



# GATEWAYS TO OPPORTUNITY

## Illinois Professional Development System

**PDAC Steering Committee**  
**Spring Retreat at The Westin Hotel, Wheeling, IL**  
**May 15, 2014**

Anne Wharff	Deb Widenhofer	Marsha Hawley
Beth Knight	Donna Emmons	Rebecca Livengood
Cass Wolfe	Joellyn Whitehead	Sandra Cole
Cerathel Burnett	Joni Scritchlow	Sharyl Robin
Christi Chadwick	Julie Lindstrom	Tammy Notter
Christy Allen	Karen McCarthy	Teri Talan
Dawn Thomas	Lauri Morrison-Frichtl	

**Welcome** – Cass Wolfe and Deb Widenhofer, co-chairs

**Revamp of Top Ten Points from yesterday** (Attachment 1) – Cass Wolfe and Deb Widenhofer, co-chairs  
(This topic was addressed at the beginning and end of the meeting. The conversation was combined in these minutes into cohesive dot points).

- Utilize Data to Inform Development of Trainings
  - Where/Does this fit with Early Learning Council Data Research and Evaluation Committee?
  - Use follow-up and networking to make trainings more effective.
    - Have a reflection, webinar, or conference call after a training. Build in follow-up, how you are applying, or a reflection paper. You don't get your hours until the circle is complete for greater impact.
    - Assign to IAT-PD?
    - McCormick Center for Early Childhood Leadership, OECD/ExceleRate might have leadership roles in specific components of this work.
- Increase Training Linkage to Credentials
  - INCCRRA to take lead in identifying Credential Approved Trainings/need
    - IDHS and CCR&R deliverables
  - Identify and develop training "add-ons" that expand existing trainings to a minimum of 7.5 to create more credential approved trainings.
    - INCCRRA and ITN – look at add-ons and registry approved trainings.

- Link trainings to credential benchmarks in order to increase the depth of trainings (use the model of “anchor standards” to think about certain benchmarks to highlight for linkage).
    - Steering Committee with possible parallel work with Erica Hunt at Illinois State University.
- CQI for Programs Linking to Individualized PD Plan
  - Strengthen the connectors between staff members’ Individual Professional Development Plans (IPDP) and programs’ Continuous Quality Improvement Plans (CQIP); help understand how trainings can be part of links between the two plans.
    - Christi Chadwick to bring back to Gail Nelson at the Governor’s Office of Early Childhood Development (OECD), suggesting that we would like to encourage this perspective being beyond ExceleRate Illinois.
  - Change the mindset from simply looking at hours (of training) to how training can effectively improve staff overall development (trainings “matter”). Assist Program Leaders in “championing” this mindset with staff. Look beyond one aspect (e.g. staff need to meet training requirements for Bronze) and recognize training is part of an “ongoing work in progress” toward quality.
    - Stays with Steering Committee
  - Training for professional growth-individual
    - Stays with Steering Committee
  - Agency/program self-assessment drives overall CQIP
    - Christi Chadwick will follow-up with Gail Nelson/Governor’s Office Early Childhood Development (OECD)
- Scaffolding of Training Needed
  - PDAC Steering Committee
- Strategy to Impact Trainings
  - Modify CCR&R contracts to number of training hours rather than number of trainings
    - Anne Wharff to take responsibility for follow-up
- This document will be sent to Steering Committee members for review and then sent to the committees or departments mentioned.
- For follow-up: under CQI for Programs Linking to Individuals PD Plans dot point, Steering revisit those dot points not reviewed.
- Question: How does this relate to the PDAC Strategic Plan?
  - Answer: This document would be one of the things we review when going over the Strategic Plan.

**Gateways Credentials – Teri Talan and Marsha Hawley, co-chairs**

- Draft frameworks for piloting the Gateways School Age, Youth Development, Family Specialist, and Family Child Care Credentials were shared with the committee.
- One of the roles of the Qualifications and Credentials Committee is to look for ways for Gateways Credentials to be more consistent and more understandable for practitioners.

