



Official Newsletter of the Illinois Subdivision of the Division for
Early Childhood of the Council for Exceptional Children

Volume 19, Issue 4

Message from the IDEC President...

Connie Shugart

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Find us on the web at

[http://illinois-
dec.org/](http://illinois-dec.org/)

The *IDEC Newsletter* is a quarterly publication of the Illinois Division for Early Childhood. Please send inquiries, comments, and article submissions to:

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Dear IDEC Members,

It's that time of year again when we look out at all of the beautiful flowers in bloom. It is a time for reflection and a time for change. This past year I asked for your input regarding professional development. We are ready to offer webinars for IDEC members. If you have a topic that you would like to see as a webinar please email: c-shugart@wiu.edu. We would also like to sponsor networking opportunities. If you have an event coming up where IDEC members can get together, please send me an email so we can make plans.

Your new IDEC Board will be taking over July 1st and they are ready to support you with information, professional development, and networking opportunities. I need your help in supporting the new Board members. Please plan to join the IDEC Board and fellow IDEC members at our networking get together, October 3, 2013, 11:45 a.m. - 1:15 p.m., during the Sharing A Vision conference. Sincerely,

Connie Shugart

Message from the Editor

It has been my pleasure to serve as the IDEC Newsletter Editor for the past four years. Thank you for your support and contributions. With this issue, I will be resigning my position as Editor and as Chair of the Publications Committee. Mindy Ely will take over these positions. Please support her with suggestions and articles as you have done for me. The newsletter has served as a vehicle for disseminating information about IDEC and the important issues in early childhood for the past 23 years. I appreciate being able to play a part in this component of IDEC.



Registration is Now Open For Sharing A Vision Conference!

Celebrating the Past Embracing the Future

October 2-4, 2013
Crowne Plaza, Springfield

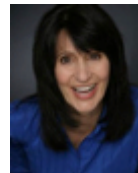
Join us at the upcoming Sharing a Vision conference. There will be nine pre-conference sessions to choose from, as well as over 60 regular workshops. We hope you will plan on attending this wonderful professional development opportunity.

Further information and registration can be found at www.sharingavision.org

Keynote Speakers for SAV 2013

Jim Gill, musician and author of children's music CD's and books

Kathy Buckley, comedienne and inspirational speaker



Conference is coordinated by Illinois Division for Early Childhood (IDEC)
and sponsored by ISBE, IDHS, IDEC and Illinois Head Start.

For information on the Children's Art Exhibit and submitting works of art, see page 12.

Conversation Stations At Sharing A Vision

Come and participate in a discussion with colleagues on cutting-edge practices and challenging issues. An early childhood professional knowledgeable about the topic will facilitate the discussion and resources. Participants will have an opportunity to share contact information with those who wish to continue networking on the topic. "Conversation Stations" will be featured on Friday, both early morning and during lunchtime. This year's topics include:

- Early Childhood Outcomes
- Early Intervention Part C Updates
- Gateways to Opportunity
- Head Start & Early Head Start Updates
- ISBE Updates
- RtI-Response to Intervention
- The Kindergarten Individual Developmental Survey (KIDS)
- Illinois Early Learning Project Resources

Information on time and location will be available at the Sharing a Vision Conference.

Plan to Attend Sharing a Vision Preconference:

Response to Intervention (RtI) in Early Childhood: An Approach to Individualizing to Ensure All Children's Growth Toward School Readiness

Hosted by: IDEC and the Illinois Resource Center

Presenters: Judith J. Carta, Ph.D., Co-Director of the IES-funded Center for Response to Intervention in Early Childhood (www.CRTIEC.org); Director of Early Childhood at the Juniper Gardens Children's Project; Senior Scientist in the Institute for Life Span Studies; Professor of Special Education at the University of Kansas

