



STATE OF ILLINOIS

**Model
Programs of
Study Guide**

Education

PATHWAYS



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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 EdSystems

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University. We work at the state level to create ecosystem and policy change while simultaneously working at the local level to create organizational change. This bi-directional approach allows us to align local efforts to state policy while elevating local experiences and learnings to state tables. Learn more at edsystemsniu.org.

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I. About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of the State of Illinois 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 pathway programs to adopt or customize as they develop programs of study for approval as part of Perkins V or Illinois' College and Career Pathway Endorsements.
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 sector's program of study 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 work-based learning 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](#), [Recommended Technical and Essential Employability Competencies](#), [State of Illinois Workforce Development 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 Model Programs of Study Guide in Education can be used as a reference in local planning processes. The guide presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input. In addition to the complete guide, a [pathway map](#) depicting the diagrams of the secondary and postsecondary sequences, as well as a table of the selected occupations, wages, and job growth, is available at the end of this document or at edsystemsniu.org/guides.

II. Development of the 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. The State of Illinois Model Programs of Study Guides are aligned with broader state policy goals to promote college and career readiness, including the state's Perkins V and ESSA plans (in particular, the College and Career Readiness Indicator), the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, and the Illinois 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 Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible to and 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 broadly among promising credentials, provide a solid 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 is applicable to both Illinois secondary and postsecondary Perkins V requirements.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.

Using data from the Department of Labor, Illinois Department of Employment Security, and MIT's Living Wage Calculator for the State of Illinois as a reference, the project team identified "high-priority occupations" as jobs with a positive growth outlook over the next 10 years, of high relative volume within that industry sector, and with median salaries that could sustain various family sizes within Illinois.¹ Occupations with median salaries higher than the living wage for 1 adult + 1 child (\$39.63/hour) are

¹ U.S. Department of Labor, Employment and Training Administration (n.d.). "Explore Careers." CareerOneStop. Retrieved December 2023, from careeronestop.org/explorecareers. Illinois Department of Employment Security, "Long-Term Occupational Projections 2020-2030" and "Wage Information: Occupational Employment and Wage Statistics (OEWS) Statewide." Retrieved December 2023, from ides.illinois.gov. Amy K. Glasmeier, "Living Wage Calculator," Massachusetts Institute of Technology, 2024. Retrieved December 2023, from livingwage.mit.edu.



considered as having a “high” living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children (\$22.86/hour) are considered as having a “medium” living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than \$22.86/hour) are considered as having a “low” living wage potential.

The team identified as a “promising credential” any degree or certification that immediately prepares an individual for entry into or is a stackable for the identified high-priority occupations, then 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.² EdSystems analyzed and categorized all the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- are broadly common across multiple college programs in the sample,
- are likely accessible for dual credit opportunities considering student prerequisites and teacher credentialing requirements, and
- are generally transferable through Illinois Articulation Initiative or various articulation agreements.

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 [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 or IDES 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 including adjusting the course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses lacking broad statewide articulation. The culmination of EdSystems’ analysis and the input of the Advisory Committee is reflected in this guide.

² For the analysis of this guide, EdSystems surveyed City Colleges of Chicago, College of DuPage, Elgin Community College, Harper College, and Sauk Valley Community College.

III. Priority Occupations and Promising Credentials

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 teaching and exposure 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 "2023 Educator Supply and Demand Report," an aging workforce is leading to a demand in teacher need throughout the state. Moreover, the educator workforce lacks diversity, especially as it relates to student populations in urban areas.³ A reduced pool of teaching candidates is also concerning for developing a workforce of students needed for modern society. According to Advance Illinois' "The State of Our Educator Pipeline 2023" report, there are critical shortages in areas such as special education, bilingual education, and STEM subjects, with shortages more pronounced in regions with higher poverty rates and in rural areas that struggle to attract and retain qualified teacher, illustrating that the most vulnerable students in Illinois are under-served and hardest impacted by teacher vacancies.⁴ 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, we must acknowledge the substantial, statewide development of a hierarchy of certifications in early childhood education and childcare called the Gateways to Opportunity.⁵ Gateways Credentials are awarded and recognized by the Illinois Department of Human Services Bureau of Child Care and Development. Almost all Illinois community colleges are Gateways Entitled, meaning they align their coursework to the Gateways Credentials.⁶ 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 in attaining the Early Childhood Education (ECE) Gateways Credentials and postsecondary degrees, typically at community colleges across the state. Completion of an Associate of Applied Science (AAS) in Early Childhood Education at a local community college is typically associated with a Level 4 ECE Gateways Credential, which is now required to seamlessly stack towards a bachelor's degree in early childhood education with an option for a Professional Educator License.

