# State of Illinois
# Model Programs of Study Guide:
# Education

October 2020

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

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## About ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.

Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services. Learn more at iccb.org.

## About Education Systems Center

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University's Division of Outreach, Engagement, and Regional Development. EdSystems' mission is to shape and strengthen education and workforce systems that prepare more young people for productive careers and lives in a global economy. EdSystems leads and manages the Illinois P-20 Council's College and Career Readiness Committee, which recently drove the development and adoption of the Postsecondary and Workforce Readiness Act (pwract.org). Learn more about EdSystems at edsystemsniu.org.

# About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of Model Programs of Study Guides in crucial industry areas as part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V Plan). This Guide was developed in consultation and collaboration with the Illinois State Board of Education (ISBE) through a process led and facilitated by Education Systems Center at NIU (EdSystems). As further detailed in this Guide, the process involved extensive research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders.

The primary purposes and goals for the Model Programs of Study are to:

1. **Provide guidance and exemplars** for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.
2. **Establish a framework** for State agencies to develop and implement program supports.
3. **Identify priority dual credit courses** that are foundational to the industry area and well-situated for statewide scaling and articulation.
4. **Define the competencies** that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.
5. **Identify entry points** for employers to support coursework and related experiences.

Model Programs of Study supplement and complement other State of Illinois career and technical education and career pathway resources, including the ISBE Career Guide, State of Illinois Career Pathways Dictionary, Career Development Experience Toolkit, Postsecondary and Workforce Readiness Act Recommended Technical and Essential Employability Competencies, State of Illinois Workforce Development Strategic Plan, Workforce Education Strategic Plan, and related state and regional data resources. School districts, community colleges, and their partners are encouraged to use this Guide, state resources, and local program and course information to develop materials for student and family outreach.

The full Model Programs of Study for Education, depicted graphically on pp. 4 – 5, can be used as a reference in local planning processes. The Guide then presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input leading to each component:



Appendix A includes the PWR Act Recommended Technical Competencies for Education as a part of the Human and Public Services pathway and the recommended Essential Employability Competencies. Appendix B includes the Advisory Committee membership.

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ICCB

| | ORIENTATION / INTRODUCTION Grades 9–10 | SKILL DEVELOPMENT Grades 10–12 | CAPSTONE / ADVANCED Grade 12 | POSTSECONDARY COURSES ⊕ Recommended 1st Year |
|---|---|---|---|---|
| **CAREER FOCUSED COURSES** | Foundations to Teaching | Intro to Education<br>Educational Methodology<br>Human Growth & Development<br>or<br>Child Growth & Development | Diversity in Education<br>Education Workplace Experience<br>Foreign Language Seal of Biliteracy<br>Course(s) aligned with a Gateways ECE Level 2 Credential | Child Growth and Development<br>The Exceptional Child<br>Educational Psychology<br>Technology in Education<br>Continue Early Childhood Education AA or AAS Course Sequence Aligned with Gateways ECE Credentials |
| **WORK-BASED LEARNING** | Career Exploration (2)<br>Team-Based Challenge | Team-Based Challenge<br>Career Development Experience<br>or<br>Youth Apprenticeship | | Team-Based Challenge<br>Career Development Experience<br>or<br>Apprenticeship |
| **SCIENCE** | Science Sequence | Science Sequence | Science » | Science |
| **SOCIAL SCIENCE** | Social Science Sequence | US History »<br>US Government & Politics » | Psychology » | Psychology<br>Sociology |
| **MATH** | Algebra<br>Geometry | Geometry<br>Algebra 2<br>Pre-Calculus | Transitional Math: Quantitive Literacy Statistics<br>Pre-Calculus<br>Calculus »<br>General Education Statistics | General Education Statistics<br>Mathematics for Elementary Teaching I & II |
| **ENGLISH** | English Sequence | English Sequence | Transitional English<br>English Composition » | English Composition<br>Oral Communication |

*Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies*

» *AP or Dual Credit*

*Dual Credit Course*

*Dual Credit Course Affiliated With IAI Code*

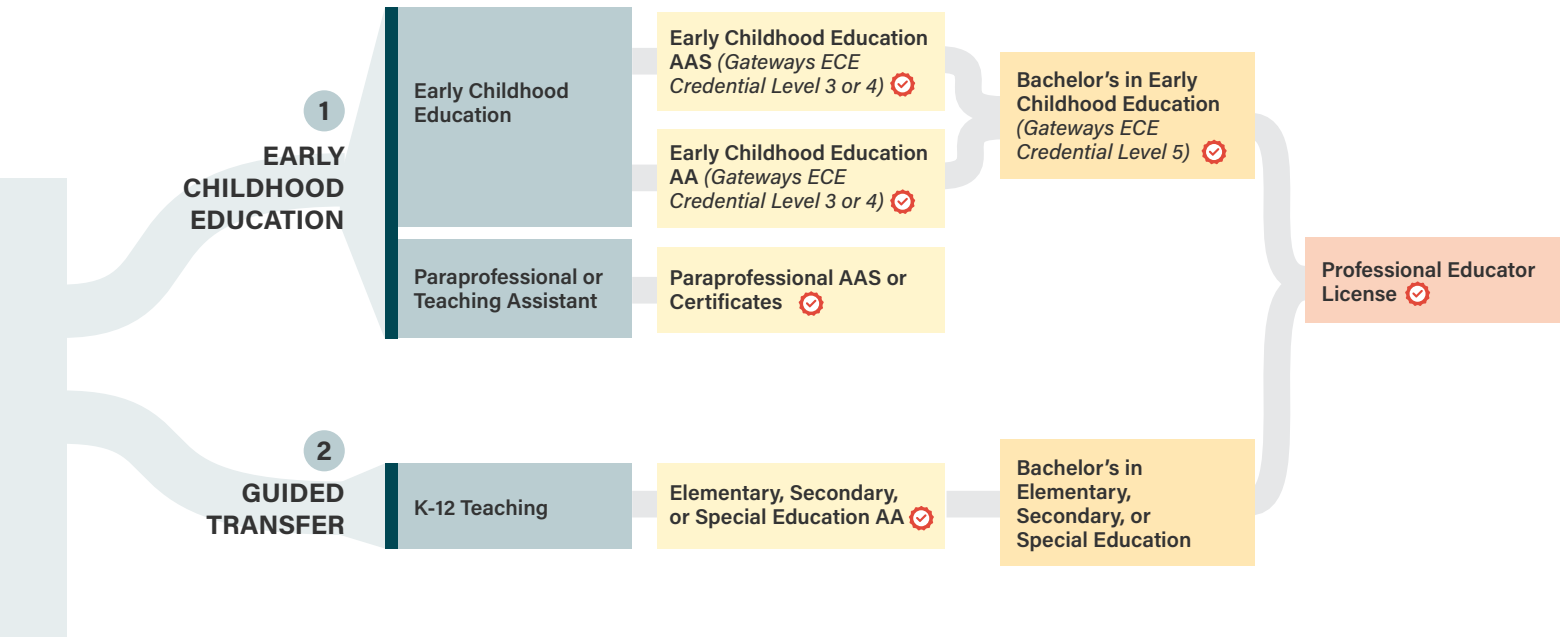
*Course or Program Prepares for Industry Credential*

*Postsecondary Course Affiliated with IAI Code*

*College and Career Pathway Endorsement Earned*

⊕ *If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses*

## POSTSECONDARY OPTIONS




## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

| | Program | Typical Job | Near or Above Living Wage Threshold for 1 Adult + 1 Child [1] | Median Annual Wage [2] | Growth in Illinois: Annual Job Openings [2] | Growth in Illinois: % Change Over 10 years [2] | Stackable? |
|---|---|---|---|---|---|---|---|
| 1 | **AAS Early Childhood Education** | Preschool and Childcare Center/Program Teachers, Except Special Education | N | $29,720 | 2,230 | 10% | Typically Stacks to Related Bachelor's Program at Select IL Universities |
| 1 | **AAS Paraprofessonal or Teaching Assistant** | Teacher Assistants | N | $27,310 | 6,090 | 5% | |
| 1 | **AA Early Childhood Education** | Education Administrators, Preschool and Childcare Center/Program | Y | $50,830 | 250 | 9% | Typically Stacks to Bachelor's Program |
| 2 | **AA Elementary Education** | Elementary School Teachers | Y | $60,250 | 4,330 | 4% | Typically Stacks to Bachelor's Program |
| 2 | **AA Secondary Education** | Secondary School Teachers, Except Special and Career/Technical Education | Y | $69,610 | 3,110 | 4% | |
| 2 | **AA Special Education** | Special Education Teachers, Kindergarten and Elementary School | Y | $65,190 | 450 | 3% | |

1. Living wage calculations are based on MIT's Living Calculator (livingwage.mit.edu), where the "Living Wage" for 1 Adult + 1 Child is $26.27/hour for the state of Illinois. "Near" defined as 85% of the statewide living wage, which is $22.33/hour
2. U.S. Department of Labor, CareerOnestop (careeronestop.org/explorecareers)

## Background and Process for Developing Model Programs of Study

Programs of study are a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that culminate in a recognized postsecondary credential. In Illinois, Perkins V programs of study are aligned with broader State policy goals to promote college and career readiness, including the State of Illinois' ESSA plan (in particular, the College and Career Readiness Indicator), the College and Career Pathway Endorsement framework and other elements of the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, the Illinois WIOA Unified State Plan, and the State's Career Pathways Dictionary.

### Process for Development

Each Model Programs of Study was developed using a data-driven, backward-mapping approach that extended from the areas of job growth down through to the high school course sequence. The specific steps in this analysis included:

1. **Identifying high-priority occupations** in the industry sector that are high-skill, high-wage, and in-demand based on federal Department of Labor data for the State of Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible through the Illinois community college system and lead to high-priority occupations.
3. **Mapping the stackable degrees and certificates** that progress to promising credentials.
4. **Identifying strategic community college courses** that appear across the maximum number of promising credentials, provide a broad foundation of knowledge essential to that industry sector, and are feasible for dual credit delivery.
5. **Mapping a course sequence from secondary through the first year of postsecondary** that incorporates strategic early college credit (including at least six early college credits in the career-focused course sequence) and considers industry trends and innovations in career and technical education.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.


