstrom	Stormy Udell	

Welcome – *Bela Moté, co-chair*

Review and Approval of October 24th, 2023, meeting minutes
- Motion by Tammy Notter.
- Motion seconded by Denise Monnier.
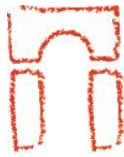- Motion passed and minutes approved.

PDAC Strategic Plan Phase X Timeline – *Joni Scritchlow, INCCRRA*
- PDAC operates on a three-year strategic plan cycle. Our existing strategic plan phase IX runs through June 30th, 2024.
- It takes time to develop a new strategic plan. Planning starts nearly a year in advance.
  - September: The Steering Committee met in person to brainstorm what is going on in Illinois, what committees are currently doing, and forward movement for various PDAC committees and IDHS needs. A range of potential goals were created on posters on day one, and on day two, these topics were sorted into the committee(s) where it would be a good fit.
  - December: Draft goals and objectives formed from the large body of input will be refined by each Committee. Each Committee should aim for three – four achievable goals.
  - January 2024: PDAC Steering will review for redundancies, check if anything is missing, then refine and return to each PDAC Committee to finalize in February or March.
  - February – March 2024: Each PDAC Committee will meet to finalize the goals and objectives. The QC approved goals and objectives will be returned to Steering.
  - April 2024: PDAC Steering meets to ensure a strong and equitable strategic plan is ready for the full PDAC Committee before submitting to IDHS for feedback and final approval. This gives some time for IDHS to ask questions or request additional information to be added for the plan to be launched July 1st, 2024.

QC Goals & Objectives: PDAC Strategic Plan Phase X – *Bela Moté*
- The QC Committee has been very successful and has accomplished a tremendous amount. Current goals and objectives have kept the committee grounded in the direction we want to go.
- Take a minute or two to review the draft goals and objectives (Attachment A).
- Do you have any overall questions or reaction to what was drafted?
  - What is the reference to the "badging system"? Can someone explain "badging"?
    - Think of Girl Scouts and how smaller badges are earned leading to a bigger, overall goal. Badges can track progress and eases reporting accountability that shows progress toward a larger goal.
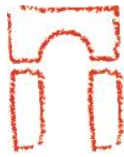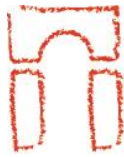
- For example, the ECE Credential Level 2 requires 12 competencies. If a badge was earned each time a competency has been met, it breaks it down into smaller increments leading to a Credential.
- The Gateways Registry removed the previous description of the Montessori Credentials. It references an out of country, non-accredited online program that is not an equivalent of the Montessori Credentials previously used for the ECE Credential. This needs to be revisited in collaboration with Montessori community.
  - This is an error that needs to be corrected. The Gateways ECE Credential framework includes the North American Montessori Center Credential.
- Goal 3 – does this align with where QC needs to go?
  - What is the difference between job-embedded professional development (JEPD) and relationship-based professional development (RBPD)? Are they the same?
    - Currently these terms may be used interchangeably. This committee needs to come to agreement on which term provides a clear definition.
    - There is a PDAC recommendation on JEPD. The approved IDHS recommendation of JEPD:
      - *Job-embedded professional development (JEPD) refers to the continuum of learning that is grounded in day-to-day practice. It is integrated into the work and includes assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active involvement in collaborative, inquiry-based work. High-quality JEPD is aligned with best practice standards and relevant federal, state, and local standards for early learning and any related agency, program, center, or school related goals.*
      - JEPD recommendation does not include RBPD, however, there is some overlap.
      - QC can review and secure definitions of JEPD and RBPD and how they may both apply to Goal 3.
- Goal 1: Utilize PDAC approved definitions for Relationship-Based Professional Development and Job-Embedded Professional Development (JEPD) by placing within Credential frameworks to expand opportunities for workforce development.
  - Objectives 2 and 3: Are there any changes to be made here?
  - Objective 2: This shouldn't be impacted by the change in Goal 3. Potentially objective three may be impacted.
  - Could the QC Committee integrate JEPD into the Gateways Credential frameworks and pause on the RBPD, or can they both be addressed and included in the framework?
    - The Technical Assistance Credential Committee may already have a definition of RBPD.
    - Right now, the framework includes limits to the number of trainings that can be used toward Credential eligibility, the rest must come from college coursework.
    - There are JEPD models used but how are the competencies validated? How much JEPD is acceptable? There would be a PDAC recommendation for markers to be placed on the frameworks specific to the limits of JEPD.
  - The pieces of evidence or evaluations of JEPD aren't included in this goal. The rubrics for evaluation are weak. What would be required to provide evidence of completion of competency.
    - This model may work for newer teachers and staff but could this model for seasoned staff devalue the work they have done?
    - Are there current models of RBPD being used that could be vetted?

