ECE Credential Competency Project

Governor's Office of
Early Childhood Development

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Administered through
inccrra

PD317©2021 INCCRRA

Table of Contents

Introduction

This report is being prepared for the early childhood education field, as well as for the entities who provided funds for this project. The Illinois Governor's Office of Early Childhood Development (GOECD), received federal funding through the Preschool Development Birth through Five (PDG B-5) Renewal that was allocated to Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), to oversee a statewide system project designed to support and increase access to early childhood (EC) teacher preparation for Illinois' highly diverse workforce. This project offered grant opportunities via Request for Proposal (RFP) to Illinois higher education institutions to participate in the Gateways to Opportunity® ECE Credential teacher preparation competency-based project. The Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Competency Leadership team were also collaborators in the design and organization of this project.

Competency-Based Education (CBE), specifically in the field of education, is a growing trend nationally. This direction supports the fact that schools, P-12, are focusing not only on college readiness but also on career readiness. There is also strong, research-based evidence for the growth of CBE in a report released in 2019 by the Lumina Foundation. Specifically, out of the 601 higher education institutions surveyed in the Lumina Foundation study, 62% have or are adopting competency-based approaches and 23% are interested, with only 15% not interested. These research results speak to the rising need for clear, measurable, and career-aligned competencies.

CBE specifically supports diversity and access to learning. From the same Lumina Foundation report mentioned above, it was found that "CBE offers learners clear and transparent credentialing pathways within a flexible and personalized format" (Krass, 2017, p. 5, available here: *https://www.luminafoundation.org/wp-content/uploads/2018/01/how-cbe-may-reduce-inequities-1.pdf*). Furthermore, it was found that "By making competence a necessary component of completion, learners engage in deeper learning and graduate prepared for future education or employment opportunities. At scale, this type of teaching and learning could help close equity gaps while raising college completion rates and improving graduates' lifetime outcomes and earnings" (p. 5).

At a national level, the National Association for the Education of Young Children (NAEYC), through the Power to the Profession project, has published a Unifying Framework for the Early Childhood Profession (March, 2020: *https://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf*) that incorporates standards and competencies for the preparation of early childhood educators at three levels (ECE I, II and III). These levels align with the different roles and responsibilities of those working directly with young children (birth to age eight) in a variety of settings, and with academic degree attainment at the associates and baccalaureate levels. The standards and competencies "represent these core domains of knowledge and practice, provide a baseline of expectations for mastery and are designed to drive accountability for the profession that is influenced by and responsive to the expertise of the profession" (p.19). NAEYC identifies six standards in which leveled competencies aligned with the ECE I, II, and III designations are embedded. These standards and embedded competencies are to be the basis for preparing and credentialing early childhood educators, and for nationally accrediting early childhood educator preparation programs.

In Illinois, this movement towards competency-based teacher preparation is also present, and the early childhood field is arguably leading the way. The early childhood field in Illinois has completely transitioned to competencies and is now moving toward transformation to a range of competency-based learning and education models at higher education institutions. This project is one more step in that work as guided by the Illinois State Competency Leadership Team. This report lays out the process and outcomes of the early childhood teacher preparation competency-based education curriculum module development work at the state-level for early childhood education programs, the leaders in transitioning from standards-based to competency-based educator preparation.

The goal of this project was to create individual modules for each early childhood teacher preparation competency in order to increase access and provide additional avenues for the early childhood workforce to achieve credential(s) and degrees. The goal of the individualization of competencies into discrete modules is to reduce the barriers for students and provide a way for colleges and universities to provide individualized and student-centered approaches to showing competence on the early childhood competencies. It also allows for flexibility of design through placement with a range of courses at higher education institutions.

Background

This project is situated within the work already completed at the state level focused on early childhood competencies. In Illinois, 67 undergraduate and seven master's degree programs offer opportunities to attain licensure in Early Childhood Education, Birth to Grade 2, and since 2016, a large majority of institutions of higher education at both the two- and four-year levels in Illinois offer the industry-recognized Gateways ECE Credential (96%) (Illinois Network of Child Care Resource and Referral Agencies, 2019). See Appendix A for a listing of higher education institutions offering early childhood credential and licensure pathways.

For the early childhood workforce, the process to attain Gateways to Opportunity Credentials can be a combination of stacking high-quality approved training and college credit with supervised practicum(s) and/or accumulated work experience. The credential attainment can be an end point within itself, and is combined with a degree at various levels. The Gateways Credentials are awarded by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development, administered through INCCRRA, and are in legislative rule. While there are core credentials spanning from early childhood to Family Specialist, the work completed in this project focused solely on early childhood teacher preparation or ECE Credential.

Beginning with the ECE Credential, between 2015-2017, all Illinois Gateways Credentials moved from standards and benchmarks to competencies. In 2015, the Illinois State Board of Education put in place a requirement that all entitled ECE licensure programs align to the Gateways ECE competencies within their redesign/ re-application for entitlement by 2019. Additionally, in 2016, the Illinois Gateways ECE competencies were presented to early childhood faculty from across the State at the Gateways Higher Education Forum. Following the Forum regional meetings were held across Illinois to help Gateways-entitled institutions move to competencies. To further support faculty, an online toolbox embedded on the Illinois Gateways website was created to store competency resources and assessment examples for the new competencies for faculty to use in competency implementation. A pilot of the competencies-based entitlement application was implemented, and technical assistance for programs at both two- and four- year institutions was established. That same year and continuing through 2017, technical assistance was provided to two- and four-year programs for aligning curriculum with the ECE competencies and completing the application for the new competency-based ECE credential. Three community college faculty consultants worked with 40 two-year early childhood programs to redesign curriculum to be leveled and in alignment with the ECE competencies. One four-year faculty consultant provided technical assistance to 32 four-year early childhood teacher licensure and non-licensure programs on aligning curriculum with the competencies and completing the application to become entitled to award the new ECE credential. The result was that today, 96% of two- and four-year early childhood programs are entitled, or aligned with Gateways competencies.

To further support the move to competency-based learning and education, in 2018, the McCormick Foundation funded a one-year planning grant to develop three to five-year Strategic and Operational plans focused on expanding the use of the Gateways ECE competencies, creating assessments and rubrics, and fostering innovative competency-based learning practices. A State-Level Competency Leadership team was created to develop a strategic plan and next steps for higher education institutions implementing the competencies across all Gateways to Opportunity Credentials. This group was drawn from state agencies, funders, and members of higher education. Three areas of work emerged from the plans including: support for higher education implementation of competencies, implementation of competencies in professional development, and technology support. Next in the process was the Faculty Fellow Assessment Project. Forty faculty were selected to create exemplar assessments and put in the toolbox for programs to utilize in their own planning and implementation of the competencies. Once the assessments for each toolbox were created, the next focus for implementation of moving from a standards-based model to a competency-based model was to modularize all 56 competencies to truly embrace and display the stackability of individualized learning trajectories. The GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project was created and launched.

With funding from PDG B-5, the overarching goals for this project included:

- Build the degrees and credentials of the incumbent workforce so they might increase their knowledge and skills, advance their employment and compensation opportunities, and increase the quality of the education and care the children and families in their programs receive
- Foster innovation at Illinois higher education institutions through incentivizing the development of modularized, competency-based, online accessible mini-course sequences
- Support higher education institutions in developing opportunities for the incumbent early childhood workforce to build upon or receive credit for prior learning and acquired competencies
- Promote opportunities for expanded access through online learning, which may use simulated learning, such as those provided by the Office of Head Start (https://eclkc.ohs.acf.hhs.gov/ family-engagement/article/parent-family-community-engagement-simulation-boosting-school- readiness-through-effective-family)
- Promote workforce advancement using the state-recognized Gateways ECE Credential competency structure for early childhood career pathways
- Address workforce demands for greater early childhood teacher preparation credential and degree access
- Provide opportunities to develop innovative and comprehensive assessments of prior learning, which research shows supports diverse student success, thereby supporting institutional success through student completion
- Promote equitable opportunities to access higher education and degree/credential advancement and honor and increase the rich diversity of the ECE workforce
- Develop replicable models using federal funding that may accelerate degree and credential completion to support student success

The leadership team for this project included GOECD input and direction, INCCRRA staff (project oversight and management) with input from State Competency Leadership Team members. Additional members of the Project Leadership Team included two consultants with extensive experience in developing the Gateways competencies and assessments that were in the credential toolboxes at the start of the assessment project: Dr. Anni Reinking, faculty at Southern Illinois University-Edwardsville at the start of the project and adjunct faculty at Illinois State University and University of Illinois-Chicago by project's end; Dr. Toni Potenza, retired faculty from Roosevelt University; and Dr. Lisa McIntyre Hite of the Competency Based Education Network (C-BEN) as a third consultant providing national expertise in competency-based curricular design and implementation.

Process

The overall project calendar process is located in Appendix B, and will also be outlined in this section. The project was launched on May 1, 2020, when the Request for Proposals (Appendix C) was sent out to 75 of the 76 Illinois higher education institutions that offer early childhood programs. Eligible two- and four-year programs had to be Gateways entitled, and currently offering a program of study that included use of technology in early childhood instruction and/or assessment. Willingness to implement Prior Learning Assessments aligned to the competencies was a priority. Applicants were advised that they would be working collaboratively with faculty from other institutions to design the modules. They also agreed to participate in piloting the modules developed from this project in 2021 and 2022 and to capture relevant data to inform success or needed revisions, including evaluation by an external evaluator (Appendix D). The application deadline was June 1, 2020. Members of the State Competency Leadership team served as reviewers and scored the applications resulting in the selection of two two-year and three four-year institutions. All institutions were notified of their application's status by the first week of July. An official announcement identifying the selected institutions was made public by GOECD and INCCRRA the week of July 20. The press release is available to view in Appendix E.

Once the two- and four-year institutions were selected, the project launch meeting took place on August 3, 2020. The end date for the project slated for December 31, 2020 with the deliverables of completed modules for each of the 56 competencies, ready to pilot. At the launch meeting, faculty from each of the five institutions (Northern Illinois University-four-year, Heartland Community College-two-year, Moraine Valley Community College-two-year, Illinois State University-four-year, National Louis University-4-year) were provided guidance and an overview. Then the projected work plan for competency module completion and contracts were executed.

The faculty were divided into three workgroups (A, B, and C). Faculty from both two- and four-year institutions were assigned to each group in order to give voice to both types of institutions during the competency learning-module development. Aside from biweekly small group meetings, monthly large group meetings for all faculty working on the project were also scheduled. Additionally, the project utilized faculty (the Faculty Fellows) that developed the Assessment Toolkits from a previously funded project. The Faculty Fellow statewide group met with our Competency Module Group two times throughout the project, in October and December 2020. Statewide invitations and agendas are available in Appendix F. However, the Faculty Fellow statewide input was more robust than two large macro-input meetings. The Faculty Fellow statewide review teams also completed independent reviews throughout a 90 day time span as a way to provide critical evaluative input at the more micro-level of the project.

The monthly Competency Module faculty meetings were a time to update each other on the progress, check in, and begin conversations regarding the next phase of the project, piloting for the calendar year of 2021. Additionally, the Faculty Fellow statewide group combined with the Competency Module faculty for two all-day meetings to review the process and development cycles, provide key insights to strengthen design, assist in the development of surveys to be utilized during piloting, and provide a voice in the overarching development of the modules through a multi-cycle review and input process (Appendix G).

Organization of the PDG Faculty

Faculty from the selected institutions were divided into three groups (A, B, and C). As stated earlier, a balance with two-year and four-year institutions was provided on each of the teams. A work plan was designed for each group to focus on writing and revising certain modules, indicated in Figure 1 below. Each group was also assigned to peer review modules as part of the iterative review and revise cycle embedded in the project.
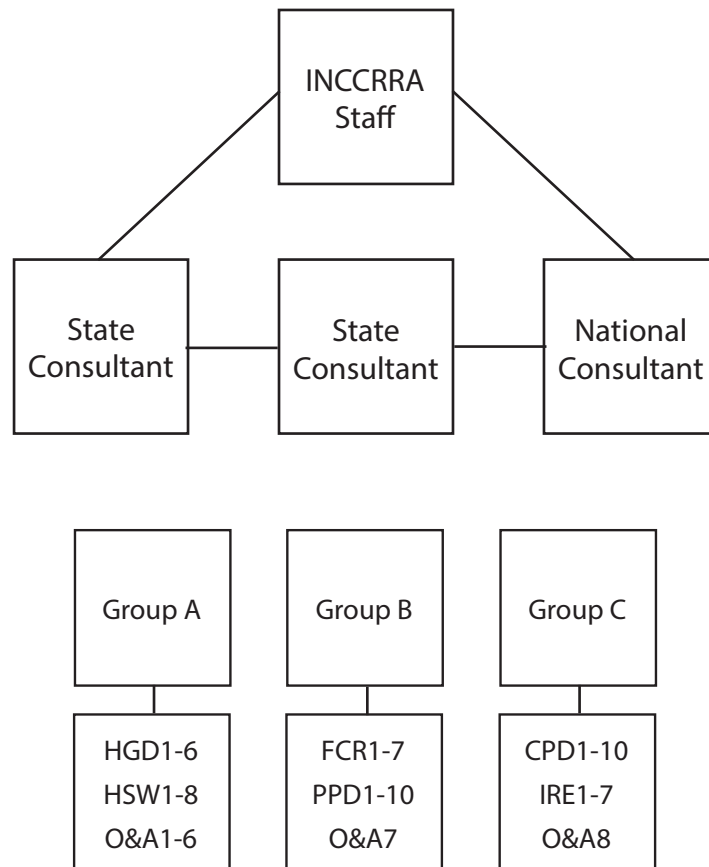

Figure 1. Organization of the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project

Project Launch and Overarching Project Supports

The Leadership Team met for a planning meeting on July 15, 2020. This meeting included INCCRRA staff, state and national consultants. At this meeting, processes and timelines for the work plan were established that would ensure all work would be completed by the Dec. 31, 2020, deadline. Additionally, the leadership team divided institutions between the three groups to ensure a balance of two-year and four-year voices on each of the module development groups. As indicated in the graphic above, each group was assigned to complete the full sequence of two complete competency areas, with the exception of O&A, which was divided between the three groups. The Leadership Team planned for four review cycles for each of the modules. The review cycles included: 1) peer review, 2) Competency-Based Education Network (C-BEN) consultant review, 3) Early Childhood consultant review, and 4) Faculty Fellow statewide review. Between each review cycle it was planned to have enough time for edits so a new draft could be provided to the next group of people reviewing. This process and review cycle occurred through five rounds starting in August 2020, and ending in December 2020. The cycle through these rounds were known as the write-review-revise iterative process.

After the initial leadership meeting, on July 23 and 24, 2020, the state and national consultants, as well as an INCCRRA representative met with each institution to begin to build working relationships, determine workload and faculty time that was provided for their institution through the grant, and learn the goals of the faculty from the specific institutions in developing and piloting the modules. Once the Leadership Team had determined the processes, and individual institution meetings were held, a kick-off meeting was the next step.

The kick-off meeting occurred on August 3, 2020. Faculty were provided with the project outline, given their group member names, and were provided with the template designed by C-BEN and Lisa McIntyre Hite for this project.

The module template was designed with backwards planning in mind. The module template asks the authors, and eventually the students who will be completing the modules, to begin with the end in mind, or the summative assessment. Once the summative assessment is described, the module moves into sub-competencies, or smaller pieces that will help guide learners to proficiency in the competency. The sub-competencies are then broken down even further into learning activities that are all scaffolded with the goal of successful completion of the summative assessment. In developing the modules, the faculty/authors were given the expectation to include only open-sourced materials to reduce accessibility barriers.

As part of the template, questions to guide peer and consultant reviews were also built in (Appendix H).

After launching the work, teams met and worked on their modules, meeting all of the work plan assigned dates through the write-review-revise process. Once the modules were ready as draft one, a peer review was completed. The leadership intentionally had groups review a mixture of modules so as to not have an unintentional bias throughout the project. The peer review members of another group reviewed the work and provided feedback to the authors. The authors then had time to revise based on the peer review.

After the peer review and revision process, the consultants reviewed. First the national C-BEN consultant, reviewed from a competency-based lens and then passed the draft on to state consultants for an early childhood-based review. Once this process was completed, the draft was sent back to the author for revisions and the development of draft three.

After the third drafts were completed, the modules were formatted so each had a similar appearance and flow within the template provided for the project. Once the formatting was complete, the Faculty Fellow statewide review of the modules began. At the October 2020 meeting, Faculty Fellow colleagues signed up to review a set of competencies. When the competencies within that set were complete, they were sent to the faculty who had signed up to review from a wider, overarching lens. The revisions from the Statewide Faculty Fellow review were then completed by consultants on the project.

Finally, the faculty were surveyed at the end of the project in December 2020. One comment spoke to the overall organization of the project: "*The structure of the design of this project was effective in getting things done. I appreciated the structure as well as the openness of providing new ideas and feedback.*"

Adaptations and Lessons Learned

Throughout the course of the project, there were several adaptations and lessons learned that will impact both future early childhood teacher preparation and the competency-based learning and education trajectory within the state.

The adaptations spanned from incorporating a scope and sequence process after the project started, making modifications to the review process for the state and national consultants, and developing sub-modules for specific competencies to ensure a more fully developed and cohesive implementation, specifically Curriculum or Program Design (CPD)4 and 5. The scope and sequence for each competency band was identified as a need in September 2020. Once the faculty began diving deeper into module development, it became clear that a scope and sequence was needed for each competency area to ensure that modules built on each other, covered appropriate content at the appropriate level, did not duplicate learning activities and were transparent and consistent in structure. The scope and sequence for Human Growth and Development (HGD) (Appendix I) outline the sub-competencies, activities, and the clear development of higher levels within a competency band.

Another adaptation to the project work was how the state and national consultants reviewed each of the modules after draft two. During the first review cycle, the three consultants reviewed individually and sent their recommendations to the author. However, after feedback from the faculty members, the consultants began reviewing collectively and providing one overview document with specific feedback and comments. This provided the authors a clear direction for edits and provided the leadership consultants a way to ensure the feedback for draft three was concise, clear, and consistent.