Using Department of Labor[1] data and the MIT Living Wage Calculator[2] for the State of Illinois as a reference, the project team identified "high-priority occupations" as jobs with a positive growth outlook and median salaries near or greater than the living wage for one adult and one child[3]. Thus, a "promising credential" is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation or is a stackable credential for a high-priority occupation.

After identifying the promising credentials in each industry area, the project team analyzed community college programs leading to these credentials from a sampling of six to ten colleges from across Illinois, representing a mix of urban, suburban, and rural institutions[4]. EdSystems analyzed and categorized all of the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- Are most common across all programs in the sample,
- Are broadly accessible for dual credit opportunities considering prerequisites and teacher credentialing requirements, and
- Are included within the Illinois Articulation Initiative.

This analysis and categorization process led to a recommended set of "strategic" career-focused and general education courses that provide a critical foundation for the program of study sequence.

Following this internal analysis, EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the recommendations and provide expertise and guidance on the development of the Model Programs of Study (see Advisory Committee listing in Appendix B). Over multiple webinars and feedback sessions across four months, the Advisory Committee and smaller working groups provided information about industry trends that may not be reflected in the Department of Labor data, credentials and degrees that are emerging as most promising in the field, on-the-ground implementation considerations for secondary and postsecondary programs, and future of work implications for the sector. The Advisory Committee further informed important decision-points in the Model Programs of Study process, including adjusting the Model of Programs of Study course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses in the Model Programs of Study currently lacking current statewide articulation. The culmination of EdSystems' analysis and the input of the Advisory Committee is reflected in the draft Model Programs of Study and course competencies included within this Guide.

[1] U.S. Department of Labor, Career Onestop: careeronestop.org/ExploreCareers/explore-careers.aspx

[2] livingwage.mit.edu

[3] "Living Wage" for 1 Adult + 1 Child is $26.27/hour for the whole state of Illinois. "Near" is defined as 85% of the statewide living wage, which is $22.33/hour

[4] For the analysis of Education, the community colleges surveyed were City Colleges of Chicago, College of DuPage, Elgin Community College, Harper College, and Sauk Valley Community College

## Priority Occupations and Promising Credentials in Education

Educators have a profound impact and influence on the paths that learners take in their lives, and are crucial to developing a thriving economy and healthy civic community. It is through their teachings and exposures to experiences that learners ultimately discover their career path and the role that they want to play in society.

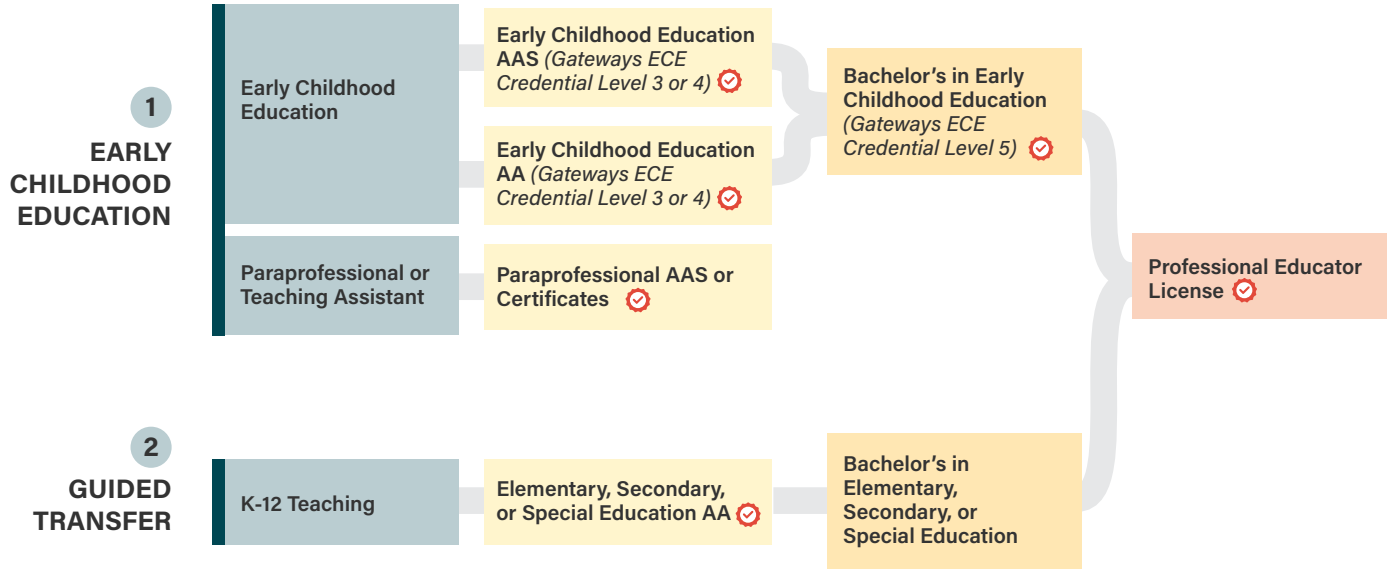
According to the Illinois State Board of Education's "Teach Illinois Strong Teachers, Strong Classrooms" report, between 2010 and 2016, the number of candidates enrolling in and completing teacher preparation programs decreased by 53 percentage points[5]. Workforce concerns in education occur early in the pipeline, and the State has seen fewer young people choosing to enter the teaching profession. The diminishing pipeline of future educators results in vacant teaching positions and leaves some communities disproportionately impacted to supply classrooms with qualified teachers.