High school students can begin earning a Gateways Credential through completion of training, online modules, and academic courses. Students taking dual credit courses in early childhood education may also qualify for a Level 2 ECE Gateways Credential upon completion of high school and in alignment with a community college basic certificate. Each level provides exposure to and development of the ECE Gateways Credential competencies to prepare students to demonstrate attainment and succeed at the next level.

³ Illinois State Board of Education (2023, December 28). "2023 Educator Supply and Demand Report." Supporting Educators Data. Retrieved April 24, 2024, from isbe.net/Documents/2023-Educator-Supply-Demand-Report.pdf

⁴ Advance Illinois (2023, October 12). "The State of Our Educator Pipeline 2023: Strengths, Opportunities, and the Early Impact of the COVID-19." Retrieved April 24, 2024, from advanceillinois.org/research-hub/strong-diverse-educator-pipeline

⁵ Illinois Network of Child Care Resource and Referral Agencies. Gateways to Opportunity Illinois Professional Development System. ilgateways.com/

⁶ Illinois Network of Child Care Resource and Referral Agencies. Becoming an Entitled Institution. Gateways to Opportunity Illinois Professional Development System. ilgateways.com/professional-development/higher-education-programs/becoming-entitled

In light of the Gateways Credentials and 2021 legislation around early childhood education pathways, the Advisory Committee's analysis of promising credentials in the education sector tied to Illinois community colleges led to an identification of two credential program categories or pathways and additional subcategories:

1. **Elementary and secondary education guided transfer programs:** An Associate 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:** An AAS in Early Childhood Education is for those pursuing a career as an early childhood teacher at a community-based organization. As a result of [Public Act 102-0174](#), passed in 2021, AAS in Early Childhood Education graduates can now easily pursue a bachelor's degree and an eventual Professional Educator License. With an AAS or bachelor's degree in early childhood education, individuals are also eligible to become administrators of preschool and childcare centers or programs

In prior years, students and community colleges struggled to find consistency among four-year programs that would accept an AAS in Early Childhood Education for a bachelor's degree program. When students transferred with an AAS to a four-year program, many of their credits were not counted towards their bachelor's degree. This was a major barrier in cost and time for students that was addressed by Public Act 102-0174, which guarantees the transferability of AAS degrees in early childhood to state universities with a bachelor's degree in early childhood if the student meets all the requirements of the AAS degree, earns the Gateways ECE Credential Level 4, and earned a minimum GPA of a 2.0. This transferability significantly augments the earning potential of pathway participants.