The final identified adaptation during the module development project was the need to develop sub-competencies for CPD4, which focuses on curriculum methods, and CPD5, which focuses on curriculum content. After the first round and attempt at writing modules for CPD4 and CPD5 with the depth needed to address specific content areas (math, literacy, science, social science, and creative activities), it became apparent to the overall team that sub-modules were needed to ensure the fidelity of each competency was achieved through module completion. Therefore, CPD4 and CPD5 were split into content areas for methods and content- specific work with a clear structure for how the modules flow to provide consistency to students completing the ten sub-competencies within CPD4 and CPD5. Although this adaptation diverged from the one competency-one module format of the project, it is not unusual for competencies to be addressed by more than one interrelated module (Hugus, E and Bidell, G., Customizing Skills Based Learning Experiences Using OER" Western Governors University, presentation at C-BEN Exchange, November 2020).

Outside of the adaptations that occurred during the project implementation as outlined above, there were also lessons learned from project inception to conclusion. Many lessons learned were shared by faculty members during the bi-weekly or monthly meetings; others were captured through surveys provided at the end of the project in December, and some through email communication throughout the project development cycle.

Through one-on-one discussions, group discussions, and faculty reflections, one of the important lessons learned was at the faculty level. Specifically, the faculty reflected that their perspectives and practices of developing courses (backwards design) were improved through discussions, module development, and the feedback provided. Faculty at one institution reflected that engaging in this project was a "game changer" for how they design their curriculum. They reflected that prior to this project the development of curriculum was less cohesive, and even a little disjointed. This project provided faculty with a clear method of curriculum development that forced the faculty to incorporate only content highly relevant to competency attainment and to focus more on what is needed into their courses to support student success rather than "just good stuff that we hoped would stick through practice." Overall through this project, all faculty reflected on the concept that this process has encouraged concentrated focus on what is needed in a course while eliminating some of the "fluff".

Furthermore, the faculty who developed the modules reflected at the end of the project on the end-of-project survey. In the figures below, Figures 2 and 3, the results from the quantitative questions are provided.

In Figure 2, the PDG Faculty from each of the five institutions were asked to rate "how much professional growth did you experience during this process?", specifically while developing the modules. On a scale of 1-5, a score of 1 equated to "no professional growth" and a score of 5 equated to "a lot of professional growth." As indicated below, 85.8% of the PDG Faculty experienced professional growth by rating a 3 or above. These results indicate that most of the PDG Faculty experienced some professional growth through the process of writing, reviewing, and rewriting modules.

On a scale of 1-5, how much professional growth did you experience during this process?
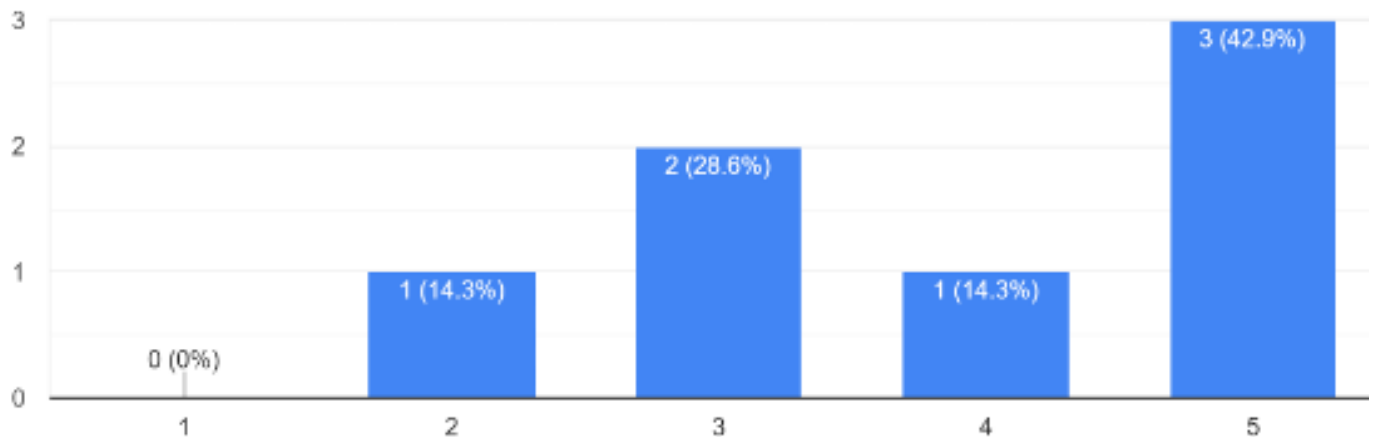7 responses

Figure 2. PDG Faculty's Professional Growth during the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project

In Figure 3, the PDG Faculty were asked to rate how participating in this project foreseeably will change their professional practice of course development. The scale was the same as in Figure 2, with 1 being no change to 5 being a lot of change. As indicated in the graph below, 85.8% of the PDG Faculty scored a 3 or higher, indicating that a portion of their professional practice in developing courses will be changed as a result of participating in this project.

On a scale of 1-5, how do you foresee participating in this project change your professional practice in course development?
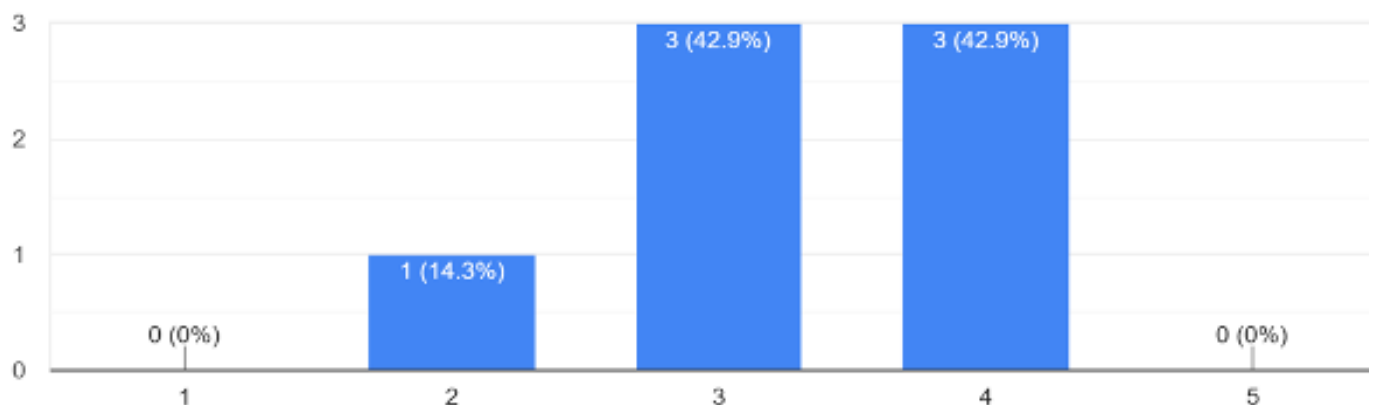7 responses

Figure 3. PDG Faculty's Foreseeable Change in Professional Course Development based on participation in the GOECD -

There were also qualitative questions on the survey. One of the questions asked the PDG Faculty members to *"describe specifically what professional growth you experienced."* Most of the responses included more knowledge and education around Competency-Based Education, while a few focused on the knowledge sharing that occurred in the small faculty groups.

Another qualitative question asked the PDG Faculty to "*describe specifically what you have changed or plan to change in your course development practice*" as a result of participating in this project. One faculty member reflected that, "*The collaboration really helped to examine the effectiveness of the course as it was in development. Usually, feedback comes at the completion of the design and often is accepted without scrutiny. Moving forward I know that it is most effective for the content expert to function with the project management mindset and create a plan for specific review with other colleagues.*"

At the end of the project, the thirty-two Faculty Fellows were also asked to provide feedback on an end-of-project survey from a wider perspective, which correlated to their impact and input on the overall project. In Figure 4, the quantitative data is provided based on a similar question that was asked of the PDG Faculty, namely, to rate the foreseeably changes in their professional practice of course development based on their interactions with this project. The scale was the same as in Figure 2 and 3, with 1 being no change to 5 being a lot of change. As indicated in the graph below, 93.8% of the Faculty Fellows scored a 3 or higher, indicating that a portion of their professional practice in developing courses will change as a result of participating in this project.

On a scale of 1-5, how do you foresee participating in this project change your professional practice in course development?
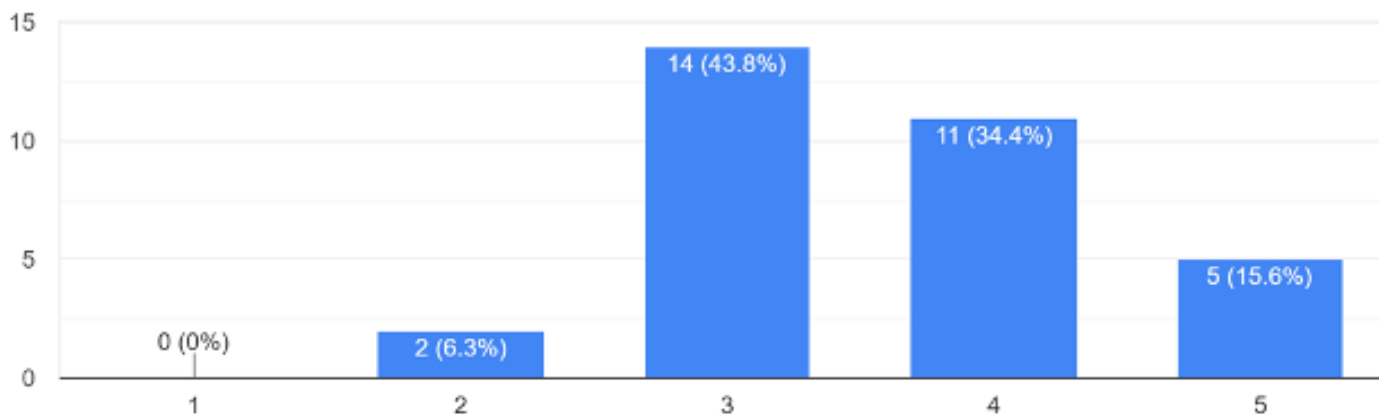
32 responses

Figure 4. Faculty Fellow's Foreseeable Change in Professional Course Development based on participation in the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project

There were also qualitative questions that the statewide Faculty Fellows were asked as part of the end of project survey. A common theme described in the course development practice feedback submitted by the Faculty Fellows was the incorporation of multiple resources as well as new technology into activities, which was succinctly described in the following quote: "some of the activities are definitely 21st century and we need that in college level classrooms where the knowledge of application in teaching is truly needed". Faculty Fellows also reported the professional growth of developing more intentional formative assessments to meet summative goals.

Another lesson learned was after Northern Illinois University's Center for Innovation Teaching and Learning (CITL) participated as a partner in placing the modules on their LMS (Blackboard). First, the CITL team was impressed with the well-designed nature of the modules. However, as with any project, they did provide specific feedback, specifically regarding the formative assessments embedded in the modules.

They stated that: (1) more instructions were needed for students to understand what is being asked for completion, and (2) CITL course designers needed more information in order to provide guidance and appropriate links for faculty and students engaging in and completing the modules which was addressed in our final reviews.

Finally, it is important to provide context for the project timeframe, which occurred during the COVID-19 pandemic (July - December 2020). The timing of the project had both positive influences and self-reported increased stress among faculty members. The timing of the project was fortuitous because of the immediate need for, and reality of, online courses in higher education. While the modules will not be ready for statewide implementation until 2022 at the earliest, online learning became a reality for all university students and faculty during the project period. While the advantage of timing was apparent for the immediate need for individualized, module, and online learning, the faculty developing the modules while living through the increased personal and professional demands of the pandemic self-reported an increased level of stress.

Technology Support

Due to the fact that the project occurred during a pandemic, eliminating the possibility of meeting in person, as well as team membership spanning the state of Illinois, the teams worked using Google Drive applications, specifically the Excel and Word formats to process and review modules asynchronously. There was a dedicated website (*https://sites.google.com/view/pdggateways/home*) where modules could be developed, shared, edited, and reviewed There were also many emails sent out for due dates, check-ins, and assistance when needed in conceptualizing the modularization of specific competencies. Faculty were guided to use open resources and platforms to enhance work.

Additionally, the biweekly and monthly meetings of faculty groups and consultants were virtual using the Zoom platform. Groups met individually with consultants and project leadership on a biweekly basis to discuss progress on module development and review or ask any questions, as well as resolve any process issues. Groups also met together with the consultants and project leadership on a monthly basis as a whole group to discuss and resolve common concerns, get updates on the project, and share highlights of the work. Leadership and consultants also met at least once per month via Zoom to review progress, address issues, and consider next steps

PDG Project Timelines

The overall project began in April 2020, when the RFPs were sent out. After the applications were submitted (due date of June 1, 2020), the selection process was conducted by members of the State Competency Leadership Team. The five institutions selected were notified, and the consultant leadership team was established between April 15 and July 15, 2020. The first official project meeting was held July 23, 2020. The meetings in July were for the leadership team to prepare for the work, as well as to provide time for the project consultants to meet with each of the five institutions to build relationships and understand how each individual institution was dividing the work among their faculty.

The kick-off meeting occurred on August 3, 2020, with the PDG Faculty. Between August and December, PDG faculty met with their group members, with project leadership, and as a whole group, as outlined above.

In October 2020, Faculty Fellows from a previous competency project were invited to provide feedback in the last review cycle. The Faculty Fellows are composed of forty faculty from two- and four-year early childhood programs across the state of Illinois. They were initially selected to participate in 2019 to create assessments aligned to the competencies for all seven of the Gateways credentials (ECE, Infant Toddler (IT), School-Age and Youth Development (SAYD), Illinois Director Credential (IDC), Family Child Care (FCC),Family Specialist Credential (FSC),Technical Assistance (TA). The Faculty Fellows' work undergirds the work of the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project.

Thirty-two of the forty Faculty Fellows were invited to participate in this modularization project as reviewers of the completed modules. As a way to set the stage, Faculty Fellows were invited to two meetings. The first meeting was on September 25, 2020. At this meeting Faculty Fellows and PDG-project faculty were provided background on the module development, such as Competency-Based Education Network (C-BEN) quality standards, the template used for the modules, the collaborative thought process involved, and the types of open-sourced learning resources.

Between October and December 2020, the Faculty Fellows selected specific areas to review (Appendix J). They were guided through the review of the completed modules. This process was designed to include teams of five to six Faculty Fellows to answer a set of holistic questions on the quality, relevance, and utility of the module. The questions were designed in the same structure of the module: backwards planned. The questions began with a review of the summative assessment, moving onto the learning activities as they relate to each of the sub-competencies in the module, and a set of general questions that asked the Faculty Fellow reviewers to consider the module's appeal to instructors and learners. At the end of the review, the Faculty Fellows were asked, in their professional opinion, whether the module would fully prepare the student to attain the associated competency.

After the Faculty Fellows reviewed each module, they were asked to revisit the shared comment sheet to asynchronously comment on other Fellow's comments. On the portions of the module that the Faculty Fellows came to a consensus on needing revision, the module underwent future revisions in the revision cycle.

On December 11, 2020, all of the PDG Faculty and the ECE Credential Competency Project Meeting met virtually during the ECE Credential Competency Project Meetings to update faculty statewide on the work. At this meeting an update on the progress of the project and the next steps, were shared including plans for piloting the modules. The Faculty Fellows also participated with the PDG Faculty in brainstorming the development of three separate sets of survey questions for the pilot portion of the project. Specifically, survey questions for students who engage in learning through the developed modules, the instructors who assign the developed modules, and unit administrators at the institutions piloting. This crowd-sourcing process was used to develop the survey questions to evaluate the effectiveness of the modules used in the pilot.

Project Outcomes

In this section, the work of each group will be outlined that was completed through the five rounds of the project. For a full list of PDG faculty, please see Appendix K.

Group A

The faculty assigned to Group A were Dr. Melissa Clucas Walter (Northern Illinois University), Dr. Miranda Lin (Illinois State University), and Tanginia Southall (Moraine Valley Community College). Throughout the five rounds these faculty were charged with developing and revising all of the Human Growth and Development (HGD) modules, the Health, Safety and Well-Being (HSW) modules, and the Observation & Assessment (O&A) 1-6 modules. As part of the review process, they were charged with peer reviewing (Curriculum or Program Design (CPD) 1-5, Family and Community Relationships (FCR) 5-7, Interactions, Relationships and Environments (IRE) 1-3, Personal and Professional Development (PPD) 6-10, and Observation and

Assessment (O&A) 7-8 modules

Group B

The faculty assigned to Group B were Dr. Lisa Downey (National Louis University), Marsha Hawley (National Louis University), and Gail Ditchman (Moraine Valley Community College). Throughout the five rounds they were charged with developing and revising all of the (FCR) modules, the (PPD) modules, and the (O&A) 7 modules. As part of the review process, they were charged with peer reviewing (HGD) 1-6, Curriculum or Program Design (CPD) 6-10, (HSW) 6-8, Interactions, (IRE) 4-7, and (O&A) 1, 6, 8 modules.

Group C

The faculty assigned to Group C were Dr. Johnna Darragh-Ernst (Heartland Community College), Dr. Aileen Donnersberger (Moraine Valley Community College), and multiple faculty members from Illinois State University including Dr. Sandra Osario, Dr. Sherry Sanden, and Dr. Christie Angleton. The structure of Group C took a different route to finishing the assigned modules, specifically for CPD 4 and 5 which were divided into the content/methods areas of mathematics, science, literacy, creative activities, and social science. Throughout the five rounds they were charged with developing and revising all of the (CPD) modules, (IRE) modules, and the (O&A) 8 modules. As part of the review process, they were charged with peer reviewing FCR 1-4, HSW 1-5, PPD 1-5, O&A 2-7 modules.

Scope and Sequence

An additional project outcome that became apparent in October, 2020, was the need for a scope and sequence to be developed for each set of module competencies. This was completed by the faculty groups with the support of the consultants and a NIU graduate student assigned to the project. The scope and sequence were integral to ensuring there was a clear trajectory of the modules with all essential content and skills incorporated appropriately. An example of the HGD scope and sequence is available in Appendix I. Building from the scope and sequence, exemplar modules are available in Appendix L, specifically HGD1, FCR5, and CPD 4 and 5 for Literacy.

State Project Communication

The ECE Credential Competency Project was distributed to Faculty Fellows and other faculty/unit administrators from the five participating colleges and universities and around the state during this project at two times for input: September 25, 2020 and December 11, 2020. These Faculty Review meetings focused on updating statewide faculty and higher education administrators on the project.