A reduced pool of teaching candidates is also concerning for developing a workforce of diverse educators to serve an increasingly diverse student population. According to Advance Illinois, of the 1,006 unfilled teacher positions in the State, 74% are in majority-minority school districts while 81% are in districts where the majority of students are low-income[6], illustrating that the most vulnerable students in Illinois are under-served and hardest impacted by teacher vacancies. Building an early interest in education through secondary coursework and work-based learning experiences provides the opportunity to elevate the teaching profession and support students on the path towards becoming a licensed educator.

### Promising Credential Program Categories

To understand the promising credentials in education, there must also be an acknowledgment of the substantial statewide development of a hierarchy of certifications in early childhood education and childcare called the "Gateways to Opportunity"[7]. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development and almost all Illinois community colleges are Gateways Entitled[8]. Gateways Credentials can be used to help with employment decisions in community-based early learning programs and are symbols of professional achievement that validate knowledge, skills, and experience. The Gateways to Opportunity Scholarship Program is available to practitioners working in licensed child care centers, group child care homes, and family child care homes to receive assistance to attain ECE Gateways Credentials and post-secondary degrees, typically at community colleges across the state. Completion of an Associate of Applied Science (AAS) or an Associate in Arts (AA) degree in Early Childhood Education at a local community college is typically associated with a Level 3 or 4 ECE Gateways Credential that can then be typically

### POSTSECONDARY OPTIONS



stacked and applied towards a Bachelor's Degree in Early Childhood Education with a Professional Educator License. High school students can begin earning a Level 1 ECE Credential through completion of training and online modules. Students taking additional dual credit courses may also quality for a Level 2 ECE Credential upon graduation. Each level provides exposure to and development of the ECE Credential Competencies to prepare students to demonstrate attainment and succeed at the next level.

In light of the Gateways credentials and other academic programs at various community colleges and universities, the project team's analysis of promising credentials in the education sector tied to Illinois community colleges led to an identification of two overarching categories and additional subcategories:

1. **Guided Transfer**: An Associates of Arts (AA) in Elementary, Secondary, or Special Education is for those looking to pursue a bachelor's degree and launch careers in K–12 Teaching with a Professional Educator License, typically at a public school district or institution.
2. **Early Childhood Education** for careers as an Early Childhood Educator.
   a. An AAS Early Childhood Education is typically for those pursuing a career as an early childhood teacher at a community-based childcare organization. In recent years, select Illinois Universities can help students with this AAS pursue a bachelor's degree and an eventual Professional Educator License.
   b. An AA in Early Childhood Education is typically for those pursuing a career as an Education Administrator at a Preschool and Childcare Center/Program. An AA typically stacks to a Bachelor's Program.
   c. An AAS as a Paraprofessional or Teaching Assistant is for those looking to pursue that career at a community-based childcare or organization.

The project team notes that students and community colleges struggle finding four-year programs that accept an AAS in Early Childhood Education. When students do transfer with an AAS to a four-year program, approximately half of their credits earned are not counted towards their bachelor's degree. This is a major barrier in cost and time for students who typically are pursuing the short-term credentials offered through the AAS in Early Childhood

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Education program to secure full- or part-time employment in the field as soon as possible.

## High-Priority Occupations

The high priority occupations associated with each of these areas are identified in the table entitled Selected Occupations, Wages, and Job Growth. As shown in this table, the occupations associated with Guided Transfer in K–12 teaching all met both the positive growth outlook and living wage criteria described in Section I. In Illinois, the education occupations with relatively high projected growth in terms of number of annual openings through 2026 are Elementary School Teachers and Secondary School Teachers. Also visible in the chart are occupations associated with Early Childhood Education. While the occupations associated with an AAS degree don't currently meet the requirements for a living wage, they are included in this analysis since these occupations are able to stack towards attainment of a bachelor's degree and Professional Educator License. Moreover, Preschool Teachers have a ten percent projected increase in growth in Illinois over the next ten years and are seen by the Advisory Committee as a valuable experience to prepare individuals to pursue further education towards a career as a teacher.

## Levels of Education Needed

The levels of education needed for the various pathways in the Model Programs of Study to achieve a living wage all include a bachelor's degree and typically require a Professional Educator License. AAS and AA degrees are included as stackable promising credentials to reflect the pathway that many students take to pursue a Professional Educator License.