- A topic that has come to the attention of the Qualifications and Credentials Committee is a lack of consistency of the number of credential approved training points or the relationship of the points to the total number allowed for a credential.
  - Do we want to create boundaries, ranges, or limitations to the amount of credential approved trainings allowed?
    - Example: Range of 12% for the Illinois Director Credential to 40% for the Family Child Care Credential points coming from credential approved training. This shows a lack of consistency.
    - Qualifications and Credentials co-chairs feel that we need to have guidelines so committees do not have to address or readdress training points as they build Credentials.
- Following discussion this motion was put to a vote:
  - “Credential approved training not to exceed 30% of total points in “Education and Training” Component area(s) OR not to exceed 6 points in one “Education and Training” Component area” of the credential framework.
    - Teri Talan moved to accept the motion.
    - Sharyl Robin seconded the motion.
    - Motion approved.
- Marsha Hawley introduced the topic that, considering education and training, and early care and education for the Family Child Care Credential, the number of points that are allocated for CDA, CCP, or Montessori is different from other Gateways Credentials. Do we need to have guidance that provides a standard for ECE when including CDA, CCP, or Montessori electives?
- Following discussion this motion was put to a vote:
  - “If the CDA, CCP, or Montessori Credential through AMS are included in the Credential framework, it counts for 6 points in the “Education and Training in Early Care and Education” component.”
    - Marsha Hawley moved to accept the motion.
    - Lauri Morrison Frichtl seconded the motion.
    - Motion approved.
- The Family Specialist Credential Content Areas, and corresponding performance areas with knowledge, skills, and dispositions, were approved in September by the Qualifications and Credential Committee and in October by the Steering Committee, for piloting. Their Credential Framework needs to also be approved for pilot, before June 30, 2014. The Qualifications and Credentials Committee is meeting to vote on the pilot in a few weeks; however Steering Committee will not meet again until after June 30<sup>th</sup>. The Steering Committee agreed to vote via e-mail on the FSC Framework to meet the RTT timeline.

**Committee Recommendations – Marsha Hawley, co-chair**

- **Qualifications and Credentials Committee**
- Marsha Hawley thanked the ECE Credential Review Ad Hoc Committee for all of their hard work in reviewing, editing, and aligning the Benchmarks to the current Illinois Professional Teaching Standards and NAEYC standards for higher education.

- Christi Chadwick asked: What are the implications to our entitled institutions that are already aligned to the previous Benchmarks?
  - Answer: The changes will be welcomed, as the standards are now up-to-date. The new ECE Benchmarks will be sent to schools. If a school is not up for re-entitlement in the next two years, INCCRRA will give them the option to continue under the current framework while working to align to the new standards.
  - **Gateways ECE Credential Benchmarks Recommendations – Marsha Hawley**
    - **ECE Credential Benchmarks Levels 2-4 (Attachment 2)**
      - The Ad Hoc ECE Benchmark Work Group recommends revised approval of the ECE Benchmarks Level 2-4.
        - Recommendation approved.
    - **ECE Credential Benchmarks Level 5 (Attachment 3)**
      - The Ad Hoc ECE Benchmark Work Group recommends revised approval of the ECE Benchmark Level 5.
        - Recommendation approved.

#### **2014 PDAC Annual Meeting Planning**

- Proposed Date is September 19, 2014; venue is the Marriott Hotel in Normal, IL.
- Volunteers to help plan the annual meeting:
  - Dawn Thomas
  - Tammy Notter
  - Cerathel Burnett
  - Lauri Morrison Frichtl
  - Cass Wolfe
  - Deb Widenhofer

#### **Adjourn**



### **Top Ten in BOLD**

Remaining dot points added below Top Ten to see full scope of suggested strategies.

#### **Utilize Data to Inform Development of Trainings**

- **Create a feedback loop using assessment and monitoring data to inform development and implementation of trainings and training content**
- **Use follow-up and networking to make trainings more effective**
- Perform gap analysis and how it's related to monitoring data
- How do we increase trainings in areas of need vs. same old or what is most comfortable/familiar?

**Who** has the data needed to inform training development? **How** easily can it be extracted and shared? **Who** should it be shared with? **How** can a "feedback loop" be built into current system?