At the meeting on September 25, 2020, attendees were provided an introduction to the project and how the modules were being developed. There were 52 faculty and unit administrators in attendance from 26 colleges and universities across the state. The purpose of this meeting was to: 1) provide background for the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project, linking it to the ongoing work of aligning early childhood professional preparation to the Gateways competencies and connecting to the Gateways credential and competency timeline; 2) provide background on competency-based education, standards for quality in competency-based approaches, development of modules and the template being used to design the modules; 3) describe the process being followed in developing the modules - collaborative review cycles that involve peer review, consultant review, and Faculty Fellow review; and 4) engage the Faculty Fellows in thinking critically about the design of modules and prepare them for participation in the review process.

At the meeting on December 11, 2020, attendees received key updates on the completion of the modules as well as an introduction to the next stage of the project, piloting the completed modules and the evaluation of the effectiveness of the modules in the piloting stage. There were 48 attendees, again the Faculty Fellows and other interested early childhood faculty, administrators, and project faculty. A major focus of the meeting was developing the evaluation of the modules; all five piloting institutions would be sharing a

common evaluation strategy and evaluation tools. The meeting participants engaged in a crowd-sourcing activity to design potential survey questions on the effectiveness of the modules and module-based curricular approach for students, faculty, and administrators at the five piloting institutions.

Overall Accomplishments

The accomplishments from this project are the deliverables of a total of 66 modules ready to pilot during the calendar year of 2021 at the five institutions selected as part of the grant. The reason for 66 modules, when there are only 56 competencies, was the development of ten modules aligned to competencies CPD 4 and 5, specifically focused on methods and content addressing the five curriculum areas outlined in the rubrics (mathematics, literacy, science, social science, and creative activities). These modules will have an impact on the curriculum and instructional design of early childhood teacher educator programs, they will also have an impact on the early childhood field, providing a focused pathway to a professional credential that is especially relevant and suited to the early childhood workforce.

Impact for Early Childhood Teacher Educators and Teacher Education Programs

While there are various impacts for early childhood education programs and teacher educators, we will outline four. First, the development of clear competencies with shared assessments and resources will ensure a well-prepared workforce from every entitled two-year and four-year institution in the state of Illinois. Additionally, the clear assessments and open-sourced resources will ensure equitable learning and outcomes for the early childhood workforce completing programs. Essentially, the entitled institutions have the same benchmarks and therefore the early childhood workforce will have met the same benchmarks with similar assessments. The standardized benchmark system has ramifications for supporting improved statewide articulation.

Second, and building on the first impact, the modules have provided a well-designed, focused curriculum with learning activities, formative assessments, resources, and supports tied directly to each of the competencies. These benefits provide a direct impact to learners that are well aligned to the competency and a support for early childhood faculty who have aligned their programs to the ECE competencies.

Third, the assessments that are embedded throughout as formative assessments, and the summative activity on the modules, are application-based to the real world. This approach is different from most traditional assessments of writing lengthy research papers as a way to show knowledge and skills related to a competency. For example, in the CPD 4 and 5 modules, which were designed around the specific content area, there are specific application pieces of observation and reflection. In addition to the real-world focus, the leveling of the competencies and the action verbs, connected to Bloom's Taxonomy, support the real-world nature of the assessments.

Finally, this project will impact teacher educators through developing a greater understanding of backwards design and competency approaches. Through engaging in this project, the faculty were able to build common foundational understanding of building courses through a competency and backwards planning lens. This assists teacher educators to focus on individualized supports for learners, rather than specifically on content creation and curriculum development.

Impact on the Field of Early Childhood Education

The early childhood field has turned to competencies as the descriptors of the "core domains of knowledge and practice" expected of the workforce serving young children and their families (Power to the Profession, NAEYC 2020). In 2019, Illinois' competencies were aligned with NAEYC's standards and competencies, and the modules developed in this project are also aligned with NAEYC's competencies (Appendix M). In this project, and in the work leading up to it described above, Illinois leads the way in providing a model for how focused competencies can become the basis for preparing a workforce that has attained and can show the knowledge, skills and dispositions required to be effective educators of young children. The modules, each focused on a single competency, are grounded in the real-world work experiences of early childhood professionals. The content and learning activities of the modules draw upon research, theory and examples of best practices to support learners' understanding and growth in the competency. The summative assessments are performance based, allowing learners to apply their knowledge and skills to a real-world context. Taken singly or together, the modules provide a repository of curriculum resources and assessments that can be used in the preparation and professional development of early childhood educators.

Many of the goals of this project are concerned with strengthening the professional development of the early childhood workforce - providing a clear pathway to a credential that enhances professional development and program quality. The modules create that professional development pathway. Aligned with leveled competencies, the modules build on each other within and across competency content areas. Through Prior Learning Assessments and institutional articulations, learners who can show mastery of a competency could move on to the next, using the modules' focused learning activities and assessments to move to a higher level of credential attainment.

As one faculty member responded at the end of the project survey, "I hope, in five years, that the early childhood field will grow in our own professional numbers as a result of CBE. That we move from 'getting credit' to 'gaining learning'".

Opportunities and Next Steps

As the project came to an end, many opportunities surfaced to build on the work accomplished. This section will discuss already planned next steps, as well as probable next steps for Early Childhood programs toward embedding competency-based modules within existing course-based programs, for institutions who may wish to take a more innovative CBE approach.

Next Steps

The already planned next steps after the creation of the modules, is threefold: implementation, evaluation, and continuous improvement. Figure 5, outlines these three steps.

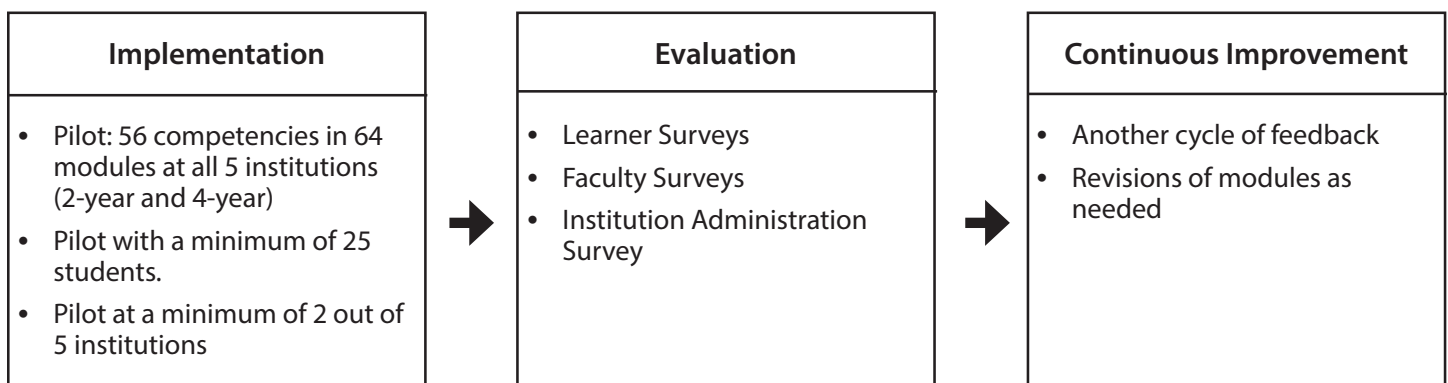| Implementation	Evaluation	Continuous Improvement
• Pilot: 56 competencies in 64 modules at all 5 institutions (2-year and 4-year) • Pilot with a minimum of 25 students. • Pilot at a minimum of 2 out of 5 institutions	• Learner Surveys • Faculty Surveys • Institution Administration Survey	• Another cycle of feedback • Revisions of modules as needed

Figure 5. Outline of continued work on the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project

Implementation will take place during the already planned pilot of the modules at the five institutions who participated in developing the modules. The goal of the next steps of the overall competency-based implementation in early childhood programs is to pilot each module with a minimum of 25 students, at a minimum of two of the five institutions.

Under the guidance of a national expert evaluation will take place during the pilot process through learner surveys, faculty surveys, and surveys given to the institution administration. The surveys will be provided to all students at the conclusion of engaging in a module and the faculty who implemented it. While there are multiple data points planned to be gathered, some data points include usability, time, and learning strategies in a competency-based module activity, as opposed to a standards-based learning foundation. The surveys to institution administration will be given at the end of the 2021 calendar year after the pilot phase of this overall project.

Finally, it is anticipated that the modules will go through another revision cycle with the feedback received during the pilot portion of this overall project. Overall, through the next steps process, leadership will be measuring the efficacy of the modules.

Opportunities

This project and the work focused on competency-based learning and education in the early childhood field in Illinois has many continued opportunities moving forward. First, it is anticipated that the modules will extend beyond the initial five institutions. Statewide access and rollout is planned after the pilot phase, which will conclude at the end of the 2021 calendar year. The overall state rollout is currently planned for the 2022 calendar year for all successful modules. However, if some modules need major revisions, as indicated through the data gathered during the pilot phase, revisions completed and modules will be retested during the 2022 calendar year. Any module that needs to go through the second pilot phase will then be released for statewide use in the 2023 calendar year.

Additionally, opportunities that extend from this project will be to engage, and continue, in the statewide push for competency-based learning and education as a way to prepare the early childhood workforce, break down barriers for the early childhood workforce to move up the career lattice (Appendix N), and provide equity in access to early childhood careers. Overall, this project and module implementation will improve the transparency for the early childhood workforce trajectory and career pathways.

Finally, the opportunities not only focus on learner and workforce achievement, but also the leadership for a national movement of statewide competency programs. This project will also impact the field of early childhood education. Specifically, the faculty who participated will have the opportunity to lead the field and encourage early childhood programs and faculty to move towards clear outcomes linked to already established competencies. Additionally, this will impact the field of early childhood education through clear connections to two-year and four-year institutions, as well as the professional development system for the early childhood workforce in the state of Illinois. Overall, the leadership and faculty of this project will be able to assist others as thought partners for an exemplar to leverage competencies to ensure a well-prepared workforce nationwide.

Appendix A: Higher Education Entitled Institutions

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

ECE Credential Entitled Institutions

ECE Credential Entitled Institutions

College	City, State
Blackburn College	Carlinville, IL
Black Hawk College	Moline, IL
Bradley University*	Peoria, IL
Chicago State University**	Chicago, IL
College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
Columbia College*	Chicago, IL
Concordia University Chicago*	River Forest, IL
DePaul University**	Chicago, IL
Dominican University*	River Forest, IL
Eastern Illinois University**	Charleston, IL
Elgin Community College	Elgin, IL
Elmhurst College*	Elmhurst, IL
Erikson Institute**	Chicago, IL
Frontier Community College	Fairfield, IL
Governors State University**	University Park, IL
Greenville University**	Greenville, IL
Harold Washington College	Chicago, IL
Harper College	Palatine, IL
Harry S Truman College	Chicago, IL
Heartland Community College	Normal, IL
Highland Community College	Freeport, IL
Illinois State University*	Normal, IL
Illinois Valley Community College	Oglesby, IL
John A. Logan College	Carterville, IL
John Wood Community College	Quincy, IL
Joliet Junior College	Joliet, IL
Judson University*	Elgin, IL
Kankakee Community College	Kankakee, IL
Kaskaskia College	Centralia, IL
Kennedy King College	Chicago, IL
Kishwaukee College	Malta, IL
Lake Land College	Mattoon, IL
Lewis and Clark Community College	Godfrey, IL
Lewis University**	Romeoville, IL
Lincoln Land Community College	Springfield, IL
Lincoln Trail College	Robinson, IL
Loyola University*	Chicago, IL
Malcolm X College	Chicago, IL
McHenry County College	Crystal Lake, IL
Millikin University*	Decatur, IL
Moraine Valley Community College	Palos Hills, IL
Morton College	Cicero, IL
National Louis University**	Skokie, IL
North Park University*	Chicago, IL
Northeastern Illinois University*	Chicago, IL
Northern Illinois University**	DeKalb, IL
Oakton Community College	Des Plaines, IL
Olive Harvey College	Chicago, IL
Olivet Nazarene University**	Bourbonnais, IL
Olney Central College	Olney, IL
Parkland College	Champaign, IL
Prairie State College	Chicago Heights, IL
Quincy University*	Quincy, IL
Rasmussen College	Aurora, IL
Rend Lake College	Ina, IL
Richard J. Daley College	Chicago, IL
Richland Community College	Decatur, IL
Rockford University**	Rockford, IL
Rock Valley College	Rockford, IL
Roosevelt University**	Chicago, IL
Saint Xavier University**	Chicago, IL
Sauk Valley Community College	Dixon, IL
Southern Illinois University Carbondale**	Carbondale, IL
Southern Illinois University Edwardsville**	Edwardsville, IL
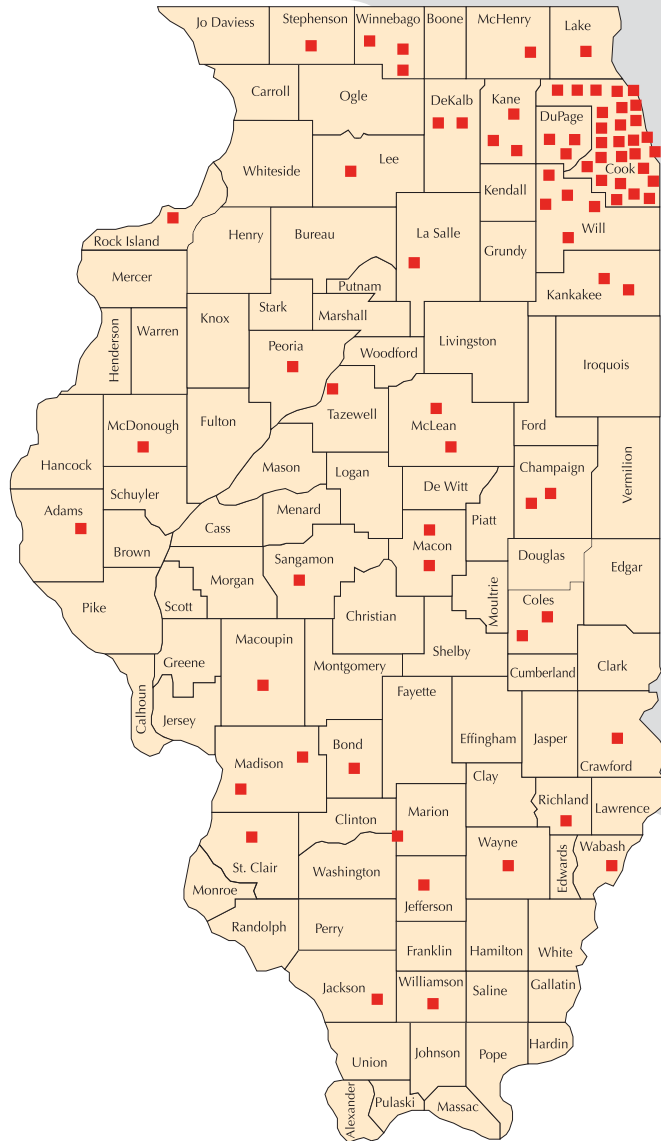
College	City, State
South Suburban College	South Holland, IL
Southwestern Illinois College	Belleville, IL
St. Augustine College	Chicago, IL
Triton College	River Grove, IL
University of Illinois at Chicago**	Chicago, IL
University of Illinois at Urbana-Champaign*	Champaign, IL
Wabash Valley College	Mt. Carmel, IL
Waubonsee Community College	Aurora, IL
Western Illinois University*	Macomb, IL

*Professional Educator Licensure entitled
**Both Professional Educator Licensure and non-licensure entitled

1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8278 | www.ilgateways.com

Administered through

inccrra

Appendix B: Project Calendar

July 2020

July 13	Project leadership meeting, discussion of project's organizational structure, faculty roles, work plan
July 15	Introductory meeting with project faculty, consultants and leadership to discuss funding, organizational structure, faculty roles, work plan
July 23, 24, 27	Consultant-faculty meetings: meetings with faculty from each of the five participating institutions (Heartland Community College, Illinois State University, Moraine Valley Community College, National Louis University and Northern Illinois University) to share expectations of project work
July 29	Project Leadership meeting

August 2020

August 3	Project Launch meeting: review of template for modules, peer review process, module exemplars, biweekly and weekly Zoom meetings, website and work plan
August 11	Group B biweekly Zoom meeting with consultants
August 13	Group A biweekly Zoom meeting with consultants
August 14	Round 1 modules - First draft due
August 17	Project Leadership meeting
August 19	Round 1 Peer Review due
August 25	Group B biweekly Zoom meeting with consultants
August 26	Round 1 Draft 2 due
August 27	Group A biweekly Zoom meeting with consultants
August 27	Monthly all-groups meeting with consultants and leadership

September 2020

September 2	Round 1 C-BEN Review due (Lisa)
September 8	Group B biweekly Zoom meeting with consultants
September 8	Group C Zoom meeting with consultants
September 9	Round 1 Draft 3 due
September 10	Group A biweekly Zoom meeting with consultants
September 11	Round 2 modules - First draft due
September 14	Round 1 Consultants module review meeting (Toni & Anni)
September 15	Project Leadership meeting

September 16	Round 1 Consultant review due (Toni & Anni)
September 16	Round 2 Peer Review due
September 18	Round 1 final draft due
September 22	Group B biweekly Zoom meeting with consultants
September 22	Monthly all-groups meeting with consultants and leadership
September 23	Round 2 Draft 2 due
September 24	Group A biweekly Zoom meeting with consultants
September 25	Project dissemination meeting with Faculty Fellows and other interested faculty and administrators. Agenda: update on project, module development and peer review process, with focus on engaging Faculty Fellows in the review process.
September 27	Round 2 C-BEN Review due (Lisa)
September 29	Round 2 Consultants review due (Toni & Anni)
September 30	Faculty Fellows CPD review group orientation
September 30	Round 2 Consultants module review meeting (Toni, Anni & Lisa)

October 2020

October 1	Project Leadership meeting
October 1	Group C Zoom meeting with consultants
October 2	Faculty Fellows HGD review group orientation
October 2	Faculty Fellows FCR review group orientation
October 5	Group C Zoom meeting with consultants
October 6	Group B biweekly Zoom meeting with consultants
October 7	Round 2 Draft 3 due
October 8	Group A biweekly Zoom meeting with consultants
October 9	Round 3 modules - First draft due
October 14	Project Leadership meeting
October 14	Round 3 Peer review due
October 14	Round 2 final draft due
October 14	Faculty Fellows Reviews due: CPD 1-5, HGD 1-8, FCR 1-4