Workshop Time: 9:00 am – 4:00 pm

Registration Deadline: September 6, 2013

Dr. Judy Carta, Co-Director of the IES-funded Center for Response to Intervention in Early Childhood (www.CRTIEC.org), will provide detailed information for preschool staff who desire to begin or extend their efforts to establish multi-tiered systems of support/Response to Intervention frameworks in their preschool setting. The presentation will combine research information and practical examples of successful instructional approaches with an emphasis on strategies that support children in meeting critical learning benchmarks to be “on-track” for entering Kindergarten. In this session, Dr. Carta will focus on early language and literacy instruction with an emphasis on effective supplemental and intensive intervention routines. The presentation will include opportunities for self-assessment and developing short and long-term plans for implementation and sustainability.

Further information can be found on the flyer on page 13.

Registration is available online at www.sharingavision.org



Search for a New IDEC Membership Chair

The IDEC Board is searching for a member to serve as the **Membership Chair**. This is a fun opportunity to serve your state professional organization. Sharon Doubet is currently serving in this capacity and would like to offer continued support to someone who would like to grow in the area of service to their profession.

This position will begin on **July 1, 2013**.

According to IDEC By-Laws, Article IV, Section 3, the Membership Chair shall:

1. Maintain an active record of members and provide the Executive Board a list upon request.
2. Maintain an active program for the recruitment of new members.
3. Keep a written record of the activities conducted to maintain and increase membership.
4. Support DEC and CEC in their follow-up of membership renewals.

Please contact Sharon Doubet with any questions. sdoubet@ilstu.edu

How Will the New Bilingual Rules Impact Preschool Programs in Illinois?

by Patricia Chamberlain

Introduction

According to 23 Ill. Adm. Code Part 228 (<http://www.isbe.state.il.us/rules/archive>), all school districts must identify and provide appropriate services to preschool children who are identified as English language learners by July 1, 2014. What changes to existing programs are required in order to be in compliance with this change in the School Code?

To begin with, let's clarify some key terms within the early childhood educational context. Making sure these terms become part of a shared understanding will make for smoother articulation between PK and K-12 programs that serve English language learners.

ELL	English Language Learner refers to any child who is in the process of learning a second language. The child may be a new language learner or have fairly advanced language skills or any place in between. This term is also used to refer to programs that serve English language learners. These may be bilingual and/or ESL programs.
DLL	Dual language Learner refers to any child who is in the process of learning two languages. In preschool, this may happen sequentially or simultaneously. For the sequential learner, one language is learned first and a second is added. For a simultaneous learner, both languages are being developed at the same time.
ESL	English as a second language refers to an instructional approach that utilizes English as the medium of instruction. There are different methods within this approach. The term is also sometimes used to refer to a type of program but in Illinois it is referred to as Transitional Programs of Instruction (TPI).
Bilingual	Bilingual refers to an instructional approach that utilizes both English and an additional language for instruction. The term is also used to refer to a type of program. In Illinois, they are referred to as Transitional Bilingual Programs (TBE).

Procedural Requirements

The new requirements apply to all preschool programs that are administered by a school district which include both Preschool for All (PFA) and Special Education Preschool (ECSE) programs.

- Home Language Survey
Preschool Programs must administer a home language survey (HLS). This typically happens during screening when professionals are available to assist parents if they have questions about how to respond to the survey questions. This survey asks families if the child speaks another language or if anyone in the household speaks another language. If the answer to either of the questions is 'yes' then further assessment is required.
The surveys are available in 41 languages at http://isbe.net/bilingual/htmls/tbe_tpi.htm. However, if children are coming from Early Intervention, it is often completed as part of registration. Although it *must* be completed by the first day the child attends preschool, it is recommended that this information be collected earlier to provide additional placement information. The K-12 programs share this requirement, so these documents should already be available in each school district.
- English Language Proficiency Assessment
Children's language development in English must be assessed using multiple measures that are developmentally appropriate, research-based, and sensitive to cultural and linguistic differences. Results from a formal language proficiency assessment using, for example, the Pre-IPT (Idea Proficiency Test) can provide one source of information. Family interviews provide another rich source of information particularly about home language. For children who have been in child care or Early Intervention, some curriculum based assessment may be available. Families should be involved in interpreting assessment information. This is particularly important when a child has a speech or language delay. While the new regulations require only English language

proficiency assessment, best practices would dictate collecting information about home language as well. For more detailed information on best practices in screening and assessment see the National Association for the Education of Young Children's (NAEYC) position statement on assessing English Language learners. (see resource list)

