

Accessing Higher Education: Pathways & Models

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spring
into action

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The crux of quality in early childhood education lies squarely in the interactions that transpire between teachers and children (Phillips, Austin, and Whitebrook, 2016)



What impacts the 'quality' of teacher child interaction?

Competencies of the teacher (what the teacher knows and is able to do)

- Informed by the science of children's health, development and learning
- Requires increases in formal education and credential attainment

Socio-cultural continuity between teachers and children

- Potential to promote better attachment
- Potential to increase family engagement

Illinois i2I team

Project Theory of Change

Qualifications

Create a coherent, competency-based, unified credentialing system for early childhood educators through regulatory change

Pathways

Create “user centered” pathways to help current workforce attain credentials & attract new professionals

Outcome

Diverse, well-qualified early childhood workforce

Why Qualifications based on competencies?



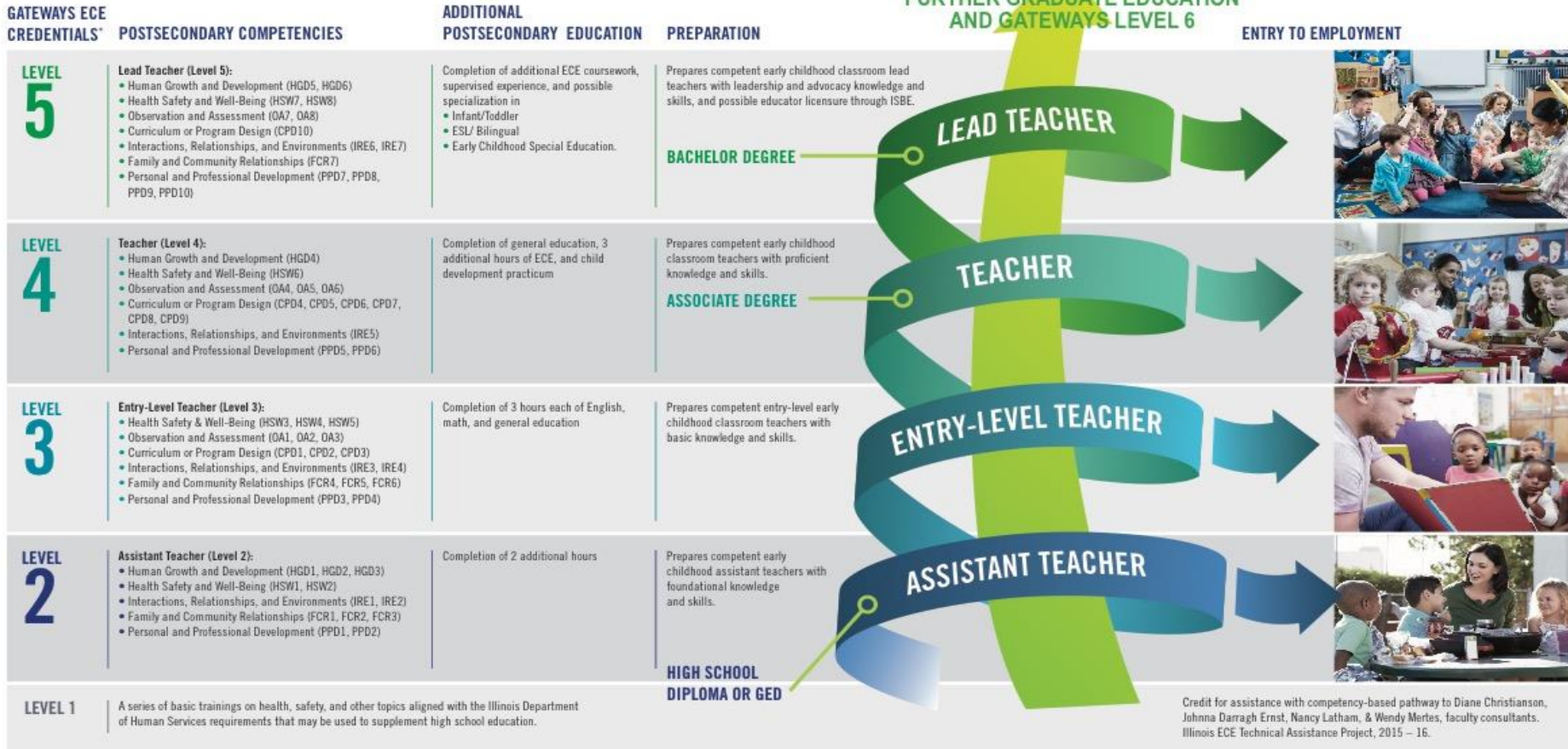
What: Specific, measurable, observable behaviors that reflect knowledge, skills and dispositions and distinguishing levels of professional practice within a standard-based assessment system.