## Advisory Committee Considerations

Across the occupational areas, the Advisory Committee emphasized the need for future educators to demonstrate knowledge of content and students, understand the role of the larger community in education, and practice reflective and responsive teaching practices. The committee also emphasized the need for students to identify a wide range of career paths in the field of education early in their pathway in order to create a personal career plan and prepare for it. These considerations are reflected in the course sequences and competencies included in the Model Programs of Study, as detailed in Section III below.

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[5] Illinois State Board of Education's "Teach Illinois Strong Teachers, Strong Classrooms" report

[6] Advance Illinois, Illinois Teacher Shortage Hits Vulnerable Students Hardest (2018)

[7] Gateways to Opportunity Early Childhood Educator (ECE) Credential Framework

[8] Gateways to Opportunities Becoming an Entitled Institution

# Programs of Study Sequence Description

Generally speaking, students in a Program of Study should start a career-focused instructional sequence with an orientation course in 9th or 10th grade, with students engaging in career awareness and exploration in the middle school grades if possible. With this early start, students will have more openings in their schedule to complete skill development and capstone options across education, obtain significant early college credits, earn valuable industry credentials, and potentially acquire the College and Career Pathways Endorsement before high school graduation.

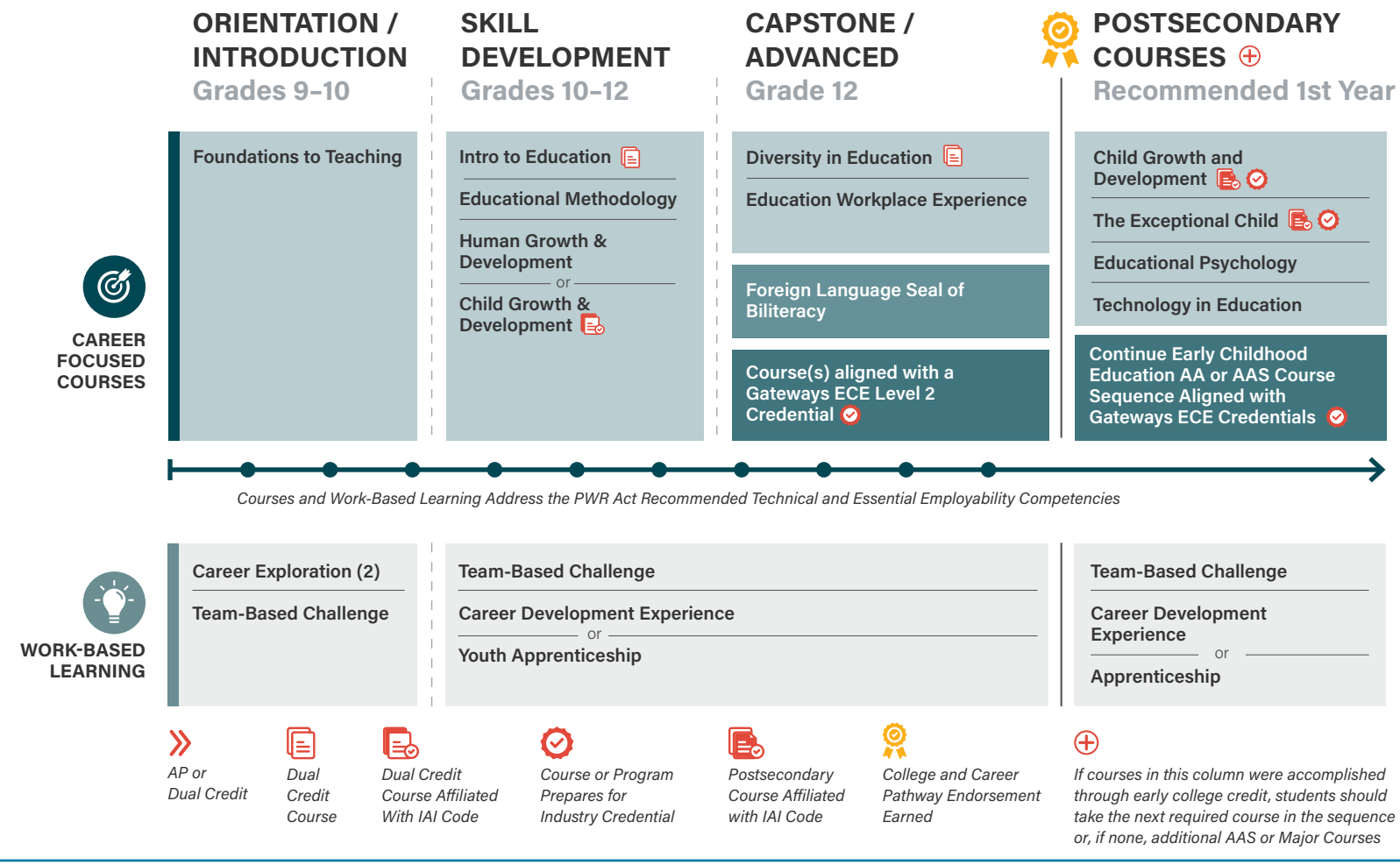
As school districts and their community college partners develop the sequence, they should ensure that the high school coursework enables all students in the Education Program of Study to attain both the State's recommended Technical Competencies for Education and Cross-Sector Essential Employability and Entrepreneurial Competencies (see Appendix A).