October 20	Group B biweekly Zoom meeting with consultants
October 21	Faculty Fellows HSW review group orientation
October 21	Round 3 Draft 2 due
October 22	Consultants meeting re: Faculty Fellows reviews (Toni, Anni & Lisa)
October 22	Group A biweekly Zoom meeting with consultants
October 27	Monthly all-groups meeting with consultants and leadership
October 27	Round 3 Consultants' review due (Toni, Anni & Lisa)
October 28	Project Leadership meeting

November 2020

November 3	Group B biweekly Zoom meeting with consultants
November 4	Faculty Fellows Review due: CPD 6-10, FCR 5-7
November 4	Round 3 Draft 3 due
November 5	Group A biweekly Zoom meeting with consultants
November 9	Group C Zoom meeting with consultants
November 11	Faculty Fellows Review due: HSW
November 16	Project Leadership meeting
November 17	Group B biweekly Zoom meeting with consultants
November 18	Round 4 Peer review due
November 19	Group A biweekly Zoom meeting with consultants
November 23	Round 4 Draft 2 due
November 23	Monthly all-groups meeting with consultants and leadership
November 30	Round 4 Consultants' review due
November 30	Meeting re: Faculty Fellows reviews

December 2020

December 1	Group B biweekly Zoom meeting with consultants
December 3	Group A biweekly Zoom meeting with consultants
December 3	Project Leadership meeting

December 4	Round 4 Draft 3 due
December 4	Round 5 First draft due
December 7	Faculty Fellows PPD review group orientation
December 7	Faculty Fellows IRE review group orientation
December 7	Faculty Fellows O & A review group orientation
December 8	Monthly all-groups meeting with consultants and leadership
December 9	Round 5 Peer reviews due
December 11	Project dissemination meeting with Faculty Fellows and other interested faculty and administrators. Agenda: update on progress of project, discussion of module pilots, brainstorm the design of evaluations of the modules in the pilots
December 13	Round 5 Draft 2 due
December 15	Consultants' reviews due
December 15	Group B biweekly Zoom meeting with consultants
December 16	Project Leadership meeting
December 16	Faculty Fellows Review due: PPD, IRE, O & A
December 17	Group A biweekly Zoom meeting with consultants
December 18	Round 5 Draft 3 due

Appendix C: Request for Proposals

Oultline for the Illinois Gateways to Opportunity ECE Credential Comptency Project - Pilot Phase

- Pending PDB B-5 Funding availability, grant opportunities and funding in 2021 and 2022 will be directed to the institutions who participate in the Illinois Gateways ECE Credential project development phase for the specific purpose of piloting of the newly designed teacher preparation competency modules.
  - 2021: Piloting/testing of the redesigned/modularized coursework
  - 2022: Modifications as needed based on piloting/testing

- Institutions will enter into a contractual agreement with INCCRRA and will invoice for 50% of the contracted amount of funding within 3 days of signed contract and will submit a 2nd invoice for the balance within 6 months.

- Work will be piloted by engaging and providing supports to a highly diverse pool of adult learners in 2021 allowing institutions to build out and innovate their early childhood programs.
  - Each institution must submit a plan for piloting and a corresponding budget.
    - Allocations for the pilot:
      - Four-year institutions: $330,000
      - Two-year institutions: $175,000

- It is recommended that indirect costs associated with the pilot be capped at 15%. Indirect costs will not be approved that exceed 20%.

- Pilot proposal is due to INCCRRA by January 30, 2021.
  - The proposal should expand upon the institution's original plan to pilot the Gateways ECE Credential competency modules that was included in the initial proposal.

- The plan should identify which competencies the institutions will be piloting and include the anticipated number of students.
  - Each institution should minimally plan to pilot between 35 to 40 of the total Gateways ECE Credential competencies modules, reaching as many students as possible
  - Each institution will select the competencies that best fit their pilot design
    - Across all 5 institution pilots, the Illinois Gateways ECE Credential competency modules will be piloted by at least 2, preferably 3, institutions.
      - Institutions will work collaboratively if adjustments need to be made in the selection of competencies to ensure comprehensive testing/that all competencies are included.
    - Rebalancing may be required based on analysis of coverage as noted above to cover any gaps.
  - Collective goal is for a minimum of 25 students to take each module
    - this can be a combination of current students or a new population of students, and is the combined (minimum) target number between all institutions

- Institutions must have in place, or be structuring, the mechanisms needed to support testing and implementation.
  - While developing your pilot, institutions need to provide opportunities to develop or build on innovative and comprehensive assessment of prior learning which will support diverse students. In addition, higher education institutions will utilize well constructed assessments of prior learning supporting institutional success through student completion.
- In advance of the pilot and in partnership with Faculty Colleagues, piloting institutions will discuss the data collection points and evaluation methods to come to an agreement on how these will be used.
- Outline ways in which participation in this project will support and advance institutional goals for their students
- Agree to participate in piloting the modules developed from this project in 2021 and 2022 and to capture relevant data to inform success or needed revisions
- Agree to participate in an external evaluation of the modularization of the Gateways ECE Credential competencies for early childhood teacher preparation
- Agree to work with an external evaluator to assess the impact of the PDG B-5 grant

TO:	Illinois Higher Education Community
FROM:	Governor's Office of Early Childhood Development and Illinois Network of Child Care Resource and Referral Agencies
DATE:	May 1, 2020
RE:	Request for Proposal: *Illinois Gateways to Opportunity ECE Credential Competency Project*
Due Date:	June 1, 2020 @ 1:00PM

Gateways to Opportunity Early Childhood/ECE Credential Competency RFP

The Illinois Governor's Office of Early Childhood Development received federal funds through the Preschool Development Birth to Five (PDG B-5) Renewal Grant to offer grant opportunities via RFP to Illinois higher education institutions to participate in the Gateways to Opportunity ECE Credential competency-based modularization project. The grants will be funded through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). It is anticipated that at least four, and up to six, higher education institutions will be selected to participate in this project which ends December 2020. INCCRRA seeks proposals from two- and four-year, public and private, higher education institutions in Illinois who have demonstrated institutional commitment to and capacity for innovation, a desire to meet workforce needs, who have the technological capacity at their institution to support virtual learning and meet both learner lifecycle and student access needs. The institution must be willing to appropriately support their faculty who will work collaboratively with faculty from other higher education institutions on this state-system development project over a six-month timeframe. It is anticipated that the institutions selected for this project will also test or pilot the resulting work, with additional PDG B-5 funding supports through the GOECD federal renewal grant in 2021 and 2022.

Illinois is currently experiencing a dire teacher shortage. The situation is especially urgent in early childhood settings where the need for well-prepared teachers is expected to grow by 10%[1] in the next six years. To mitigate this shortage, existing Illinois early childhood career professionals must advance their knowledge and skills through the completion of well-designed coursework and educational opportunities leading to degrees and credentials, and the pipeline of students graduating from high school who select careers in education must be expanded. A well-educated workforce is critical to the provision of the high-quality early care and education that improves child outcomes. Research has proven that quality early learning experiences lead to a myriad of short- and long-term benefits, and that effective, skilled, diverse early childhood educators are the lynchpin to quality.

The strength of the well-scaffolded Gateways to Opportunity Credentials, codified in administrative rule and competency aligned, is evidenced by the unification of early childhood teacher preparation pathways at Illinois higher education institutions. In Illinois, 98% of all Higher Education Institutions have aligned their early childhood coursework and programs with the Gateways ECE Credential competencies. A large cadre of faculty from these Gateways entitled or aligned institutions just completed the design of purposeful assessments of Gateways ECE Credential/early childhood teacher preparation competencies through a philanthropy funded Faculty Fellows project. The Fellows designed assessment models for each competency that have built-in linkages to potential technology application. The Faculty Fellows report is at: *https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1955-faculty-fellows-assessment-project*, and links to assessments can be found here: *https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1671-assessment-guide/file* Full integration of assessments coupled with utilization of technology as suggested by the Faculty Fellows project will increase student access and provide critically needed supports to the Illinois early childhood workforce.

---

[1] www.projectionscentral.com/Projections/LongTerm

Parallel to the need to increase opportunities for the incumbent workforce to increase their competencies, there is also a need to support higher education programs in being responsive to the needs of working adults. Early childhood educators may face a variety of barriers to Gateways Credential and degree completion, such as limited income, young children to care for, and other obligations that make attending traditional classes challenging. Conventional higher education programs are not typically designed to support an individual who needs to fill in a 'gap' in attained competencies. Generally, students who need to expand a specific skillset undergirded by relevant education and learning, must complete an entire course which may include content duplicative to what the learner already knows and can demonstrate. Traditional higher education programs are based on seat time and may not be as inviting or accessible for adult learners (the "working" workforce) who have evidenced skillsets and knowledge. Adult learners often have the capacity to move more quickly through course content that relates directly to their work experiences and knowledge and benefit when more time can be spent when needed to gain new skills, knowledge, and to evidence newly gained competence.

The Illinois Board of Higher Education (IBHE) is currently embarking on developing a "Master Plan" for post-secondary education. The plan will define ways to better serve communities and close equity gaps in student learning outcomes. Early childhood faculty at higher education institutions in Illinois are recognized by IBHE as leaders in understanding the agility and innovation that competency-based education and learning bring to post-secondary education programs. IBHE and Illinois Community College Board both recognize early care and education as an essential component of the state's economy and community workforce needs. Institutions who take advantage of this Request for Proposal (RFP) will have an opportunity to innovate and increase accessibility of their early childhood teacher preparation programs. With anticipated future PDG B-5 funding allocated to participating institutions, this work will then be piloted or tested by engaging and providing supports to a highly diverse pool of adult learners in 2021 and 2022 allowing these institutions to build out and innovate their early childhood programs.

Adult learners need courses that offer the ability to move more quickly when the subject matter is familiar, need 24/7 access, may prefer online and/or place-based learning, and benefit directly from well-constructed assessment of prior learning that provides college credit and supports credential and degree attainment. For Illinois to expand the early educator pipeline, there is a need to maximize technology to increase coursework access, and to build in opportunities for the existing workforce to demonstrate competence based on an assessment of prior learning through carefully calibrated and thoughtfully designed assessments. "Research results are promising, showing that adult students who earn credit for prior learning have better academic outcomes compared with their peers who do not earn such credit."[2] National attention will be focused on Illinois higher education institutions who undertake this project.

Through this Gateways to Opportunity Early Childhood/ECE Credential Competency project, GOECD and INCCRRA seek to increase early childhood teacher preparation pathways, increase workforce access to virtual early childhood competency-based modularized courses, and to expand the future potential for assessment of prior learning.

Eligible Institutions:

Institutions must be authorized to operate in the state of Illinois; hold institutional accreditation through the Higher Learning Commission; have campuses physically located in Illinois, and be currently entitled by INCCRRA for the Gateways ECE Credential.

Grant Period:

The grant period will be July 6, 2020 to December 28, 2020.

[2] Hayward and Williams 2014; Klein Collins 2010 - Credit for Prior Learning Charting Institutional Practice for Sustainability 2015).

Application Deadline:

Applications must be received by 4:00 pm on June 5, 2020 to be considered for funding. The application materials may be submitted via email to GatewaysRFP@inccrra.org or sent to INCCRRA at 1226 Towanda Plaza, Bloomington, IL 61701. INCCRRA will announce decisions in partnership with GOECD the week of July 1, 2020.

Contact:

Contact GatewaysRFP@inccrra.org with any questions.

Background and Program Specifications

Competency-based education and learning is reflected in national trends as a flexible, responsive and adaptive model in response to workforce pathway needs. "Competency-based education" allows students to move flexibly through an education program that's designed to make sure they know and can do what's expected of graduates. Though many types of students can benefit from a competency-based approach, its flexibility is especially attractive to working adults"[3] INCCRRA is offering a competitive grant opportunity to two- and four- year institutions of higher education (IHEs) in Illinois to collaboratively develop innovative, individualized online mini-courses built from the Gateways ECE Credential Competencies. Through these grants, the state seeks 1) to provide an innovative early childhood teacher preparation pathway model constructed through the use of individual competencies offered as modules that are situated within the larger context of learning 2) expand utilization of technology to address workforce challenges related to access to early childhood teacher preparation programs 3) provide assessment of prior learning opportunities for the early childhood workforce. The collective goal is to expand access to, and the pipeline for, early childhood teachers to address the Illinois dire teacher shortage while ensuring that teachers of young children have appropriate knowledge and skills critical to implementing high-quality early childhood experiences for young children and their families in Illinois.

Higher education institution appetite and capacity to expand utilization of technology in course content with well-designed, comprehensive assessments of competencies, and in the development of opportunities to support the workforce through assessment of prior learning varies widely. Grants will be made to Illinois higher education institutions who successfully address the criteria in the RFP and who are open to innovation.

The intention of this RFP opportunity is to award $45,000 grants to four to six higher education institutions representative of public and private, two- and four-year, who represent Illinois' geographic diversity. In 2021 and 2022, $500,000 or more in future grant opportunities may be directed to the institutions who participate in this development phase for the specific testing of the newly designed teacher preparation competency modules to the degree that federal funding is received.

Goals of the Gateways ECE Credential /teacher preparation competency RFP

The primary goals of the grant are to:
- Build the degrees and credentials of the incumbent workforce so that they might increase their knowledge, skills, advance their employment and compensation opportunities, and increase the quality of the education and care the children and families in their programs receive
- Foster innovation at Illinois higher education institutions through incentivizing the development of modularized, competency-based, online accessible mini-course sequences
- Support higher education institutions in developing opportunities for the incumbent early childhood workforce to build upon or receive credit for prior learning and acquired competencies
- Promote opportunities for expanded access through online learning, which may use simulated learning, such as those provided by the Office of Head Start. *https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness-through-effective-family*

---

[3] Judy Heiman, California Edge Coalition (*https://caedge.org/*)

- Promote workforce advancement using the state-recognized Gateways ECE Credential competency structure for early childhood career pathways
- Address workforce demands for greater early childhood teacher preparation credential and degree access
- Provide opportunities to develop innovative and comprehensive assessments of prior learning which research shows supports diverse student success, thereby supporting institutional success through student completion
- Promote equitable opportunities to access higher education and degree/credential advancement and honor and increase the rich diversity of the ECE workforce
- Develop replicable models using federal funding that may accelerate degree and credential completion to support student success

Project Description:

A consortium of faculty from Illinois Higher Education Institutions will work collaboratively to build out curriculum into discrete modules using Illinois Gateways ECE Credential (early childhood teacher preparation) competencies as the basis. The term "modularization" is being used to describe segmenting by competency of traditional course curriculum into smaller components of expected learning. It is expected that this modularization will continually be situated within the larger, integrated whole of learning expectations. Modularizing each competency with corresponding assessments will utilize existing rubrics developed through previous Illinois collaborative work. To ensure and expand student access, this modularization work will incorporate technology. Illinois Faculty Fellows previous assessment and technology collaborative work will be used as a guide in the development process. Technology and/or competency design experts will provide support to Illinois faculty as needed during the design or development process. Additionally, consultative leadership will be provided by GOECD, IBHE and INCCRRA. The Gateways ECE Credential framework and competencies can be found at *https://www.ilgateways.com/docman-docs/credentials/ece/24-ece-framework/file*. More information on the development and history of the Gateways ECE Credential Competencies is located: *https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox*.

Anticipated outcomes:

All Illinois Gateways ECE Credential individual competencies will be modularized. Faculty from higher education institutions selected to do this work will choose to begin work at any level of the competencies (proceeding from lower to higher levels, or vice versa). The modularization design will incorporate assessment of prior learning opportunities. Foundational supports for articulation between and among two- and four-year higher education institutions will be embedded. The modularization will allow students to demonstrate a progression of knowledge that builds from lower to higher level competencies, leading to the Gateways ECE Credential and degree attainment.

Grant Funding:

Funding from the PDG B-5 Federal grant will support a consortium of faculty from two and four-year higher education institutions collaborating together to modularize Illinois Gateways ECE Credential/EC teacher preparation competencies. Four to six institutions will be selected to receive $45,000 for faculty release time, and to support institution needs (e.g. instructional technology).

Project Timeline:

2020: Faculty will develop curriculum and design modularized ECE courses to include online accessibility and incorporate assessments of prior learning between July and December 2020.

Future Opportunities timeline:

2021: Piloting/testing of the redesigned/modularized coursework (anticipated PDG B-5 funding)

2022: Modifications as needed based on piloting/testing (anticipated PDG B-5 funding)

RFP Timeline:

Applications will be accepted via mail or email no later than 4 pm on June 5, 2020. Selection will be based on the application submitted and ability to meet priorities as stated. Applications will be reviewed by a team comprised of members of the State Competency Leadership Team and state agency representatives. The Governor's Office of Early Childhood Development will approve the final decision. Funding awards of $45,000 will be made to each selected higher education institution and must be fully expended by the close of the grant. The institution's president and dean must both sign the application. All documents and information must be included before submitting to INCCRRA.

Grant Requirements:

Successful applicants will:

- Be a Gateways Entitled institution
- Currently offer a program of study that includes use of technology (e.g. offers virtual or hybrid early childhood courses, use of technology in assessment structure etc.)
- Work collaboratively with faculty from other institutions to design online curriculum inclusive of comprehensive assessment of competence
- Outline ways in which participation in this project will support and advance institutional goals for their students
- Agree to participate in piloting the modules developed from this project in 2021 and 2022 and to capture relevant data to inform success or needed revisions
- Agree to participate in an external evaluation of the modularization of the Gateways ECE Credential competencies for early childhood teacher preparation
- Demonstrate how this funding will provide opportunities that would be challenging to achieve otherwise
- Agree to work with an external evaluator to assess the impact of the PDG B-5 grant
- Applications may be emailed or mailed by June 1, 2020 at 1 pm. (Applications must be received by INCCRRA no later than June 5, 2020 at 4 pm.)

Priority:

During the review process, priority will be given to proposals that demonstrate faculty expertise or desire to expand virtual learning for early childhood teacher preparation and to applications that can demonstrate a fit with their institutions future vision for advancing or supporting competency-based education and learning.