Diagram: Postsecondary Opportunities

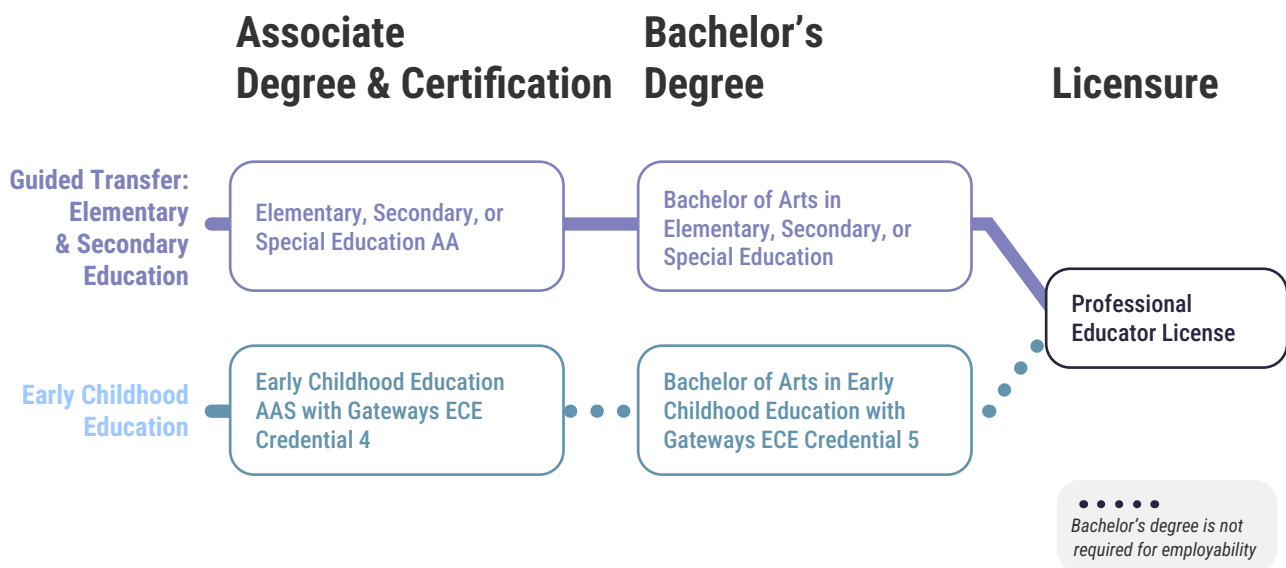


Table: **Selected Occupations, Wages, and Job Growth**

Program	Typical Job(s)	Living Wage Potential*	Median Annual Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
Guided Transfer: Elementary & Secondary Education	Education Administrators, Elementary-Secondary	High	\$104,261.00	3.2%	886	Master's Degree
	Elementary School Teachers†	Medium	\$64,582.00	2.7%	4,053	Bachelor's or Master's Degree
	Middle School Teachers†	Medium	\$64,200.00	2.8%	1,556	
	Secondary School Teachers†	Medium	\$65,471.00	3.0%	2,848	
	Special Education Teachers, Elementary School	Medium	\$65,155.00	3.3%	844	
	Instructional Coordinators	Medium	\$67,238.00	5.6%	747	
Early Childhood Education	Education and Childcare Administrators, Preschool and Daycare	Medium	\$49,335.00	8.4%	247	Bachelor's or Master's Degree
	Preschool Teachers†	Low	\$36,756.00	16.4%	2,612	Associate Degree

† Except special education, Career and Technical Education, or vocational teachers

* Living wage potential is based on MIT's Living Calculator (livingwage.mit.edu) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child (\$39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children (\$22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than \$22.86/hour) are considered as having a "low" living wage potential. Annual living wage equivalents are calculated by multiplying the hourly living estimate by 2,000 hours.

** Illinois Department of Employment Security (2022). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/oews.html

*** Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/employment-projections.html

High-Priority Occupations

The high-priority occupations associated with each of the promising credential program areas are identified in the table entitled Select Occupations, Wages, and Job Growth. As shown, the occupations associated with guided transfer programs in K–12 teaching meet the job growth and living wage threshold of this guide. In Illinois, the primary education occupations with relatively high projected growth in terms of number of annual openings are elementary, middle and secondary school teachers. Also visible in the chart are occupations associated with early childhood education. While the occupations associated with an AAS degree do not always meet the threshold of a high or medium potential for a living wage, they are included as these occupations are able to stack towards attainment of a bachelor's degree and Professional Educator License. Moreover, demand for preschool teachers is projected at a double-digit percentage increase 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

For the high-priority occupations noted in this guide, the levels of education needed to achieve a high potential for a living wage all include a bachelor's degree and typically require a Professional Educator License. Associate 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 included course sequences and competencies.