- Parent Consent
Parents must be notified in writing in English and the Home Language that their child will be or has been receiving ESL or Bilingual services within 30 days of the beginning of the school year or after 14 days of enrollment in the middle of the school year. Parents also have the right to withdraw their child from ELL services by writing a letter informing the district of their desire. Ideally, these decisions are made before enrollment to prevent children from being moved from classroom to classroom. Parent consent can also be obtained during a child's IEP meeting. It is critical that programs assure that parents are making informed choices related to the language education of their child. Informative resources on the subject of bilingualism, many in Spanish, can be found at www.colorincolorado.org
- Professional Development
Districts must offer two professional development activities to certified and non-certified staff annually. These activities may address a variety of topics but should be appropriate for early childhood staff. Professional development provides a rich opportunity to build bridges between the PK and early elementary ELL programs. The Illinois Resource Center and STARNET provide free or low cost face-to-face and online options.
- Administrative Certification
A program that serves over 200 children (PK-12) who are ELLs must have an administrator with a Bilingual or ESL approval/endorsement. In most cases, the district's bilingual or ESL director will fulfill this role. The early childhood administrator must work closely with the Bilingual/ESL administrator to ensure compliance with all rules and regulations impacting both preschool and bilingual/ESL programs. A person who administers a bilingual or ESL program with fewer than 200 students must take 8 hours of professional development related to ELLs annually.

Models

The Illinois State Board of Education (ISBE) rules and regulations require that if there are more than 20 children of a single language background at an attendance center, a bilingual program must be provided. It does not matter if they are not all in the same classroom as long as the total is over 20 children. ISBE requires that if there are 19 or less children of a single language background or multiple language backgrounds at an attendance center, a transitional program of instruction must be provided. There are different types of programs that can be implemented in each category. Using English only speaking teachers without English as a Second Language certification is not a model that meets state compliance requirements. Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) programs that meet compliance requirements are explained in more detail below.

- Transitional Bilingual Education (TBE)
 - *Early Exit*
Instruction is provided in the child's home language to enable them to transition into English. The goal is to help children transition to mainstream, English-only classrooms as quickly as possible. The linguistic goal is acquisition of English. English as a second language is provided in addition to content area instruction in home language and English.
 - *Dual Language /Two Way Immersion (TWI)*
Instruction is provided in English and another language to English-speaking students and students who speak the other language in the same classroom. The linguistic goal is to develop bilingualism and biliteracy in both languages for all children in the class.

- *Developmental Bilingual*
Instruction is provided in the child's home language for an extended duration, accompanied by education in English and English as a second language. The linguistic goal is to develop bilingualism and biliteracy.
- Transitional Program of Instruction (TPI)
 - *English as a Second Language*
Instruction is provided in English but some support may be provided in a child's home language using bilingual paraprofessionals or a bilingual teacher. Classes are often, but not always, composed of children who speak many different languages but are not fluent in English.
 - *Sheltered English*
Instruction is provided entirely in English. Teachers plan language and content objectives and instructional modifications to support children's learning in all developmental and academic domains. This approach is often used in classes that are composed of children who speak many different languages but are not fluent in English.
- Service Delivery
There are different ways to deliver services within each model. There are self-contained options, push-in and/or pull-out services, and team/co-teaching models. A pull-out model is not generally recommended in preschool. The key to providing effective services is to clearly identify your program's language policy, making sure it is consistent with that of the K-12 program, and to make sure teachers plan explicitly for language and concept development. It is critical that administrators monitor the implementation of services to make sure they are complying with state regulations in terms of first and second language use according to the program model that is being implemented. Program implementation and effectiveness can be analyzed using assessment data at both the individual child level and at the program level.