- Prior learning assessments aligned to the Gateways competencies
- Currently offering online early childhood teacher preparation course(s)
- Participation in the Faculty Fellows assessment project or alternatively, utilization of the Faculty Fellows designed assessment for the Gateways ECE Credential competencies
- A strong history of collaboration with other institutions for state system development
- Demonstration of institutional innovation to support students, especially in education/teacher preparation or within early childhood
- A plan to offer designed modules as part of a pilot or "test" by the institution in 2021
- A diverse student population (racial, ethnic, economically, first-generation students, rural, urban, returning students/workforce etc.)

Gateways to Opportunity Entitled Higher Education Institution Background:

Include a brief summary about the institution that provides demographics, number of students, current online access for teacher preparation, use of technology, and other information relevant to this project. The cover sheet should be on your institution's letterhead and specify contact information.

Proposals should satisfy the following criteria:

- This pilot opportunity is only open to institutions that have aligned their programs to competencies and Credential requirements. The institution must be entitled to offer the Gateways to Opportunity ECE Credential
- The higher education institution must offer release time for their faculty member to devote the needed hours of collaboration for this project to be successful
- Include the vitae of instructor/faculty who will be working on the project
- The higher education institution must evidence support of their institutional hierarchy (including president/registrar/program dean/technology & learning department) and have in place, or be structuring, the mechanisms needed to support testing and implementation in future years as grant funding support is available
- Use of technology to support online accessibility, and interest in developing assessment of prior learning must be incorporated into your proposal
- A budget that outlines how the $45,000 grant award will be expended

Gateways to Opportunity:

Gateways to Opportunity is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth and families. Gateways Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Announcement:

Selections for the pilot will be announced jointly by GOECD and INCCRRA the week of July 1, 2020. Upon notification of acceptance, a Memorandum of Understanding (MOU) will need to be signed by the partnering institution. The pilot will begin July 6 and conclude December 28, 2020.

Appendix D: External Evaluator Evaluation

PDG B-5 Modularization Check Sheet

Higher Education Institution	
Reviewer Name	

The Following required documents or information were included in the proposal submission and verified by INCCRRA:

☐ Narrative

☐ Budget demonstrating how funds would be expended

☐ Faculty Vitae

☐ Included the number of students in their program showing a diverse student population

General information about applicant was verified by INCCRRA:

Are they a 2 or 4- year Institution	☐ Two	☐ Four
Are they a public or private Institution	☐ Public	☐ Private
Authorized to Operate in Illinois:	☐ Yes	☐ No
Accreditation through the Higher Learning Commission:	☐ Yes	☐ No
Physically located in Illinois :	☐ Yes	☐ No
Gateways ECE entitled and have aligned their program to competencies:	☐ Yes	☐ No

While reviewing the proposals, in addition to if they answered the following questions, please use the lens of whether you think the grant monies if awarded to that institution, will support innovation and further state system development and efforts in your point assessment.

Section 1 Grant Requirements Select YES or NO and 10 points for every YES selection.	YES	NO
Do they currently offer a program of study that includes the use of technology including online accessibility?		
In their proposal did the institution express intent to work collaboratively with faculty from other insti-tutions to design online curriculum inclusive of comprehensive assessment of competence?		
Did they incorporate assessment of prior learning?		
Do they have in place or plans for testing and implementation?		
Did they evidence support of their institutional hierarchy?		
Did they show that their institution will offer release time to faculty?		
Total number of points given		

Section 2 Grant Requirements	Score 1 to 5 with a 5 being the highest points given.
Does the proposal submitted incorporate a proposed innovative early childhood teacher preparation pathway model constructed through the use of Gateways ECE Credential individual competencies offered as modules situated within the larger context of learning?	
Does the proposal submitted expand utilization of technology to address workforce challenges related to access to early childhood teacher preparation programs?	
Does the proposal reference assessment of prior learning?	
Did the proposal address if the institution is currently offering online early childhood teacher preparation courses?	
Did the proposal address participation in the Faculty Fellows assessment project or alternatively, utilization of the Faculty Fellows designed assessments for the Gateways ECE Credential competencies?	
Did the proposal address the institution's history of collaborations with other institutions for state system development?	
Did the proposal outline how if awarded the institution will support innovate strategies for students, especially in education/teacher preparation or within early childhood?	
Did the proposal address a plan to offer designed modules as a part of a pilot or test by the institution in 2021?	
Did the proposal address the institution's agreement to capture relevant data to inform success or needed revisions?	
Did the proposal address the institution's agreement to participate in an external evaluation of the modularization of the Gateways ECE Credential competencies for early childhood teacher preparation, and work with an external evaluator to address the impact of the grant?	
Total points given	

Total from both section 1 and Section 2	

If you would like to include additional comments regarding this application please use the space below:

Appendix E: Press Release for Higher Education Institution Selected

The Governor's Office of Early Childhood Development and the Illinois Network of Child Care Resources and Referral Agencies are pleased to announce the Illinois Gateways to Opportunity® ECE Credential Competency Project grant recipients:

- Heartland Community College, Normal IL
- Illinois State University, Normal, IL
- Moraine Valley Community College, Palos Hills, IL
- National Louis University, Chicago, IL
- Northern Illinois University, DeKalb, IL

These Illinois higher education institutions will work collaboratively to create innovative early childhood teacher preparation pathways using the Gateways to Opportunity® ECE Credential competencies as the foundation for this ground-breaking work. Competency-based education offers multiple entry and exit points for educators at different stages of learning, creating increased accessibility for the early childhood workforce (which is more culturally, ethnically, and linguistically diverse than the broader teaching population). Well-designed online early childhood coursework, including avenues for assessment of prior learning and articulation of course credit aligned to credentials and degrees that includes a progression building from lower- to higher-level competencies, is a critical need in Illinois to help mitigate the teacher shortage.

This grant opportunity is funded through the Preschool Development Grant Birth Through Five grant which allows Illinois to develop an overarching statewide strategic plan, informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and families have access to the services they need to thrive.

Appendix F: Statewide Meeting Invitations and Agendas (Invitation):

Good Afternoon Faculty Fellows,

Your expertise and knowledge as a **Faculty Fellow** is needed!

During the past six weeks faculty from five Illinois higher education institutions have been working collaboratively to build out curriculum into discrete modules using the Illinois Gateways to Opportunity ECE Credential competencies. The faculty toolbox and assessment infrastructure which you helped develop and refine undergirds this innovative work. This state-system building, highly collaborative effort, is federally funded thru the Illinois Preschool Development Grant.

As a Faculty Fellow and key faculty leader – you are invited to review and provide input as this work launches in September, and again as it is more fully developed in December.

For your time and expertise, a stipend of $2,000 is available. A memorandum of understanding (MOU) will detail review and participation requirements. In order to receive payment, it is necessary that you participate in both meetings which are scheduled:

- **Friday, September 25, 2020 – 10:00AM – 3:00PM by Zoom**
- **Friday, December 11, 2020 – 10:00AM – 3:00PM by Zoom**

Please RSVP by September 4, 2020 by clicking here to register for the meetings. Upon your RSVP, an MOU will be issued for you to review, sign and return. If you have any questions, please contact Julie Lindstrom jlindstrom@inccrra.org.

Thank you for your prompt response.

Appendix G: Iterative Work Plan

Work by Group A

Round	Competency	Draft 1 due (Friday)	Competency	Draft 1 Peer Review due (Wednesday)	Competency	Draft 2 due			Draft 2 CBEN Review Due	due	Draft 3 Consultant Review due	Final Draft due	State Wide Reviews
1	HGD 1	8/14/20	CPD 1	8/19/20	HGD1	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	10.14.20
1	HGD 2	8/14/20	CPD 2	8/19/20	HGD 2	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	
1	HGD 3	8/14/20	CPD 3	8/19/20	HGD 3	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	
1	HGD 4	8/14/20	CPD 4	8/19/20	HGD 4	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	
1	HGD 5	8/14/20	CPD 5	8/19/20	HGD 5	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	
1	HGD 6	8/14/20			HGD 6	8/26/20			9/2/20	9/9/20	9/16/20	9/18/20	
					Comptency	Draft 2 Due	CBEN Review	Consulant Review	Feedback Sent	due	One on One Meetings Completed	Final Draft due	
2	HSW 1	9/11/20	FCR 5	9/16/20	HSW 1	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20	
2	HSW 2	9/11/20	FCR 6	9/16/20	HSW 2	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20	
2	HSW 3	9/11/20	FCR 7	9/16/20	HSW 3	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20	
2	HSW 4	9/11/20			HSW 4	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20	
2	HSW 5	9/11/20			HSW 5	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20	
3	HSW 6	10/9/20	IRE 1	10/14/20	HSW 6	10/21/20	10/22-10/25	10/25-10/27	10/28/20	11/4/20	11/11/20	11/13/20	
3	HSW 7	10/9/20	IRE 2	10/14/20	HSW 7	10/21/20	10/22-10/25	10/25-10/27	10/28/20	11/4/20	11/11/20	11/13/20	
3	HSW 8	10/9/20	IRE 3	10/14/20	HSW 8	10/21/20	10/22-10/25	10/25-10/27	10/28/20	11/4/20	11/11/20	11/13/20	
3	O & A 1	10/9/20			O & A 1	10/21/20	10/22-10/25	10/25-10/27	10/28/20	11/4/20	11/11/20	11/13/20	
4	O & A 2	11/13/20	PPD 6	11/18/20	O & A 2	11/23/20	11/24-11/26	11/27 - 11/29	11/30/20	12/4/20	12/8/20	12/11/20	
4	O & A 3	11/13/20	PPD 7	11/18/20	O & A 3	11/23/20	11/24-11/26	11/27 - 11/29	11/30/20	12/4/20	12/8/20	12/11/20	
4	O & A 4	11/13/20	PPD 8	11/18/20	O & A 4	11/23/20	11/24 - 11/26	11/27 - 11/29	11/30/20	12/4/20	12/8/20	12/11/20	
4	O & A 5	11/13/20	PPD 9	11/18/20	O & A 5	11/23/20	11/24 - 11/26	11/27 - 11/29	11/30/20	12/4/20	12/8/20	12/11/20	
4			PPD 10	11/18/20									
5	O & A 6	12/4/20	O & A 7	12/9/20	O & A 6	12/11/20			12/15/20	12/18/20	12/22/20	12/22/20	
			O & A 8	12/9/20									

Work by Group B

Round	Competency	Draft 1 due (Friday)	Comptency	Draft 1 Peer Review due (Wednesday)	Competency	Draft 2 due	Draft 2 CBEN Review Due	due	Consultant	Final Draft due			
1	FCR 1	8/14/20	HGD1	8/19/20	FCR 1	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20			
1	FCR 2	8/14/20	HGD 2	8/19/20	FCR 2	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20			
1	FCR 3	8/14/20	HGD 3	8/19/20	FCR 3	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20			
1	FCR 4	8/14/20	HGD 4	8/19/20	FCR 4	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20			
			HGD 5	8/19/20									
			HGD 6	8/19/20									
							Draft 2 Due	CBEN Review	Consulant Review	Feedback Sent	due	One on One Meetings Completed	Final Draft due
2	FCR 5	9/11/20	CPD 6	9/16/20	FCR 5	9/23/20	9/30/20	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	FCR 6	9/11/20	CPD 7	9/16/20	FCR 6	9/23/20	9/30/20	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	FCR 7	9/11/20	CPD 8	9/16/20	FCR 6	9/23/20	9/30/20	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2			CPD 9	9/16/20										
			CPD 10	9/16/20										
3	PPD 1	10/9/20	HSW 6	10/14/20	PPD 1	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20			
3	PPD 2	10/9/20	HSW 7	10/14/20	PPD 2	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20			
3	PPD 3	10/9/20	HSW 8	10/14/20	PPD 3	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20			
3	PPD 4	10/9/20	O & A 1	10/14/20	PPD 4	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20			
3	PPD 5	10/9/20			PPD 5	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20			
4	PPD 6	11/13/20	IRE 4	11/18/20	PPD 6	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20			
4	PPD 7	11/13/20	IRE 5	11/18/20	PPD 7	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20			
4	PPD 8	11/13/20	IRE 6	11/18/20	PPD 8	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20			
4	PPD 9	11/13/20	IRE 7	11/18/20	PPD 9	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20			
4	PPD 10	11/13/20			PPD 10	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20			
5	O & A 7	12/4/20	O & A 6	12/9/20	O & A 7	12/11/20	12/15/20	12/18/20	12/22/20	12/22/20			
			O & A 8	12/9/20									

Work by Group C

Round	Competency	Draft 1 due (Friday)	Comptency	Draft 1 Peer Review due (Wednesday)	Competency	Draft 2 due	Draft 2 CBEN Review Due	due	Consultant	Final Draft due		
1	CPD 1	8/14/20	FCR 1	8/19/20	CPD 1	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20		
1	CPD 2	8/14/20	FCR 2	8/19/20	CPD 2	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20		
1	CPD 3	8/14/20	FCR 3	8/19/20	CPD 3	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20		
1	CPD 4	8/14/20	FCR 4	8/19/20	CPD 4	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20		
1	CPD 5	8/14/20			CPD 5	8/26/20	9/2/20	9/9/20	9/16/20	9/18/20		
							CBEN Review	Consulant Review	Feedback Sent	due	One on One Meetings Completed	Final Draft due
2	CPD 6	9/11/20	HSW 1	9/16/20	CPD 6	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	CPD 7	9/11/20	HSW 2	9/16/20	CPD 7	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	CPD 8	9/11/20	HSW 3	9/16/20	CPD 8	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	CPD 9	9/11/20	HSW 4	9/16/20	CPD 9	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
2	CPD 10	9/11/20	HSW 5	9/16/20	CPD 10	9/23/20	9/24-9/26	9/27-9/29	9/30/20	10/7/20	10/14/20	10/16/20
3	IRE 1	10/9/20	PPD 1	10/14/20	IRE 1	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20		
3	IRE 2	10/9/20	PPD 2	10/14/20	IRE 2	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20		
3	IRE 3	10/9/20	PPD 3	10/14/20	IRE 3	10/21/20	10/28/20	11/4/20	11/11/20	11/13/20		
3			PPD 4	10/14/20								
3			PPD 5	10/14/20								
4	IRE 4	11/13/20	O & A 2	11/18/20	IRE 4	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20		
4	IRE 5	11/13/20	O & A 3	11/18/20	IRE 5	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20		
4	IRE 6	11/13/20	O & A 4	11/18/20	IRE 6	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20		
4	IRE 7	11/13/20	O & A 5	11/18/20	IRE 7	11/23/20	11/30/20	12/4/20	12/8/20	12/11/20		
5	O & A 8	12/4/20	O & A 6	12/9/20	O & A 8	12/11/20	12/15/20	12/18/20	12/22/20	12/22/20		
			O & A 7	12/9/20								

Appendix H: Master Template

COMPETENCY-BASED
EDUCATION NETWORK

Competency Template

Total Clock Hours for Module (assessment time + learning activities time): _____ hours

Competency Title/Statement:

Reviewer Guided Questions

☐ Does the competency title and statement match the phrasing from the *Gateways website*?

Competency Description:

Write 1 paragraph explaining why the Competency is important and what students can expect as they move through the learning activities. Keep the tone friendly and speak directly to the student.

Reviewer Guided Questions

☐ Does the competency description build enthusiasm for the competency?

☐ Is it written in a friendly tone and does it speak directly to the learner?

☐ Does the competency description clearly explain exactly what a student/learner will do in this module with sufficient detail?

Sub-Competencies (between 2-5):

List the topics or sub-competencies learners need to understand in order to achieve the competency.
These can be pulled from the rubrics in many cases.

Reviewer Guided Questions

☐ Do the sub-competencies correspond with the appropriate indicators (see rubrics or checklists) already developed by the Gateways team?

☐ If not, do the sub-competencies clearly align to the competency statement? Do they break down the competency into smaller components? If it adds to the scope of the competency itself, the sub-competencies may need to be revised.

Summative Competency Assessment

Time estimate to complete the summative assessment: _____ hours

Which type of assessment is this (performance-based, written response, multiple choice):

Briefly describe how this assessment measures this specific competency.
How does this assessment correspond with the required cognitive level of the competency?

Include assessment instructions below. Write these for students, ensuring they are easily understood in online/asynchronous environments. Be sure to include any ancillary materials like case studies, video links, templates, as needed.

Reviewer Guided Questions

☐ Are the instructions clear and detailed?

☐ Will a learner know exactly what they are supposed to do?

☐ Do they have all the materials they need to begin the assessment?

☐ Does the assessment clearly explain exactly what a learner will submit and how they will be assessed?

☐ Is the assessment rigorous and a clear/valid measure for assessing the competency?

☐ Does the assessment clearly align with and assess the competency statement?

☐ Does the assessment emulate what the learner would do "on the job?

☐ Does the assessment include DAP and/or UDL practices?

☐ Is there a corresponding rubric (*see Gateways website*) and does it tell the learner how they will be assessed?

Learning Activities & Resources

Total Time to Complete All Learning Activities (listed below), Read, Watch, Complete Formative Assessments: _____hours

Once you have identified the sub-competencies, identify learning resources and activities that align with each topic/sub-competency. These activities and resources should help students develop their understanding related to the competency. Remember, "trim the fat" – give students what they need, no more and no less, to be able to achieve the competency and complete the assessment.

- When filing in the resource grid, use black type for all student-facing copy. Use red type for internal call-outs/faculty notes.
- Indicate the title of each resource followed by an APA citation. If the resource is long or students only need part, list the chapter number, title, and pages below the citation.
- Use recent resources whenever possible, unless a seminal work.

Reviewer Guided Questions

☐ Does the getting started prepare the student for what they will read, what they will think about , etc?

☐ Do the learning activities align with the sub-competency?

☐ Is it clear how the resources will help the learner complete the assessment?

☐ Are the resource types varied, accessible, and engaging (i.e., videos, articles, infographics, PPTs, etc)?

☐ Are the resources free/OER?

☐ Are formative activities/assessment instructions clear and provide learners with everything they need to begin/complete?

☐ Are there opportunities to engage with peers or other professionals (i.e., discussions, encouraging conversations, etc)?

☐ Are the sections of the learning activities directly linked to the summative assessment, such as knowledge and level?

☐ Are the activities feasible for students to do (i.e., does not require unreasonable placement requests, access to scarce materials, etc)?