The Model Programs of Study for Education begins in high school by introducing students to the broad range of careers in this field, and then enables students to consider the grade level for which they are interested in pursuing a Professional Educator License. Within postsecondary, students are prepared to pursue careers in Early Childhood Education or a Guided Transfer for K–12 teaching. In Early Childhood Education, students can continue the Program of Study sequence through the Gateways Credentials and degrees towards a Bachelor's degree and a Professional Educator License.

## High School Career-Focused Instructional Sequence and Related Work-Based Learning

### Overview

The Model Programs of Study for Education begins by introducing students to the broad range of careers in the field and then narrowing into a set of community college courses that are extremely common and strategic for the field of Education. The career-focused instruction provides



high school students with a foundation in teaching at the orientation level, with the opportunity to focus on Human and Child Growth and Development as students move into the skill development level. The capstone level provides the opportunity for students to dive more deeply on how to support diverse students.

### Orientation

The Model Programs of Study for Education commences at the orientation level with an ISBE CTE Education Pathway Foundations to Teaching course that introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information.

Students should also participate in multiple virtual and in-person site visits to employer locations to better understand authentic education environments, and have the opportunity to engage with professionals in the field. Students should be provided with multiple opportunities for guest speakers from an array of career fields in education to expose students to the variety of career options. Through the orientation course, students should be prepared to document their own personalized career pathway that leads to a promising credential defined in the Model.

### Skill Development

The skill development course recommendations in the Model Programs of Study include Introduction to Education, Educational Methodology, and Human Growth and Development or Child Growth and Development. The Introduction to Education course is broadly applicable to teaching and gaining a Professional Educator License for all grade levels. Student prerequisites to this course may vary, but there are typically no prerequisites, making it very accessible as dual credit. Through this course, students will (i) demonstrate understanding of the history and philosophy of education, (ii) apply their understanding of theories to student development and learning, (iii) critically evaluate the role of collaboration and schools as part of a larger community, (iv) identify a wide range of career paths in the field of education and apply reflective thinking skills, and (v) demonstrate understanding of the health, safety, and legal responsibilities of an educator. A strong foundation in growth and development is also critical for students planning for a career in any of the postsecondary credential areas included in the Model. The course competencies of the ISBE CTE course Human Growth and Development scaffold onto those attained in the Introduction to Education course. Child Growth and Development is a dual credit course that provides all students in an Education pathway with a strong foundation in the theory and principles of the developmental continuum, an exploration of child development within a socio-cultural context, and other foundational concepts for promising credentials in the field. It emphasizes *application* of education practices and other basic concepts under close teacher direction, and should utilize authentic projects addressing realistic student needs. Student prerequisites for this course vary among community colleges from having no prerequisites to requiring eligibility for English 101. The high school and community college partner should ensure that upon concluding this course and Introduction to Education, students will have earned at least three to six dual credit hours[8] from the community college within its Education CTE postsecondary course sequence.

Classroom instruction should be coupled with continued employer site visits, an opportunity for students to participate in a job shadow experience at an employer site, and clubs or challenges such as an Educators Rising competition. Team-based challenges should be completed either as activities embedded within course curriculum or through a student/extracurricular organization. Students should be encouraged to engage in any professional education organizations offered at the community college partner to continue to build familiarity with the profession and pathways towards the variety of career options.

### Capstone/Advanced

In 12th grade, students engage in advanced topics in education. The capstone recommendation for students is to complete a Diversity in Education dual credit course. There are typically no student prerequisites for this course at the community college level. The Diversity in Education course should require students to (i) understand how to create an environment of respect and rapport, (ii) recognize the need for cultural competence to support and prepare all students for success, (iii) acknowledge, respond to, and celebrate diverse cultures, (iv) identify, reflect on, and counter their own identities and implicit bias, and (v) recognize their agency and develop the needed skills to advocate effectively within a school community. The Diversity in Education dual credit course content supports students to become future educators that are equipped to support the State's increasing diversity of students. Whenever possible, it is recommended that students earn the State's Seal of Biliteracy to further develop their skills and ability to serve the diversity of students who are English language learners. Students focusing on Early Childhood Education should enroll in courses aligned with attainment of a Gateways ECE Level 2 Credential that supports their career path.

At the capstone level, all students should continue participation in clubs or challenges such as Educators Rising and complete a Career Development Experience (CDE) of at least 60 hours in length. As schedules permit, this Model recommends that students participate in the Education Workplace Experience cooperative course to obtain work experience in fields related to education in addition to the career-focused courses shown in the pathway model.

The high school and community college partner should ensure that upon concluding the capstone course and the other recommended secondary courses in the education course sequence, students will have earned at least nine to twelve dual credit hours from the community college applicable to aligned Early Childhood Education and Guided Transfer programs.