Credentials

Preschool teachers *who will be providing ESL or home language services* to ELL children are required to hold a proper preschool certificate **and** ESL or Bilingual endorsement or approval by July 1, 2014. There are many universities that are working to redesign their teacher preparation programs to meet the upcoming need for qualified teachers. However, many of the teachers who have gotten their ESL or bilingual credential at this point have not had an early childhood focus in their programming. Additional support may be necessary for those credentialed through a K-12 program to translate their knowledge into the early childhood context. Illinois Gateway to Opportunity provides information about scholarships for staff that need to upgrade their credentials. <http://www.ilgateways.com/en/gateways-scholarship-overview>

Decision Making

Administrators, staff, and community members have many factors to consider in designing preschools that are compliant with the new regulations and meet the needs of young ELLs. Here are just a few questions to consider when making decisions about what kinds of services will meet the needs of the children in your community.

- What are your demographic characteristics currently? What does your trend data suggest?
- What is the language policy of the school district?
- What are the community characteristics?
- What are the community values regarding bilingual or ESL education?
- What model/s align with K-12?
- What are the characteristics of staff?
- What are your community resources?

- What resources are needed to implement a model? (human and material)

For more in-depth tools regarding program development and delivery see:

- *New Jersey PK Checklist* www.state.nj.us/education/ece/savs/supportcheck.doc
- *Headstart Program Preparedness checklist*
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm>
- *National Center for Cultural Competence Self Assessment Tool* <http://www11.georgetown.edu/research/gucchd/nccc/foundations/index.html>

Conclusion

While implementing change is never easy, it can provide valuable opportunities to improve the quality of the preschool program for all children. Research shows that when programs take into consideration the culture and language of the children and families that they serve, children have better socio-emotional and academic outcomes and there is an increase in parental engagement. Those are outcomes that benefit children, their families, and our communities.

Resources

www.asha.org American Speech, Language and Hearing Association has resources on serving bilingual children for both parents and professionals.

www.isbe.net/earlychi/preschool/preschool_ell.htm Illinois State Board of Education Resources include Frequently asked Questions (FAQ's), webinars and links to articles that will be beneficial in revamping or developing programs.

www.latinopolicyforum.org/issues/education/preschool#.UZqbrqWi3dk Latino Policy Forum has resources to support program development for Latino children.

www.ncela.gwu.edu National Clearinghouse for English Language Acquisition has webinars and research on training ELL teachers.

www.wida.us World Class Instructional Design and Assessment has a new early childhood tab which contains the new Early English Language Development standards and resources.

Patricia Chamberlain is a retired Early Childhood Director who worked in U46 schools. She is currently working as a consultant supporting early childhood programs in their redesign efforts related to English language learners as well as teaching ELL courses at the Erikson Institute.



DEC's 29th Annual International Conference on Young Children with Special Needs and Their Families

October 16-18, 2013

Hilton San Francisco Union Square

San Francisco, California

<http://www.dec-sped.org/Conference>



**FROM OUR NOSES TO OUR TOES:
Exploring Nature With All Our Senses**
A workshop for early intervention providers and parents

**Wednesday, August 7, 2013
at the Chicago Botanic Garden
1000 Lake-Cook Rd., Glencoe, IL 60022
8:30 a.m. – 4:30 p.m.**

Fee: \$85

Grade level: Teachers of Infants – Pre-K



Join us for a fun-filled day open to anyone who works with infants and toddlers. Learn techniques for introducing nature to little people through sensory exploration and hands-on learning “stations.”

This class is designed for early intervention providers, day-care providers, parents, and anyone who works with infants to three-year-olds, and it is adaptable for pre-K educators.