Sub-Competency 1	
	Getting Started:
Activity 1:	**Textbook/Audio/Article/Video: Assessing and Guiding Young Children's Development and Learning**
	Formative Assessment/Check for Understanding:
	Getting Started:
Activity 2:	**Textbook/Audio/Article/Video: Assessing and Guiding Young Children's Development and Learning**
	Formative Assessment/Check for Understanding:

Sub-Competency 2		
Activity 1:	**Getting Started:**	
	Textbook/Audio/Article/Video: Assessing and Guiding Young Children's Development and Learning	
	Formative Assessment/Check for Understanding:	
Activity 2:	**Getting Started:**	
	Textbook/Audio/Article/Video: Assessing and Guiding Young Children's Development and Learning	
	Formative Assessment/Check for Understanding:	

Appendix I: HGD Scope and Sequence Example

	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning	HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills	HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning	HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition	HGD5: Integrates research developmental theories, and observational data to make decisions about evidencebased practice supporting children's learning and development	HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning
Developmental Milestones	**Sub-Competency 1:** Describe Developmental Milestones **Activity 1:** CDC Developmental Milestones (interactive webpage) compare/contrast milestones **Sub-Competency 2: Activity 1:** Early Brain development: Square, Triangle, and circle **Activity 2**: Early Brain development and environment: Write elevator speech			**Sub-Competency 1:** Assesses development using knowledge of milestones and red flags **Activity 1:** Online *training*: developmental milestones & red flags **Sub-Competency 2:** Identifies when children may benefit from further evaluation and assessment **Activity 1:** *Create* a list of 3 most common misunderstand-ings of development screening **Activity 2:** Ages and stages Questionnaire (ASQ) *training*	**Sub-Competency 3:** Integrates multiple data sources in making decisions within the context of collaborative community **Activity 1:** Conduct a teacher parent interview & Reflection paper or 3-5 minute presentation & *Create* learner inventory	

Developmental Theories	Sub-Competency 3: Describes developmental theories **Activity 1:** Match theorist quotes **Sub-Competency 4:** Explains Typical and atypical patterns of development, including characteristics of delays/disabilities				**Sub-Competency 1**: Utilizes research in making decisions about evidencebased practices **Activity 1:** Create inventory on student demographic & One-page reflection **Sub-competency 2:** Applies developmental theories and observational data in making decisions about evidencebased practices **Activity 1:** Create a 3-5 minute video or PPT presentation: importance of environment case study **Sub-Competency3:** Integrates multiple data sources in making decisions within the context of collaborative community **Activity 1:** Conduct a teacher parent interview & Reflection paper or 3-5 minute presentation & Create learner inventory	

Patterns of Development						Sub-Competency 1: Justifies the use of evidence-based practices supportive of each child's unique patterns of development **Activity 1:** Write 1-2-page on dialogic reading
						Sub-Competency 2: Advocates for practices that support holistic knowledge of children's unique pattens of development **Activity 1:** Create a petition (250-300 words) to a governor & Reflection paper

Cultural Impacts	Sub-Competency 5: Describes the interaction between individual (e.g. biology, gender, temperament, language, ability) and contextual factors (e.g. environment including opportunities for social engagement and play-family, race, ethnicity, socioeconomics, stress, and diversity) on development and learning **Activity 1:** 3-2-1 Answer question on contextual factors on Child Development **Activity 2:** Traffic Light Providing sup-portive environ-ments videos: create list		Sub-Competency 1: Describes how cultural and familial contexts and biological and environmental influences impact children's wellbeing and learning **Activity 1:** Elevator Speech: importance of high-quality experiences for long-term health **Activity 2:** Complete 3 tweets with hashtags: Early experience shape Brian Architecture **Activity 3:** Three summaries: Epigenetics Sub-Competency 2: Identifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children's development and the role of resilience in supporting positive development and learning outcomes			

			Activity 1: 1- connection, surprise, question: Effect of stress **Activity 2:** 20 resilience bucks' game & Reflection **Activity 3:** Protective factor table			
Characteristics of Delays/ Disabilities	**Sub-Competency 4:** Explains Typical and atypical patterns of development, including characteristics of delays disabilities **Activity 1:** Create hashtag & Twitter post, summarize atypical development					

Appendix J: Faculty Fellows/State Faculty

Faculty Fellows Participating in the Illinois Gateways to Opportunity
ECE Credential Competency Project

Anne Pradzinski, National Louis University

Antuanette Mester, St. Augustine College

Ayelet Miller, Triton College

Boh Young Lee, Western Illinois University

Carolyn Beal, Southwestern Illinois College

Christine Ryan, Roosevelt University

David Banzer, University of Illinois Chicago

Dawn Munson, Elgin Community College

Donna Walker, South Suburban College

Gary Daytner, Western Illinois University

Inna Dolzhenko, Chicago State University

Jennifer Kemp Berchtold, Erikson University

Jin-ah Kim, Roosevelt University

Julie Cotter, Heartland Community College

Kathleen Sheridan, University of Illinois Chicago

Kristen Walley, Rasmussen College

Larissa Mulholland, University of Illinois Chicago

LaTia Collins, Prairie State College

Linda O'Connell Knuth, Waubonsee Community College

Luisiana Melendez, Erikson Institute

Marie Ann Donovan, DePaul University

Marilyn Toliver, John A. Logan College

Melissa Johnson, Highland Community College

Nancy Latham, University of Illinois Urbana Champaign

Patricia Chamberlain, Erikson Institute

Patricia Steinhaus, Chicago State University

Rachel Adeodu, Northeastern Illinois University

Rebecca Pruitt, Lewis University

Sham'ah MD-Yunus, Eastern Illinois University

Sharon Stevens, Western Illinois University

Stacie Kirk, Southern Illinois University

Tywanda Giles, Chicago State University

Appendix K: PDG Faculty

Consultants in the Illinois Gateways to Opportunity
ECE Credential Competency Project

Anni Reinking, Illinois State University & University of Illinois Urbana/Champaign & Chicago

Antonia Potenza, Professor Emerita – Roosevelt University

Participants in the Illinois Gateways to Opportunity
ECE Credential Competency Project

Aileen Donnersberger, Moraine Valley Community College

Alan Bates, Illinois State University

Amanda Quesenberry, Illinois State University

Christie Angleton, Illinois State University

Gail Ditchman, Moraine Valley Community College

Johnna Darragh Ernst, Heartland Community College

Lisa Downey, National Louis University

Marsha Hawley National Louis University

Melissa Claus Walter, Northern Illinois University

Miranda Lin, Illinois State University

Sandra Osorio, Illinois State University

Sherry Fang, Northern Illinois University

Sherry Sanden, Illinois State University

Tanginia May, Moraine Valley Community College

Xiaoying Zhao, Illinois State University

Appendix L: Exemplar Module - HGD1

COMPETENCY-BASED EDUCATION NETWORK

Competency Module: HGD1

Total Clock Hours for Entire Module Completion (Summative + Sub-Competency Learning Activities):
22.5 hours

Competency Statement:

HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.

Competency Description:

The how and the why children's development unfolds is a fascinating topic. While we were each once children ourselves and likely know children of varied ages, understanding factors that contribute to growth and development is specialized knowledge essential for all early childhood professionals. In this module, you will have an opportunity to explore the "why" of development through examination of developmental theories and the "how" of development through exploration of milestones, typical and atypical patterns of development, and the impact of the broader context on development and learning.

This module provides you with an opportunity to explore each of these critical factors in more depth. In your formative assessment you will identify and describe developmental theory and developmental milestones as well as explore and identify characteristics of developmental concerns. You will also have an opportunity to identify contextual factors that influence development and learning.

Sub-Competencies:

- **Sub-competency 1:** Identify and describe developmental milestones and theories.
- **Sub-competency 2:** Identify and describe typical and atypical patterns of development, including characteristics of delays/disabilities (non-typical development).
- **Sub-competency 3:** Identify and describe cultural impacts on development (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society).

Summative Competency Assessment

Estimated Time to Complete Summative Assessment: **5 hours**

Type of Assessment:

Written response

Summative Assessment Description:

This assessment provides an opportunity for students to identify and describe developmental milestones via observation. Students will include an outline of how contextual factors may impact development as well as an overview of characteristics of developmental delay/disability.

Assessment Instructions:

For your summative assessment, you will be conducting 3 observations of young children. One of the children you observe will be between the ages of birth through 2, one between the ages of three and five, and one between the ages of six and eight. You may conduct your observations on children between the age ranges specified that you have access to, by using the videos provided, or a combination of those options. This assessment provides you with an opportunity to identify and describe a young child's development across each developmental domain, noting typical and atypical patterns of development (as applicable).

Please follow these general instructions for each of your observations. Additional specificity is provided below for each age range. Note that you are required to integrate knowledge of child development into your overview and analysis of child development. For a current list of relevant milestones and information, please consult your course readings and the information embedded within this assessment.

If you are electing to complete the video observation, please use the following videos. If you are conducting an in-person observation, please follow the instructions provided by your course faculty.

- **Infant/toddler observation:** Caius, 6 months of age: *https://www.youtube.com/watch?v=Ubl7jBKT4O4*
- **Preschool observation:** Please select one of the children in the video. Assume the child is 5 years of age: *https://www.youtube.com/watch?v=ZtJ7my7RCnk&t=319s*
- **Middle childhood observation:** Please select one of the children in the video. If you used this video for your formative assessment on middle childhood be sure to select a different video: *https://www.youtube.com/watch?v=fsJXcaF6vHo*

Preparing for your assessment requires the following:

- Review your course materials on each of the specified age ranges. Please remember that infants and toddlers are between birth and 35 months of age, preschoolers are 36 months through five years, and children in middle childhood are ages 6-12.

- **For your infant/toddler and preschool assessment**
    - The following link to the Center for Disease Control and Prevention including information about understanding children's developmental milestones. There are pages for various ages. Find the ones appropriate for the age group you are observing and use them as a reference for this assessment. Centers for Disease Control and Prevention. (2012). **Developmental Milestones:** *http://www.cdc.gov/ncbddd/actearly/milestones/index.html*
    - Please download the CDC's Milestone app (directions included: *https://www.cdc.gov/ncbddd/actearly/milestones-app.html*. If you are unable to download the tracker app, please use appropriate CDC checklists for the designated age. These checklists can be found at the following link: *https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips_Reader_508.pdf*
    - Children's Health Queensland Hospital and Health Service (2020). Red Flags Early Identification Guide. *https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/red-flags-a3.pdf*
    - As you are observing the child and/or watching the videos provided, please indicate observed milestones via the Milestone app or checklist.

- **For your middle childhood assessment:**
    - Use the developmental milestones that correspond to the age of the child you are observing. These can be found at the following links:
        - For children ages 6-8: *https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html*
        - For children ages 9-11: *https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html*

- **For each age group observed:**
  After you have completed the app and/or checklist, write a reflection for each child observed that outlines:

  - A summary and description of developmental milestones observed. Be sure to include information from your Milestones chart.
    - Identify and describe relevant theory
    - A summary and description of potential red flags to watch for based on this child's present level of development.
    - An interpretation of the child's development and learning through two (2) theoretical lenses.
      - Identify and describe relevant theory
      - Identify how their theory informs your knowledge of the child's development
    - A description of how the broader context may impact each child's development and learning

Part 2: Characteristics of Developmental Delay/Disability

- For this portion of your assessment, you will be identifying characteristics of selected developmental delay/disabilities. Complete the chart below by outlining characteristics that align to each developmental domain. Please note that each domain may not be impacted with each of the developmental delays/disabilities outlined. As you complete this portion of your assessment, keep in mind that general knowledge of a disability does not replace specific knowledge of an individual child's developmental strengths and opportunities for growth.

ECE Human Growth & Development Master Rubric								
Competency	**Competent**							**Unable to Assess**
	Checklist Criteria							
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning **Possible Codes**: N = names, D = describes **NAEYC**: 1a, 1b, 1c (1a-LVL1-1-4, 1a-LVL2-1, 1b-LVL1-3, 1c-LVL2-2) **IPTS**: 1A, 1C, 1D, 1E, 2A **InTASC**: 2(h), 7(i)	**Physical**	**Cognitive**	**Social**	**Emotional**	**Verbal**	**Aesthetic**		
							developmental milestones	
							developmental theories	
							patterns of development	
							characteristics of delays/ disabilities	
							cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society)	

Developmental Domain	Autism	Learning Disabilities	Language Impairment	Intellectual Disability	Visual impairment
Cognitive					
Social					
Physical					

The assessment will be graded based on the following rubric, which can also be *found here* under "Master Rubrics."

Learning Activities & Resources

Total Time to Complete All Sub-Competency Learning Activities: **17.5 hours**

Sub-Competency 1: Identify and describe developmental milestones and theories. [4 activities]	
Activity 1: Identify and describe developmental milestones: infants and toddlers (4 hours)	**Getting Started:** In this activity you will have an opportunity to learn more about developmental milestones for infants and toddlers. Please be sure to read the book chapter provided as well as the varied Center for Disease Control (CDC) milestone resources. For your formative assessment you will complete a CDC milestone training module focused on understanding developmental milestones.
	Materials: • Paris, J., Ricardo, A., & Rymond, D. Child Growth and Development (2019). Infant and Toddler Development. College of the Canyons. *https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b6cc44a4-c1a8-4f87-839a-6d26d2222e45* • Center for Disease Control and Prevention (CDC). (2020, June 10). Learn the signs. Act early. Milestones. Centers for Disease Control and Prevention. *https://www.cdc.gov/ncbddd/actearly/milestones/index.html* Please review milestones from 2 months through 2 years. • Milestones in Action: *https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html* Please review photos and videos that highlight milestones from 2 months through 2 years.
	Formative Assessment/Check for Understanding: For your formative assessment you will be responsible for completing Module 2 of the "Understanding Children's Developmental Milestones." The training can be found at the following link: *https://www.cdc.gov/ncbddd/watchmetraining/module2.html* After completing the training, please be sure to submit a screenshot of your quiz results per the directions provided by your course faculty.

Activity 2: Identify and describe developmental milestones: preschoolers (3.5 hours)	**Getting Started:** Understanding the development and learning of preschoolers is critical to ensuring appropriate, responsive care and education. In this activity, you will explore developmental milestones demonstrate your ability to identify and describe preschooler developmental milestones through your formative assessment.
	Materials: • Paris, J., Ricardo, A., & Rymond, D. Child Growth and Development (2019). Preschool Development. College of the Canyons. *https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:7728085b-346f-4525-bf41-8df326462adc* • Center for Disease Control and Prevention (CDC). (2020, June 10). Learn the signs. Act early. Milestones. Centers for Disease Control and Prevention. *https://www.cdc.gov/ncbddd/actearly/milestones/index.html* Please review milestones from 3 years months through 5 years • Milestones in Action: *https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html* Please review photos and videos that highlight milestones from 3 years through 5 years.
	Formative Assessment/Check for Understanding: Your formative assessment requires that you identify and describe developmental milestones in the video provided below. Complete the following: • Please download the CDC's Milestone app (directions included: *https://www.cdc.gov/ncbddd/actearly/milestones-app.html*. If you are unable to download the tracker app, please use appropriate CDC checklists for the designated age. These checklists can be found at the following link: *https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips_Reader_508.pdf* As you are observing a child in the video provided, please indicate observed milestones via the Milestone app or checklist. Submit a list of observed milestones and a description of each of these to your course faculty via the instructions provided. • Preschool observation video: *https://www.youtube.com/watch?v=D-gCKKFEjqU*

Activity 3: Identify and describe developmental milestones: middle childhood	**Getting Started:** Similar to younger children, children during the middle childhood stage of growth and development have a unique developmental trajectory that includes specific milestones. Your role as a professional requires being able to identify and describe those milestones. In this activity you will have an opportunity to explore resources supporting your knowledge of milestones in middle childhood. In your formative competency, you will apply this knowledge to a video clip and identify and describe milestones observed.
	Materials: • Paris, J., Ricardo, A., & Rymond, D. Child Growth and Development (2019). Preschool Development. College of the Canyons. *https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:317c68ec-7cbc-4775-8513-fffe8bb2c234* • Center for Disease Control and Prevention (CDC). (2020, March 6). Child development. Middle childhood (6-8 years). Centers for Disease Control and Prevention. *https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html*
	Formative Assessment/Check for Understanding: Your formative assessment requires that you identify and describe developmental milestones in the video provided below. Complete the following: • Refer to milestones provided at: Center for Disease Control and Prevention (CDC). (2020, March 6). Child development. Middle childhood (6-8 years). Centers for Disease Control and Prevention. *https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html* As you are observing a child in the video provided, please indicate observed milestones via the Milestone app or checklist. Submit a list of observed milestones and a description of each of these to your course faculty via the instructions provided. • Middle childhood observation video: *https://www.youtube.com/watch?v=fsJXcaF6vHo*

Activity 4: Identify and describe developmental theories and theorists (1.5 hours)	**Getting Started:** The following resources include an overview of developmental theories and provide details on several theories who have influenced early education. After reading each of the articles and viewing each of the videos below, you will read quotes from several theorists and match each quote to the appropriate theorist. By completing this activity, you will be able to identify how each quote exemplifies each theorist's ideas.
	Materials: Read the following: • Center for Learning Innovation (2006). A basic introduction to child development theories. *https://mhs.mcsd.org/UserFiles/Servers/Server_21163/File/Library%20Media%20Center/theories_outline.pdf*

	Formative Assessment/Check for Understanding:
	Match each theorist quote to the correct theorist, and then briefly explain how each quote exemplifies the theorist's ideas-this is fine but needs expanding.
	
	List of Theorists: Piaget, Vygotsky, Bronfenbrenner, Erikson
	• Quotes:
	  • #1: "Children have real understanding only of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from reinventing it themselves." [Answer: Piaget]
	  • #2: "The infant's first social achievement, then, is his willingness to let the mother out of sight without undue anxiety or rage, because she has become an inner certainty as well as an outer predictability." [Answer: Erikson]
	  • #3: "What children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone." [Answer: Vygotsky]
	  • #4: "In the planning and designing of new communities, housing projects, and urban renewal, the planners both private and public, need to give explicit consideration to the kind of world that is being created for the children who will be growing up in these settings. Particular attention should be given to the opportunities which the environment presents or precludes for involvement of children both older and younger than themselves." [Answer: Bronfenbrenner]
	  • #5: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors." [Answer: John Watson]
	
	After matching the appropriate quote to the matching theorist, briefly explain how each quote exemplifies the theorist's ideas.