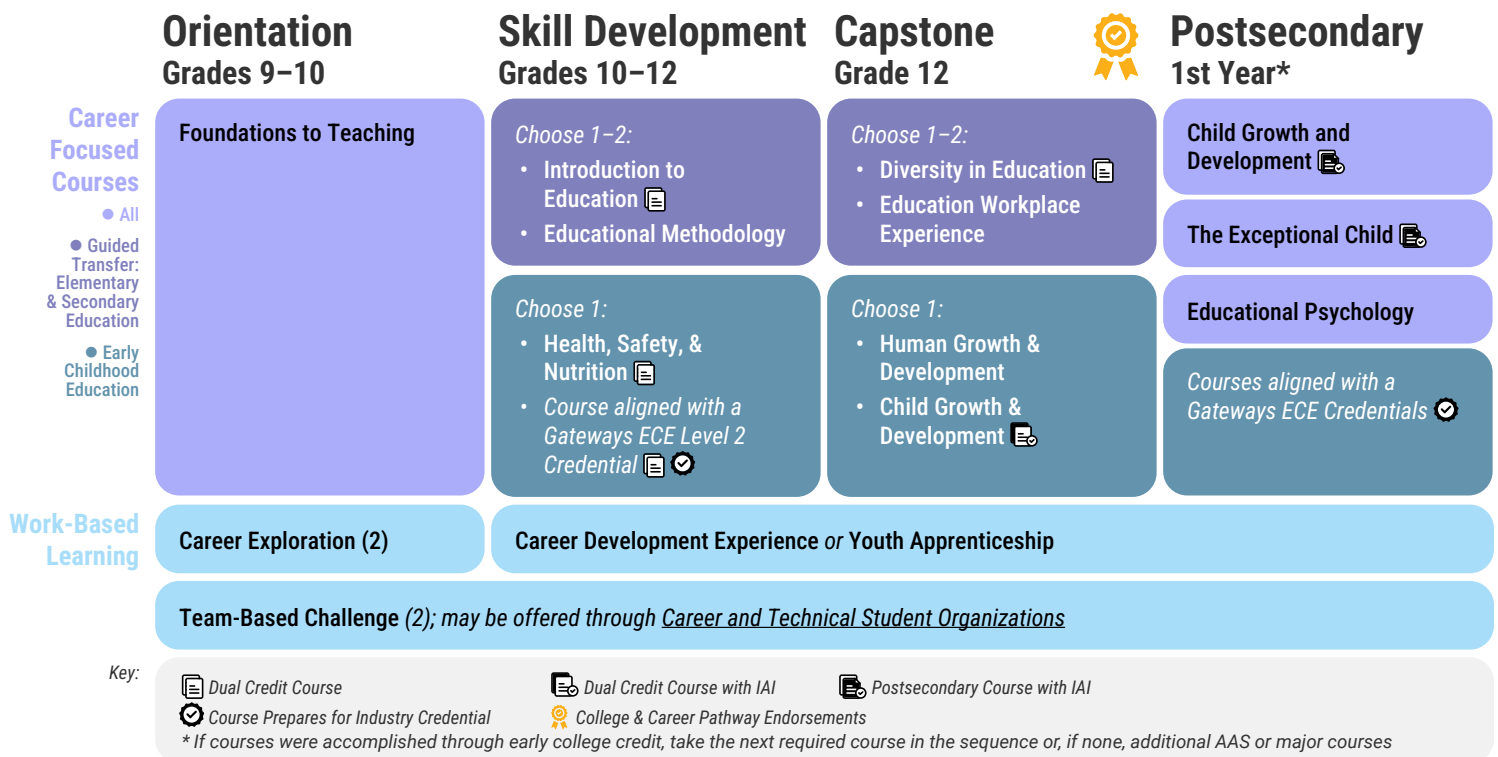
IV. Programs of Study Sequence Description

Students 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 have more openings in their schedule to complete skill development and capstone options, obtain significant early college credits, earn valuable industry credentials, and potentially acquire a [College and Career Pathway Endorsement](#) before high school graduation.

As school districts and their community college partners develop a program of study sequence, they should ensure that the high school coursework enables all students in the pathways to attain Illinois' [Recommended Essential Employability and Technical Competencies](#) and the top relevant technical competencies (see [Appendix A](#)).

The Model Programs of Study in 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. Through the postsecondary coursework, students are prepared to pursue careers in early childhood education or a guided transfer program for K–12 teaching. In the early childhood education pathway, students can continue the program of study sequence through a community college associate degree aligned with the Gateways Credentials, which leads toward a bachelor's degree and Professional Educator License.

Diagram: Career-Focused Instructional Sequence



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

The career-focused instructional sequence in this program of study 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 common and strategic for the education field. High school students gain a foundation in teaching at the orientation level, with the opportunity to focus on either early childhood education or elementary and secondary education as students move into the skill development level. The capstone level provides the opportunity for students to dive more deeply into human and child growth and development as well as on how to support diverse students.

Orientation Coursework

The orientation coursework begins with the [ISBE Career and Technical Education \(CTE\) course Foundations to Teaching](#), which introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. This course should also help students choose an education pathway specialty, such as early childhood or elementary and secondary education.

To begin preparing for the College and Career Pathway Endorsements, students should also participate in multiple virtual and in-person visits to employer sites to better understand authentic industry environments and engage with professionals in the field. Students should hear from a variety of guest speakers in an array of education careers to better understand opportunities in the field. Through the orientation course, students should be prepared to document their own personalized career pathway that leads to a promising credential.

Skill Development Coursework

The skill development course recommendations split into two pathways, elementary and secondary education and early childhood education. In the elementary and secondary education pathway, the course recommendation includes Introduction to Education and/or Education Methodology. The Introduction to Education course, envisioned as a dual credit course with a postsecondary institution, is broadly applicable to teaching and gaining a Professional Educator License for all grade levels. 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. 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 Introduction to Education course vary among community colleges, from none to requiring eligibility for English 101.

