

## **Early Childhood Advisory Group(ECAG)Minutes from February 8, 2012 meeting.**

Introductory Discussion with Lisa Hood and Linda TOMLINSON:

ECAG is moving into a new phase of working independently of the EMAG group. This group should begin working on the Early Childhood Standards. The Elementary and Middle School Standards are being refined and should be out for public comment in March, latest April. They will come before this group when the refinement is completed.

We would like this group to review the crosswalk of the Early Learning Standards to the Common Core as well as the Birth to 3 Years Standards

Discussion of the new educator license: The design of the license is better because it will be very clear what a person is qualified for. The license will say what a person is qualified to teach and at what grade level. It will be available only in an electronic format, thus there can be no altering it.

The next discussion centered on TPAC and the clinical experience. The participants were told that each of their programs will be required to have in place a program with an opportunity for candidates to do an extensive field experience as well as a student teaching experience, where the candidate can demonstrate their competence. Your TPAC implementation must begin in 20123 and be fully implemented by 2015.

There was a lively discussion of grade range which began with Linda explaining that at this point the leadership team is looking at first to fifth for Elementary and Birth through Second for Early Childhood. She explained that at the last meeting a majority of the early childhood participants in attendance wrote down that they could live with birth through second grade for early childhood. More of this to follow as they reported out from their group work. Linda kept challenging the group to look carefully at how we could narrow the focus (grade range) of these teaching licenses so that teachers are truly experts.

There was not a review of the ELS/Common Core crosswalk or the Birth to Age 3 Standards.

Joni Schritchlow, INCCRRA, presented the Infant Toddler Credential which the Gateways to opportunity group have been working on for a number of years. This credential outlines coursework that can be taken to build on the 04 Early Childhood certificate.

Working lunch and participants worked in 4 groups to discuss and record their conversations about the implications of standards and credentials on program design and content, as well as implications for grade span configuration beginning points.

Each group reported out and below is the information that was charted on the white board:

### **Program Content**

Aligned standards are easier to address

Think about what is not there? Home language, ELL special needs and diversity needs to be added

DEC standards need to be looked at

More intentional content standards

foundation of how children learn

how do you teach the content

DAP guidelines already in there, but critical

birth to three needs to be in the design

### **Design**

birth to 3 needs to be in programs, need to be intentional

embedding deeper knowledge of brain development

will impact time in program to cover all content and student teaching?

share models for program revision look at different models to do extensive field experience/clinical partnerships more meaningful

either beg/end or in design and efficiency

more partnerships ex. Placements and collaborations

### **Beginning Point**

- 1) Birth to grade 3
- 2) Same
- 3) Same

Implications for student teaching

Overlap 1 & 2 doesn't make as much sense as 2-3 does Looping

### **Process**

NAEYC

Who is not there? DHS DCFS SPED ED ELL HEAD START

Conceptual Diagram

More expert ece teachers and principal

Guide for good teachers Danielson

Dr. Koch into meeting.

Accountability for all professional responsible for student's growth.

Piloting Individualized instruction with working with families

LT encouraged all HE participants to help with the design of their principal prep Programs.

Next meeting March 14 in Bloomington