Sub-Competency 2: Identifies and describes typical and atypical patterns of development, including characteristics of delays/disabilities [2 activities]	
Activity 1: Dentifying atypical patterns of development (1 hour)	**Getting Started:** As an early childhood educator, it is essential to be able to identify atypical development. In your role as a teacher, you will need to be able to recognize signs of delayed development and special needs and know when to refer children for further screening.
	Materials: Read the following: • Center for Disease Control and Prevention (CDC). (2020, June 9). Learn the Signs. Act Early. Center for Disease Control and Prevention. *https://www.cdc.gov/ncbddd/actearly/concerned.html* • Children's Health Queensland Hospital and Health Service (2020). Red Flags Early Identification Guide. *https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/red-flags-a3.pdf*
	Formative Assessment/Check for Understanding: For your formative assessment please complete the CDC Objective and Engaged Developmental Monitoring module. The module can be found at the following link: *https://www.cdc.gov/ncbddd/watchmetraining/module3.html* Please submit a screenshot of your completed training based on the instructions provided by your course faculty.

Activity 2: Developmental delays and disabilities (2.5 hours)	**Getting Started:** In addition to understanding developmental characteristics and indicators of atypical development, it is important that early childhood professionals have knowledge of developmental delays and disabilities. Under no circumstances are early childhood professionals qualified to suggest or make a diagnosis; however, professionals need general knowledge of delays/disabilities to form a general schema that can be complemented with specific knowledge of an individual child. This knowledge, in turn, can serve as a foundation to inform effective practices. In this activity you will explore varied developmental delays/disabilities and complete a multiple-choice test.
	Materials: • CDC: Facts about developmental disabilities: *https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html* • Specific types of disabilities: *https://www.cdc.gov/ncbddd/developmentaldisabilities/specificconditions.html* • Project Ideal (n.d). Disability Categories. *http://www.projectidealonline.org/v/disability-categories/* • Specific learning disabilities (up to teaching strategies) *http://www.projectidealonline.org/v/specific-learning-disabilities/* • Speech or language impairments (up to teaching strategies) *http://www.projectidealonline.org/v/speech-language-impairments/* • Intellectual disabilities (up to teaching strategies) *http://www.projectidealonline.org/v/intellectual-disabilities/* • Multiple disabilities (up to teaching strategies) *http://www.projectidealonline.org/v/multiple-disabilities/* • Orthopedic impairments *http://www.projectidealonline.org/v/orthopedic-impairments/* • Autism *http://www.projectidealonline.org/v/autism/* • Traumatic brain injury *http://www.projectidealonline.org/v/traumatic-brain-injury/* • Non-categorical developmental delay *http://www.projectidealonline.org/v/non-categorical-developmental-delay/* • Emotional disturbance *http://www.projectidealonline.org/v/emotional-disturbance/* • Hearing impairments *http://www.projectidealonline.org/v/hearing-impairments/* • Other health impairments *http://www.projectidealonline.org/v/health-impairments/* • Visual impairments *http://www.projectidealonline.org/v/visual-impairments/* • Deaf/blindness *http://www.projectidealonline.org/v/deaf-blindness/*
	Formative Assessment/Check for Understanding: For your formative assessment please complete the multiple choice assessment that can be accessed at the link below. When the test is completed, please follow the submission requirements provided by your course faculty: *https://docs.google.com/document/d/1aesM7bhJnxmrYUFSY_P2LS9vLjrkVMeJ0DdFx8WxNA0/edit?usp=sharing*

Sub-Competency 4: Identifies and describes cultural impacts on development (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society) [1 activity]	
Activity 1: Understanding and describing	**Getting Started:** Contextual factors have a large influence on child development. Factors like culture and socio-economic status affect development in all domains. The following resources provide information on life experiences that impact child development.
	Materials: Read the following: • Lumen Learning (n.d.). Cultural and Societal Influences on Child Development. *https://courses.lumenlearning.com/atd-hostos-childdevelopment/chapter/cultural-and-societal-influences-on-child-development/* • National Academies of Sciences, Engineering, and Medicine; Health and Medicine Division; Board on Population Health and Public Health Practice; Committee on Applying Neurobiological and Socio-Behavioral Sciences from Prenatal Through Early Childhood Development: A Health Equity Approach; Negussie Y, Geller A, DeVoe JE, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington (DC): National Academies Press (US); 2019 Jul 25. 3, Development Happens in Contexts: Overview of Early Life Critical Influences. Available from: *https://www.ncbi.nlm.nih.gov/books/NBK551481*/
	Formative Assessment/Check for Understanding: This formative assessment requires that you reflect on your own childhood. Select any age between 5 and 12 for which you can remember factors within your developmental context. Create a discussion post that outlines: • The age you selected • An overview of relevant contextual factors that impacted your growth and development at the selected age After creating your initial post please comment on the posts of 2 of your classmates. Include in your comments similarities/differences to your own context and development.

**COMPETENCY-BASED
EDUCATION NETWORK**

Competency Module: FCR5

Total Clock Hours for Entire Module Completion (Summative + Sub-Competency Learning Activities):
8.5 hours

Competency Statement:

FCR5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.

Competency Description:

Family engagement in assessment and goal setting is based on relationships. As you learned in FCR2, relationships are built from respectful, responsive communication and collaboration strategies. Communication and collaboration are bi-directional, playing a key role in supporting culturally sensitive expectations for children's development and learning. As well, communication and collaboration can be critical in supporting family engagement in each aspect of early childhood programming. In this competency, you will extend your knowledge of culturally and linguistically responsive communication and collaboration strategies, with a focus on partnering with families to ensure culturally sensitive expectations for children's development learning and to promote family engagement in assessment and goal setting.

Sub-Competencies:

- **Sub-competency 1:** Describes culturally and linguistically responsive communication and strategies that facilitate culturally sensitive expectations for children's development and learning

- **Sub-competency 2:** Describes strategies that promote family engagement in goal setting and assessment related to concerns and challenges

- **Sub-competency 3:** Describes strategies that promote family engagement in assessment related to concerns and challenges

Summative Competency Assessment

Estimated Time to Complete Summative Assessment: **4 hours**

Type of Assessment:

Written response

Summative Assessment Description:

This assessment requires students to create tip sheets outlining culturally and linguistically responsive communication and collaboration strategies. The assessment is at the "describes" level and includes specific instructions for required content.

Assessment Instructions:

This assessment requires that you develop tip sheets for practitioners highlighting communication and collaboration strategies in each of the following areas:

- Promoting culturally sensitive expectations for children's development and learning
- Meaningfully engaging families in goal setting and assessment
- Promoting family engagement and problem-solving when concerns and/or challenges arise

You are required to create 3 tip sheets that address each of the areas noted above (one per area noted). Your tip sheets need to include the following:

- A description of each strategy and what it looks like within an early childhood program
- How the strategies described promote family engagement
- How the strategies described are responsive to family culture and language

The assessment will be graded based on the following rubric, which can also be *found here* under "Master Rubrics."

		Checklist Criteria	Unable to Assess
FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting **Possible Codes:** I = identifies, P = provides examples of **NAEYC: 2b, 3d (**2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3) **IPTS**: 7P, 7R, 8F, 8H, 8I, 9M, 9N **InTASC**: 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q)		culturally responsive communication strategies that facilitate culturally sensitive expectations for children's development and learning	
		linguistically responsive communication strategies that facilitate culturally sensitive expectations for children's development and learning	
		culturally responsive collaboration strategies that facilitate culturally sensitive expectations for children's development and learning	
		linguistically responsive collaboration strategies that facilitate culturally sensitive expectations for children's development and learning	
		strategies that promote family engagement in goal setting related to concerns and challenges	
		strategies that promote family engagement in assessment related to concerns and challenges	
		strategies that promote family engagement in problem-solving related to concerns and challenges	

Learning Activities & Resources

Total Time to Complete All Sub-Competency Learning Activities: **4.5 hours**

<table>
<tr><td colspan="2">Sub Competencies 1: Describe culturally and linguistically responsive communication and collaboration strategies that facilitate culturally sensitive expectations for children's development and learning. [4 activities]</td></tr>
<tr>
<td>Activity 1:
Facilitating culturally responsive expectations
1.5 hours</td>
<td>
Getting Started:
Culture strongly influences expectations for children's development and learning. These expectations may vary between early childhood professionals and families. Partnering with families to facilitate culturally sensitive expectations is an important professional skill. In this activity, you will read resources outlining key attributes of culturally responsive care, including strategies that facilitate culturally responsive expectations. As you review these resources, consider how you can use the information to support partnership with families. Your formative assessment will provide you with an opportunity to reflect on your own expectations and identify strategies to learn more about family expectations.
</td>
</tr>
</table>

Materials:
Read the following:
- Bradshaw, W. (2013). A Framework for Providing Culturally Responsive Early Intervention Services. *https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Bradshaw%20framework%20for%20culturally-responsive.pdf* (30 minutes)
- U.S. Department Office of Health and Human Services (n.d.). Head Start Multicultural Principles: Principle 2. *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-02-english.pdf* (6 minutes)

Formative Assessment/Check for Understanding:
This formative assessment has two parts. In Part One, you will be responding to questions derived from each of the resources included in this sub-competency. In Part 2, you will write a 2-3 paragraph discussion board post highlighting what you learned about your own cultural lens, how this may interface with the lens of the families you work with, and how you can use Conversation Starters to learn more about families.

Part 1: Reflection and Strategy Exploration

Overarching questions	Response	Reflection: How might my perspective interface with that of families in my early childhood community?
How do I communicate respect to others?		
How much choice do I believe young children should have in making decisions?		
What do I consider developmental milestones for adaptive and self-help behaviors?		
What are typical family roles and interactions in my culture?		
How much information about my personal life is appropriate/acceptable to share with others?		

Adapted from: Bradshaw, W. (2013). A Framework for Providing Culturally Responsive Early Intervention Services. *https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Bradshaw%20framework%20for%20culturally-responsive.pdf*

Conversation Starters
1. How could you incorporate Conversation Starters initial questions outlined in the Head Start Principle 2 article in your early childhood program?

2. How could you expand on the initial questions asked at the beginning of the year to deepen your relationship with families?

Part 2: Discussion

Write a 2-3 paragraph discussion post that summarizes what you have learned about yourself during the cultural cross-examination activity, including ways in which your own cultural perspective may interface with that of families. Then, identify how conversation starters may help you learn more about family culture and how this strategy can be effectively used in early childhood programs. Following your initial discussion post, please respond to two of your peers based on the interface between their cultural perspective and that of families and strategies that can deepen relationships with families.

Sub-Competency 2: Strategies that promote family engagement in goal setting and assessment related to concerns and challenges [4 activities]	
Activity 1: **Engaging families in goal setting and assessment** **1 hour**	**Getting Started:** Engaging families as partners within early childhood programs includes attention to varied aspects of program practice. From intake to transitioning out of the program, collaboration with families informs numerous programming components, including goal setting and assessment. In this activity, you will explore resources that highlight both the incredible importance of engaging families in goal setting and assessment as well as effective strategies to support meaningful engagement. In your formative assessment, you will create a flyer for colleagues that outlines the importance of engaging families in goal setting and assessment, particularly when concerns arise, and describe strategies that can ensure this rich collaboration.
	Materials: Read the following: • National Center on Parent, Family, and Community Engagement (n.d.). The Family Partnership Process: Engaging and Goal Setting with Families. *https://eclkc.ohs.acf.hhs.gov/sites/default/ files/pdf/engaging-and-goal-setting-with-families.pdf* • Begin on page 4 (Phase 1: Recruitment and Enrollment) and continue through page 16 (up to Phase 5) (25 minutes) • U.S. Department Office of Health and Human Services (n.d.). Getting Started: Family Engagement and Positive Goal-Oriented Relationships. https://eclkc.ohs.acf.hhs.gov/ family-engagement/developing-relationships-families/getting-started-family-engagement-positive-goal (20 minutes) Tools: • Strength-based attitudes: *https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/strength-based-attitudes* • Relationship-based practices: *https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/relationship-based-practices*
	Formative Assessment/Check for Understanding: Your formative assessment requires that you create a flyer for early childhood practitioners highlighting the importance of family engagement in assessment and goal setting and effective strategies for encouraging this engagement. Your flyer is required to have each of the following components: • An overview of the importance of engaging families in goal setting and assessment. Include in your overview why this engagement is particularly important when concerns arise. • A description of 5-7 strategies that can be used to support family engagement in goal setting and assessment. Include in your description the name of the strategy and how it can applied within early childhood communities. There is not a specific platform requirement for the creation of your flyer. Please ensure that your flyer is accurate, free from grammar and punctuation errors, and includes APA citations where appropriate.

Sub-Competency 3: Strategies that promote family engagement in problem-solving related to concerns and challenges [4 activities]	
Activity 1: Engaging families in meaningful problem-solving when concerns/ challenges arise. **2.5 hours**	**Getting Started:** Families are essential partners in all aspects of early childhood programming. Should concerns and/or challenges arise, family partnership extends to problem-solving. In this sub-competency you will explore a variety of strategies that can be used to promote family engagement in problem-solving. In your formative assessment, you will describe strategies used in video parent-professional interactions.
	Materials: Read the following: • National Center on Parent, Family, and Community Engagement (2020). Talking with Families about Their Child's Development. *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/talking-with-families-about-their-childs-development.pdf* (25 minutes) Complete the following module: • Turnbull, A., Winton, P., Rous, B., & Buysse, V. (2010). CONNECT Module 4: Family-Professional Partnerships. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. *https://connectmodules.dec-sped.org/connect-modules/learners/module-4/* (60 minutes)
	Formative Assessment/Check for Understanding: For this formative assessment you will be identifying communication and collaboration strategies used to support relationship development and problem-solving. Prior to viewing the video, review and print the observation checklist: Partnership Oriented Practices • Observation Checklist: *https://connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-4-2.pdf* As you watch the following video, complete the Observation Checklist. • Addressing challenging issues: firm ground *https://connectmodules.dec-sped.org/connect-modules/learners/module-4/step-3/a-definition/firm-ground/* After completing the checklist: • Describe 5-7 observed communication and collaboration strategies that support family engagement in meaningful problem-solving. • Identify and describe additional communication and collaboration strategies that would further support family engagement in problem-solving (as applicable). Submit your responses based on directions provided by your course faculty.

Appendix L: Exemplar Module - CPD4 Literacy

**COMPETENCY-BASED
EDUCATION NETWORK**

Competency Module: CPD4 Literacy

Total Clock Hours for Entire Module Completion (Summative + Sub-Competency Learning Activities):
9.5 hours

Competency Statement:

CPD4: Describes appropriate methods supportive of young children's **literacy** development and learning.

Competency Description:

Children are born ready to learn. In the first years of life, children rapidly develop the motor, cognitive, language, and social/emotional skills and abilities they will need to be successful in school and life. Undoubtedly, children develop these skills and abilities best in the context of secure and positive relationships with adults who understand how to support their development and learning.

In this module, you will learn developmentally appropriate methods to support young children's literacy development and learning, in ways that reflect the cultural and linguistic context of children and families. Activities included in this module include reading articles, watching videos, and completing activities that will help you reflect on the knowledge you already hold and on new understandings you can apply in the future. You will complete a summative assessment in which you create a list of culturally, linguistically, and individually responsive methods that might appropriately support literacy learning and development of a child or group of children.

Sub-Competencies:

- **Sub-competency 1:** Describe culturally and linguistically responsive methods to support young children's literacy development and learning

- **Sub-competency 2:** Describe individually responsive methods to support young children's literacy development and learning

Summative Competency Assessment

Estimated Time to Complete Summative Assessment: **1.5 hours**

Type of Assessment:

Written response

Summative Assessment Description:

This assessment asks students to name appropriate methods for literacy learning, considering their support for children's cultural, linguistic, and individual characteristics. The assessment appropriately corresponds with the cognitive level of the competency, as it asks them to describe appropriate content.

Assessment Instructions:

After completing this module, you know more about methods that are culturally, linguistically, and individually responsive in support of young children's literacy learning and development. Now you will use that information to describe various activities to share that content with students in an early learning setting. You will consider how you can integrate language and literacy learning in different classroom structures.

Consider the cultural, linguistic, and individual characteristics of a child or group of children (in the EC age range) with whom you currently work or have worked in the past, to complete the chart below. First, describe in a few paragraphs the child or group, including cultural, linguistic, and individual strengths, opportunities for growth, interests, and family backgrounds.

Then, for each classroom structure in the chart below, describe in one to two sentences culturally, linguistically, and individually responsive methods that might appropriately support literacy learning and development of the child or group. Include a statement explaining how/why the method is appropriate in that area for individual children and/or for the overall group of children you described. See an example below for large group activities:

	Culturally Responsive	**Linguistically Responsive**	**Individually Responsive**
Large group	Daily read-aloud that will include books that reflect the cultural backgrounds of the children's families. Ex: books showing LGBTQ parents, incarcerated family members, and multigenerational families. Because members of this group of children have families with those characteristics, seeing their families reflected in the classroom library will allow them to feel valued and included.	Greeting starters for morning meeting that will include greetings from multiple languages, including those represented in the enrolled children's families. Ex: Spanish & Italian. Using the languages of the children in the group will allow them to know multiple languages are valued and will encourage their classmates to learn to participate with them in their home languages.	Letter identification song in which children will move around the room finding posted letters of the alphabet. Some children will find matching letters by only hearing the letter name, some children will be handed letters cards to match, and some children will be guided by an adult to the posted letters. Providing supports appropriate for each child's abilities allows every child to par-ticipate successfully. As this will be a recurring activity, supports will gradually be withdrawn on subsequent occasions based on ongoing evaluation of children's abilities.
Small group			
Dramatic play			
Independent center			

The assessment will be graded based on the following rubric, which can also be *found here* under "Master Rubrics (focus on Literacy)."

