

DVR Meeting

November 1, 2016

Child Care Advisory Council Meeting

Members Present: Jen Maldonado (Leyden), Valarie Berger (Leyden), Connie Jesukatis(Proviso West), Patty Heidel (Proviso East), and Kristina Belpedio (Oak Park River Forest), Jessica Olsen (Riverside Brookfield), Natakue Kaminski (Oak Park Riverside Brookfield), Frank Holthouse (Leyden High Schools), Cindy Mentone (Triton), Theresa DellArmi (Small World Learning), MaryAnn Olson (Triton), Mary Rinchiuso (Triton), and Kevin Brandon (Concordia University)

1. State Guidelines

- a. Illinois Professional Teaching Standards
 - i. All new educators are assessed according to these standards
 - ii. There 9 Illinois Teaching Standards containing 150 elements
- b. New Certificate/Licensure Breakdown
 - i. Birth – 2nd grade – Early Childhood Educator
 - ii. 1st grade – 6th grade – Elementary Educator
 - iii. 5th – 8th grades – Middle Grades Educator
 - iv. 9th – 12th – High School Teacher
- c. No College program was “grandfathered” in and every program had to re-apply for licensure approval
- d. Teachers currently teaching were “grandfathered”.
- e. Students must earn a 22 on ACT for acceptance into College of Education Programs
 - i. Previously was before entering program (by end of sophomore year)
 - ii. Now must earn 22 by end of 4 year program
- f. Gateway Credentials
 - i. Level 1 can be earned in high school
 - ii. Level 2 is staff/teachers’ aide, but must work under someone
 - iii. Level 3 is finishing associates degree and must be supervised
 - iv. Level 4 is Bachelor’s degree
- g. New programs must now include 18 hours of college credit to include ESL coursework
 - i. What gets deleted from degree requirements
 - ii. Hard to finish in 4 years

2. Enrollment

- a. Enrollment is dropping across the board
 - i. Science and math teachers are very low
 - ii. Some schools have had as many as 17 unfilled positions
 - iii. Teacher shortage will continue to grow as more teachers retire
- b. Changes in the field are affecting enrollment
 - i. Increased workload
 - ii. Negative press
 - iii. Teacher performance linked to students
 - iv. Unpaid internship (student teaching)
 - v. State longitudinal data for student performance
 1. Each student assigned a number
 2. Students’ performance tracked through college
 3. Students’ performance then linked to teachers
 4. Focus on literacy and math
 5. It will take approximately 20 years to get 1st set of data
- c. Possibility of co-teaching with Triton instructor to qualify for dual credit.
 - i. ECE college instructors must have a master’s in field
 - ii. Majority of high school teachers have an education based master’s degree, but not the 18 ECE hours.
 - iii. Entire high school class could be dual credit, and Triton staff could teach as a distance learning class
 - iv. High school instructors may be able to teach the 1 credit courses that count as Triton credit, but do not transfer. This will be researched. 153 is Classroom Management and 152 is Child Development

3. Promoting Education as a Career

- a. Future Educators of America club
- b. Sit in college class
- c. College visits
- d. Shadow a high school teacher for a day
- e. Ideally, students need to know which area of education they want to pursue
 - i. There are different requirements for each certificate
 - ii. Changing pathways is additional coursework and finances

4. Industry Concerns

- a. Hard to expand program due to staff shortage
- b. Hard to find qualified staff with bachelor's degree
- c. Early childhood programs need bachelor's degree for gold rating, but difficult to even find associate's degree
- d. Difficult to provide benefits and competitive pay
- e. State subsidizes at a lower rate than tuition, but is requiring bachelor's degree for gold standard