The course competencies of the ISBE CTE course Educational Methodology scaffold onto those attained in the Introduction to Education course. Education Methodology could be an alternative if dual credit is not able to be implemented for Introduction to Education.

In the early childhood education pathway, Health, Safety, and Nutrition (or a similar community college course) is recommended as a dual credit course that fulfills the necessary requirements for an ECE Gateways Level 2 Credential. Because of Public Act 102-0174, courses such as Health, Safety, and Nutrition have the double benefit of introducing students to the early childhood coursework necessary to enter the profession, but also can support their transfer to a bachelor's degree program. The course competencies of the ISBE CTE course Early Childhood Education scaffold onto those attained in the Health, Safety, and Nutrition course (or similar dual credit courses that fulfill the ECE Gateways Level 2 credential) and should be overlapped. If dual credit cannot be implemented, the ISBE CTE course Early Childhood Education could be an alternative offering.

To be on track to earn the College and Career Pathway Endorsements, regional high school and community college partners should ensure students have earned three to six early college credit hours through the skill development courses. Additionally, students should continue progressing through the [work-based learning continuum](#). 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 related to their program area. 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 student or professional education organizations, including Career and Technical Student Organizations, to continue to build familiarity with the profession and pathways towards various career options.

Capstone Coursework

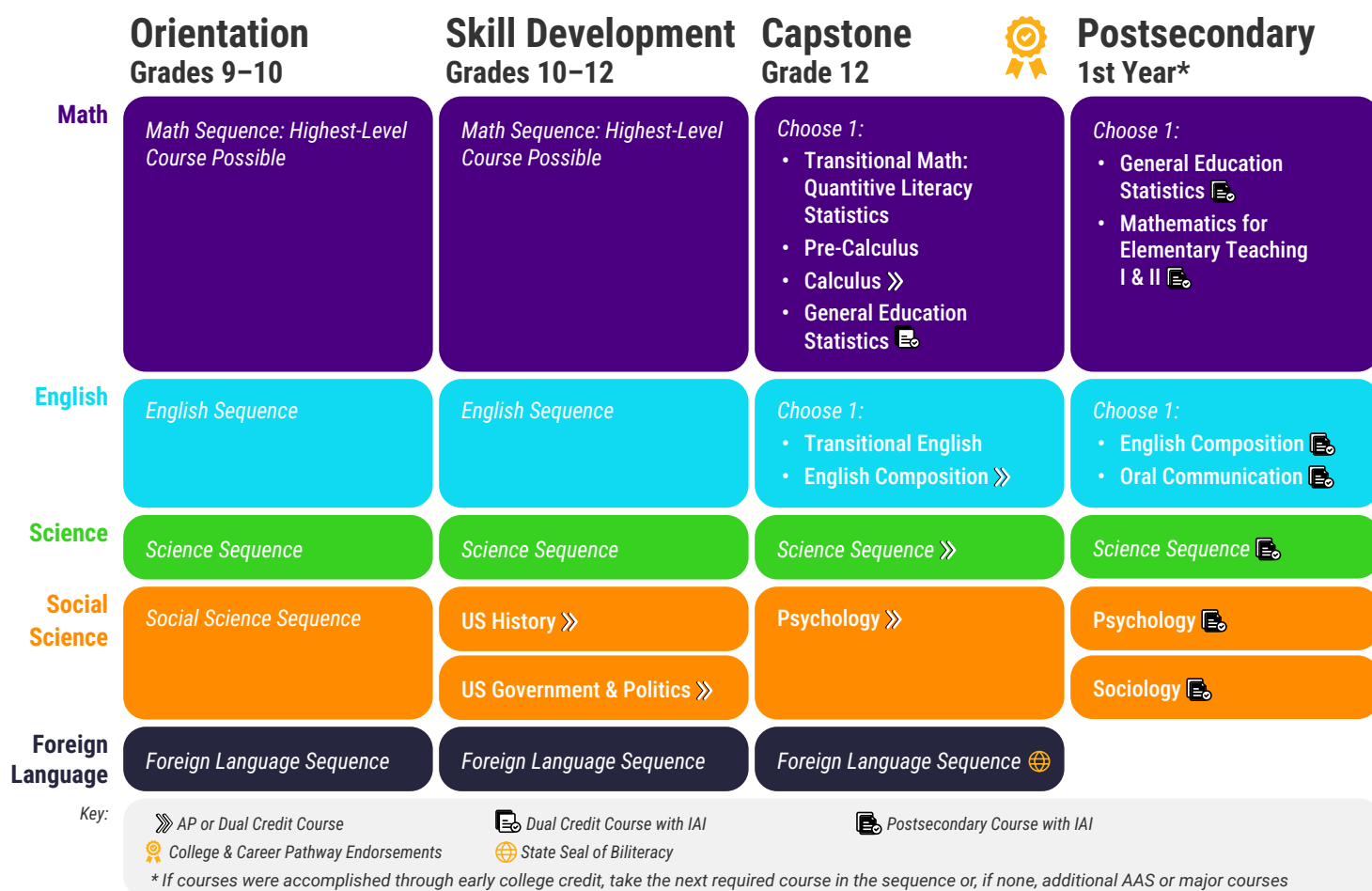
In 12th grade, students engage in advanced topics in education. For those in the elementary and secondary education pathway, the capstone recommendation is Diversity in Education as a dual credit course. There are typically no student prerequisites for this course at the community college level. The Diversity in Education course requires 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 course content supports students to become future educators that are equipped to support the state's increasing diversity of students.

