

DVR Meeting

March 11, 2019

Child Care Advisory Council Meeting

Members Present: Jen Maldonado (Leyden), Alicia Kadlitz (Leyden), Valarie Berger (Leyden), Patty Heidel (Proviso East), Jackie Morris (Oak Park River Forest), Ally Miller (Triton), Natalie Hornik (Oak Park River Forest), Natalie Young (NIU), Tim Nystrom (Triton), Kristina Wilson (Sitters Studio), Kevin Li (Triton), Angela Staunton (Triton), Cindy Mentone (Triton), Victoria Tenuta (Oak Park River Forest), Theresa Dell'Armi (Small World), Mary Meier (Small World), Tracy Wright (Triton), Leslie Wester (Triton), Rebecca Pruitt (Lewis University), Kristina Wilson (Sitters Studio), Kristina Belpedio (Oak Park River Forest), Derek Salinas-Lazorski (Triton), Leslie Katch (National Louis), Colleen Lowe (Bright Horizons), Carol Barbahen (bright horizons)

1. Introductions

- a. The group made introductions, as there were a lot of new faces at the meeting.
- b. Lunch was provided by Triton.

2. Program Updates

- i. Gateways to Opportunity Fellowship
 1. Ayelet Miller has applied to take the lead on this.
- ii. Observation Guidelines for Field Sites
 1. Triton is working on guidelines for selecting field sites to provide a positive experience for students.
 2. NAEYC accredited
 3. ExceleRATE Gold Rating
 4. State Compliant
- b. Triton would like to start an Early Childhood Club.
 - i. Increase involvement
 - ii. Attend workshops and conferences outside of the classroom.
 - iii. Considering inviting dual credit high school students to join

3. Dual Credit

- a. Course must be articulated with Triton.
 - i. Content must be aligned with Triton's outline as well as meet ISBE Requirements.
 - ii. Schools should speak/e-mail Tim Nystrom to begin the dual credit process.
- b. Dual Credit Course
 - i. ECE110 cannot be dual credit, since it transfers to a baccalaureate degree.
 - ii. EDU110 is a dual credit class.
 - iii. The prerequisites have been removed from ECE 146 so that it can continue to be taught as a dual credit course
- c. Group felt it would be beneficial to invite counselors to meetings.
- d. Curriculum ECE.CDA Certificate
 - i. High school students can complete 3 of the 7 required courses for a level II credential as dual credit.
 1. ECE 111 Introduction to Early Childhood Education
 2. ECE 153 Guiding Children and Managing the Classroom
 3. ECE 146 Child, Family & Community
 - ii. Students would finish their certificate at Triton with these courses:
 1. ECE 110 Human Growth and Development
 2. ECE 118 Health, Nutrition, & Safety
 3. ECE 138 Observation, Assessment, Curriculum and Guidance of Young Children
 4. ECE 142 Students with Disabilities in School
- e. Triton is embedding more opportunities for lesson planning. Aly will send changes to high school teachers.

4. Early Childhood Workforce

- a. There is a teacher shortage.
- b. There is an increase in adult learners in ECE.

5. University Partners

- a. Lewis University has endorsements in ECE, Special Education, and English Language Learners.
- b. Lewis University is using similar assessments to Triton for consistency.
- c. Northern Illinois University: Gateway Level 5
- d. Ayelet is working with Dominican to improve transition for transferring students.
- e. Ed TAP test will no longer be used as of June 30, 2019. New requirements include
 - i. ACT of 22 with writing or
 - ii. SAT of 1110
 - iii. ISBE will accept super scoring



Education Department Program Level Outcomes

Early Childhood Education Outcomes:

Written by: Ayelet Miller

Approved by: Triton College Assessment and Curriculum committees Fall 2018

Early Childhood Credential Level IV, AAS Degree

- Students will be able to apply Developmentally Appropriate Practice in all aspects of curriculum and instruction
- Student will be able to describe the developmental characteristics and needs of children birth through age eight
- Students will be able to utilize observation, documentation, and assessment to inform their practices with young children
- Students will be able to establish respectful and reciprocal relationship with children and their families
- Students will be able to create classroom environments that promote respect and acceptance for human diversity
- Students will be able to exhibit professional practices that are aligned with NAEYC Professional Standards and Code of Ethical Conduct

Early Childhood Administration and Management Advanced Certificate

- Students will be able to describe Developmentally Appropriate Practice in all aspects of curriculum and instruction
- Students will be able to apply State health and safety guidelines for early childhood program settings