Competency	Competent						Unable to Assess
	Literacy	Math	Science	Social Science	Creative Activities	Criteria	
CPD4: Describes appropriate methods supportive of young children's development and learning **NAEYC**: 1d, 3a (1d-LVL1-1 & 2; 3a-LVL2-3)						Culturally responsive methods supportive of young children's healthy development and learning	
						Linguistically responsive methods supportive of young children's healthy development and learning	
IPTS: 2C, 2G, 2J, 3B, 3C, 3D, 3E, 3G, 4A, 4B, 4C, 5B, 5D, 5E, 5F, 6A, 6G, 6I **InTASC**: 2(g), 3(i), 3(j), 3(m), 4(p), 5(g), 5(i), 5(j), 5(l), 6(f), 7(j), 7(l), 7(p), 8(j), 8(k)						Individually responsive methods supportive of young children's healthy development and learning	

Learning Activities & Resources

Total Time to Complete All Sub-Competency Learning Activities: **8 hours**

Sub Competencies 1: Describe culturally and linguistically responsive methods to support young children's literacy development and learning. [2 activities]	
Activity 1	**Getting Started:** There are many ways early educators can support the language and literacy development of young learners. It is important that we rely on methods that are culturally and linguistically responsive to our children and their families.
	Materials: • On this site, read the text and watch each of the brief videos to see examples of reading and language activities that will support literacy growth for young learners: *https://www.firstthingsfirst.org/early-childhood-matters/early-literacy*/ • Read the information on this site to learn more about how to support the language and literacy development of young English Language Learners: *https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development*
	Formative Assessment/Check for Understanding: Write a list of at least five recommendations you would share with a colleague or classmate who is trying to create experiences to support language and literacy growth across their early learning setting. For each recommendation, describe: 1. how it could be used in an early education setting, 2. Why it will support the language and literacy development of young learners, and 3. How the recommendation can be culturally and linguistically responsive to a group of students.

Activity 2:	**Getting Started:** There are a wide range of culturally and linguistically responsive methods for supporting components of language and literacy growth. The information below shares information about some trusted methods teachers can use to support early reading and writing. This is just a small set of methods, though. Be sure to continue to learn about instructional strategies teachers use to support language and literacy growth in early learning settings.
	Materials: • On this site, read the suggestions for supporting emergent writing across the classroom, for children who are in various stages of their writing development. *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/emergent-writing/handout-3-tips-for-es-supporting-ew.pdf* • Read the information on this site to think about writing support for children who are dual language learners. *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/emergent-writing/handout-4-tips-for-es-supporting-dll.pdf* • This site shares information about the importance of read-alouds for early language and literacy growth: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/read-it-again.pdf* View these videos to learn ways to allow read-alouds to support early language and literacy development: • *https://www.youtube.com/watch?v=gkqMafxiRZU* • *https://www.youtube.com/watch?v=KneuGi7Q0lE* Explore this site for lots of information about selecting books for home or classroom libraries. It includes many links that provide additional information: *https://www.startwithabook.org/great-kids-books* On this site, you will find suggestions for locating and using books in languages other than English. *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/select-cultural-childrens-books-non-english-eng.pdf*
	Formative Assessment/Check for Understanding: Interview an early educator; ask them to describe their most successful methods for supporting their students' language and literacy growth. Compare their methods to the ones you learned about in the readings and videos above. In 2-3 written pages, describe methods the educator shared that are similar to ones you learned about in this module. Then, describe some others from this module and/or from the educator that you think hold promise for supporting early language and literacy learning in culturally and linguistically responsive ways.

Sub-Competency 2: Describe individually responsive methods to support young children's literacy development and learning. [2 activities]	
Activity 1	**Getting Started:** It is important to pay attention to the unique strengths and needs of early learners, to develop experiences that will support their individual language and literacy growth. You can gather information in many ways, including observing children's language and literacy engagements in early learning settings and talking to families about children's language and literacy involvement at home.
	Materials: The chart at the link below provides tips for supporting language and literacy in emergent learners. It provides questions to ask about each child, ideas for what the answers will teach you, and follow-up activities that will support children's language and literacy development. • *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-ts-strengthening-oral-language-eng.pdf*
	Formative Assessment/Check for Understanding: Interview a family with a young child, asking some of the questions from the chart in Activity 1, about Emergent Literacy Experiences and Oral Language Experiences. Write a written report of your findings, including the following information: • Brief description of the child and their family • Questions you asked the family • What you learned about the child's literacy and oral language abilities • At least three activities you recommend to the family or a teacher to support the child's language and literacy growth
Activity 2	**Getting Started:** Instruction that meets children's individual literacy strengths and needs involves being flexible, adapting instruction and activities so all each child can take from the experience what they need to move forward.
	Materials: Read this article, with examples for planning early literacy instruction focused on meeting children's individual needs within different classroom structures: • *https://www.readingrockets.org/article/differentiated-classroom-structures-literacy-instruction*
	Formative Assessment/Check for Understanding: Based on scenarios in the article above, write a literacy scenario for each of the following classroom structures, based on experiences you have had or ones you imagine you might have in a future early learning setting: • Whole class structure • Small group • Workshop • Center In each scenario, describe instruction that is merely different. Then, describe how the instruction might be differentiated to meet individual children's changing strengths and needs.

Appendix L: Exemplar Module - CPD5 Literacy

COMPETENCY-BASED EDUCATION NETWORK

Competency Module: CPD5 Literacy

Total Clock Hours for Entire Module Completion (Summative + Sub-Competency Learning Activities):
11 hours

Competency Statement:

CPD5: Describes appropriate methods supportive of young children's **literacy** development and learning.

Competency Description:

Early childhood educators must be aware of many components of teaching that support the development and learning of young children, including planning strategies, assessment methods, learning experiences, and instructional practices. Your successful use of all of these is based on your understanding of the content you will include. It is essential for early childhood educators to understand and be able to use important elements of literacy, math, science, social science, and creative activities to support young learners' growth in developmentally appropriate and responsive ways that meet children's individual, cultural, and linguistic strengths, needs, and backgrounds.

In this module, you will expand your understanding about **literacy** content that is culturally, linguistically, and individually responsive. You will read and view materials about literacy that contributes to young children's growth and learning. At the end of the module, you will demonstrate your knowledge by creating a presentation that describes culturally, linguistically, and individually responsive literacy content that can appropriately support learning and development of a child or group.

Sub-Competencies:

- **Sub-competency 1:** Describe culturally and linguistically responsive **literacy** content that supports young children's development and learning.

- **Sub-competency 2:** Describe individually responsive **literacy** content that supports young children's development and learning.

Summative Competency Assessment

Estimated Time to Complete Summative Assessment: **2 hours**

Type of Assessment:

Media Presentation

Summative Assessment Description:

This assessment asks students to create a media presentation that describes culturally, linguistically, and individually responsive language and literacy content. The assessment appropriately corresponds with the cognitive level of the competency, as it asks them to describe appropriate content..

Assessment Instructions:

After completing this module, you know more about culturally, linguistically, and individually responsive language and literacy content for early learners. Use the following scenario to demonstrate your knowledge: As an educator in an early learning setting, you have been asked to support the learning of newly hired colleagues regarding language and literacy content. Create an 10-15-minute presentation (in PowerPoint, Prezi, or a similar format) that includes voiceover, to share with your new colleagues. In your presentation, describe the following information in a clear and engaging way. (The questions will help you think about information it will be important for your colleagues to know):

- An overview of the significance of culturally and linguistically responsive language and literacy content for early learners
  - What is language and literacy content and why is it important for it to be culturally and linguistically responsive for early learners?

- A description of at least five components of early language and literacy learning
  - For each component, what is it and why is it important for early learners?

- An outline of some of the language and literacy characteristics typical in at least four different stages of early childhood
  - For each stage, what language and learning behaviors would you watch for?

- An explanation of at least three methods of evaluating language and literacy development in early learning settings
  - What are three different ways to learn about the language and literacy learning of children in an early learning setting?

The assessment will be graded based on the following rubric, which can also be *found here* under "Master Rubrics (focus on Literacy)."

Competency	Competent						Unable to Assess
	Literacy	Math	Science	Social Science	Creative Activities	Criteria	
CPD5: Describes appropriate content supportive of young children's development and learning

NAEYC: 5a, 5b (5a-LVL2-1, 5b-LVL1-1 & 2)
IPTS: 2B, 2D, 2F, 3A, 6B, 6C, 6D, 6F
InTASC: 2(a), 4(j), 4(p), 5(i), 5(n), 5(p) | | | | | | Culturally responsive content supportive of young children's healthy development and learning | |
| | | | | | | Linguistically responsive content supportive of young children's healthy development and learning | |
| | | | | | | Individually responsive content supportive of young children's healthy development and learning | |

Learning Activities & Resources

Total Time to Complete All Sub-Competency Learning Activities: **5.5 hours**

**Sub Competencies 1: Describe culturally and linguistically responsive literacy content that supports young children's development and learning. [2 activities]**

Activity 1	**Getting Started:** There are many components that makeup language and literacy learning in the early years. Read the articles below to gain a general understanding of some of the most important elements, including how they are defined, why they are important, and how we can start to think about supporting young children's development of them in culturally and linguistically responsive ways.
	Materials: These two sites share information about important elements of early literacy learning: • *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pla-big-5-for-all-introduction-eng.pdf* • *https://www.clel.org/about3#:~:text=Early%20literacy%20is%20everything%20a,learn%20to%20read%20and%20write* And this video provides a good summary of the components of literacy learning and a few suggestions for getting started with supporting it with young children: • *https://www.youtube.com/watch?v=bVFQcObM62o*
	Formative Assessment/Check for Understanding: Use the five Ws to summarize the information you learned about the major components of early language and literacy learning. Respond to each question with one or more sentences. • What are some important components of early language and literacy learning? • Who are the learners who will benefit from teachers' attention to these components? • When should teachers apply components of language and literacy with their young learners? • Why are each these components important for early learners? • Where/How can children get experiences that build on each of these components?

Activity 2:	**Getting Started:** It is essential that early educators hold a firm understanding of important components of language and literacy learning. In this activity, you will explore some of the major components of early literacy learning in more detail. Read each article to understand more about each component and how the components work together to support growth for emergent bilingual learners and native English speakers. While there is much more to know in each of these areas, these readings provide a basic introduction to each component.
	Materials: • Alphabet knowledge & early writing: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-alphabet-knowledge-eng.pdf* • Background knowledge: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-background-knowledge-eng.pdf* • Book knowledge & print concepts: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-book-knowledge-print-eng.pdf* • Oral language & vocabulary: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-oral-language-vocab-eng.pdf* • Phonological awareness: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-phonological-awareness-eng.pdf*
	Formative Assessment/Check for Understanding: Write a script you could use with a new colleague who is eager to know more about some of the various components of early language and literacy learning, including alphabet knowledge, writing, background knowledge, book and print concepts, oral language, and phonological awareness. Focus especially on explaining to your colleague what is important for children to learn in each area. Include also in your script some possible questions your colleague might ask as they increase their knowledge about each area, and write how you would respond.

Sub-Competency 2: Describe individually responsive literacy content that supports young children's development and learning. [2 activities]	
Activity 1	**Getting Started:** It is important to keep in mind children's individual strengths, needs, abilities, and backgrounds in order to provide language and literacy learning experiences that provide appropriate opportunities for growth. This requires both an understanding of what to expect in each stage of language and literacy development and how to assess children's abilities. This allows you to design experiences that meet children's individual learning needs.

Materials:
This site supports understanding of language development in early childhood. Be sure to click on each of the links on this page to explore language growth at various stages of growth, from three months to eight years:

* *https://raisingchildren.net.au/babies/development/language-development/language-development-0-8*

The following pages provide information about literacy accomplishments you can expect at various stages of early childhood. Be sure to click on each of the links to read about the different age ranges:

* *https://www.readingrockets.org/article/literacy-milestones-birth-age-3*
* *https://www.readingrockets.org/article/literacy-accomplishments-three-and-four-year-olds*
* *https://www.readingrockets.org/article/literacy-accomplishments-kindergarten*
* *https://www.readingrockets.org/article/literacy-accomplishments-grade-1*
* *https://www.readingrockets.org/article/literacy-accomplishments-grade-2*

Keep in mind that developmental levels indicated in these resources are only approximations, as all children develop literacy skills on their own timetable. Use this information to help you think about children's individual abilities and the experiences you can provide to support their growth.

Formative Assessment/Check for Understanding:
* Using information from the sources above, complete the chart below. For each age level, write a paragraph that explains some language and literacy abilities you might look for in children under your care.

Age levels	Language & literacy abilities to watch for
Birth-12 months	
12-24 months	
2-3 years	
3-5 years	
5-8 years	

Activity 2	**Getting Started:** Developing an understanding of how children are growing into their language and literacy skills requires you to know about a variety of assessment options that will help you learn more about them. No single instrument or point in time will provide enough information to make instructional decisions; you need to integrate information from a variety of sources to understand children's abilities. The links below offer information and suggestions for evaluating the language and literacy growth of young learners.
	Materials: • In this article *https://www.researchgate.net/publication/227177832_Language_Development_and_Assessment_in_the_Preschool_Period,* you can skim the first couple sections and then read carefully from the section titled Assessing Language Abilities in the Preschool Child, down to the end. It describes, in general, types of language assessments. • In this article (*https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3237681/*), you can skim the first couple sections and then read carefully from the section titled Identifying Children Needing Additional Support in the Development of Early Literacy Skills, down to the end. It describes, in general, types of literacy assessments. • Then, read the following for a few specific suggestions: *https://www.weareteachers.com/6-easy-ways-to-assess-pre-reading-skills-in-the-early-childhood-classroom/* • Here are some sample literacy assessments to explore: *https://www.michigan.gov/documents/mde/Free_and_Very_Low_Cost_Assessments_FINAL_3-23-18_621439_7.pdf*
	Formative Assessment/Check for Understanding: Think about a child with whom you are familiar. Write a report about your language and literacy assessment plan for them, including the following • Describe what you know about the child overall and what you already know about their language and literacy abilities • Name three language/literacy assessments you could use to develop a stronger understanding of their language and literacy abilities • For each assessment, explain what information it could provide and how the information would be useful in creating learning experiences for the child

Appendix M: Gateways Competencies Alignment with NAEYC Competencies

Gateways to Opportunity® Early Childhood Educator
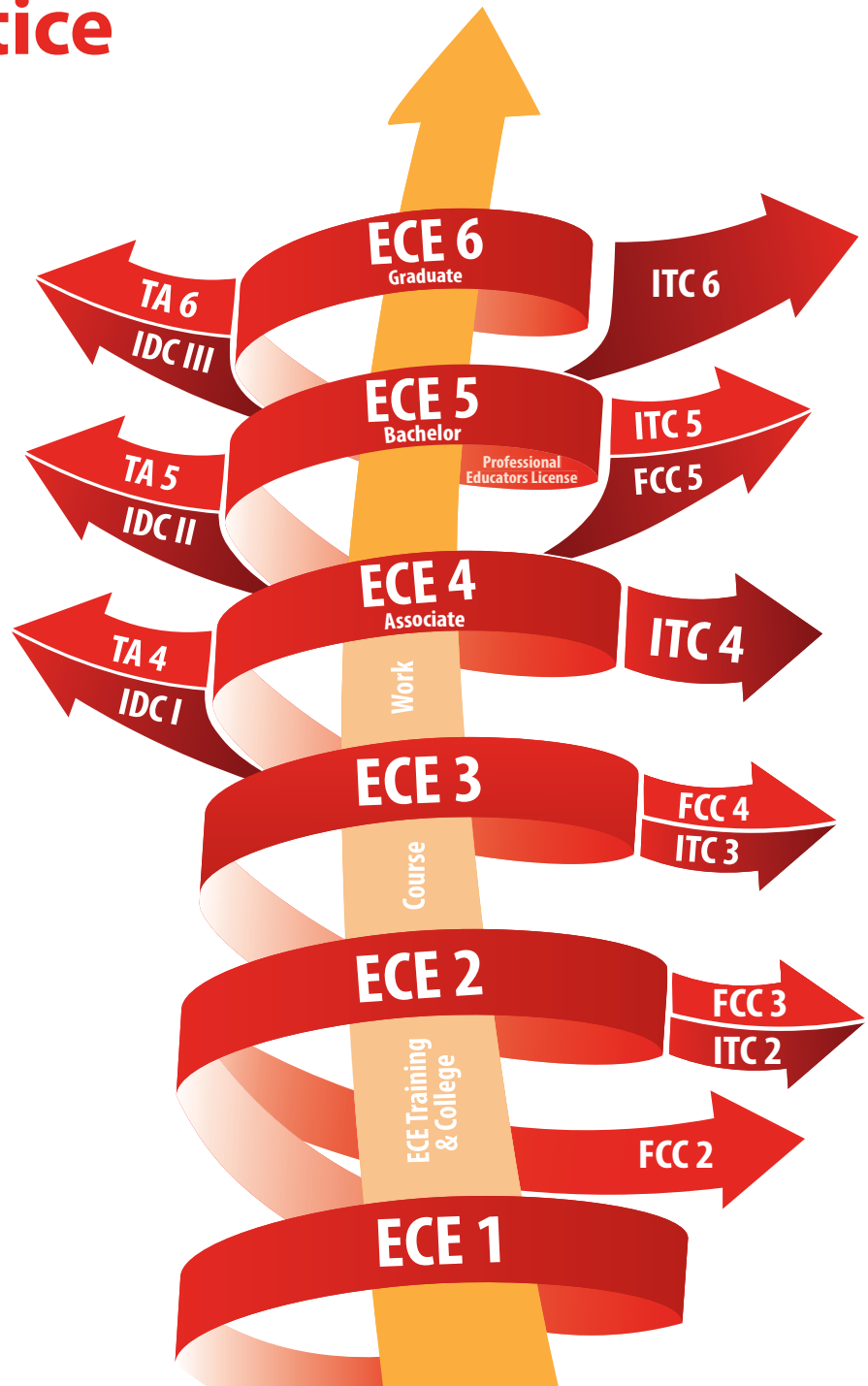# Career Lattice

ECE: Foundational Early Childhood Educator requirements for all Credentials

FCC: Family Child Care Credential

ITC: Infant Toddler Credential

IDC: Illinois Director Credential

TA: Technical Assistance Credential

ECE 6
Graduate

TA 6
IDC III

ITC 6

ECE 5
Bachelor

TA 5
IDC II

Professional Educators License

ITC 5
FCC 5

ECE 4
Associate

TA 4
IDC I

Work

ITC 4

ECE 3

Course

FCC 4
ITC 3

ECE 2

ECE Training & College

FCC 3
ITC 2

FCC 2

ECE 1

The ECE Credential is the foundation for these Gateways Credentials.

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

inccrra

IDHS
Illinois Department of Human Services

More details on each Credential can be found at www.ilgateways.com