## Recommended High School General Education Courses

The Model Programs of Study for Education identifies several key considerations for general education coursework:

- In **science**, students should follow a standard science sequence, and where possible, complete their science course as either Advanced Placement or dual credit.
- In **math**, , students should complete the highest math course possible in a statistics-based course sequence to be prepared for the full range of career options in Education, especially for those students interested in pursuing a Professional Educator License in Mathematics. Students should take a dual credit General Education Statistics course at the Capstone level. Students that do not demonstrate readiness for an early college math course during their senior

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|---|---|---|---|---|
| SCIENCE | Science Sequence | Science Sequence | Science » | Science |
| SOCIAL SCIENCE | Social Science Sequence | US History »<br>US Government & Politics » | Psychology » | Psychology<br>Sociology |
| MATH | Algebra<br>Geometry | Geometry<br>Algebra 2<br>Pre-Calculus | Transitional Math: Quantitive Literacy Statistics<br>Pre-Calculus<br>Calculus »<br>General Education Statistics | General Education Statistics<br>Mathematics for Elementary Teaching I & II |
| ENGLISH | English Sequence | English Sequence | Transitional English<br>English Composition » | English Composition<br>Oral Communication |

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*Dual Credit Course*

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*Course or Program Prepares for Industry Credential*

*Postsecondary Course Affiliated with IAI Code*

*College and Career Pathway Endorsement Earned*

⊕ *If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses*

year of high school should enroll in a Transition to Quantitative Literacy and Statistics Transitional Math Course that guarantees placement into General Education Statistics at the postsecondary level.

- In **English**, students prepared for college-level coursework in their senior year should enroll in a dual credit English Composition course (if available) or Advanced Placement English Language and Composition. If students are not prepared for college-level coursework, students should enroll in a Transitional English course that guarantees placement into the partner community college's English Composition course.

## Recommended First Year Postsecondary Courses

The recommended first-year postsecondary courses in the Model Programs of Study for Education build upon the knowledge and skills recommended at the capstone level. As with high school programs, community colleges should pursue opportunities to integrate and align education coursework and work-based learning opportunities. If not completed already, students will take the Child Growth and Development IAI course, as well as a course such as The Exceptional Child that focuses on supporting children with exceptional cognitive, social, physical, and emotional needs. In addition, students in education pathways will take Educational Psychology and Technology in Education. Students interested in pursuing a career in Early Childhood Education are recommended to pursue an AS or AAS course sequence, as appropriate, with supplementary coursework aligned with Gateways ECE Credentials. In the general education course areas, students will take the 100-level required courses. If the 100-level courses have been accomplished through early college credit, students will take the next required course in the subject or, if none, additional AAS or major courses.

[8] As six early college credit hours are needed for the College and Career Pathway Endorsement, the high school and college should seek to meet this threshold in the Skill Development course sequence.

## Priority Dual Credit Courses: Competency Descriptions

As mentioned, EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the Model Program of Study recommendations. A smaller working group further convened to identify key competencies for the target early college courses in the Model Program of Study currently lacking current statewide articulation. In education, those courses were Introduction to Education and Diversity in Education.

| INTRODUCTION TO EDUCATION<br>*Key Competencies* | |
|---|---|
| **History and Philosophy of Education** | ▪ Future educators can demonstrate their understanding of curriculum development, learning theory, assessment, and instructional technology in order to maximize student learning.<br>▪ Future educators can identify the various philosophies of education, explain their evolution, application, and impact on American education, and use them as a basis for developing their own philosophy of teaching. |
| **Student Development and Learning** | ▪ Future educators can use their understanding of learner development theory, including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking to identify appropriate content and supports for students.<br>▪ Future educators can apply their understanding of various theories of human growth and development in order to analyze, explain and ask questions about student behavior and learning.<br>▪ Future educators can recognize critical benchmarks in students' social-emotional learning and understand the relationship to their cognitive learning trajectories.<br>▪ Future educators can understand the range of diverse characteristics and abilities of students in order to support all students in their classroom. |
| **Role of the Community and Collaboration** | ▪ Future educators can outline the role and influence of families and communities on children's development, learning, and early childhood education experiences in order to achieve positive developmental and behavioral outcomes for students.<br>▪ Future educators can effectively access and analyze data sources such as the Illinois School Report Card in order to critically evaluate the relationship between schools and the surrounding community.<br>▪ Future educators can identify local, regional and national initiatives that can be used to support positive student outcomes in their classroom.<br>▪ Future educators can understand the relationship between school, community, and home in order to engage all stakeholders to yield student success. |

*Continued on p. 16*

## CONTINUED: INTRODUCTION TO EDUCATION

*Key Competencies*

| | |
|---|---|
| **Reflection and Professional Growth** | ▪ Future educators can identify the knowledge and skills necessary to be an effective educator including meeting individual student needs, serving diverse learners, adhering to a professional code of ethics, and understanding school governance in order to reflect and improve upon one's own practice.<br>▪ Future educators can apply reflective thinking skills in order to learn from observational and practical classroom experiences.<br>▪ Future educators can think critically about their own assumptions, biases, lived experiences and understandings of education in order to explore alternative approaches and ideas.<br>▪ Future educators can identify a wide range of career paths in the field of education in order to create and prepare for a personal career plan. |
| **Health, Safety, and Legal Responsibilities** | ▪ Future educators can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures and local, state, and federal law.<br>▪ Future educators can analyze laws, policies, and procedures in education in order to understand how they impact instruction and students.<br>▪ Future educators can design a safe and ethical learning environment in order to ensure all students feel respected, valued, and able to learn. |