- Students will be able to establish respectful and reciprocal relationship with children and their families
- Students will be able to exhibit professional practices that are aligned with NAEYC Professional Standards and Code of Ethical Conduct
- Students will be able to utilize appropriate methods to evaluate the efficacy of teaching staff
- Students will be able to specify ways to support the professional development of teaching staff

Infant and Toddler Care Certificate

- Students will be able to recognize Developmentally Appropriate Practice for infants and toddlers in all aspects of curriculum and instruction
- Student will be able to describe the developmental characteristics and needs of children birth through age eight with an emphasis on infant and toddler development
- Students will be able to utilize observation, documentation, and assessment to inform their practices with young children
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Education Program Outcomes

Written by: Angela Staunton

Approved by: Triton College Assessment and Curriculum Committees Fall 2018

Early Childhood Education, Elementary Education, Special Education and Secondary Education transfer pathways all have similar education curricular requirements

Education, Associates in Arts

- Students will be able to describe appropriate technological resource to support instruction.
- Students will be able to design instruction that meets the diverse needs of students.
- Students will be able to describe the theories and philosophies of learning and human development.
- Students will be able to distinguish how exceptionalities may interact with development and learning.
- Students will be able to apply Common Core State Standards in all aspects of curriculum and instruction.
- Students will be able to describe the roles and responsibilities of teachers.

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WHAT IS EXCELERATE ILLINOIS?

ExceleRate Illinois recognizes early learning providers who make quality a priority.

ExceleRate Illinois is a statewide quality recognition and improvement system designed to make continuous quality improvement an everyday priority among early learning providers. The program establishes standards for helping infants, toddlers and preschool age children develop intellectually, physically, socially and emotionally. It provides a framework for early learning professionals to identify opportunities for improvement, increase their skills and take steps to make positive changes.



ExceleRate Illinois also recognizes early learning providers for their ongoing efforts to improve the quality of their care by awarding Circle of Quality designations:

The Licensed Circle of Quality tells you that the program meets state licensing standards for quality. It is the foundation for quality.

The Bronze Circle of Quality recognizes the qualifications of program staff. It tells you that the program has completed ExceleRate Illinois trainings, have met qualifications and are engaged in continuous quality improvement.

The Silver Circle of Quality recognizes that the program has met quality goals. Silver Circle programs meet or go beyond quality standards in three areas: learning environment and teaching quality; administrative standards; and training & education. Programs are actively engaged in continuous quality improvement.

The Gold Circle of Quality recognizes programs that meet or go beyond the highest quality goals. Gold Circle programs have met the highest quality standards in three areas: learning environment and teaching quality; administrative standards; and training & education. Programs are actively engaged in continuous quality improvement.

Every early learning provider who participates in ExceleRate Illinois makes quality a priority.

But the higher the awarded designation, the more each provider makes meaningful improvements to their program that better prepare children for school and life.

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1226 Towanda Plaza • Bloomington, IL 61701 • p. 866.697.8278 • f. 309.828.1808

ExceleRate Illinois is administered through INCCRRA under the joint direction of the Governor's Office of Early Childhood Development, the Illinois Department of Human Services, the Illinois State Board of Education and the Illinois Department of Children and Family Services.



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Early Childhood Career Pathway Certificate Level II

(formerly Child Development CDA Preparation Certificate)

CURRICULUM ECE.CDA.CERT (C420C)

The Early Childhood Career Pathway Certificate is designed for students enrolled in early childhood to attain a Gateway Level 2 Credential to meet ExceleRate/employer requirements. The Early Childhood Career Pathway Certificate is designed for students seeking immediate employment and are pursuing Gateways Credentials to secure employment or progress within a current role. This pathway is designed with stackable course offerings so students can progress within the credentialing program.

Daytime field experiences are requirements for all ECE classes, progressing from basic observation to a supervised observation/preparation class which precedes student teaching in the Lab School at Triton College.

College and state medical assessments and background inquiry checks are required of all individuals working with young children.

All program electives may not transfer to four year colleges/universities.

CDA Preparation Core

SEMESTER ONE

ECE 110 ◊	Early Child Development	3 credits
ECE 111 ◊	Introduction to Early Childhood Education	3 credits
ECE 153 ◊	Guiding Children and Managing the Classroom	1 credit
Total Credit Hours:		7

SEMESTER TWO

ECE 118 ◊ #	Health, Nutrition & Safety	3 credits
ECE 138 ◊ #	Observation, Assessment, Curriculum and Guidance of Young Children	3.5 credits
ECE 142 ◊ #	Students With Disabilities in School	3 credits
ECE 146 ◊ #	Child, Family & Community	2 credits
Total Credit Hours:		11.5