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. Child Growth and Development is recommended as a dual credit or dual enrollment course. This course provides students 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. The Child Growth and Development course is an Illinois Articulation Initiative (IAI) course for early childhood majors and requires adjunct faculty to have a master's degree in early childhood education. To increase access, the course can be offered as dual enrollment using virtual/hybrid models in partnership with local college faculty.

Education pathway students are strongly encouraged to earn the State Seal of Biliteracy to further develop their skills and ability to serve the diversity of students who are English language learners.

To be eligible for the College and Career Pathway Endorsements, all students should complete a career development experience of at least 60 hours in length and earn at least six or more early college credit hours, through a mix of both career-focused and general education coursework. As schedules permit, this guide recommends that students also participate in the Education Workplace Experience cooperative course to obtain work experience in fields related to education. Additionally, students should continue participation in clubs, professional organizations, or challenges related to their pathway, such as Educators Rising.

Diagram: General Education Instructional Sequence



High School General Education Courses

There are several critical considerations for general education coursework before graduating high school. The courses mentioned here are frequent requirements for many postsecondary promising credentials in health science and enhance students' opportunities for postsecondary success in addition to the career-focused courses already delineated.

- In **science**, students should follow a standard sequence, completing coursework as either Advanced Placement or dual credit if possible.
- In **math**, students should complete the highest-level course possible in a statistics-based 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 statistics course at the capstone level. Students that do not demonstrate readiness for an early college math course during their senior year of high school should enroll in Quantitative Literacy and Statistics, a 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.

First-Year Postsecondary Courses

The recommended first-year postsecondary courses 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 IAI courses Child Growth and Development and The Exceptional Child, or a similar course that focuses on supporting children with exceptional cognitive, social, physical, and emotional needs. In addition, students should seek out Educational Psychology as an advanced course.

Students interested in pursuing a career in early childhood education should pursue 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.

V. Strategic 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 currently lacking current statewide articulation. In education, those courses were Introduction to Education and Diversity in Education.

INTRODUCTION TO EDUCATION

Key Competencies

History & Philosophy of Education	<ul style="list-style-type: none"> • Future educators can demonstrate their understanding of curriculum development, learning theory, assessment, and instructional technology in order to maximize student learning. • 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 & Learning	<ul style="list-style-type: none"> • 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. • 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. • Future educators can recognize critical benchmarks in students' social-emotional learning and understand the relationship to their cognitive learning trajectories. • 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 & Collaboration	<ul style="list-style-type: none"> • 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. • 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. • Future educators can identify local, regional and national initiatives that can be used to support positive student outcomes in their classroom. • Future educators can understand the relationship between school, community, and home in order to engage all stakeholders to yield student success.
Reflection & Professional Growth	<ul style="list-style-type: none"> • 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. • Future educators can apply reflective thinking skills in order to learn from observational and practical classroom experiences. • Future educators can think critically about their own assumptions, biases, lived experiences and understandings of education in order to explore alternative approaches and ideas. • 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, & Legal Responsibilities	<ul style="list-style-type: none"> • 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. • Future educators can analyze laws, policies, and procedures in education in order to understand how they impact instruction and students. • 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

