## Accessing Higher Education: Pathways & Models

Catherine Main
College of Education
University of Illinois at Chicago



@IAFC\_Cares #SIAConf18













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 i2l team Project Theory of Change

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

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

Diverse, wellqualified 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



#### FURTHER GRADUATE EDUCATION ADDITIONAL **GATEWAYS ECE** AND GATEWAYS LEVEL 6 CREDENTIALS' POSTSECONDARY COMPETENCIES POSTSECONDARY EDUCATION PREPARATION ENTRY TO EMPLOYMENT Lead Teacher (Level 5): Completion of additional ECE coursework. Prepares competent early childhood classroom lead LEVEL . Human Growth and Development (HGD5, HGD6) supervised experience, and possible teachers with leadership and advocacy knowledge and . Health Safety and Well-Being (HSW7, HSW8) specialization in skills, and possible educator licensure through ISBE. LEAD TEACHER . Observation and Assessment (OA7, OA8) · Infant/Toddler . Curriculum or Program Design (CPD10) . ESL/ Bilingual . Early Childhood Special Education. . Interactions, Relationships, and Environments (IRE6, IRE7) BACHELOR DEGREE . Family and Community Relationships (FCR7) . Personal and Professional Development (PPD7, PPD8, PPD9, PPD10) Teacher (Level 4): LEVEL Completion of general education, 3 Prepares competent early childhood TEACHER additional hours of ECE, and child classroom teachers with proficient . Human Growth and Development (HGD4) . Health Safety and Well-Being (HSW6) development practicum knowledge and skills. . Observation and Assessment (OA4, OA5, OA6) ASSOCIATE DEGREE . Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, . Interactions, Relationships, and Environments (IRE5) · Personal and Professional Development (PPD5, PPD6) ENTRY-LEVEL TEACHER Entry-Level Teacher (Level 3): Completion of 3 hours each of English, Prepares competent entry-level early LEVEL . Health Safety & Well-Being (HSW3, HSW4, HSW5) math, and general education childhood classroom teachers with . Observation and Assessment (OA1, OA2, OA3) basic knowledge and skills. . Curriculum or Program Design (CPD1, CPD2, CPD3) . Interactions, Relationships, and Environments (IRE3, IRE4) · Family and Community Relationships (FCR4, FCR5, FCR6) · Personal and Professional Development (PPD3, PPD4) ASSISTANT TEACHER Assistant Teacher (Level 2): Completion of 2 additional hours LEVEL Prepares competent early . Human Growth and Development (HGD1, HGD2, HGD3) childhood assistant teachers with . Health Safety and Well-Being (HSW1, HSW2) foundational knowledge . Interactions, Relationships, and Environments (IRE1, IRE2) and skills. . Family and Community Relationships (FCR1, FCR2, FCR3) . Personal and Professional Development (PPD1, PPD2) HIGH SCHOOL DIPLOMA OR GED Credit for assistance with competency-based pathway to Diane Christianson, LEVEL 1 A series of basic trainings on health, safety, and other topics aligned with the Illinois Department Johnna Darragh Ernst, Nancy Latham, & Wendy Mertes, faculty consultants. of Human Services requirements that may be used to supplement high school education. Illinois ECE Technical Assistance Project, 2015 - 16.

\*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..









#### **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

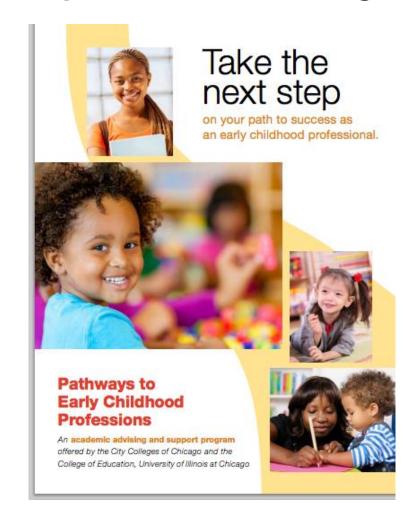






#### **BA** degree: Human Development and Learning

- 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







### 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, III gateways credential, six ECE credit hours)
- > Focused on college-level coursework and credential attainment





## Next steps: Competencybased 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.