## DIVERSITY IN EDUCATION

*Key Competencies*

| | |
|---|---|
| **Creating an Environment of Respect and Rapport** | ▪ Future educators can use their understanding of the diversity of language, culture, and ability in order to ensure an inclusionary environment for all students to learn.<br>▪ Future educators can use their understanding of motivational, social and physical/environmental elements within the classroom in order to ensure an inclusionary environment for all students to learn.<br>▪ Future educators can recognize systemic historical obstacles and inaccuracies in order to create classroom cultures that dismantle bias and promote equity. |
| **Demonstrating Knowledge of Teaching Diverse Students** | ▪ Future educators can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.<br>▪ Future educators can use their understanding of cultural, linguistic, cognitive, physical, and social and emotional differences in order to plan instruction that meets the needs of each student.<br>▪ Future educators are culturally competent, and can identify and apply culturally responsive and anti-racist teaching practices to ensure equitable access to learning. |

*Continued on p. 17*

## CONTINUED: DIVERSITY IN EDUCATION

*Key Competencies*

| | |
|---|---|
| **Demonstrating Knowledge of Diverse Students** | ▪ Future educators can identify how a variety of factors shape the way students learn, including belief systems, human development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, and economic circumstances.<br>▪ Future educators can acknowledge, respond to, and celebrate diverse cultures in order to provide full, equitable access to education for students from all cultures.<br>▪ Future educators can apply their understanding of implicit bias, stereotypes, language and cultural barriers, systemic racism, current events, and historical context in order to prevent misconceptions, promote connections with students and families, and improve classroom instruction. |
| **Reflective and Responsive Teaching** | ▪ Future educators can identify, reflect on, and counter their own identities and implicit biases in order to support and build relationships with students and parents to ensure diverse voices are represented.<br>▪ Future educators can use their understanding of cultural competency, current and historical events, cross-curricular connections, and out-of-classroom realities in order to create linkages across content areas and students' lived experiences.<br>▪ Future educators apply a solutions-oriented mindset in order to overcome external factors and impact student success.<br>▪ Future educators can analyze curriculum and classroom practices in order to ensure that diverse voices are represented and infused in all learning activities. |
| **Professionalism, Leadership, and Advocacy** | ▪ Future educators can identify and understand the role of professional organizations and advocacy groups in order to elevate their own voices and become change agents.<br>▪ Future educators can use their understanding of community and family engagement in order to connect students to opportunities for growth and effectively support learning through partnerships with caregivers and other support systems.<br>▪ Future educators can recognize the agency of traditionally marginalized populations in order to enable these groups to have a voice in the school community.<br>▪ Future educators recognize their responsibility and have the skills to advocate effectively within the school community in order to ensure the needs of all students are met. |

## APPENDIX A.1: PWR Act Recommended Technical Competencies for Human and Public Services

**HUMAN & PUBLIC SERVICES**

**TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR EDUCATION AS PART OF HUMAN AND PUBLIC SERVICES**

| | |
|---|---|
| **PLANNING AND PREPARATION** | |
| **Childhood & Student Development** | Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students. |
| **Curriculum & Program Design** | Students can use their understanding of effective teaching strategies, scope, and sequence in order to design a logical curriculum and classroom experience that meets individual student and group academic readiness. |
| **Curriculum Relevance & Collaboration** | Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences. |
| **CLASSROOM ENVIRONMENT** | |
| **Managing & Monitoring Learning** | Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning. |
| **Equitable Treatment** | Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn. |
| **Learning Environment** | Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners. |
| **PROFESSIONAL RESPONSIBILITIES** | |
| **Citizenship, Family, & Community Relationships** | Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning. |
| **Health, Safety, & Legal Responsibilities** | Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law. |
| **INSTRUCTION** | |
| **Evaluation & Assessment** | Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs. |
| **Observation & Adaptation** | Students can use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs |

## APPENDIX A.2: PWR Act Essential Employability Competencies

| TOP 10 CROSS-SECTOR<br>**ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS** | |
|---|---|
| **Teamwork & Conflict Resolution** | Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals. |
| **Communication** | **Verbal:** Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.<br>**Written:** Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.<br>**Digital:** Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct. |
| **Problem Solving** | Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company. |
| **Decision Making** | Students can use their understanding of problem solving to implement and communicate solutions. |
| **Critical Thinking** | Students can use their understanding of logic and reasoning to analyze and address problems. |
| **Adaptability & Flexibility** | Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity. |
| **Initiative & Self-Drive** | Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact. |
| **Reliability & Accountability** | Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals. |
| **Cultural Competence** | Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. |
| **Planning & Organizing** | Students can use their understanding of time management to plan effectively and accomplish assigned tasks. |

## APPENDIX B: Advisory Committee Membership

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