<p>Creating an Environment of Respect & Rapport</p>	<ul style="list-style-type: none"> • 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. • 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. • Future educators can recognize systemic historical obstacles and inaccuracies in order to create classroom cultures that dismantle bias and promote equity.
<p>Demonstrating Knowledge of Teaching Diverse Students</p>	<ul style="list-style-type: none"> • Future educators can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning. • 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. • Future educators are culturally competent, and can identify and apply culturally responsive and anti-racist teaching practices to ensure equitable access to learning.
<p>Demonstrating Knowledge of Diverse Students</p>	<ul style="list-style-type: none"> • 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. • Future educators can acknowledge, respond to, and celebrate diverse cultures in order to provide full, equitable access to education for students from all cultures. • 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.
<p>Reflective and Responsive Teaching</p>	<ul style="list-style-type: none"> • 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. • 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. • Future educators apply a solutions-oriented mindset in order to overcome external factors and impact student success. • Future educators can analyze curriculum and classroom practices in order to ensure that diverse voices are represented and infused in all learning activities.
<p>Professionalism, Leadership, & Advocacy</p>	<ul style="list-style-type: none"> • 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. • 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. • Future educators can recognize the agency of traditionally marginalized populations in order to enable these groups to have a voice in the school community. • 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.

Appendices

A.1: Technical and Essential Employability Competencies for Education

The following technical and employability competencies for education are from “[Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements](#),” a document developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness Act in order to implement College and Career Pathway Endorsements.

Technical and Essential Employability Competencies for EDUCATION AS PART OF HUMAN & 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 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 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 environment
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 use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.

A.2: Cross-Sector Essential Employability and Entrepreneurial Competencies

The following cross-sector competencies are from “[Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements](#),” a document developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness Act in order to implement College and Career Pathway Endorsements.

ESSENTIAL EMPLOYABILITY COMPETENCIES	
Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	<p>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.</p> <p>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p>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.</p>
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.

ENTREPRENEURIAL COMPETENCIES

Principles of Entrepreneurship	Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.
Innovation & Invention	Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.
Growth Mindset	Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.

B: 2020 Advisory Committee Membership

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C: College and Career Pathway Endorsements Framework

The College and Career Pathway Endorsements system is a voluntary system for school districts to award endorsements on high school diplomas to graduates who have demonstrated readiness for college and careers. The following framework for the endorsement system is available as a [PDF download](#).



College and Career Pathway Endorsements Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace and gain essential employability and technical competencies.

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or for credit, supervised career development experience(s) with a professional skills assessment r	
At least 2 team-based challenges with adult mentoring			

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

2 years of secondary coursework or equivalent that include essential employability and technical competencies, at least 6 hours of early college credit, and articulation to a postsecondary credential with labor market value.

9th	10th	11th	12th
Orientation / Introduction Courses			
	Skill Development Courses		
			Capstone / Advanced Courses

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by the school district and local community college.

D: Illinois' Work-Based Learning Continuum

Illinois has a defined continuum of work-based learning opportunities, which spans from secondary to postsecondary. Components, defined in statute and the [Illinois Career Pathways Dictionary](#), include career awareness, career exploration, team-based challenges, career development experiences, youth or pre-apprenticeships, and apprenticeships.

Work-Based Learning & Host Engagement Continuums



Illinois' continuum represents the many forms of work-based learning that grow in intensity depending on the model. However, this continuum is not intended to convey a fixed or ideal progression. As individuals learn through their work-based learning experiences, they may return to less intensive models to develop different skills or explore additional interests. Individuals should be supported to engage in these activities iteratively as they explore the multiple entry and exit points of career pathways.

Providing high-quality work-based learning requires strong partnerships between educators and regional employers. As the intensity of students' experiences progress, so too does the role of employer partners serving as host sites.