Provides: A structure for coherence across multiple systems.

Creates: Opportunities for more seamless, coherent, user-centered pathways across IHEs and professional development systems

ILLINOIS EARLY CHILDHOOD EDUCATOR PREPARATION PATHWAY

Stephanie A. Bernoteit and Janet K. Holt



*Gateways to Opportunity
<http://www.ilgateways.com>

HGD = human growth and development; HSW = health, safety, and well-being; OA = observation and assessment; CPD = curriculum or program design; IRE = interactions, relationships, and environments; FCR = family and community relationships; and PPD = personal and professional development.

Suggested citation: Bernoteit, S. A., & Holt, J. K. (2017, May). *Illinois early childhood educator preparation pathway* (Infographic). Edwardsville, IL: Illinois Education Research Council at Southern Illinois University Edwardsville..



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Program: UIC ECE Alternative Certification Program

- Partnership between Chicago Public Schools (CPS) Community Partnership Program (CPP) and UIC College of Education
- Certified nearly 100 teachers across seven cohorts in seven years



“Alternative” Programing

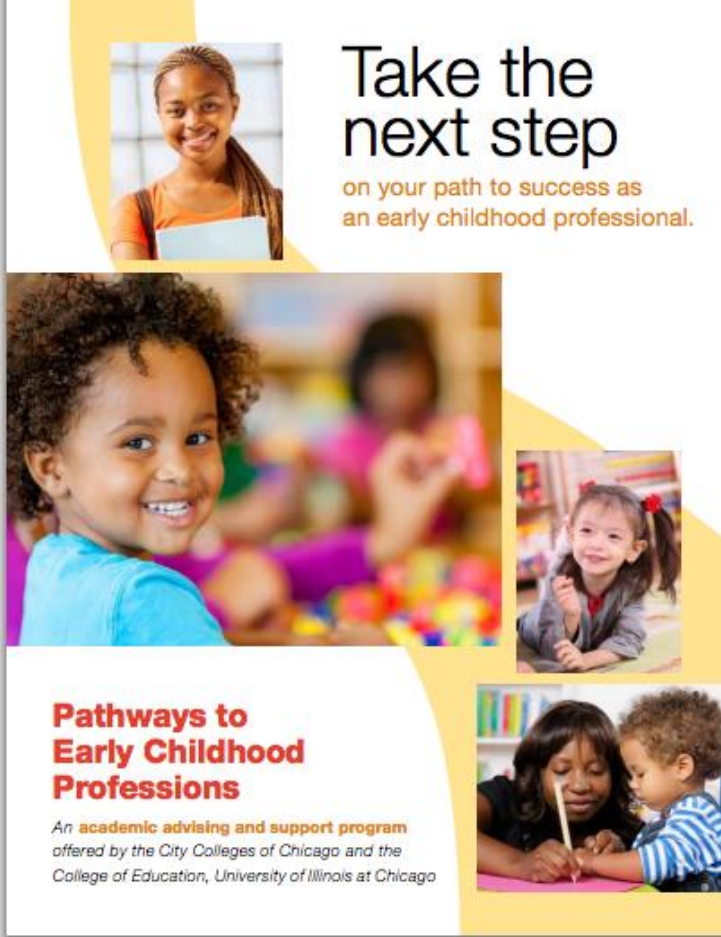
Admissions: Focus on student strengths, particularly cultural competence and perseverance

Practicum: “On the job” support for the whole center

Advising: Based on principles of reflective supervision – regularity, collaboration and reflection

BA degree: Human Development and Learning

- Flexible options for transfer course to program domain rather than course to course
- Earn II Gateways credentials in ECE and/or school age & youth development
- Clear, viable pathway to M.Ed and teacher licensure with multiple endorsements
- Evening classes and online options



Take the next step
on your path to success as
an early childhood professional.

Pathways to Early Childhood Professions
An academic advising and support program
offered by the City Colleges of Chicago and the
College of Education, University of Illinois at Chicago

Parent Pathway: Chicago Commons Project

- Dual purpose: Support parents and provide pipeline of teachers of and from the community
- Provides “meaningful” supports to students (e.g. site-based course work, specialized advising, 100% tuition and fees, child care, supported classroom experiences in center)
- Alignment with necessary credentials for employment (e.g. Headstart CDA, Ill gateways credential, six ECE credit hours)
- Focused on college-level coursework and credential attainment

Next steps: Competency-based Education

- 🍃 Competency-based education (CBE) is focused on **actual student learning**, and the **application** of that learning, rather than time spent in class/on material.
- 🍃 Learners' **progress** is **measured** when they **demonstrate** their competence through a **system** of **rigorous assessments**, meaning they **prove** they have **mastered** the knowledge and skills, **required** for a particular **competency** or area of study.