**Approved by the Early Intervention Training Program for 6.5 Hours
(1 Hour Typical Development, 4.5 Hours Intervention Strategies
and 1 Hour Working With Families)**

Additional Credit: 7 CPDUs

**Register at [http://www.chicagobotanic.org/ctl/teacherprograms/
summer.php](http://www.chicagobotanic.org/ctl/teacherprograms/summer.php)**

American Federation for the Blind Webinar Features Mindy Ely: Developing Friendships: A Preschool Priority

This webinar presented by Mindy Ely provides a three-pronged, practical approach to helping children develop success in the area of social interactions. Participants will:

- explore avenues for helping children WANT to interact with others and with their environment;
- learn strategies for teaching children to successfully enter into a play situation;
- investigate teaching methods for maintaining a social situation that can lead to true friendships.

Participants will leave the webinar with a checklist that can be used as a tool to identify a child's strengths and weaknesses in the area of peer interaction skills. This tool will allow teachers to become intentional as they help children with visual impairments learn the art of building friendships.

Further information on cost and credit is available at:

<http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=eDevFriendships>

Little kids, big impact

GET A GRADUATE DEGREE IN EARLY CHILDHOOD SPECIAL EDUCATION

With our master's degree in early childhood special education, you'll make a difference in families' lives when it matters most—when their children are small.

You'll specialize in both early intervention (birth to age three) and early childhood special education (ages three to five). The challenges of graduate school will be made easier as you learn and grow with a cohort of fellow grad students who start and stay together across the entire program. This two-year, part-time program is the only one in the Chicago area that blends the important fields of early intervention, early childhood education, and special education.

*Meeting you where you are.
Taking you where you want to go.*

Information Sessions

Wednesday, April 24, 6:00 p.m.
Frick Center, Founders Lounge
Elmhurst College

[Learn more and reserve your space.](#)

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Call: (630) 617-3300
Email: oaga@elmhurst.edu

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Early Literacy Training Materials Available

The Center for Early Literacy Learning at the Orelena Hawks Puckett Institute in North Carolina has a variety of tools and resources for educators, families, and trainers. Their website has Practitioner and Parent Practice Guides which are downloadable pdf files in English and Spanish for working with infants, toddlers, and preschoolers. Along with the guides there are posters with quick, simple tips for families and videos illustrating literacy practices for classroom and home. A variety of presentation slides and materials are available for use by trainers. The slides include notes from the presenters. Research studies on evidence-based practices in early literacy can also be found at the website. Check out all the resources at

<http://www.earlyliteracylearning.org>



Many Languages. One Classroom

Language Castle LLC is a new resource for educators of young children who speak different languages. Karen Nemeth, author, presenter, and consultant, is the developer of the website and monthly online newsletter, *Language Castle Connection*. Her Top 10 List has ideas for teaching children who are young English language learners. The list is updated frequently according to different topics. There are also Teaching Tips and links to Resources at the website,

<http://www.languagecastle.com>



Illinois Council for Exceptional Children 2013 Fall Convention

Celebrating Special Educators

November 7-9, 2013

Hyatt Lisle - Lisle, Illinois

www.illinoiscec.org

JOINING DEC IS FUN, EASY AND IMPORTANT!

If you are interested in joining the Council for Exceptional Children (CEC) and the Division of Early Childhood (DEC), go to www.cec.sped.org and click on Membership. Follow the directions to join or print out the Membership Form and mail it. If you are already a member, you can renew your membership online also.

Cost for membership varies according to your position.

For example, if you wish to join as a Professional: First join CEC, the CEC dues for Illinois as a Professional are \$122; then choose to add the Division of Early Childhood (DEC) which is \$35 for Professional. Total cost is \$157.

If you wish to join as a Student, first join CEC. The CEC dues for Illinois as a Student are \$71. Then choose to add the Division of Early Childhood (DEC) which is \$15 for Students. Total cost is \$86.