Model Programs of Study in Education

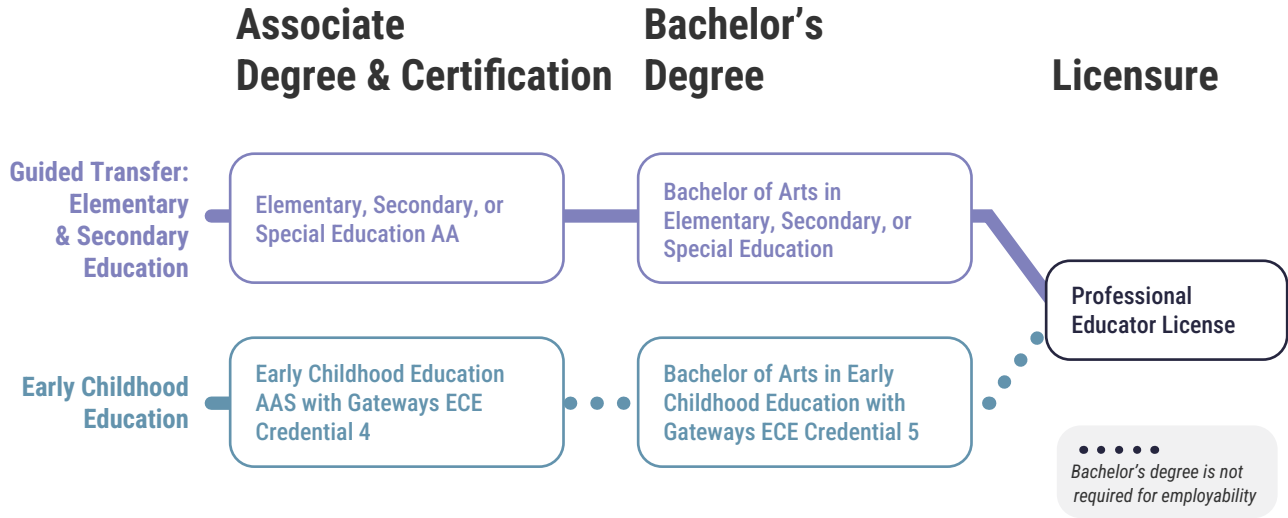
Recommended Courses

	Orientation Grades 9–10	Skill Development Grades 10–12	Capstone Grade 12	Postsecondary 1st Year*
Career Focused Courses	Foundations to Teaching	Choose 1–2: <ul style="list-style-type: none"> Introduction to Education Educational Methodology 	Choose 1–2: <ul style="list-style-type: none"> Diversity in Education Education Workplace Experience 	Child Growth and Development The Exceptional Child Educational Psychology Courses aligned with a Gateways ECE Credentials
Work-Based Learning	Career Exploration (2)	Career Development Experience or Youth Apprenticeship		
	Team-Based Challenge (2); may be offered through Career and Technical Student Organizations			
Math	Math Sequence: Highest-Level Course Possible	Math Sequence: Highest-Level Course Possible	Choose 1: <ul style="list-style-type: none"> Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus >> General Education Statistics 	Choose 1: <ul style="list-style-type: none"> General Education Statistics Mathematics for Elementary Teaching I & II
English	English Sequence	English Sequence	Choose 1: <ul style="list-style-type: none"> Transitional English English Composition >> 	Choose 1: <ul style="list-style-type: none"> English Composition Oral Communication
Science	Science Sequence	Science Sequence	Science Sequence >>	Science Sequence
Social Science	Social Science Sequence	US History >> US Government & Politics >>	Psychology >>	Psychology Sociology
Foreign Language	Foreign Language Sequence	Foreign Language Sequence	Foreign Language Sequence	

Key:

- >> AP or Dual Credit Course
- 📖 Dual Credit Course
- 🏆 College & Career Pathway Endorsements
- 🌐 Dual Credit Course with IAI
- 🇺🇸 State Seal of Biliiteracy
- 📖 Postsecondary Course with IAI

 * If courses were accomplished through early college credit, take the next required course in the sequence or, if none, additional AAS or major courses



Selected Occupations, Wages, and Job Growth

Program	Typical Job(s)	Living Wage Potential*	Median Annual Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
Guided Transfer: Elementary & Secondary Education	Education Administrators, Elementary-Secondary	High	\$104,261.00	3.2%	886	Master's Degree
	Elementary School Teachers†	Medium	\$64,582.00	2.7%	4,053	Bachelor's or Master's Degree
	Middle School Teachers†	Medium	\$64,200.00	2.8%	1,556	
	Secondary School Teachers†	Medium	\$65,471.00	3.0%	2,848	
	Special Education Teachers, Elementary School	Medium	\$65,155.00	3.3%	844	
	Instructional Coordinators	Medium	\$67,238.00	5.6%	747	
Early Childhood Education	Education and Childcare Administrators, Preschool and Daycare	Medium	\$49,335.00	8.4%	247	Bachelor's or Master's Degree
	Preschool Teachers†	Low	\$36,756.00	16.4%	2,612	Associate Degree

† Except special education, Career and Technical Education, or vocational teachers

* Living wage potential is based on MIT's Living Calculator (livingwage.mit.edu) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child (\$39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children (\$22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than \$22.86/hour) are considered as having a "low" living wage potential. Annual living wage equivalents are calculated by multiplying the hourly living estimate by 2,000 hours.

** Illinois Department of Employment Security (2022). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/oews.html

*** Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024, from ides.illinois.gov/resources/labor-market-information/employment-projections.html