#### **Increase Training Linkage to Credentials:**

- **Identify and develop training "add-ons" that expand existing trainings to a minimum of 7.5 hours to create more credential approved trainings. For example:**
  - Link multiple trainings to create a new training,
  - Build in reflections, intentional practice ideas, or other follow-up activities
  - Increase training depth
- **Link trainings to credential benchmarks in order to increase the depth of trainings (use the model of "anchor standards" to think about certain benchmarks to highlight for linkage)**
- Look at ExceleRate trainings and add content to existing trainings to make them Credential-approved training (optional – not required)
- On the Gateways website and the Statewide Training Calendar (make more visible/list in an easily identified way) all current Credential-approved training
- Make intentional efforts to help practitioners understand availability of Credential-approved Trainings to fill in gaps/help increase Credential attainment

**Who** has access to curricula of existing trainings? **What** time/capacity is needed to crosswalk existing trainings with credential needs/develop gap analysis? **Develop & implement pilot** to bundle/build in/lengthen/increase rigor of trainings to count for credentials. **Who** has accountability to ensure (%) of trainings developed meet credential criteria?

#### **CQI for Programs linking to Individualized PD Plans**

- **Strengthen the connectors between staff members' Individual Professional Development Plans (IPDP) and programs' Continuous Quality Improvement Plans (CQIP); help understand how trainings can be part of links between the two plans.**
- **Change the mindset from simply looking at hours (of training) to how training can effectively improve staff overall development (trainings "matter"). Assist Program Leaders in "championing" this mindset with staff. Look beyond one aspect (e.g. staff need to meet training requirements for Bronze) and recognize training is part of an "ongoing work in progress" toward quality.**
- Training for professional growth-individual
- Agency/program self-assessment drives overall CQIP

**Scaffolding of Trainings needed** (A separate subset, as it links to *all 3* of the above)

- Need to use data/info to figure out targets for continuum of trainings and push to increase depth (e.g. from 70% Stage 1/20% Stage 2/10% Stage 3 to 50% Stage 1/ 25%Stage 2 /15% Stage 3 /10% Stage 4)
- Increase the quantify of more advanced trainings (i.e. Stages 3-5) though originally written as 201 and 301 trainings) as the field gains knowledge and capacity
- Standards Trainings (for example) – need to develop continuum of trainings that include knowledge, application and synthesis

**Who** has the data needed to inform leveling/stages of trainings needed? **How** easily can it be extracted and shared?

**Who** should it be shared with? **How** can a “feedback loop” be built into current system?

**Strategy to impact trainings:**

- **Modify CCR&R contracts to # of training HOURS rather than # of trainings.**

Attachment 2



**Professional Development Advisory Council (PDAC)**

**RECOMMENDATION FOR APPROVAL**

**DATE:** April 2, 2014

**COMMITTEE MAKING RECOMMENDATION:** Ad Hoc ECE Benchmark Work Group of the Qualifications and Credentials Committee

**RECOMMENDATION:** The Ad Hoc ECE Benchmark Work Group recommends approval of the ECE Benchmarks Level 2-4.

**RATIONALE:** All Gateways to Opportunities Credentials are reviewed regularly. Due to changes in relevant national and state standards the ECE Credential Benchmarks were reviewed to ensure continued alignment.

**DISPOSITION:**

**PDAC Qualifications and Credentials Committee**

**Approved:** x **Date:** 4/2/2014

**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:**





**Professional Development Advisory Council (PDAC)**

**RECOMMENDATION FOR APPROVAL**

**DATE:** April 2, 2014

**COMMITTEE MAKING RECOMMENDATION:** Ad Hoc ECE Benchmark Work Group of the Qualifications and Credentials Committee

**RECOMMENDATION:** The Ad Hoc ECE Benchmark Work Group recommends approval of the ECE Benchmarks Level 5.

**RATIONALE:** All Gateways to Opportunities Credentials are reviewed regularly. Due to changes in relevant national and state standards the ECE Credential Benchmarks were reviewed to ensure continued alignment.

**DISPOSITION:**

**PDAC Qualifications and Credentials Committee**

**Approved:** x **Date:** 4/2/2014

**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:**