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- There was an RBPD pilot program through INCCRRA with coaching and mentoring. There was an assessment piece for individuals to get competency credit through Gateways Credential-approved training.
  - Goal 1.2A.i may need more explicit language on rubrics for RBPD. How do we meet the needs of new and incumbent workforce members?
  - o Objective 3: A few questions:
    - Do we need to consider if this is getting ahead of ourselves given what needs to be done in Objective 1 and 2?
    - Do the actions in Objectives 1 and 2 cover what is included in objective 3? Or do we refine this objective?
      - Based on the outcome of deciding between RBPD and JEPD, or both, we cannot decide if we are moving forward in objective 3 until 1 and 2 are complete.
      - Job-Embedded Professional Development and RBPD models exist and are in use (i.e., INCCRRA RBPD pilot, McCormick JEPD pilot).
      - Please keep in mind that we have three years to complete the work in this strategic plan.
        - o Objective 3 can have a new, first action step "to review all RBPD or JEPD pilots held throughout the state".
        - o The new Action step C was rewritten to include "successful" models.
      - Question: Is there an RBPD practice that is not embedded in JEPD or vice versa?
        - o It is possible that one model and description includes the other.
        - o Once we've done a review of definitions, if the language of Goal 1, Objective 3 may or may not need to change. This can be brought to Steering at a later stage.
- Goal 2: Inform and refine existing efforts to expand use of competency infrastructure for Gateways Credentials.
  - o This is a shared goal with the PDAC Higher Education (HE) Committee to work together to accomplish.
    - For example, the HE Committee wants to expand the utilization of competencies referenced in course syllabi and for articulation. The goal is the same, but the objectives are specific to college coursework.
    - Objective 1 refers to infrastructure already in place. The goal would be that the Professional Development Record (PDR) would eventually include competencies met.
      - How can we expand that to be the most beneficial for the workforce using the existing PDR system? Conversations with Joellyn Whitehead.
      - The Committee would look for opportunities for users (i.e., individuals or director, etc.) to see growth and advancement toward Credentials.
      - There are multiple reasons why users access PDRs. Would this include competencies already achieved and yet to be attained?
        - o Yes, it would include both.
    - Previously, there was a chart (Credential grid) that would show what has been achieved, and what is missing in a very concrete way. This has been lost with the move to competencies.
      - The visual piece for the user is important but there is no "chart" for competencies.
      - Concern: The field is already struggling to keep up with Credentials. How can we support our staff in the new language of badging and micro-credentialing versus Gateways Credentials in the new Quality Support Contracts? Directors are feeling anxious not knowing what the requirements will be.

- - There isn't a requirement for individuals to earn a Credential, but they do earn more money.
  - Their directors and higher education navigators guide them through the process. Having a visual for badging and micro-credentials is more user friendly.
- Goal 3: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways Credentials by making it accessible and transparent to the field.
  - Don't certificates already include competencies? Or are they just content areas?
    - They may, but this isn't standardized. Some certificates do and some don't.
    - There are a very small number of trainings are approved for competencies. We do not see many certificates with competencies.
- Goal 4: Monitor progress of recommendations to streamline pathways through utilization of Credentials in licensing to increase access and transparency for the workforce.
  - Adjust to monitor and "document" progress in the goal.
  - Objective 1 should then add "documentation" to the state.
  - So many things are moving at the state level. This goal is to engage with key state agencies in the transition.
    - Objective 2 has been updated to include partner and engage. Partnering with shows real intent.
- Is there anything missing, or do we have a good draft of goals?
  - The PDAC Steering Committee meets in late January.
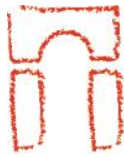 - Very thoughtful comments and discussion. Thank you!

Happy Holidays and congratulations on your retirement Joni! We will miss you.

Adjourn

FY24 PDAC Qualifications & Credentials (QC) meeting dates:
- Q3 – Tuesday, February 13th, 2024   1 – 3 PM
- Q4 – Tuesday, April 23rd, 2024   1 – 3 PM

Attachment A

Goal 1: Utilize/maximize PDAC approved definitions for Job-Embedded Professional Development (JEPD) by embedding into Credential frameworks to expand opportunities for workforce development and scale-up of successful, innovative professional development (PD) models.

Objectives:
1. Review previously approved definitions of job-embedded professional development (JEPD).
   a. Identify ways to promote the consistent use of existing competency infrastructure and language across state agencies/stakeholders
2. Review competencies and/or training topics that could be taught through JEPD.
   a. Prioritize for training development recommendations
      i. Provide guidance for best practices that includes evaluative component
3. Integrate RBPD/Job-Embedded Professional Development into Credential frameworks.
   a. Provide consistency in application of competency attainment through RBPD/job-embedded models that leads to credentials for the workforce
   b. Make recommendation(s) for statewide scale-up of RBPD models

SHARED GOAL WITH HE COMMITTEE

Goal 2: Inform and refine existing efforts to expand use of competency infrastructure for Gateways Credentials.

Objectives:
1. Expand the readily accessed Professional Development Record to include opportunities to highlight competency attainment.
   a. Build upon structures already in place
2. Review micro-credentialing and badging systems to determine relevancy to Illinois' work.
   a. Determine if use of micro-credentials to award educational advancement in smaller increments would be beneficial to the field.
   b. Identify gaps/needed supports to create a badging system for competencies

Goal 3: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways Credentials by making it accessible and transparent to the field.

Objectives:
1. Encourage all professional development (RBPD, JEPD, and trainings) to identify content using competency language.
   a. Training(s) list competency(s) on certificates (where applicable)

Goal 4: Monitor progress of recommendations to streamline pathways through utilization of Credentials in licensing to increase access and transparency for the workforce.

Objectives:
1. Provide information to the state transition director of the recommendations.
2. Engage key state agency representatives (New State Agency, DCFS, IDHS, etc.) to support the progress of the recommendation.

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