The chart below lists other types of membership choices. Please review the descriptions for each on the CEC.sped.org website.

Organization Dues	Premier	Professional	Retired	Student/Family
IL CEC Dues	200	122	71	71
IL DEC Dues	35	35	35	15
TOTAL Annual Dues	\$235	\$157	\$106	\$86

If you are already a member, please invite and encourage a colleague to join.



July 10, 2013

Rescheduled from April 24, 2013

NEW! Functional Vision Screening WEBINAR

Trainer Mindy Ely

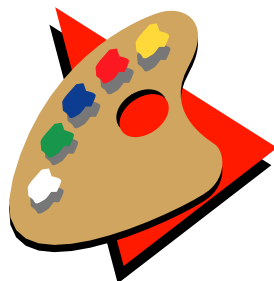
2.5 hours EI credit

Please register online at www.morgan.k12.il.us/isd/hveio



Creative Expressions Art Gallery

The **2013 Sharing a Vision: Celebrating the Past; Embracing the Future Conference** will feature the “exhibition and raffle” of young children’s artwork gathered from around the State of Illinois.



Where: Crowne Plaza Springfield

When: October 2, 3 and 4, 2013

In order to make this a successful event, we are requesting donations from children who are attending early childhood programs, Birth-Age 8. Items will be collected **through August 1st**.

Participating programs will have the chance to **win** new art supplies for their classroom!



PLEASE NOTE

- Select items that show creativity and originality.
- **NO** items will be returned.
- Conference participants will have the opportunity to purchase artwork through a raffle process or “**BUY IT NOW**” option which will allow artwork to be purchased immediately.
- A signed “**Parental Consent Form**” must accompany each item. Your Art Committee Representative will provide you with the consent form.
- Also, please attach a photograph of the child engaged in “creating” their artwork.



CRITERIA

- 2-Dimensional paintings & drawings cannot exceed: 16”x20” (media: paint, crayons, markers, etc.).
- 3-Dimensional objects cannot exceed: 8½” x 11” base and 24” high (media: clay, paper, wood, metal, plastic, etc.).
- No fragile items (items must be transportable).

Contact one of your local art committee representatives to make arrangements for the delivery of quality art gallery items.

Jennifer Weidner
217/923-5141 Ext. 251
jennifer@erbainc.org

Anna Owen
309/799-9895
Ak-owen@wiu.edu

Ann Curtis
309-333-9404
AL-Curtis@wiu.edu

Advertisement Poster 2013/JAW1

RtI in Early Childhood: Ensuring All Children's Growth Toward School Readiness

How can tiered models be used in early childhood programs and preschool settings?

What is the evidence base for MTSS and RtI models to improve young learners' essential outcomes?

How can a systematic problem-solving process link assessment information to interventions?



Come to SharingAVision in Springfield, IL on Wed., October 2nd, 2013 to get answers!

Dr. Judy Carta, the Co-Director of the IES funded Center for Response to Intervention in Early Childhood (www.CRTIEC.org) will provide detailed information for school staff who desire to begin or extend their efforts to establish multi-tiered systems of support/Response to Intervention frameworks in preschool settings. The presentation will include:

- research information and practical examples of successful instructional approaches with an emphasis on strategies that support children in meeting critical learning benchmarks to be "on-track" for entering Kindergarten,
- focus on early language and literacy instruction with an emphasis on effective supplemental and intensive intervention routines,
- opportunities for self-assessment and developing implementation plans.



EVENT: Sharing A Vision (SAV) Early Childhood Preconference
Attend the Preconference, the Conference, or both!

DATE: Wed., October 2, 2013 **TIME:** 9:00 AM to 4:00 PM

COST: \$25 to cover lunch! Register early; seats are limited!

EDUCATION CREDITS: 6 CPDUs

REGISTER: Log on to www.sharingavision.org; 630-369-7784

REGISTRATION DEADLINE: September 6th, 2013

S P O N S O R S:

