

Erikson Institute

Graduate School in Child Development

2020-2021

Handbook for

Teacher Education Candidates

Master of Science in Early Childhood
Education with
IL Professional Educator License

THE ERIKSON INSTITUTE MISSION

Erikson Institute is the premier independent institution of higher education committed to ensuring that all children have equitable opportunities to realize their potential.

Recognized for our groundbreaking work in the field of early childhood, we uniquely prepare child development, education, and social work leaders to improve the lives of young children and their families. Our impact and influence is further amplified through our innovative academic programs, applied research, knowledge creation and distribution, direct service, and field-wide advocacy.

Because nothing matters more than a child's early years, Erikson Institute educates, inspires, and provides leadership to serve the needs of children and families so that all can achieve optimal educational, social, emotional, and physical well-being.

NOTICE OF NONDISCRIMINATORY POLICY

It is the policy of Erikson Institute not to discriminate against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, age, disability, or veteran status in matters of admissions, employment, or services or in the educational programs or activities it operates, in accordance with civil rights legislation and institutional commitment.

Any alleged violations of this policy should be directed to the Senior Vice President for Academic Affairs and Dean of Faculty, Jie-Qi Chen, at jchen@erikson.edu or (312) 893-7132.

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INTRODUCTION

Welcome to Erikson Institute's Early Childhood Teacher Education Program! You are embarking on a special course of study and practice to become a licensed early childhood classroom teacher. This handbook outlines the goals of the program, the competencies you will have mastered as a graduate of this program, the process of education you will participate in toward achieving these goals, and the methods of assessment you will participate in to verify your progress toward achieving program goals.

As you know from the admission process, you will be assessed throughout the program, not only on the knowledge necessary to be a licensed early childhood teacher but also on the effectiveness of your teaching skills with the diversity of learners in IL early childhood classrooms. To help you understand the Erikson teacher education program, it is necessary to be familiar with Erikson Institute's Conceptual Framework and with the standards that guided their development: the Illinois Professional Teaching Standards, the Illinois Early Learning and Development Standards and the new IL Learning Standards (NILS) including Common Core State Standards for English Language Arts, Next Generation Science Standards, and Common Core State Standards for Mathematics can be found in Appendix A of this handbook. You will refer to all of these documents often.

To orient you to Erikson Institute's approach to teacher licensure, we provide an overview of Erikson's Conceptual Framework. This Conceptual Framework provides the Institute's vision and philosophy behind all components of the Master of Science in Early Childhood Education with IL teaching licensure. The full text of this document is available at myerikson.edu.

OVERVIEW OF CONCEPTUAL FRAMEWORK

Theme

From knowledge to reflective practice in educating young children in diverse and inclusive settings.

Program Mission

Erikson Institute's teacher licensure program prepares educators who provide quality education to young children in early childhood settings, birth through third grade. The program has three integrated components—knowledge, practice, and dispositions. Each contributes to the preparation of early childhood teachers who are academically competent, culturally sensitive, developmentally appropriate, and who exemplify integrity in professional practice.

Erikson teacher candidates gain an in-depth *knowledge* of child development, of content in literacy, math, sciences and the arts, and of a variety of curricular approaches and methods of teaching that honor diversity and inclusion. This knowledge base is infused with a deep understanding of the significance and impact of specific cultural and social contexts and practices on all aspects of children's development.

Teacher candidates participate in a variety of early childhood settings where they examine professional *practice skills* in guided apprenticeships. Teacher candidates apply, test, and rework their knowledge of development, curriculum, and pedagogy throughout the program while learning to draw on the latest scientific knowledge and theories in child development to strengthen their practice.

Finally, teacher candidates prepare for their future as educators in a pre-service program infused with *dispositions* of the highest integrity in professional relationships with children, families, and colleagues; in commitment to and experience in reflection, analysis and study of one's own skills; and in commitment to leadership. Erikson teacher candidates learn to engage in critical, reflective thinking about their role and impact as educators on the lives of young children and their families. They learn to analyze, revisit experiences from multiple perspectives, and revise their beliefs and practices as they plan for each new day. They cultivate dispositions of fairness, kindness, and inclusion with respect to all children, families, and colleagues who differ from themselves in race, language, culture, gender identity, sexual orientation, religion, special needs, social economic status, and age.

Philosophy, Purposes, and Goals

Philosophy. At Erikson Institute, effective teaching is an active process in which teachers as well as students change, develop, and grow. Development and learning take place in classrooms to the extent that teachers—those who are responsible for initiating and providing leadership to the teaching-learning enterprise—create a climate of intellectual challenge and commitment to inquiry. Effective teachers ask questions to guide children in examining what they know, defining their ideas, formulating hypotheses, in discovering methods to solve problems, and in constructing solutions. Such teachers work with their students to articulate new, more refined, and more powerful insights to problems on which they are working.

Commitment to Knowledge, Teaching Competence and Student Learning. A key characteristic of Erikson’s approach to preparing effective teachers lies in relationship-based education. Erikson believes that teacher candidates’ relationships with peers, faculty, and professionals in the field are a central component to mastering the knowledge and skills to become a thoughtful reflective practitioner. Erikson’s model of teacher education exemplifies parallel process: building strong ethical professional relationships with teacher candidates as they study, practice in the field, and reflect on teaching. In turn, Erikson works with teacher candidates to ensure they learn to build such professional relationships with children and parents throughout their future teaching careers.

Goals for Teaching and Learning Shared by Faculty and Teacher Candidates. Erikson’s model of teacher education has three critical components: knowledge, practice skills, and dispositions of a reflective professional. Teacher candidates begin by building a rigorous knowledge base of child development, subject matter, and best practices. However, knowledge alone is not enough. Excellence in teaching depends upon *making use* of current knowledge to promote the well- being of young children and their families. Because of the commitment to knowledge and its use in providing optimal learning opportunities for children in diverse and inclusive settings, teacher candidates participate in an extended period of guided apprenticeship under the supervision of experienced teachers.

Critical to excellence as an early childhood educator are the dispositions of a reflective professional. Erikson teacher candidates learn to reflect on 1) the interplay of knowledge derived from theory and research with classroom practice in specific cultural contexts, 2) their

effectiveness as teachers in work with children birth through age 8, and 3) their working relationships with parents and colleagues.

Dispositions Valued in the Teacher Licensure Program. Effective teachers make a difference in their students' lives because they have the ability to inspire children to believe in their own intellectual capacity; to see themselves as effective, capable thinkers and doers in a way that can change and enrich the human condition. These teachers serve as a reminder to colleagues, parents, and students of the remarkable human capacity for representing, constructing, and reflecting on knowledge. Effective teachers are masters of subject area knowledge, and they move their students toward mastery in a way that honors and connects with a path of human development that has purpose and meaning for student and teacher.

Erikson Institute prepares its teacher candidates for leadership in the dispositions of reflective practice. Its teacher candidates actively use research to guide practice and inform discussions with colleagues. They are comfortable using information technology to further their teaching and professional practice more broadly. They assume responsibility in contributing to the quality of teaching and learning in their own classroom, the school, and the larger community of which they are a part. Erikson's relationship-based approach to education develops lifelong learners among professionals who become more resourceful and effective in asking for and making use of help while also offering help to others. Thus, graduates of the Erikson teacher education program possess the following signature attributes:

- They are knowledgeable in subject matter content and child development;
- They are effective in teaching practice in diverse and inclusive settings;
- They are versed in reflective practice skills examining their strategies and methods of working with children and families; and
- They are mindful of their own personal history and identity, and how to convey respect always for others who differ in race, color, culture, social economic status, religion, age, sexual orientation, gender identity, gender expression, special needs, language, and dialects.
- They are prepared to contribute to the profession in taking on leadership roles with the dispositions of integrity and professionalism.

Commitment to Diversity and Social Justice. In all activities, Erikson Institute seeks to contribute to improvement in the quality, effectiveness, and equity of education and services for all children and families, and to help all children develop to their fullest potential. Since its inception, Erikson has focused on equity and justice, and devoted particular attention to the care and education of economically disadvantaged children and families in minority communities, since this is a defining population of Chicago, and one in need of the best professional expertise and resources available. Erikson Institute's academic programs are explicit about guiding all graduate students in understanding the economic, social and emotional complexities of family life in all communities, the particular social pressures and stresses children and parents experience in a variety of different circumstances, and the nature and efficacy of services for today's children and families given their needs.

Erikson Institute's history reflects a commitment to the recruitment and retention of ethnic/racial minority faculty, staff, and graduate students, as well as to graduate students from families in which they are first generation graduates in higher education. Erikson has sought to attract graduate students that reflect the nation's rich cultural, social class, racial and ethnic diversity, in keeping with its belief in the value of providing classrooms and communities with the professionals who understand and are responsive to the children and families they serve. The Institute has developed academic and outreach programs that are intended to be responsive to the evolving issues and needs of young children and families living in a complex, multicultural urban environment. The impact of Erikson's programs on the welfare of young children is indicated in part by the presence of its alumni in leadership positions in organizations throughout the city, state, and nation.

A faculty and student body from diverse backgrounds and personal and professional experiences contributes to fostering a diverse community of future early childhood/child development professionals – including licensed teachers – and an enriching dialogue in and across courses. Erikson faculty strive to create a respectful, trustworthy community in which all graduate students can share their personal and professional experiences in relation to issues discussed in classes. Graduate students are encouraged to debate ideas and further develop their professional beliefs and values in the context of responsiveness to populations varying in age, race, ethnicity, religious and economic backgrounds, as well as physical and mental abilities.

Commitment to Technology in Helping All Students Learn. Over the past 20 years, the use of technology in teaching in both university settings and in classrooms for students of all ages has been changing dramatically. Erikson Institute has both stayed abreast of these changes and taken a strong stance concerning the study and appropriate use of technology in classrooms for students of all ages. Erikson faculty recognizes that technological advances provide educators with powerful new tools for exploring and uncovering concepts. Erikson faculty also recognizes that the power of learning that derives from the use of technology is dependent on the teacher's understanding of how technology can enhance student learning. Erikson graduates develop a strong guiding theory for using technology so that their decisions regarding technological resources in classrooms are informed and evaluated by how those decisions affect student learning. They also benefit from Erikson Institute's TEC Center (Technology in Early Childhood) providing local, national, and international support and leadership to school personnel. More information about the TEC Center can be found at <http://teccenter.erikson.edu/>.

The work of faculty in relation to Chicago area and Illinois early childhood classrooms has allowed Erikson to stay abreast of new uses for technology in classrooms as well as developing a rationale for how the technology can be used in classrooms to benefit student learning. Faculty research and professional involvements in Illinois schools are an active part of the dialogue Erikson has with graduate students at the Institute. Thus, Erikson's MSECE with Bilingual/ESL Endorsement graduates see both what technology is currently available to public school teachers, and what is potentially available and how it can be used.

Erikson's Teacher Licensure Program Outcomes

Teachers who graduate from the Erikson Institute teacher licensure program are reflective practitioners who are proficient in the following 10 areas or outcomes. These outcomes operationalize the knowledge, practice skills, and dispositions of an Erikson early childhood teacher educator, and reflect a continual consciousness of diversity issues and the use of technology to help all students learn.

Knowledge Outcomes

1. **Knowledge of Child Development.** Erikson graduates have an in-depth and integrated knowledge of early childhood development including the full range of normally developing children from diverse cultural and language backgrounds as well as those with special needs. Development includes careful study of social, emotional, linguistic, intellectual, and physical well-being in home, community, and school contexts. This knowledge base is steeped in recognition of cultural roots of development, thereby requiring careful consideration of family and community needs and concerns in curriculum planning, instruction, and assessment of children. Erikson graduates understand that children are active learners who construct knowledge and skill through dynamic engagements with family, community, teachers, and peers in their home language, and the language of school. Effective school outcomes include academic achievement along with emotional and social skills that support creative and productive learning for each individual along with skills to collaborate and contribute to the well-being of the group.
2. **Knowledge of Diversity and Cultural Competence.** Erikson graduates understand that young children develop and come to school with unique personalities, learning styles, and histories as well as their particular family and cultural forms of verbal and non-verbal expression, all of which are inexorably tied to their family, community, and cultural values and perspectives. This knowledge shapes and informs graduates' professional practice at all levels including designing classroom environment and creating instructional practices that reflect the child's home language and entry into school discourse patterns and language. This influence is also evident in child assessment, and work with families, community members, and colleagues.
3. **Knowledge of Curriculum Content.** Erikson graduates have an integrated, in-depth knowledge of school subject areas including English language arts, mathematics, science, social science, physical development and health, and the fine arts. This knowledge is grounded in understanding the conceptual underpinnings in each discipline. It includes the central concepts, habits of mind, tools of inquiry, and skills characteristic of professionals in each discipline. Erikson graduates are adept at engaging students in learning about concepts

in multiple ways to address the academic, social, and emotional learning needs of children from diverse cultural and language backgrounds.

Practice Skills Outcomes

4. **Teaching Skills.** Erikson graduates have a repertoire of effective teaching methods for promoting diverse children's learning in different content areas and for enhancing different aspects of children's development. This includes designing motivating and challenging learning experiences for children from diverse cultural and linguistic backgrounds and using a variety of technology resources to support children with differing learning styles and abilities.
5. **Classroom Environment.** Erikson graduates have a variety of strategies and methods for creating and managing a positive inclusive classroom environment for English speaking children and dual language learners. They are resourceful in creating and adjusting classroom environments that are responsive to the needs of children from diverse cultural backgrounds with differing languages, verbal proficiencies, learning abilities, and styles. They build environments where children feel comfortable, valued, engaged, and challenged, and in which they are given the opportunity to learn from one another and on their own. They integrate technology resources as appropriate to support children's learning.
6. **Assessment.** Erikson graduates understand the purposes for the full range of assessment tools utilized in early childhood settings, and develop skills in using a repertoire of effective assessment strategies to monitor children's progress in all areas of learning and development. Assessment is viewed as central to teaching and an integral part of professional practices. Skills include the use of observation, performance-based assessments, standardized tests, and technology resources to assist in organizing and using assessment findings to inform teaching for English speaking children and English language learners. Erikson graduates use a variety of assessments to support the continuous development of academic, social and emotional learning needs of all children through appropriate curricula.
7. **Communication and Technology Skills.** Erikson graduates use written, verbal, nonverbal, visual, and electronic communication techniques effectively to foster active inquiry, collaboration, and supportive interaction with children, parents, and professional colleagues.

They are experienced in initiating, sustaining, and supporting positive and effective relationships with children, families, and professional colleagues using a variety of resources and technologies, and with sensitivity and cultural variability. Erikson graduates are aware of and skilled in taking account of a range of different cultural perspectives, languages, beliefs, and values. They understand when and how to use technology to mediate learning relationships, recognizing both the potential of the mechanisms and choosing wisely when and how to use them.

Disposition Outcomes

8. **Relationships and Reflective Practice.** Erikson graduates are well versed in thinking about how one's own and others' history, experiences, and values create different assumptions and expectations that, in turn, may cause misunderstanding and miscommunication. Erikson graduates are reflective about themselves and their relationships with others, as well as their professional practices and methods of working with others. They consider perspectives and points of view other than their own: different by culture, language background, age, religion, sexual identity and orientation. They use relationships to help children learn and develop, and help families to support their children. Their practice grows in effectiveness as they reflect: they observe, plan, pause, respond with flexibility, and think on their feet. They are proficient in a variety of technologies that can support their professional practice and growth.
9. **Professionalism.** Erikson graduates demonstrate an understanding that ethics and integrity, as outlined in NAEYC's Code of Ethical Conduct, are at the core of responsible professional practice, informing both day-to-day and long-term practice. Professionalism also includes an understanding of reflective practice with its commitment to examining professional practices and decisions from many points of view, and life-long learning.
10. **Leadership.** Erikson graduates have leadership skills that encompass the ability to follow current research and its implications for promoting the well-being of children and families from diverse cultural and language backgrounds. This includes being able to articulate the theoretical and practical knowledge underlying one's professional practice to families, colleagues, and other professionals. It also carries with it the commitment to making ongoing contributions to the field of education, for example, through supervising pre-service teachers,

mentoring beginning teachers, making presentations to parents and colleagues at professional conferences, writing for in-school publications as well as professional journals, and participating in ongoing professional development.

Mapping of Erikson Institute's Ten Program Outcomes to Illinois Standards

ERIKSON INSTITUTE'S TEN OUTCOMES	ILLINOIS PROFESSIONAL TEACHING STANDARDS 2013	2012 NAEYC STANDARDS FOR INITIAL EARLY CHILDHOOD PROFESSIONAL PREPARATION	ILLINOIS SOCIAL AND EMOTIONAL LEARNING STANDARDS
3) Knowledge of Curriculum Content	2) Content Area and Pedagogical Knowledge	5) Using Content Knowledge To Build Meaningful Curriculum	
1) Application of Child Development Knowledge in the Field 2) Knowledge About Diversity and Cultural Competence	1) Teaching Diverse Students	1) Promoting Child Development and Learning 2) Building Family and Community Relationships	1) Develop Self Awareness and Self-Management skills to achieve school and life success 2) Use Social Awareness and Interpersonal Skills to Establish and Maintain Positive Relationships 3) Demonstrate Decision Making Skills and responsible Behaviors
4) Teaching Skills	3) Planning for Differentiated Instruction 4) Learning Environment 5) Instructional Delivery	4) Using Developmentally Effective Approaches 7) Early Childhood Field Experiences	
5) Classroom Environment	4) Learning Environment		1) Develop Self Awareness and Self-Management skills to achieve school and life success 2) Use Social Awareness and Interpersonal Skills to Establish and Maintain Positive Relationships 3) Demonstrate Decision Making Skills and responsible Behaviors
7) Communication and Technology Skills	6) Reading, Writing, and Oral Communication		
6) Assessment	7) Assessment	3) Observing, Documenting, and Assessing to Support Young Children and Families	
8) Relationships and Reflective Practice	8) Collaborative Relationships		
9) Professionalism	9) Professionalism, Leadership, and Advocacy	6) Becoming A Professional	
10) Leadership	9) Professionalism, Leadership, and Advocacy		

ILLINOIS STATE TEACHER LICENSURE: PROCEDURE SUMMARY

Graduate students at Erikson Institute can pursue Illinois teacher licensure with Early Childhood endorsement in several ways:

- Enter our Master of Science in Early Childhood Education (MSECE) program leading to Illinois licensure with Early Childhood endorsement.
- Pursue the MSECE degree with IL licensure, Early Childhood endorsement, Bilingual and/or English as a Second Language endorsement, the Illinois Early Childhood Special Education Letter of Approval, or the Learning Behavior Specialist 1 (K – 2nd grade).
- Already-licensed Illinois teachers seeking Early Childhood endorsement can complete this endorsement through the MSECE degree program, or can complete the Early Childhood Endorsement requirements only.
- Alumni of the Erikson Master of Science and Child Development can return to Erikson after they have graduated to pursue IL licensure with early childhood endorsement, Bilingual and/or English as a Second Language endorsement, the Illinois Early Childhood Special Education Letter of Approval, or Learning Behavior Specialist 1 (K – 2nd grade).

For teacher candidates in each of these program categories, Erikson Institute ensures that each is prepared for and meets all standards for Illinois teaching licensure through the set of procedures outlined below. All teacher candidates seeking Illinois teaching licensure will meet the following requirements:

1. **General Education Requirements:** Participate in a review of all undergraduate program transcripts to determine whether or not all general education course requirements, and an area of concentration of at least 18 semester hours, have been completed. Nine semester hours of the 18 in an area of concentration must be upper division courses. All undergraduate course work must contribute to a minimum GPA of 2.75. When a GPA is lower than 2.75, a more extensive review of all undergraduate work is completed to determine where additional course work will be required. All candidates receive a written notice regarding general education

requirements as they pertain to licensure. When there are deficiencies, identified course work is listed. Requirements must be completed by September 1 of the final year in the program (the year with student teaching).

2. **Concurrent Experience Requirement:** When you enroll in graduate studies at Erikson Institute, if you have not had two full years of supervised professional experience working with young children birth through age 8, you will be required to gain concurrent experience with young children and their families in a supervised setting for a minimum of six to ten hours per week while you pursue Erikson course work. Erikson's Director of Teacher Education will work with you to identify school sites where currently licensed Erikson alums are working, and/or to help you secure a position with one of the Chicago Public Schools with whom we work in professional development partnership. You will record your hours of work in Sonia as part of completing required field experience before student teaching.
3. **Prerequisite Course:** Complete the Erikson Institute course, T414 *Key Concepts in Teaching and Learning in the Disciplines of the Early Childhood Curriculum*.
4. **MSECE Course Requirements:** Complete the Erikson Master of Science in Early Childhood Education course sequence. For teacher candidates pursuing IL licensure with either the BL/ESL endorsement or the Early Childhood Special Education Letter of Approval, all specialization course work must also be completed. (See *Erikson Institute Bulletin* for requirements for all degree and licensure programs). **Teacher candidates must receive a grade of "B" or above in every course in order to proceed in the program.**
5. **Field Experiences:** In T466 and T467 Proseminar, a teacher education faculty adviser will work with teacher candidates to plan how to meet and document the following field experience requirements:
 - 150 hours of observation and professional experience in early childhood settings including:
 - Infants and toddlers—25 hours
 - Special Education—25 hours
 - Preschool/kindergarten—50 hours

-- Primary level—50 hours

6. **Clinical Experiences:** Two semesters (225 hours) of internship/student teaching in the winter/spring of school year including ten full-time continuous weeks of student teaching (300 hours) for a total of 525 hours completed in the student teaching year.
7. **Dispositions Monitoring:** From the time you enter Erikson's teacher licensure program, through to graduation and licensure, Erikson faculty monitor not only your progress in academic courses but your professional demeanor, interpersonal skills with Erikson faculty, staff and peers as well as your professional relationships in the field. These are outlined on pages 9 – 10 of this Handbook, and are delineated in more detail in Appendix I, sections H, I and J. If a faculty member, your adviser or a professional in the field is concerned with any dimension of your professional dispositions, they will notify the Director of Teacher Education who will meet with you to discuss the concerns. Together you and the Director will address the concerns, create an action plan to resolve the issue and revisit your progress as needed. This monitoring reflects the importance of how you carry out our work as well as what you know and are learning to do.
8. **IL Early Childhood Education Content Area Test (#206):** Take and pass the Illinois Test for Early Childhood Education. Teacher candidates must take and pass this test by September 1 of their Internship/Student Teaching year.
9. **Methods Courses:** Complete all course requirements before beginning student teaching:
 - T412 *Preschool Curricular Approaches in Diverse and Inclusive Settings*
 - T404 *Teaching and Learning in Diverse and Inclusive Settings: The Sciences and Social Studies;*
 - T405/T409 *Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing;*
 - T406 *Teaching and Learning in Diverse and Inclusive Settings: Mathematics;*
 - S410 *Curricular and Instructional Methods in Early Childhood Special Education ,*
and

T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings.

10. **Tutorial and Integrative Seminar:** Complete the yearlong program of tutorial (T446, T447) and integrative seminar (T456, T457), including completion of all Erikson culminating teacher education assessments.
11. Complete and pass the edTPA (Teacher Performance Assessment)
12. Take and pass the master's degree program comprehensive exam.
13. Register your teaching license in Educator Licensure Information System (ELIS)

Setting up an ELIS account (Educator Licensure Information System) with the IL State Board of Education

As part of the teacher licensure program, all teacher candidates are required to open an ELIS account with the IL State Board of Education during their first semester at Erikson, and be placed into a pre-completion status by the Institute's licensure officer (LO). In order to be placed into pre-completion status, you must have an Educator Licensure Information System (ELIS) account. Below is a link to the page that will assist in creating an account for you. Please create this account as soon as possible as not only will we be able to place you into pre-completion status, but this will also allow you to send your official transcripts and Test #206 results. Furthermore, your account will be linked to your edTPA score transmission as well.

It is highly recommended that you send the following information to your ELIS account once it is created:

- Official transcripts (undergrad and graduate)
- IL Early Childhood Education Content Test #206
- edTPA results (Typically occurs automatically as long as you register accurately.)

ELIS System:

<https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>

Licensure Information:

<https://www.isbe.net/Pages/Licensure.aspx>

Procedures for Illinois licensed teachers seeking Early Childhood Education endorsement

Erikson Institute offers IL licensed teachers the opportunity to complete requirements for the IL Early Childhood Education endorsement while completing a Master of Science in Early Childhood Education. To do this, MSECE students complete the course work, field and clinical experiences in our approved teacher licensure program, OR provide documentation that equivalent course work, field, and clinical experiences have been completed through another approved program. Since teachers will bring different educational and professional backgrounds to the program, Erikson faculty will develop individualized program plans for each student in the program.

To enable us to determine the individualized program plan, MSECE students need to complete the licensure application process provided by the Enrollment Management Office. The Enrollment Management Office in conjunction with the Director of Teacher Education will review the information submitted and send a “Monitoring Report” (see Appendix L for sample form) stating what course work will need to be completed (possibly over and above the 38-hour course requirements for the Master of Science in Early Childhood Education), any additional field or clinical experiences that will be required, and culminating assessments that will need to be completed. The Director of Teacher Education will work with each student as he/she proceeds through the program and completes these requirements.

If you are a licensed teacher from another state, you must first apply for and receive the equivalent license in Illinois, and then pursue Erikson’s procedures for IL Early Childhood endorsement.

Early Childhood Special Education Credentials

Illinois offers two ways that teacher candidates can complete credentials to work with young children with special rights and needs. The credentials and their requirements are summarized below.

**Early Childhood Special Education Letter of Approval, and
Early Childhood LBS1 Endorsement
Required Courses**

			ECSE Letter of Approval (Birth - age 5) AND LBS1 Endorsement
Summer	S412	Assessment of Children with Special Needs and Diverse Abilities	X
Summer	S411	Family and Professional Collaboration in Early Childhood Special Education	X
Fall	S410	Curricular and Instructional Methods in Early Childhood Special Education	X
Fall	T438	Children with Special Needs and Diverse Abilities	X
Spring	S413	Language and Communication Development and Disabilities	X
Testing			IL Test #155 for LBS1 required

Note: All courses are 2 credits each

General Education Requirements

Effective teaching of content knowledge across the early childhood curriculum depends on a strong knowledge base in the content areas of the curriculum: English/Language Arts, Math, Sciences, Social Sciences, Health and Physical Development and the Fine Arts. It also derives from understanding the process of inquiry in a chosen discipline: knowing how to develop knowledge and expertise in depth in a chosen field of study. A concentration offers teacher candidates the opportunity to experience and appreciate disciplined inquiry into a subject area that reflects their own unique talents and strengths. Having developed thinking skills and talents in one area better prepares future teachers to support and nurture children's development in all areas: areas in which the child is talented and gifted as well as the broad range of subjects all educated citizens are expected to master.

Before being accepted into the teacher licensure program, teacher candidates' liberal arts background is assessed in two ways:

1. Through participation in and completion of assignments for the T414 *Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum* course, and
2. Through a review of transcripts from undergraduate work (and graduate) studies done prior to enrollment at Erikson. (See sample form on page 20).

If a candidate has no background, or a weak background, in any of the content areas listed, the Institute's Licensure Officer notifies the candidate and requires the candidate to develop and/or demonstrate competency in one or more of the following ways:

1. Take and pass CLEP test (score must be a minimum of 50); CLEP scores need to be mailed to Erikson, Office of Registration and Student Records.
2. Take one or more courses at a Chicago area college or university and receive a grade of C- or better;
3. Provide evidence of "Advanced Placement" test scores in a designated area, or high GRE score (in area of math).

Erikson recognizes that throughout the coursework in the Master's of Science in Early Education, teacher candidates receive many experiences to broaden and deepen their understanding of English/Language Arts, Social Sciences, Fine Arts, and Physical

Health/Development. Faculty monitor candidates' performance in coursework for understanding of content area knowledge. If a candidate's knowledge in any of the content areas proves insufficient for meeting any of the Illinois Early Childhood Content Area Standards, the candidate will be required to undertake additional coursework or professional experience to meet standards.

The Erikson faculty recognizes that the Institute does *not* provide experiences or coursework to develop the teacher candidate's knowledge of content areas in a number of required content areas. If teacher candidates have no prior professional experiences or studies in any of the following areas, they will automatically be required to pursue this through an approved plan with the Erikson Licensure Officer. Current ISBE guidelines require:

1. Science background: One course in physical sciences, one in a biological science, and one in earth sciences (total of nine credit hours). One of the courses must include a lab.
2. Mathematics: At least two courses or six credit hours of college math
3. U.S. history: One course or three credit hours
4. U.S. Government: One course or three credit hours
5. Geography
6. Economics (of Illinois, the United States, and the world)
7. An area of concentration with at least 18 credit hours in a "major" in your undergraduate studies.

Planning for General Education Course Work in Year 1 (or Years 1 & 2 of a 3 year program)

Timing:

1. All general education courses must be completed by September 1 of the final year in the program, before you begin the internship/student teaching year.
2. We recommend that you take general educations as follows:
 - During a semester that is relatively lighter in work load, e.g. Year 2 fall semester if you are a 3 Year student
 - During summer session 1 or 2 at city colleges or community colleges since they come at times that are not pressure points in your Erikson program. Roughly, their

summer session #1 often comes at the beginning of May to mid-June, and summer session #2 comes mid-June to early August.

Place:

3. General education courses can be taken at local city colleges or community colleges. Check for courses at institutions closest to where you live because sometimes there is a lower cost for residents “within district.” You will also want to consider taking courses on line at any of these institutions.

Financial Aid:

4. Erikson Institute cannot award financial aid for general education courses because they are not a part of your Erikson degree program. However, Erikson may be able to raise your student loan eligibility to help you cover the cost of these courses. Check with Erikson’s Director of Financial Aid about this. Also, courses that you take at other institutions besides Erikson can help you qualify for Ventra U-Pass on CTA.

Specific course selections:

5. When you locate a course that you want to take to meet a general education requirement, you can check the course title and description with The Associate Director of Registration and Student Records. Below are course description guidelines that we follow.
6. General education courses have to be college level (100 level is fine.)
7. If you need to take a science course with a lab section, be aware that at some institutions, you need to register for the Lab section separately from the course.
8. We recommend math courses that are explicitly titled “Math for Elementary Teachers” that address the math concepts you will be responsible for teaching young children. Sometimes these are located through a university’s school or department of education.

CLEP tests:

9. Regarding CLEP tests, the U.S. Government course is the one we recommend you consider. You may want to find classmates who need to meet this requirement, buy one CLEP book, study together and take it. There are also numerous CLEP test study guides in the Erikson library that you can borrow in the different course areas.

Grades:

10. Required grade: you need to receive a grade of C- or better to be acceptable at Erikson for licensing requirements. You can also achieve a “pass” from a “pass/fail” course.

General Education Definitions

The definitions below apply to the general education requirements and may be of assistance in understanding the terms used in the requirements.

American Government:

The study of the process of control and administration of public policy in the United States, focusing especially on the origins, structure and interactions of the nation's political institutions. Coursework must explicitly include study of the United States Constitution and the federal government system.

American History:

The study of the peoples, cultures and events which have contributed to the development of the United States. Coursework must include an account of the origins and development of the United States with emphasis on the contributions of different cultures and political systems.

Biological Science:

The study of the structure, function, growth, origin, evolution and distribution of living organisms, including coursework in biology, botany and zoology.

Mathematics:

The study of numbers, their form, arrangement and associated relationships, with coursework focusing on the history, structure and philosophy of mathematics, as well as mathematics topics such as symbolic logic; axiomatics; discrete mathematics; set and number theory; linear and abstract algebra; plane, solid and analytic geometry; calculus; analysis; and probability and statistics. Coursework for individuals seeking Early Childhood or Elementary licensure should primarily and explicitly focus on the study of number systems (whole, integer, rational and real), intuitive geometry, measurement, probability and statistics, and elementary concepts of calculator and computer usage in mathematics.

Physical Science:

The study of the history, philosophy and methodologies used to describe the physical universe, including coursework in astronomy, chemistry, earth science, physics, geology and physical geography.

Written and Oral Communication:

Courses that develop and reinforce fundamental principles, best writing practices and oral expression.

Social Science:

The study of human society and of individual relationships in and to society. The disciplines includes, but are not limited to anthropology, economics, history, human geography, political science, psychology, and sociology.

Humanities:

The study of human society and culture, languages, linguistics and literature, anthropology, philosophy, comparative religion, ethics and the performing arts.

Health/Physical Development:

The study of physical fitness, nutrition and wellness.

Fine Arts:

The study of visual art, painting, photography, performing art, dance, theatre, music and art history

Erikson Institute

General Education Requirements for Early Childhood Endorsement

Teacher Candidate's Name: _____ Student ID: _____

[illegible]

EVALUATION BY: _____ **DATE:** / /

FIELD EXPERIENCES

Erikson Institute's course of studies ensures that teacher candidates have professional experiences in the field alongside their studies throughout the program. At Erikson Institute, fieldwork goes hand-in-hand with studying children and mastering methods of teaching and curriculum content knowledge. All teacher candidates will complete and have on file documentation in Sonia of at least 150 hours of professional experience working with children before beginning student teaching. These professional experiences will reflect work with children of a variety of ages and in a variety of settings in the context of completing assignments in the following courses.

Please note: babysitting and nanny experiences do not count toward field experiences, as these take place in an individual's private home. Field experiences need to take place in a public professional setting. The exception is when you are doing an observation for a course assignment for one of the courses listed below where you observe an infant or young child, or conduct an interview with a parent about child rearing. These assignments might well take place in a home setting and the observation "counts" as a field experience. While candidates are taking academic courses, they are carrying out field experiences in completing course assignments for the following courses.

- C426 Cognition Development
- C427 Language Development
- T461 Assessment for Classroom Teachers
- C421 Social and Emotional Development
- C425 Physical Growth and Development
- T412 Preschool Curricular Approaches in Diverse and Inclusive Settings
- T438 Children with Special Needs and Diverse Abilities
- T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing
- C432 Family and Culture
- T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics
- T407 Teaching and Learning in Diverse and Inclusive Settings: The Sciences

Each teacher candidate works with a faculty adviser to ensure that field experiences reflect the following distribution of hours:

Infants and toddlers	25 hours
Special Education	25 hours
Preschool/kindergarten	50 hours
Primary level	50 hours

The faculty adviser also works with the teacher candidate to ensure that the experiences are carried out in a variety of settings, including settings with special needs children, children and families from different cultural backgrounds, and a range of socio-economic groups. The teacher candidate and faculty adviser document field experiences using Sonia.

The following two forms reflect what you will find in Sonia, and need to be completed with the “Summary” page, “Documentation of Pre Student Teaching Field Hours” filled in. This documentation will be completed in Sonia, and the Director of Teacher Education will sign off on the completed hours there.

LOG OF PRE-STUDENT TEACHING FIELD EXPERIENCES

Teacher Candidate: _____

Date	Setting	Age of Children/ Grade Level	Children with Special Needs	Cultural, Racial, Linguistic, and Economic Background of Children	Number of Hours in this Setting*		
					Hours observing	Hours writing it up	Total # of hours
			Yes <input type="checkbox"/> No <input type="checkbox"/>				
			Yes <input type="checkbox"/> No <input type="checkbox"/>				
			Yes <input type="checkbox"/> No <input type="checkbox"/>				
			Yes <input type="checkbox"/> No <input type="checkbox"/>				
			Yes <input type="checkbox"/> No <input type="checkbox"/>				
			Yes <input type="checkbox"/> No <input type="checkbox"/>				

**For every hour of observation, teacher candidates can add 4 additional hours to analyze and write up observation for course assignments.*

Summary

DOCUMENTATION OF PRE-STUDENT TEACHING FIELD HOURS

Teacher Candidate's Name: _____

Observation and/or Professional Experiences:

AREA	MINIMUM HOURS NEEDED	# OF HOURS COMPLETED
Infants & Toddlers	25	
Preschool/ Kindergarten	50	
Primary Level	50	
Special Education	25	

Diversity checklist

Teacher candidate has had field experiences in:

- ___ Public school/program settings
- ___ Private settings
- ___ Low-income community
- ___ Working class community
- ___ Middle /upper middle class community
- ___ At least 2 cultural and language communities different from one's own background

Faculty adviser's signature: _____

Date: _____

CLINICAL EXPERIENCES

Student Teaching Overview

Teacher education is an intellectual, theoretical, developmental, experiential, and skills-based course of study. Teacher candidates progressively gain knowledge, proficiency, and skill in teaching and reflect continuously on their growth. Student teaching presents experiences that are exhausting but energizing. Teacher candidates find themselves getting little sleep at times, worrying about their students, unexpectedly brainstorming activities while food shopping, getting to know their students' parents, having lengthy phone conversations with their supervising teacher, and anticipating the day when they will have their own classroom.

The time commitment to student teaching is demanding. Candidates should be prepared for the taxing responsibilities of participating in the management of a classroom of 25+ children. Erikson expects its teacher candidates to come to student teaching with a respect and concern for children; a solid foundation in liberal arts studies; skills, knowledge, and expertise in an area of concentration; an introductory background in materials and methods of teaching; a spirit of enthusiasm; and a willingness to learn from the environment in which they will be working.

Before a teacher candidate can begin the 10 weeks of full time or 20 weeks of half day student teaching, he or she must have approval from his or her faculty adviser. The faculty adviser, in consultation with the Director of Teacher Education and other teacher education faculty, determines whether or not a candidate is ready for the responsibilities of student teaching. Readiness includes:

1. Mastery of early childhood content knowledge, including passing of ISBE test #206;
2. Successful completion of all professional education coursework;
3. Well-developed communication skills and effective working relationships with children, parents, supervising teacher, and school personnel;
4. A demeanor that conveys professionalism and cultural sensitivity;
5. A 10-week curriculum plan approved by the faculty adviser and supervising teacher.

Philosophy and Goals for Student Teaching

The Erikson Institute teacher licensure program is committed to the belief that effective teaching practice requires: 1) extensive knowledge of child development and subject areas including English language arts, math, science, social sciences, physical development and health, and the fine arts; 2) knowledge of and skills in teaching methods appropriate to the education of young children; and 3) the skills and discipline for reflecting on one's teaching practice. The student teaching program focuses on developing the teacher candidate's competency in each of these areas. It does so by providing student teachers with the opportunity for guided teaching practice under the supervision of both a supervising teacher in a school program and an Erikson Institute faculty adviser. In addition, student teachers participate in a small group problem-solving seminar that meets weekly during the year of the student teaching experience.

The basic assumptions that frame the student-teaching experience and inform faculty interactions with teacher candidates include:

1. Education is social and moral action;
2. Teaching is empowerment of self and others;
3. Teaching is a collaborative act with students;
4. Teaching requires critical, creative, and integrative thinking and is organic rather than a technical labor;
5. Education is enhanced by cultural pluralism.

With these beliefs in mind, the program is designed to enable a teacher candidate to develop as a professional educator with leadership qualities in the following areas:

6. Consciousness of self (beliefs and perspectives, patterns of behavior, coping mechanisms, and learning styles);
7. Attentiveness to others (skills at observing, listening, and analyzing situations);
8. Ability to collaborate and communicate with others (students, colleagues, administrators, parents);
9. Resourcefulness (use of ideas from a wide range of sources; integrative thinking);
10. Openness to change (self-evaluation and use of feedback from others);
11. Understanding of the cultural dimensions of people's lives and the impact of cultural differences on learning;

12. Ability to analyze educational systems and their impact on the learning environment;
13. Sense of self-confidence balanced with the courage to question oneself and the content of schooling.

Objectives of Student Teaching

During student teaching, teacher candidates will:

- Construct, articulate, and implement a philosophy of education appropriate to learning in a democratic society;
- Through practice teaching experiences, demonstrate knowledge of the Illinois Learning Standards, the Illinois Professional Teaching Standards, and the Illinois Early Childhood Education Standards;
- Demonstrate mastery of Erikson Institute's 10 outcomes for early childhood educators through completion of culminating assessments.

Student Teaching Requirements

Erikson Institute has two options for fulfilling the requirements of student teaching. The first option is the traditional model where Erikson works with each teacher candidate to locate an early childhood classroom where the candidate completes a year-long experience. The internship begins when children start the school year and continues until the end of Erikson's spring semester. During the year, the teacher candidate carries out 10 continuous weeks of full time student teaching, completing a total of 300 hours. During the remainder of the year, the teacher candidate works in the classroom for a total of 225 hours of internship experience. Appendix E contains a full description of the requirements for the 10 weeks of full time responsibility in the classroom for student teaching.

If the faculty adviser, teacher candidate, and/or the Director of Teacher Education, believe that a candidate does not have sufficient classroom teaching experience at the preschool or primary level, and the clinical experiences do not adequately prepare the candidate for both levels of teaching, the year-long internship will be divided between two placements. One semester will be spent student teaching at a preschool site, and one semester will be spent in a primary classroom. If the faculty adviser and/or supervising teacher believe that the teacher

candidate has not sufficiently mastered the 10 program outcomes after the semester-long or yearlong student teaching experience, an additional semester of student teaching will be required.

The second model for student teaching involves teacher candidates student teaching in their current place of employment or at a job that Erikson assists them in securing for the student teaching experience. In order for a current or future job setting to qualify for the student teaching experience, Erikson's Director of Teacher Education or a teacher education faculty member visits the site to observe the classroom, meet with the director, verify that the site meets NAEYC standards for professional practice as well as all Illinois professional teaching standards, and will be a setting conducive to the teacher candidate's learning and growth as a professional. The school or early childhood center has to have a licensed mentoring teacher working with the employee/Erikson teacher candidate to supervise his/her practice.

While enrolled in the program, all candidates will need to demonstrate skill and competence in teaching preschool/kindergarten and at the primary levels. Depending on past and current employment, Erikson faculty advisers will work with each candidate to design the best way to meet this goal. It may include using part of the student teaching year to work in a public school setting. As with the first model of student teaching, if the faculty adviser, Director of Teacher Education, and/or supervising teacher believe that the teacher candidate has not sufficiently mastered the 10 program outcomes at the end of the program, an additional semester of student teaching will be required.

Recognizing and Reporting Child Abuse: Training for Mandated Reporters

Illinois law requires that all child care workers, including all school personnel and anyone enrolled in an academic program leading to a position working directly with children, report observed or suspected cases of child abuse or neglect to DCFS. All Erikson teacher candidates need to be fully informed of their mandated reporting responsibilities. All teacher candidates must complete the online training for mandated reporters. Currently this program requirement is completed in C425: Physical Growth and Development.

Teacher Candidate Background Check

As stated in Erikson Institute's *Bulletin*, all teacher candidates must successfully complete a name-based criminal background check prior to beginning internship/student teaching. This policy is in place to protect teacher candidates as well as the children and families in the organizations and schools that offer internships and student teaching opportunities.

Prior to the internship/student teaching year, all teacher candidates will complete an authorization form allowing the background check company to conduct the background check. A criminal history will not automatically prevent a teacher candidate from beginning internship. Every case will be evaluated individually, and all results will be kept confidential.

Further requirements for fingerprinting and/or FBI or Illinois State Police background checks will be set by the school or district where candidates seek student teaching opportunities. All teacher candidates are responsible for completing the background check requirements for the district they will work in, and completing necessary steps and reports.

Procedures for Determining Student Teaching Site

When teacher candidates are ready to enter the internship and student teaching component of their studies, they attend a student teaching orientation session in the semester prior to student teaching, and complete an "Internship and Student Teaching Questionnaire" (see Appendix B). They then meet with their faculty adviser to locate a site. Erikson maintains a list of excellent and diverse public school settings where teachers and principals welcome student teachers. The faculty adviser discusses possible sites and instructs the candidate to call specific sites, schedule a time to visit the school, observe the teacher with whom s/he might work, and talk with the teacher. Candidates discuss their reactions to these site visits with their faculty adviser before a final decision is made on the student teaching site.

Criteria for student teaching site selection include:

- The student teaching site meets standards set by the Illinois State Board of Education and Erikson Institute for fulfilling the student teaching experience;
- An experienced licensed supervising teacher is available to provide full-time on-site supervision;
- Provisions can be made for regularly scheduled meetings with the student teacher, supervising teacher, Erikson faculty adviser, and other on-site staff as appropriate;

- The site will provide opportunities for the student teacher, during the course of the year, to assume full teaching responsibilities for 10 full-time continuous weeks;
- A teacher candidate is not placed in a school in which a relative or close associate is an employee, or in a school from which the candidate has graduated, or in a school where their own child is enrolled.
- For teacher candidates who are pursuing IL licensure with BL/ESL endorsement, there are two additional requirements for the student teaching site:
 - a. There must be English language learners in the class;
 - b. There must be a licensed BL or ESL teacher in the classroom, or a lead teacher working in close partnership with a licensed BL/ESL specialist.
- Erikson faculty must be able to verify a minimum of 100 clinical hours working with English language learners under an IL licensed BL/ESL teacher.

When candidates are ready to commit to a site, the faculty adviser confirms the arrangement by initiating a written agreement on the responsibilities of the teacher candidate, the supervising teacher, the school or program director, and the Erikson faculty adviser (see Clinical Site Agreement, Appendix C).

In situations where student teachers will be carrying out student teaching responsibilities within the context of a job teaching in an early childhood classroom, Erikson's Director of Teacher Education or a designated faculty member visits the site, verifies that the site meets professional standards, identifies a mentor teacher who has an Illinois teaching license, and meets with the staff to discuss how the roles and responsibilities of student teaching will be carried out during the course of the year.

Student teaching in private schools: Given that teacher candidates are seeking a license to teach in Illinois public schools, teacher candidates must demonstrate professional teaching knowledge and skills in the public school setting with children, families, and communities of Illinois. If a teacher candidate has extensive experience in public schools, consideration can be given to a private school placement. For most teacher candidates, student teaching is the beginning of professional experiences in public schools, and this is the setting where placements are made.

ROLES AND RESPONSIBILITIES

Director of Teacher Education

The Director of Teacher Education at Erikson Institute is responsible for ensuring that the teacher licensure program meets the goals of the program mission. The Director works with the Erikson Faculty Council to ensure that the curriculum is in compliance with all licensure standards, and with the Erikson Assessment Committee to guarantee that assessment tools are effective in evaluating teacher candidate proficiency and to ensure program effectiveness. The Director coordinates the agreements and relationships with participating schools, teachers, and other agencies, supervises faculty advisers, and works with the Licensure Officer to determine whether a teacher candidate has met all program requirements.

The Director works with faculty to plan orientation sessions for candidates to prepare them for clinical and student teaching experiences in preschool and primary classrooms. The Director is involved in all issues relating to teacher candidates, such as the need to change or terminate a student teaching placement. The Director makes the final determination on changes in a student teaching placement, if necessary, after discussion with the school principal (or program director), the Erikson faculty adviser, and the teacher candidate.

Erikson Institute Faculty Adviser

The Director of Teacher Education assigns a qualified faculty adviser to each teacher candidate. The Erikson faculty adviser interacts in a collaborative manner with the teacher candidate, the supervising teacher, and with school administration as needed. The faculty adviser will:

1. Become acquainted with the teacher candidate s/he is supervising;
2. Initiate contacts, make placements, and enter into agreements with officials in school districts, principals, and program directors regarding student teaching placements for their teacher candidates;
3. Stay in contact with teacher candidates and their classroom supervisors during the student teaching experience;
4. Be sure the supervising teacher is well acquainted with Erikson Institute's requirements for the student teaching experience;

5. Visit the teacher candidate at the school site in order to
 - Observe the candidate carrying out teaching responsibilities.
 - Provide the candidate with concrete pedagogical recommendations in post-observation conferences.
 - Stay in close touch with the supervising teacher to support the teacher's guidance of the Erikson candidate.
 - Collaborate with the supervising teacher to conduct formative and summative evaluations of the candidate that are shared with the candidate.
6. Meet bi-weekly with the teacher candidate for one hour to discuss and reflect on his/her student teaching experiences, and how to broaden his/her knowledge base and enhance growth as a future teacher;
7. Maintain records on the teacher candidate and transmit them, along with the final grade, to the Erikson Institute Registrar;
8. Communicate regularly with the Erikson Institute Director of Teacher Education and assist in the evaluation and revision of the clinical program.

At Erikson Institute, the faculty adviser and candidate work out a plan for how the tasks of student teaching will be carried out in a specific classroom. It is the responsibility of the candidate and faculty adviser to negotiate a plan with the supervising teacher that fits with the particular classroom circumstances where the candidate is working. The faculty adviser and candidate need to be sure that the candidate is competent in all relevant Illinois Standards (see Appendix A).

School Principal/Director

The principal's role is to enhance the student teaching experience through the overall leadership provided to teachers through the administration of the school. In accepting a teacher candidate for student teaching, the principal agrees to:

1. Assist in orienting the teacher candidate to the philosophy and policies of the school, physical plant, the staff, and the community;
2. Provide for the selection of a qualified supervising teacher who has at least three years of teaching experience in her/his teaching field and demonstrates a genuine willingness to accept and supervise a student teacher;

3. Assist and support the teacher candidate in her/his development of appropriate professional relationships with faculty, staff, parents, students, and community;
4. Provide time for the supervising teacher(s) to confer with the teacher candidate;
5. Participate, if possible, in the observation and evaluation of teacher candidate's progress;
6. Provide an atmosphere that encourages the teacher candidate to be a part of the school community;
7. Not require the teacher candidate to perform unassisted duties usually assigned to school staff members.

Supervising Teacher

The supervising teacher is essential in the teacher candidate's professional development. S/he is chosen because of demonstrated competence and willingness to work with the candidate and participates in mentoring the teacher candidate with the permission and support of the school principal. Following are responsibilities of the supervising teacher.

1. **Orientation.** Provide the teacher candidate with an opportunity to become familiar with the classroom, school facilities, the staff, the policies of the school, and the overall school culture. This type of orientation is ongoing.
2. **Supervision.** The professional modeling provided by the supervising teacher is vital to the teacher candidate's experiences. It is recognized that the candidate must learn initially through observing and assisting the supervising teacher. Supervising teachers gradually encourage and assist the teacher candidate to assume full classroom responsibilities. It is expected that candidates will *not* be left unsupervised while teaching. However, it is expected that all teacher candidates will teach independently across the different subject areas (see Appendix D for student teaching guidelines).
3. **Beginnings.** Supervising teachers can encourage teacher candidates to become involved in the classroom by carrying out the following kinds of activities:
 - Tutor/assist a student one-on-one;
 - Facilitate small group activities;
 - Lead the class in defined daily routines/activities;
 - Assist and then team teach with the supervising teacher;

- Supervise the activities of children during independent work time or choice time;
 - Perform teacher administrative tasks;
 - Assist in the organization and preparation of instructional materials;
 - Correct and evaluate student work.
4. **Conferences.** Although supervising teachers spend a great deal of time communicating with a candidate on a daily basis, it is helpful if regular conferences concerning the teacher candidate's progress are scheduled at least once a week. Regular conferences facilitate and assure ongoing communication regarding the teacher candidate's strengths and weaknesses. These conferences will periodically include the student's Erikson faculty adviser. If the supervising teacher has concerns at any time, they need to be communicated to the teacher candidate and/or faculty adviser.
5. **Professional Support.** Supervising teachers can enhance the developing professionalism of teacher candidates by including them in other professional responsibilities such as staffing of children, parent conferences, Local School Council or School Board meetings, and in-service activities. **Each supervising teacher is requested to fully explain to Erikson teacher candidates their school's policy for mandated reporting of child abuse and neglect.**
6. **Evaluation.** Supervising teachers are requested to complete an evaluation of the candidate twice during the year of internship and student teaching: November and April (see Appendix I). Erikson faculty advisers rely upon this input from the supervising teachers (along with their own assessment of the teacher candidate) to determine the candidate's grades; grades are not reported to the Registrar until evaluation forms are returned. In addition to the evaluation forms, Erikson faculty advisers welcome and appreciate informal comments from the supervising teachers regarding a teacher candidate's progress.

In sum, an optimal situation for the teacher candidate is created when the supervising teacher:

- Makes it clear that s/he is available to respond to questions and concerns;

- Provides a “base” for the candidate, such as a desk, table, shelf or storage area so that s/he has an area to work and to keep records, materials, and so forth;
- Makes an effort to help the candidate see the many choices the supervising teacher makes each day in terms of responding to children, pacing and timing of lessons, etc., and articulates her/his reasons for the choices made;
- Assesses and gives regular feedback to the candidate on lesson plans and classroom management;
- Gives the candidate weekly and, when possible, daily reminders of issues to focus on;
- Encourages the candidate to try his/her own ideas and lets the candidate know that s/he need not be a “carbon copy” of the supervising teacher;
- Demonstrates different teaching techniques;
- Talks with the candidate about the professional life of a teacher;
- Takes the candidate to faculty, committee, grade level, and subject area meetings;
- Helps the candidate assess the degree of students’ learning in specific lessons;
- Assists the candidate in making positive contact with parents through phone calls, notes, and conferences;
- Familiarizes the candidate with school procedures for dealing with accidents, emergencies, fire drills, discipline problems, etc.;
- Helps the candidate become familiar with classroom and building routines for taking attendance, ordering supplies, arranging for field trips, etc. It is understood that these routines will vary enormously from school-to-school and district-to-district, but familiarity with routines in the student teaching school will alert the candidate to the necessity for becoming aware of routines when s/he has his/her own classroom;
- Displays for the candidate an interest in his/her own professional development and future as a teacher.

Teacher Candidate

During each semester of internship/student teaching, teacher candidates have a variety of responsibilities that are designed to help them get the most out of their classroom experience.

1. **Full Commitment to School Site.** Candidates are expected to assume as quickly as possible as many of the responsibilities of a teacher as they are able. These responsibilities include regular and punctual attendance, preparation of lessons, record keeping, as well as attendance at faculty meetings, parent meetings, and other school events as they occur during the year.
2. **Attendance.** Absences from student teaching experiences at the school site affect more than just the candidate. For this reason, regular attendance is expected and required. Only three absences per semester are allowed and only for the following reasons: a) illness, b) observance of a religious holiday, c) family emergency. Candidates must inform their supervising teacher when they are unable to be at school. Such notice should be made as much in advance as possible. Absences in excess of three must be made up by special arrangement with the supervising teacher and Erikson faculty adviser.
3. **Professionalism and Ethics** Candidates are expected to maintain a professional approach to all activities undertaken during the student teaching experience including appropriate dress, speech, and personal habits. Particular care must be taken with the rights of privacy of children and parents. When candidates are unsure of the procedure to be followed in a given situation, they should consult with appropriate administrative personnel. Except in the case of life-threatening emergency, they should not contact any outside agency (police, social service, etc.) without prior permission and knowledge from school authorities (principal, supervising teacher). It is important to review school policies in all these areas at the beginning of student teaching.

Teacher candidates are required to familiarize themselves with Illinois' Manual for Mandated Reporters as set by the Department of Children and Family Services (DCFS). See <http://www.state.il.us/DCFS/docs/MANDATED2002.pdf>.

Also, teacher candidates must familiarize themselves with their particular school's mandated reporting procedures.

4. **Grooming and Attire.** Candidates are expected to exercise good judgment in their grooming and personal appearance. They are expected to dress in a professional manner that conforms to the established dress code of the school district in which they are placed. The supervising teacher should be consulted during the initial visit to determine policies regarding appropriate dress.
5. **Responsibility for the Classroom.** The supervising teacher has full responsibility for his/her students. Candidates assume responsibility for the classroom only under the supervision of the supervising teacher. Candidates are not licensed teachers or school employees; therefore, they must always be in the presence of a paid employee of the school.
6. **Student Teaching Seminar (T456, T457).** Seminars are held once a week for the entire academic year. Attendance at these seminars is mandatory. Candidates must inform their supervising teachers that they are expected at Erikson Institute during the time of their seminar.
7. **Lesson and Assessment Plans.** Candidates are required to generate and carry out short- and longer-term lesson plans that include assessing children's learning during their student teaching experience. They are expected to maintain these in an organized fashion. Expectations for the procedures and formats of plans will vary among placement schools. Candidates may be asked to submit their plans to the principal a week before implementation, or to follow a school-wide lesson plan format. The procedures at their placement school should be followed. Candidates should arrange a meeting with their supervising teacher to share plans several days in advance of their implementation.

The Erikson Institute faculty adviser needs access to the candidate's teaching plans whenever s/he observes the teacher candidate. Before or during each visit, the faculty adviser will review and discuss those plans with the candidate.

8. **edTPA.** All candidates complete this IL teacher performance assessment during the student teaching semester.

9. **Reflective Practice Assignment.** Twice during the year teacher candidates videotape themselves teaching. Candidates view and analyze the tape with their Erikson Institute faculty adviser following discussion guidelines (see Appendix G). They also use the tape in a presentation in the T456, T457 seminar where they receive feedback from their peers. The candidates' second presentation comes at the end of their student teaching and must include a presentation of their videotape and a written analysis of it.
10. **Student Teaching Plan.** All teacher candidates must complete the 10 week or 20 week Student Teaching Plan (see Appendix E) in consultation with their supervising teacher and faculty adviser *before* undertaking full time teaching responsibilities in the classroom.

EVALUATION OF TEACHER CANDIDATES

The conceptual framework for the Erikson Institute teacher licensure program outlines the 10 outcomes expected of graduates from the program. These outcomes provide the basis for reflecting on and assessing each candidate's teaching practices. While participating in the teacher degree and licensure program, teacher candidates' progress is monitored through their completion of course assignments. Teacher candidates must attain a grade of "B" or better in all course work in order to remain in good standing in the program.

The evaluation of teacher candidates in the final semester of the program reflects Erikson Institute's "Culminating Requirements for Master's Degree Students" as detailed on my.erikson/Master's Graduation Requirements/.

Student Teaching Evaluation

Each teacher candidate's Erikson faculty adviser will make a minimum of five site visits to the teacher candidate's classroom to observe his/her progress and interactions with children over the course of the student teaching experience. Twice during the year the supervising teacher and faculty adviser will be asked to complete an evaluation of the candidate's work including an appraisal of strengths and weaknesses and of teaching potential (see Appendix I). The teacher

candidate will complete the same form at approximately the same points in time. The supervising teacher's assessment along with that of the teacher candidate will be used for reflection and discussion, and both become the basis for the final grade for T446, T447, *Internship, Student Teaching, and Tutorial*.

If in the professional judgment of the supervising teacher and/or the Erikson faculty adviser a candidate is not making adequate progress toward developing competence during the student teaching experience, the Director of Teacher Education will observe and give feedback on the candidate's performance. If, in their combined judgment, there is some growth evident, the candidate may be allowed to continue, but may be required to register for an additional semester of student teaching at the preschool or primary level. The candidate may also be required to take additional course work. If, however, it is the combined judgment of the Director of Teacher Education, the faculty adviser, and the supervising teacher that the teacher candidate is making limited or no progress toward developing the necessary competencies for licensure, the teacher candidate will not be recommended for licensure.

A teacher candidate can be removed from and discontinued from student teaching experiences by the Director of Teacher Education at any time for the following reasons:

- Persistent irresponsibility and lack of dependability;
- Repeated failure to successfully implement recommendations from the supervising teacher and the Erikson faculty adviser;
- Emotional instability or physical illness that interferes with planning and teaching responsibilities;
- Unprofessional behavior;
- Criminal behavior;
- Immoral or unethical conduct (including disclosing information about students to unauthorized others).

Teacher candidates have the right to follow grievance procedures and appeal a decision made by a faculty adviser or the Director of Teacher Education. The procedures are outlined in the Grievance and Appeal Procedures in the Erikson Institute *Bulletin*.

Culminating Teacher Education Program Assessments

Erikson Institute has four culminating assessments of teacher candidates' preparedness to teach in Illinois public schools. Each assessment allows teacher candidates to demonstrate their knowledge and understanding of teaching-learning processes in early childhood classrooms. The culminating assessments include:

1) Comprehensive exam.

2) Journal of Teaching Practice and Reflections. Already licensed teachers complete a Teaching Portfolio documenting professional experiences as a teacher with young children and their families as it relates to Erikson Institute's ten program outcomes.

3) Completion of the edTPA (Teacher Performance Assessment) during the student teaching semester

4) Reflective Practice Assignment. This assessment consists of presenting a videotaped excerpt of student teaching practice and a reflective essay about it (see Appendix G).

The student teaching seminar, T457, is the forum for completing these assessments of teacher candidates.

1. Comprehensive Exam

Erikson Institute's comprehensive examination is a five-hour written essay examination covering all areas of children's development, situational and cultural variability in development and parenting practices, assessment of children's development, and the history of early childhood care and education. The comprehensive exam is given several times a year.

Teacher candidates take the comprehensive exam in June or September after having completed all Erikson academic courses including T457 *Classroom Management and Instructional Techniques in Diverse and Inclusive Settings*, and T447 *Internship, Student Teaching, and Tutorial*. All tuition and fees must be fully paid in order to register for the exam. All academic courses must be completed and grades must be in the Registration and Student Records Office four weeks before the date of the examination. All library materials must be returned.

An orientation session for the comprehensive exam is offered in January, and guidelines and study materials are posted on my.erikson.

2. Journal of Teaching Practice and Reflections Assignment (for teacher candidates who have never been licensed)

Once a week, during each of the 10 or 20 weeks of full time student teaching, teacher candidates submit a 1 page journal entry to his/her seminar leader, and the seminar group in the Erikson Online course discussion area. Guidelines are as follows:

- Entries must be posted weekly. A reflective journal documents a teacher candidate's experiences as well as growth and changes in thinking.
- Entries must relate to or build on one of the four designated areas described below:
 1. Knowledge of Child Development
 2. Knowledge of Cultural Diversity, Knowledge of Curriculum Content, and Communication Skills
 3. Teaching Skills and Assessment
 4. Classroom Environment and Communication Skills
- At least one journal entry must be completed in each of the four areas.
- Teacher candidates must reference a relevant professional reading in their journal entries. Professional readings may include readings done in Erikson classes or other relevant professional readings.
- Entries are to be submitted to the T457 seminar leader and group as well as the faculty adviser (by e-mail). Teacher candidates post entries on Blackboard and also read and respond to peers' postings weekly.

Each journal entry will include:

1. Describe a moment in teaching; something you wonder about or question.
2. Analyze what happened when you step back to think about it. Refer to a professional reading that helps you appreciate what happened.
3. Reflect on your practice: what insights about yourself and this teaching moment will you carry with you? What might you do differently in the future? What might you change?

At the conclusion of the student teaching experience, teacher candidates will write a 5 page reflective summary of their 10 journal entries. This essay addresses the following:

- a. Patterns and Issues: What do you notice about the issues you wrote about? What patterns do you see in what you have been working on? Are there particular topic areas that you focused on more than others?
- b. Evolution of Thinking: How has your thinking in these areas changed over the semester? How do you envision approaching similar situations in the future?
- c. Philosophy of Teaching: How have your experiences informed your philosophy of teaching? What are some of the principles you are developing to guide your future practice?
- d. Continued Professional Development: What professional readings, websites, and mentors at your school site are you drawing on to help shape your practice?

Designated areas for journal entries:

Possible starting points for journal entries in each area are provided below.

A. Knowledge of Child Development

- Describe a classroom situation that involves conflict resolution. Analyze the situation taking into account the children's needs and perspective (cognitive, linguistic, cultural, social, emotional, physical development) as applicable. Include knowledge of atypical development as relevant. Reflect on your learning from the experience indicating how it contributed to your knowledge of children, and your teaching practices.
- Describe a situation in which you established a context for effective peer interactions. Analyze the needs of the children and describe the knowledge of child development you used to structure the experience. Reflect on its significance to the children, classroom, and your development as a teacher.
- Describe a child whom you wonder about or have concerns about.
- Describe a situation in which you introduced a concept at several different levels of complexity in order to make it meaningful to children at varying levels of development or with diverse learning needs. What were the various learning needs of children in the group that you took into consideration? In what ways did you adjust

your instruction to ensure the understanding of all students? How did the children respond?

B. Knowledge of Cultural Diversity, Knowledge of Curriculum Content, and Communication Skills

- Describe your preparation for a parent-teacher conference with the parents of a child who is different from you in race, culture, economic background, first language, sexual orientation, or different from you in terms of special needs. Plan how you will describe the child's academic progress and areas where you have concerns. What are your goals for the conference? How will you know if you have met the goal(s)? How will you approach the conference and what will you do to establish rapport with the parent(s)? Describe the actual conversation that took place and the outcome of the conference. How well did you communicate with the parent(s)?
- Describe a unit or lesson from the core curriculum at your school that has limited relevance to your students' lives. Describe how you can use information about students' families, cultural or linguistic background, or communities as the basis for connecting instruction to your students' lives in order to increase understanding.
- Consider verbal and nonverbal means of communicating with children and caregivers, including listening, speaking, reading, writing, viewing, and visual representation (drawing, modeling, performing, etc.). Describe students in your class who may find verbal communication more challenging than other children (due to second language learning, language disabilities, emotional reticence/shyness, cultural expectations, etc.). In what ways have you used visual/nonverbal communication and/or varied questioning techniques to communicate effectively with all students and to allow all children to participate fully in instructional activities?

C. Teaching Skills and Assessment

- Choose a specific lesson that went well. Describe its context – what came before it and after it? How did the lesson help the children in constructing knowledge? What habits of mind was it cultivating (clearly communicating, listening with understanding, questioning, flexible thinking, persisting on challenging tasks, taking

reasonable risks, striving for accuracy)? How did you get children engaged in the lesson?

- Describe and discuss an instructional strategy that you find yourself using consistently during your student teaching experience. How does the strategy connect to individual academic, social, and linguistic needs of your children? How do you know when it is working and when it isn't?
- Take one activity in your classroom to focus on for several days to carefully observe children's participation and work for what it can tell you about their understanding of a concept in that curricular area. Use your observations to study more deeply what they are figuring out. Describe what you learn from your observations and imagine how you might enrich these children's understanding with adjustments and additional activities.
- Describe one formal and/or informal assessment used in your classroom in a particular content area. How is it guiding materials selection, grouping or other instructional decisions? How has it helped you understand two or three children in particular?

D. Classroom Environment and Communication Skills

- Think about relationships in your classroom: among students, between you and parents, between you and students. In what ways are you communicating expectations for your classroom as a community?
- Describe a classroom situation where you felt angry and frustrated with the class. What did you learn about yourself from handling it?
- Describe the conflict resolution strategies you used this week to settle arguments, disagreements, and upset situations among children in your classroom. Consider to what extent communication skill, language proficiency, or social/emotional development may have played a role in creating upset among your students, and in resolving (or not resolving) the conflict. To what extent are you using punishment strategies and to what extent are you using positive guidance and proactive discipline strategies to maintain an effective learning environment? What's working for you and what do you want to change?

- Consider the physical space in your classroom, including seating arrangements, work and meeting spaces, access to materials, visual support (labeling, posters, signs, schedules), lines of sight, etc. To what extent does it contribute to or inhibit active and equitable participation of all students in productive tasks? Describe two or three features you feel best support the maintenance of a productive learning environment, or changes you might make to help the classroom run more smoothly and productively.

3. edTPA

All teacher candidates in the State of Illinois now complete the teacher performance assessment, edTPA. *T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II* (T458 for TFA Corps members) is structured so that teacher candidates complete all components of this during their student teaching. Teacher candidates will access the edTPA Assessment Handbook online on Blackboard, and will upload all components on Pearson's edTPA website. Appendix N provides a detailed checklist of all components that teacher candidates complete in this assessment.

4. Reflective Practice Assignment

Each teacher candidate will present a videotape of his/her classroom teaching practice to his/her seminar group twice during the internship year – in fall semester and again at the end of spring semester. This Reflective Practice Assignment must include the following:

- A 3 – 5 minute videotape of the teacher candidate in a teacher-child, or teacher-small/large group activity with children in the classroom. **The videotape must depict 3 – 5 minutes of continuous teaching practice, not shortened clips edited together.**
- A 3 - 5 page typed written analysis of the videotape responding to the specific question you are addressing (see Appendix G for possible questions) (spring semester only);
- A passage from a professional reading that the teacher candidate found helpful in explaining and understanding her/his teaching and the children's learning portrayed in the videotape. The reading should be highlighted in the paper as well as in the oral presentation.

In planning for the spring Reflective Practice presentation, faculty recommend that teacher candidates think about areas of their teaching practice that they are working on to improve during student teaching, and that they videotape their efforts in this competency area several times. The goal is to capture on video progress in developing skill in one area. When leading discussion in the reflective practice video presentation, teacher candidates need to invite comments from the group regarding work in the competency area, noting one's own evidence of progress in the area, and invite commentary on what further development would improve teaching practice in this area.

Candidates make an oral presentation of this moment of learning for teacher and child(ren) in the T456, T457 seminar using the videotape and analysis. Presentations take approximately 15-20 minutes each. Guiding questions for this assignment can be found in Appendix G.

The final Reflective Practice Essay is a 3-5 page essay that summarizes the presentation and addresses the 3 key ingredients of the reflective practice process used throughout the year in Integrative Seminar:

- Describe the moment of teaching practice you are presenting with the question you are raising for discussion.
- Analyze the teaching interaction for concepts, issues and strategies at work in your practice. Draw on an excerpt from a professional reading to help pinpoint and illuminate the question you are addressing. Your paper also needs to summarize comments from seminar participants.
- Reflect about the insights about yourself as a teacher you are thinking about. What do you want to practice further, or do differently, or become more aware of?

Timeline and Requirements for Final 18 months in the Program

- 1. January/February:** Complete Internship/Student Teaching Questionnaire
- 2. Check**
 - a. that all Erikson grades are B or better to date
 - b. general education course progress
 - c. documenting 150 hours of field experiences (in Sonia)
- 3. February:** Attend Internship Saturday orientation session
 - a. IL Early Childhood Content Test #206 (See IL Teacher Licensure Testing in Appendix A)
- 4. March:** Prepare resume
- 5. March:** Proseminar meeting: Presentation and discussion with current student teachers
- 6. April/June:** Site visit and meeting with teacher, principal, and other Prek – 3rd grade school staff
- 7. May - October:** All teacher candidates complete registration for student teaching with CPS or the district where they will student teach (includes TB test and background check).
- 8. May – July:** Confirmation of student teaching placement by Director of Teacher Education
- 9.** Send thank you note to your cooperating teacher when this is confirmed (not email)
- 10. June – July:** Communicate with your cooperating teacher in preparation for the start- up of the school year
- 11. July:** Attend Erikson's required Internship, seminar and tutorial orientation
- 12. July/August:** Assist your teacher in classroom set up, plus full time 2 week participation in your student teaching classroom for the opening 2 weeks of school.
- 13. July/August:** Complete Erikson's required background check for internship/student teaching.
- 14. September 1:** Program requirements that must be completed with documentation submitted
 - i. All general education requirements as set out in your in evaluation for these

- ii. Field Work Experiences Documentation with cover sheet completed (in Sonia)
- iii. Early Childhood Content Area Test (#206). See Appendix A of *Handbook for Teacher Candidates* for information about the website and test guidelines.

15. December: No incompletes!

16. January: Orientation for Comprehensive Exam

17. February: Register for and complete

- a. IL edTPA (Teacher Performance Assessment) during student teaching
- b. Register for comprehensive exam in June
- c. Register for graduation

18. June: Take comprehensive exam

19. July 1: Your degree and licensure are complete.

Additional Notes about Student Teaching:

Chicago Public School Placements: Anyone doing internship/student teaching in a Chicago Public School will need to complete the “CPS Student Teaching Registration Packet” in September-October before the student teaching semester begins. The website for Chicago Public School student teaching is www.cpsstudentteachingprogram.com. We will guide you in completing this registration process which is done as individuals but in close coordination with Erikson Institute who verifies and coordinates submission of information for all Erikson teacher candidates.

Social Media: Check Facebook account, personal websites and other social media venues to be sure that nothing will hinder or conflict with your professional studies and employability.

Professional dress code: You are required to dress in a professional way at all times while at student teaching site. No jeans, tee shirts, no low cut pants, blouses, tee shirts, no short skirts, no high heels, no tight fitting dresses or skirts.

Medical Check-Up: The school district in which you teach will require a negative TB test and other health information. You must check with your school district to get information on requirements *and timing* for the TB test, and then submitting this information. Usually this must be completed in October, within 90 days before beginning student teaching.

Erikson requires a completed “Student Immunization Record” on file (see *Handbook for Teacher Education Candidates*, Appendix H).

Culminating Requirements for Graduation: Erikson Institute has a multifaceted assessment system for determining your completion of program requirements in meeting knowledge, practice and reflection competencies for graduation. You will need to read carefully and become familiar with the document, *Culminating Requirements for Master’s Degree Students* posted on my.erikson. These requirements will be discussed at the July Internship, Seminar and Tutorial orientation, and in T456 – T457 Integrative Seminar.

Time Commitments during Internship/Student Teaching Year: You will begin the internship/student teaching placement from the day school starts (one morning and one afternoon a week minimum, two separate days) and will continue in that same classroom until the end of spring semester. You need to arrange with your supervising teacher which days you will be attending in the fall.

Opening 2 weeks of school: You are required to attend your school site to assist the supervising teacher full time during the opening weeks of school. This is the most important time of year for any teacher. You will be grateful when you are starting out on your own if you have watched carefully how your supervising teacher handles the beginning of the school year!

You will be expected to be in your student teaching classroom on the same calendar that your school follows, not Erikson’s calendar. You will observe winter holiday break, spring break and any other holiday that your school observes.

There are no incompletes allowed for fall semester courses. You must complete and pass all methods classes in order to continue into spring semester.

Program Schedule for On-Campus MSECE with IL licensure: Your program schedule for the final academic year will be as follows:

Fall Semester 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
S410 Curricular and Instructional Methods in Early Childhood Special Education (Sec 1) 6:00-8:00 pm	T405 Reading and Writing Methods 3:00 – 5:00 pm T409 Reading and Writing Methods for ELLs 5:15 - 6:15 pm (T405 joins T409 from 5:15 – 6:15) T456 Classroom Management & Instructional Techniques - Integrative Seminar 6:30 –8:30 pm	T438 Children with Special Needs and Diverse Abilities 6:00-8:00 pm	T406 Methods of Teaching Math 3:30 – 5:30 pm T446 Internship Student Teaching and Tutorial (1 hour biweekly with faculty adviser)	

In addition to these 4 courses, you will have:

- **Internship:** Spend 2 half days per week minimum throughout the semester in your classroom where you will student teach. You must spend at least one morning and on a separate day, one afternoon each week in order to observe and assist with literacy, math, and science activities. You will be expected to start in your classroom the week before school opens and continue until the school takes its winter holiday break in December.

- **Tutorial:** Have a one hour tutorial with your faculty adviser every other week (place and time to be determined by adviser and you)
- **Courses for Specializations:** If you are pursuing either the BL/ESL specialization or the Early Childhood Special Education Letter of Approval, you will need to enroll courses required for that specialization as scheduled.

Spring Semester 2021				
Monday	Tuesday	Wednesday	Thursday	Friday
Student teaching full time	Student teaching full time	Student teaching full time S413 Communication and Language Development and Disabilities 6-8 pm	Student teaching full time T457 Integrative Seminar 4:15-6:15 pm (tentative) B416 6:30-8:30 pm (Tentative time) T447 Internship Student teaching and Tutorial (1 hour biweekly with faculty adviser)	Student teaching full time
<p><i>For those pursuing Early Childhood Special Education Letter of Approval:</i> S413 Communication and Language Development and Disabilities</p> <p><i>For those pursuing BL/ESL specialization:</i> B416 Methods and Materials for Teaching New Language Learners</p>				

- **Full time student teaching:** no other employment or course enrollment allowed except as described above.
- **T457 Integrative Seminar:** meets one evening per week for 2 hours
- **Tutorial:** You will meet with your faculty adviser for your bi-weekly tutorial.
- **Culminating Assessments:** You will be completing Teacher Education Program culminating assessments as described in the *Handbook for Teacher Candidates*, including:
 1. Teaching Journal entries and reflections

2. Reflective Practice Assignment
3. edTPA (Student teaching semester)
4. Comprehensive Exams (June of final year in the program)

When Erikson has documentation of all MSECE program and licensure requirements, you are ready to apply for your teaching license online.

Program Schedule for MSECE with IL licensure: Summer Semester – 2020 (tentative)				
Monday	Tuesday	Wednesday	Thursday	Friday
S411 Family & Professional Collaboration in ECSPED 6-9 pm	S412 Assessment of Infants and Preschool-Age Children with Developmental Delay/Disability 6-9 pm	T404 Teaching Learning: Sciences and Social Studies 6-9 pm	T412 Preschool Curricular Approaches 6-9 pm	
Online: T414 Key Concepts and Methods of Inquiry T408 Foundations of Am Schooling and BL Education				

CHECKLIST FOR MSECE with IL LICENSURE FOR EARLY CHILDHOOD ENDORSEMENT

Admissions	X
1. Complete the prerequisite course, T414, <i>Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum</i>	
Year 1 (and 2 of a three year program)	
2. Complete Master of Science in Early Childhood Education course requirements. All grades must be "B" or better.	
3. Complete all necessary general education courses as noted by the Erikson Institute Licensure Officer by September 1, year of student teaching	
4. Document pre-student teaching field experiences in Sonia (150 hours). Due September 1, year of student teaching	
Final Year in the Program	
5. Pass the Illinois Early Childhood Content Test (#206) (by September 1st, year of student teaching)	
6. Approved for student teaching by school or district	
7. Self-evaluation of practice competencies – by September 30, year of student teaching)	
8. Self-evaluation of practice competencies – by April 30, year of student teaching	
9. Document internship and student teaching hours in Sonia (total of 525 hours):	
• Complete Internship and Student Teaching Documentation of Hours in School (see Appendix N)	
• Signed 10 week student teaching plan; see Appendix E	
10. Complete Culminating Assessments:	
a. Journal of Teaching Practice and Reflections plus summary (for teacher candidates pursuing initial licensure)	
b. Reflective Practice video presentation	
c. Reflective Practice essay	
d. edTPA portfolio	
e. Pass Comprehensive Exam	
f. Teaching Portfolio (for already licensed teachers pursuing Early Childhood endorsement)	
11. Verify with Erikson's Licensure Officer that all degree and licensing requirements are met. The Licensure Officer then enters your name into ELIS (Educator Licensure Information System). You can then sign on and apply for your license.	
12. Register your certificate. You must do this within 6 months of the date when Erikson Institute notifies ELIS of your degree and licensure completion. Otherwise, your opportunity to be licensed will lapse.	

Please note: The graduation date from Erikson Institute is separate and different from the date of licensure. Erikson has 3 graduation dates as noted in the Bulletin: May, June 30, and September 30. Teacher candidates must graduate with a degree BEFORE they can be eligible for licensure through Erikson Institute. Teacher candidates can complete licensure requirements after the degree is awarded, but not before. Therefore, in most cases, teacher candidates earn their degree

on June 30th, and can apply for their licensure when all final requirements are entered into the ELIS system; at that point, licensure is complete. No teacher candidate in the MSECE degree program can receive their licensure before June 30th of the year they complete student teaching.

DOCUMENTATION FOR PERMANENT FILE AT ERIKSON INSTITUTE

The original copy of all forms listed below go into the candidate's permanent file in the Registration and Student Records Office:

1. Transcripts verifying that all general education course work has been completed
2. Documentation of 150 hours minimum of pre-student teaching field experiences with children and families
3. Signed Student Teaching Contract (Appendix E)
4. Documentation of Internship and Student Teaching Hours
5. Completed 10-week student teaching plan (Appendix E)
6. Evaluation of student teaching by supervising teacher (twice)
7. Self-evaluation by student teacher (twice)
8. Journal of Teaching Practices and Reflections plus summary, OR Teaching Portfolio (for already-licensed teachers)
9. Reflective practice essay
10. edTPA

RECEIVING INITIAL LICENSURE FROM THE STATE

When an Erikson teacher candidate has completed all Erikson degree requirements and all licensing requirements, Erikson's Licensure Officer enters the teacher candidate's name onto the Illinois State Board of Education Educator Licensure System as eligible for a license. The teacher candidate then signs into the system and applies for the license, which is usually issued immediately. There is a fee for receiving the Professional Educator License with Early Childhood endorsement.

Maintaining Licensure—watch for continually updated information on the ISBE website.

APPENDICES

APPENDIX A

OVERVIEW OF ILLINOIS STANDARDS AND LICENSURE TESTING

All early childhood teacher candidates are responsible for knowing about and being able to answer the following standards of professional practice:

- Illinois Professional Teaching Standards
http://www.isbe.net/peac/pdf/il_prof_teaching_stds.pdf
- Illinois Early Learning and Development Standards
http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf
- Common Core State Standards for English Language Arts
http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
- Common Core State Standards for Mathematics
http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

The above are available in full at <http://www.isbe.net/>

The Illinois State Board of Education now has in place 3 required tests for teacher candidates. Each test requires online registration and payment of a fee. The tests are as follows:

1. **Early Childhood Education (Test #206)** - must be taken by Sept 1 of your student teaching year
2. **IL edTPA (Teacher Performance Assessment)** – completed during the student teaching semester

Information regarding registration and preparation for these tests can be found at www.icts.nesinc.com

The ISBE now honors Illinois licensure test scores for a period of ten years from the date the test was taken and passed.

APPENDIX B

**ERIKSON INSTITUTE
Master of Science in Early Childhood Education**

INTERNSHIP AND STUDENT TEACHING QUESTIONNAIRE

Name: _____

Address: _____

Day time phone: (____)_____ Home phone: _____

Today's Date: _____

1. Will you have a car to drive to a school during the year of student teaching?

☐ Yes ☐ No

2. Do you plan to move between now and the beginning of fall semester?

☐ Yes ☐ No

3. If yes, what is your projected moving date and give approximate address of where you will be living?

Language Proficiency:

4. What languages do you speak, other than English?

5. What is your speaking, reading, and writing proficiency in each language?

6. What additional endorsements are you completing this coming year in addition to the early childhood endorsement?

☐ BL/ESL ☐ SPED

Past and current professional work:

Please submit a current resume detailing all past and current paid professional work with young children and families and dates employed. For work with young children, indicate the age and/or grade level of children: infants, toddlers, preschoolers, kindergarten or primary level aged children.

7. Where are you working this year – what setting, name of agency or school, address?

8. What age are the children you work with?

9. How often are you working in this site?

10. Are you getting paid for this work?

Past professional work:

What past classroom teaching experience have you had?

Experience	Length of Time			
	Less than a year	1-2 years	3-5 years	5 or more years
Infants/toddlers				
Preschool				
Kindergarten				
Primary grades (note level)				

Where have your professional experiences with young children been carried out? Check the areas below that describe your experiences:

Site characteristics	Length of Time			
	Less than a year	1-2 years	3-5 years	5 or more years
Public school settings				
Private school or agency settings				
Low-income community				
Working class community				
Middle income community				
Upper middle class/high income community				
Cultural and language communities different from one's own background: staff				
Cultural and language communities different from one's own background: children and families				

1. What has been important to you about your past experiences in schools and your clinical experiences this year? List the different factors that have made particular school situations good learning experiences for you.
2. What has not been satisfying for you in schools? What would you like to change as you seek a year long experience in a classroom?

3. Are there particular features that you would like to have in the classroom where you carry out your internship and student teaching experiences? For example, would you prefer a setting that is bilingual? One with a particular cultural orientation?
4. Is there a particular neighborhood or geographical location in the Chicago area that you prefer?
5. What image do you have of the supervising teacher you would like to work under? What qualities and characteristics will you be looking for in your supervising teacher?
6. What kinds of teaching skills are you aware of right now that you will want to work on during your internship and student teaching experiences?
7. What skills do you bring to the internship and student teaching experiences?

APPENDIX C

ERIKSON INSTITUTE EARLY CHILDHOOD TEACHER EDUCATION CHICAGO, ILLINOIS

Clinical Site Agreement

SCHOOL NAME, CITY enters into agreement with Erikson Institute for the placement of

TEACHER CANDIDATE
(Teacher Candidate)

with

COOPERATING TEACHER
(Cooperating Teacher)

as a student teacher during the period of **STARTING MONTH, YEAR** to **FINISHING MONTH, YEAR**.

The expectations and responsibilities of Erikson Institute and the placement school are as follows.

ERIKSON INSTITUTE agrees to:

1. Make timely requests for the placement of the student teacher, consisting of: preliminary phone contact; introductory letter; provision of teacher candidate's transcripts (with permission) and other descriptive information about the teacher candidate as requested; in-person meeting between the teacher candidate and cooperating school personnel; and completion of other appropriate forms;
2. Provide descriptive material on the content of the Erikson Teacher Education Program undertaken by the student teacher, and the required student teaching seminar;
3. Appoint a qualified Erikson faculty adviser who will review the student teacher's lesson plans and classroom work, make visits to the school to observe the teacher candidate at the cooperating school and evaluate the student teacher's performance, and be available for consultation with the teacher candidate and cooperating school personnel.
4. Provide student teaching guidelines to the cooperating teacher, and make available to the cooperating teacher and student teacher candidate additional training assistance as needed or requested.
5. Refer for student teaching only those teacher candidates who have satisfactorily completed the prerequisite State and program requirements.

The **COOPERATING SCHOOL** agrees to:

1. Respond in a timely manner to the request for placement of the student teacher, and if willing to work with teacher candidate, to place the intern with a qualified cooperating teacher who has at least three years' teaching experience.
2. Through the cooperating teacher, adhere to the student teaching guidelines provided by Erikson Institute, modifying them as appropriate to meet the level of experience of the student teaching intern;
3. Recognize the student teacher within the framework of the internship, and require only those responsibilities commensurate with the teacher candidate's status;

4. Through the cooperating teacher, evaluate the student teacher through regular communication with the teacher candidate, the Erikson faculty adviser, and through the completion and submission of an evaluation to Erikson Institute twice during the year: January 15 and May 15.
5. Advise Erikson Institute in a timely manner, of serious problems incurred in this placement, and/or the unsuitability of the placement.
6. Through the supervising teacher, provide the teacher candidate with at least one hour of weekly reflective supervision.
7. Advise Erikson Institute of any changes in school personnel, operation, or policies which may affect the student teaching experience.
8. Provide the teacher candidate with a copy of the School's existing pertinent rules, policies, and regulations with which the teacher candidate is expected to comply, including safety manual, handbooks, and rules of conduct.
9. Remain responsible at all times for the well-being of the children in the school, and supervise all direct contact between a teacher candidate and children.

Erikson Institute and the Cooperating School mutually agree to:

1. Work collaboratively with the teacher candidate to establish his/her educational goals and objectives for the Internship/student teaching experience, agree on a plan for their implementation, and continually evaluate to determine the effectiveness of the student teaching experience.
2. Neither party shall discriminate against teacher candidates covered by this agreement on the basis of race, color, national origin, sex, sexual orientation, disability, ancestry, marital status, or religion.
3. Indemnify and hold harmless the other party, its officers, directors, faculty, students, employees, medical staff, agents and representatives from all costs, liabilities, damages, and expenses (including reasonable attorney's fees and disbursements) arising from the indemnifying party's acts or omissions or the acts or omissions of its officers, directors, employees, medical staff, agents or representatives which cause any personal injury or property damage during the course of activities contemplated by this Agreement, provided, however, that the maximum liability of Erikson Institute under this Agreement shall be limited to the aggregate amount of professional and general liability insurance agreed to by the parties hereunder.

Miscellaneous

1. The term of this agreement shall be for a period of one (1) year beginning on the date signed by both parties. Either party may terminate this agreement upon 14 days written notice.
2. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois.
3. If any provision of this agreement is found to be invalid, illegal, or unenforceable under any applicable statute or rule of law, then such provision shall be deemed omitted, and the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

SIGNATURES:

Cooperating School Official

Title/Date

Cooperating Teacher

Date

Director of Teacher Education
Erikson Institute

Date

APPENDIX D

STUDENT TEACHING RESPONSIBILITIES

In the course of student teaching, teacher candidates are expected to undertake the following teaching and classroom management tasks.

I. Classroom Academic Life

- A. The student teacher will take primary responsibility for planning and implementing curriculum in the content areas of English language arts and mathematics as well as in the areas of science, social studies, physical development and health, and the fine arts.

The student teacher is expected to consult closely with the supervising teacher so that each of these curricular units fits into the classroom program and meets the state learning standards.

B. Planning Responsibilities

1. The student teacher will prepare carefully thought out lesson plans, including:
 - a) a statement of specific teaching/learning goals and objectives;
 - b) a description of the sequence of activities for the unit as well as individual lesson plans (which will include instruction plans, activity or learning center components, groupings, use of technology, etc);
 - c) a list of any necessary materials and technology;
 - d) an assessment plan.
2. The lesson plans will be reviewed by the supervising teacher and the faculty adviser.
3. The student teacher will be responsible for acquiring and having available any materials necessary to carry out the lesson.

C. Implementing Responsibilities

1. The student teacher will be responsible for managing the classroom around the lessons including any necessary set-up, establishing groups, transitioning children into and out of lessons and activities and facilitating individual children, partners, or small group work.
2. The student teacher will conduct the curriculum as planned, including teaching both whole group and small group lessons.
3. As part of implementing lessons, the student teacher will be responsible for carrying out and recording ongoing and summative assessment of the children.

D. Student Teaching Assessment

1. The supervising teacher and faculty adviser will do several detailed observations of the student teacher's personal and professional qualities, including instructional style and management skills, using the outcomes listed in Appendix I.
2. Time will be arranged to give the student teacher verbal as well as written feedback.

II. Erikson expects student teachers to have the following experiences:

1. Managing classroom logistics around the daily schedule, transitions, and managing classroom supplies;
2. Managing interactions with children in large groups, small groups, and individuals including interacting with children to manage challenging or difficult behavior;
3. Participating in and assisting at parent conferences.
Establishing effective relationships with parents can be one of the most challenging tasks for a teacher, and our student teachers need to see models of what to do and expect. There is no substitute for experience in learning how to work with parents regarding the well being of their children. We will request that student teachers take the lead on at least one parent-teacher conference.
4. Be responsible for the other adults working with children in the classrooms during student teaching.
5. Becoming familiar with the school's culture and policies in all areas, the local school improvement plan, and the school district's policies and organization.

Overview of and Planning Forms For Erikson Institute's Internship and Student Teaching

Erikson Institute teacher candidates complete student teaching in a year-long placement in an early childhood classroom. Details regarding this year long experience are summarized below:

Erikson faculty adviser classroom visits: Fall semester: 2 visits; Spring semester: 3 visits

Student teacher's time commitment in your classroom:

September – December: assistance during opening days of school (two full time weeks) followed by one morning and one afternoon per week through the fall (approximately 9 hours per week).

January – April Full day program: 10 weeks full time participation in the classroom (usually needs to be stretched over 11 or 12 weeks due to winter holidays) plus 4-5 weeks of 2 full days a week

If the early childhood program is a half-day program: 20 weeks full time (a.m. or p.m.) starting mid-November and then 2 half days a week until May 1st.

Responsibilities during fall semester:

The following guidelines outline a progression of stages the student teacher is likely to experience as s/he becomes more involved in the classroom. Responsibilities are discussed and negotiated with the supervising teacher.

1. Observing, listening, taking careful notes on:
 - a. Classroom set up (room arrangement and materials), classroom routines and daily schedule
 - b. The teacher's role:
 - i. What s/he says to children, how s/he guides children in activities
 - ii. The system of classroom management
 - iii. How the classroom set up supports a sense of order and safety
 - iv. How the teacher responds to upsets, disruptions
 - v. Who brings the children to school, learning about parents and family
2. Helping the teacher during classroom routines and facilitating children in daily activities

3. Becoming involved when the teacher requests assistance in carrying out an activity with a child or a small group. At this stage, the teacher candidate is carrying out such responsibilities only when the teacher asks the teacher candidate to do so.
4. Teacher candidate acts independently of the supervising teacher's directives and knows how to carry out classroom responsibilities, small and large group activities, on a daily basis.
5. Teacher candidate participates in planning meetings with the supervising teacher and initiates ideas for projects or activities that s/he would like to carry out in the classroom on a short or longer-term basis. The teacher candidate participates in staff meetings, curriculum planning meetings, parent conferences, and meetings for "staffing" children as the student is able to. Also, the teacher candidate will participate in the assessment process to see how teachers collect and document information on the overall development of each child.

Erikson Institute's Plan for 10 Week Full-Time Student Teaching (or 20 weeks full time if a half day program. The time frame for carrying out full time student teaching responsibilities are adjusted for individual sites by supervising teacher and Erikson faculty advisor.)

Erikson anticipates the 10-week full time classroom student teaching experience as follows:

- 2 weeks assisting the teacher in getting familiar with every detail of the school day
- 4 weeks of full responsibility for math or language arts/reading curriculum while continuing to assist the supervising teacher in all other responsibilities of the school day
- 2 weeks of full responsibility for all curricular areas and classroom management responsibilities
- 2 weeks continuing with responsibility for language arts or math (whichever area was not the focus in weeks 3-6), and all other subject areas, such as science and social studies

Weeks 1 & 2	Weeks 3, 4, 5, 6	Weeks 7 & 8	Weeks 9 & 10	Weeks 11-15
Assist teacher in all aspects of school day	Full responsibility for math or language arts/reading Assist teacher in all other areas	Full responsibility for all subject areas: Math, language arts/reading, science, social studies, art...	Continue full responsibility for math or language arts/reading as well as other subject areas such as science etc.	After 50 days of student teaching, teacher candidate spends 2 full days a week assisting, and observing in other classrooms when possible.

This distribution of time to different subject areas will be negotiated and fine tuned with each student teacher and supervising teacher to fit specific classroom circumstances. In preparation for the 10 week student teaching experience,

1. The student teacher must show the supervising teacher and EI faculty supervisor a written curriculum outline for the 8 weeks of curriculum responsibility two weeks before Week 1. The student teacher needs to have *in writing*:
 - A week-by-week description of the curriculum content that is likely to be addressed in each subject area (See teacher candidate handbook);
 - The curriculum guides, books and materials that are needed to prepare and implement lessons in all subject areas;
 - If a new unit or integrated unit of study is planned for this takeover period, the plans, materials and books needed to carry it out need to be fully developed in writing.
 - A description of the record keeping and assessment system for all subject areas.
2. The Erikson faculty supervisor will meet with the supervising teacher and student teacher regarding what will happen in the 10 week period and discuss the student teacher's curriculum outline.
3. During the 10 week period of curriculum implementation, the student teacher must give the supervising teacher and faculty supervisor written plans for all subject areas the student teacher is responsible for on a weekly basis, including an assessment plan.
4. The faculty supervisor will make 3 site visits during this 10/11 week full time period in the classroom to observe the student teacher and provide feedback.

Erikson faculty adviser classroom visits

An Erikson advisor will complete several visits to observe, meet with the supervising teacher, and consult with the teacher candidate. Fall semester: 2 visits; Spring semester: 3 visits.

Evaluation of teacher candidate

Erikson asks supervising teachers to observe each candidates' teaching regularly and to provide specific feedback for improving their practice. We recommend establishing a regular, weekly meeting time with the teacher candidate for planning and instructional feedback. In addition, supervising teachers are asked to rate the teacher candidate's teaching competency at two points during the student teaching experience (November and April). The candidate is expected to demonstrate substantial growth in teaching competency over the course of student teaching. The evaluation takes about 30 minutes and is completed on line through a secure electronic form. Details will be provided by the Erikson advisor, and a link to the evaluation form will be provided via e-mail.

Teacher candidate assignments

Each teacher candidate is required to complete a number of assignments in their fieldwork classroom over the course of their field experience.

1. Assessment project – The teacher candidate will collect formal and informal assessment data on two students in the classroom at two points during the school year. Fall and spring data will be used to assess student growth in language arts and mathematics and to identify instructional recommendations for each child.
2. Lesson planning and instruction -Each teacher candidate will complete lesson plans, implement instruction, and evaluate their practice in accordance with requirements of the edTPA assessment.
3. Unit planning – Each teacher candidate will complete a thorough unit plan for two weeks of literacy instruction, including reading, writing, and word study.
4. Video documentation of instruction - Erikson Institute and ISBE require student teachers to videotape themselves carrying out a number of lessons with children in the fall and spring semesters. Student teachers will provide supervising teachers with detailed information well in advance of all videotaping, and ensure that all videotaping is in compliance with school policies and parental permission.
5. There may be additional assignments each candidate needs to complete at the school site, depending on the courses in which they are enrolled. Teacher candidates will make arrangements with their supervising teachers well in advance of the due dates to ensure completion of requirements.

NOTE: Erikson Institute and ISBE require student teachers to videotape themselves carrying out a number of lessons with children in the fall and spring semesters. Student teachers and faculty advisers will provide supervising teachers with detailed information well in advance of all videotaping, and ensure that all videotaping is in compliance with school policies and parental permission.

10 Week Curriculum Plan Overview

Student teacher's name: _____

Dates for 10 weeks (full time, 50 consecutive days): _____

Approved and agreed upon: _____

Supervising teacher

E.I. Faculty Supervisor

Student teacher

Methods Seminar leader

Attach your classroom's daily schedule, Monday – Friday

Brief overview of concepts and activities				
	Reading/writing	Math	Science	Social studies, Arts
Weeks 1 & 2 Who takes the lead:				
Weeks 3 & 4 Who takes the lead:				
Weeks 5 & 6 Who takes the lead:				
Weeks 7 & 8 Who takes the lead:				
Weeks 9 & 10 Who takes the lead:				

20 Week Curriculum Plan Overview

(For teacher candidates completing student teaching in an early childhood half day program)

Student teacher's name: _____

Dates for 20 weeks (full time, 100 consecutive days): _____

Approved and agreed upon: _____

Supervising teacher

E.I. Faculty Supervisor

Student teacher

Methods Seminar leader

Attach your classroom's daily schedule, Monday – Friday

Brief overview of concepts and activities	
Weeks 1 & 2 Who takes the lead:	
Weeks 3 & 4 Who takes the lead:	
Weeks 5 & 6 Who takes the lead:	
Weeks 7 & 8 Who takes the lead:	
Weeks 9 & 10 Who takes the lead:	

Brief overview of concepts and activities	
Weeks 11 & 12 Dates: Who takes the lead:	
Weeks 13 & 14 Dates: Who takes the lead:	
Weeks 15 & 16 Dates: Who takes the lead:	
Weeks 17 & 18 Dates: Who takes the lead:	
Weeks 19 & 20 Dates: Who takes the lead:	

APPENDIX F

Erikson Institute Lesson Planning Template for T404, T405, T409, T406, T456, S410

	Planning Instruction and Assessment
Lesson Plan Title:	
Grade Level:	
Overview: Give a “snapshot” of main activities and purpose. What is the goal for this lesson, and the question it is raising?	
Big Ideas: What concepts and content knowledge does the lesson focus on?	
Declarative Knowledge: Children will develop understandings of...	
Procedural Knowledge: Children will be able to do ...	
Learning Outcomes and Standards that Lesson Addresses:	
Learning Environment: Groupings – small, large, materials, use of centers, timing of activity, discipline procedures in place that convey rapport and respect for children; activities provide opportunities for expression of varied perspectives.	

<p>Context: What are considerations about the group as a whole or individuals prior/experience? Is the lesson meant to be introductory, developing skills/understanding, culminating?</p>	
<p>Connections to family, culture, children's interests and experiences: In what ways does the lesson connect with children's interests, and salient family and cultural experiences? How are you using knowledge of your children and their development to inform your teaching and their learning?</p>	
<p>Conceptual/Cognitive Challenges: What concepts might be challenging for some or all children, due to their developmental understanding? What specific strategies will you take to identify and respond to developmental approximations or children's misunderstandings in the activity?</p>	
<p>Language and Literacy Goals: What are the oral, written and academic language demands critical to the children's success in the lesson's activities?</p>	
<p>Language Based Challenges: What vocabulary terms or expressions will children need to know to benefit from the learning experience? What vocabulary might be challenging for the children in this group, including ELLs and those with special needs? Describe several ways you can explain goals &</p>	

procedures?	
Research, Theory, and Educational Best Practice: What principles from research, theory, or educational practice support and justify your choice of learning tasks and instructional decisions?	
Implementation Plan	Instructional Decisions
Materials: What do the children need? What thoughts do you have about selection of materials?	
Anticipatory Set: Exactly how will you introduce the activity in your classroom? How will you build on prior learning experiences and knowledge? How will you activate, draw on, reference background knowledge?	
Step-by-Step Procedures: Describe each step in your procedures along with strategies for carrying out tasks with children, including logistics of distributing materials, transitioning, etc.	
Questions and Guidance: What are some questions you might ask that will maximize the ownership children feel in	

problem solving? What kinds of questions and comments will elicit and deepen children's understanding and learning?	
Check Lesson plan design: How have you planned for the active and social nature of children's learning? Are you planning for the "multi modal" nature of children's learning?	
Closure How will you help the children review the main points of the activity and refocus on the learning goals you set for the lesson? What lessons or activities will you do next with the children to engage and extend their learning?	
Assessment Plan: What evidence will you gather of student learning? Be sure to have 2 or 3 sources of evidence that reflect the different modalities of learning children will be using?	

	Analyzing Teaching and Learning
<p>Reflections on Children's Learning: Using assessment data from the lesson, analyze patterns of strength and needs in children's learning. What do you learn from individual children's responses to the task? What do you specifically notice about their growing proficiency in vocabulary and language learning?</p>	
<p>Planning for Tomorrow: What follow up feedback can you provide to children about their learning that is developmentally appropriate and helpful in their further learning? How will you support children's further learning?</p>	
<p>Reflections on Teaching Effectiveness: What went well, and what will you do differently in the future? Describe 2 or 3 things that you will do differently and why these adjustments will support children's learning, that of individual children and the group's collective learning needs?</p>	

Reflective Practice Presentation Guidelines

Each teacher candidate's presentation will take a total of 15 minutes. The time is spent as follows:

I. Framing your presentation 1– 3 minutes:

- A. **Set the context:** Remind the group of your setting (age level, school, number of students); summarize the lesson or classroom situation you will be showing.
- B. **Set the focus:** What is one question or challenge represented in this moment of teaching on which you would like the group to focus? Identify the Early Childhood Education Practice Competency area to which this question or challenge applies (see Appendix I), and choose one or two specific competencies on which you would like to focus. This will serve as the basis for your reflection discussion.

Example Question: How well did I respond to student comments and questions during the post-reading discussion?

Competency area: G. Communication

Competencies for focus:

- G.2. Shows skill in leading discussion and asking questions
- G.3. Listens actively and with respect

II. Video Clip 3- 5 minutes at most of videotape is shown.

- The video must concern one lesson or learning activity, not a collage of different lessons, and not edited clips from one lesson.
- It is your responsibility to have prepared the video clip, with all technical details taken care of.
- Plan to do a test run on the classroom equipment before your presentation.

III. Reflection Discussion

- Briefly discuss what this moment in the classroom teaches you about yourself in reference to the specific 1-2 competencies you have identified. Be sure to reference specific examples from the video (things you did or said, how students responded to you or to each other, what they were able to understand or produce, where they seemed confused or concerned, etc.) that provide insight about the effectiveness of your teaching in this instance. What do you take from this to carry forward into the future as you teach?
- Professional reading: Reference a quote from a professional reading that informs your thinking and helps open up a way to understand the questions you are raising.
- Invite feedback from the group in reference to your focus area. Feel free to pose questions to participants about their reactions to your teaching or about

similar examples they might share from their own experience. The goal is to make this useful to you in gathering feedback/ideas for your future teaching.

- **In your 3-5 page written reflection (spring semester)**, include what you learned from the feedback you received from the group. Be sure to reference some reading from your studies that helps you reflect on and put your work into a larger context.

Your presentation can take no more than 10 minutes. Then your role is to elicit comments from those in the group, respond to questions as appropriate, and facilitate discussion.

The role of everyone in the group is very important. One's work is not done after presenting; everyone has a responsibility to listen to each presentation, view other's videos with a thoughtful eye, offer constructive comments, make connections among the ideas that emerge in the discussion, and further your own thinking by contributing to the group as well as benefiting from the group effort as we go along.

Possible Guiding Questions

B. Knowledge About Diversity and Cultural Competence

Did I effectively consider students' culture, language, or diversity of learning needs in planning and guiding the sequence of activities?

- How well did I anticipate unfamiliar experiences, vocabulary/phrasing challenges, or other potential misconceptions that could impact children's understanding of the target concepts?

D. Teaching Skills

- Was I effective in motivating my students when introducing the lesson or learning experience?
- How appropriate was the level of challenge, pace, and flow of the lesson?
- How did my choice of materials, teaching methods, and/or technology support or hinder students' understandings?
- How well did I think on my feet in addressing unanticipated outcomes or events?

E. Classroom Environment

- How effective are my strategies for promoting a positive climate where students are interested and engaged?
- How effective is my arrangement of space and materials in supporting implementation of the lesson/learning activity?
- How well did my arrangements of children in consideration of social, linguistic, or other needs support or detract from their learning?

F. Assessment

- What evidence do I have that can attest to what the children learned from this activity?
- How effective was I in providing children with a range of ways to express what they know?
- What additional tools or activities might I have used to better understand what children were learning?

G. Communication Skills

- How clear are the children about directions and guidance I provide for the activity?
- How effective were strategies I used to ensure that all children (including English language learners, students at different developmental levels, or students with special learning needs, for example) understood the purpose of the activity?
- How well did I summarize and clarify challenging concepts?

Erikson Institute

Graduate School in Child Development

INSTRUCTIONS FOR COMPLETING THE IMMUNIZATION RECORD FORM

The Illinois Department of Public Health requires that all students attending a post-secondary institution show proof of the following immunizations before registering for classes:

- ❖ **Two doses** of a live **measles** vaccine administered at least one month apart **and** after first birthday
- ❖ **One dose** of a live **rubella** vaccine administered after first birthday
- ❖ **One dose** of a live **mumps** vaccine administered after first birthday
- ❖ **One diphtheria/tetanus (Td) booster within ten years of enrollment**

Proof of immunity **or** a diagnosis of measles, mumps, and rubella is also acceptable documentation.

Acceptable documentation must contain the month, day, and year of the vaccine, proof of immunity, or the day the disease was conferred accompanied by a licensed health care provider's signature.

The following exemptions will be granted in lieu of the vaccine if proper documentation is presented along with this form:

- ❖ Medical condition or pregnancy
- ❖ Religious belief
- ❖ Birth date on or before January 01, 1957 (only an exemption for measles, mumps, and rubella)

Helpful tips: If you are having difficulty locating these records, contact your high school. Many state high school health records comply with these immunization requirements.

If you know you have received a particular vaccine but do not have any records of the immunization, a titer blood test can prove your immunity to measles, mumps, and rubella.

If you have questions about the Immunization Record Form, please contact the Assistant Director, Registration & Student Records, at registrar@erikson.edu or 312.893.7153. **Please fax completed form to: (312) 893-7168** or mail to:

Erikson Institute
Registration & Student Records
451 N. LaSalle
Chicago, IL 60654

STUDENT IMMUNIZATION RECORD FORM

Students: Please fill in the top portion with your information. Your health care provider will need to fill in the remainder of the form. You may provide copies of official documentation of the immunization in lieu of a health care provider filling out the form.

Date: _____ Erikson ID Number: _____

Student Name (Last, First, Middle): _____

Date of Birth (month/day/year): _____ Gender: ☐ Male ☐ Female

Semester of first enrollment: ☐ Fall ☐ Spring ☐ Summer Year of first enrollment: _____

Health Care Provider: Please fill in the remainder of the document and return to the student.

1-A: MMR

- | | |
|---|-------------|
| 1. Dose one – immunized on or after first birthday | Date: _____ |
| AND | |
| 2. Dose two – immunized at least 30 days after dose 1 | Date: _____ |

NOTE: If MMR was not given, individual immunizations should be listed below.

1-B: Measles/Mumps/Rubella

Please indicate one of the following options and provide proper documentation.

Measles

- | | |
|---|-------------|
| 1. Immunized with live vaccine on or after first birthday | Date: _____ |
| AND | |
| Immunized with live vaccine at least 30 days after dose 1 | Date: _____ |
| 2. Laboratory evidence of immune titer | Date: _____ |
| 3. Physician diagnosis of disease | Date: _____ |
| 4. Exemption. Please explain: _____ | |

Mumps

1. Immunized with live vaccine on or after first birthday Date: _____
 AND
 Immunized with live vaccine at least 30 days after dose 1 Date: _____
2. Laboratory evidence of immune titer Date: _____
3. Physician diagnosis of disease Date: _____
4. Exemption. Please explain: _____

Rubella

1. Immunized with live vaccine on or after first birthday Date: _____
 AND
 Immunized with live vaccine at least 30 days after dose 1 Date: _____
2. Laboratory evidence of immune titer Date: _____
3. Physician diagnosis of disease Date: _____
4. Exemption. Please explain: _____

2. Tetanus/Diphtheria

Please indicate one of the following options and provide proper documentation.

1. Booster given within ten years Date: _____
2. Exemption. Please explain: _____

3. Health Care Provider Information

Name of Health Care Provider: _____ Telephone: _____

Signature: _____ Date: _____

For Registration & Student Records Office Use Only

Received by: _____ Date: _____

EVALUATION OF INTERNSHIP AND STUDENT TEACHING BY SUPERVISING TEACHER

Teacher Candidate: _____

Name of School: _____

Date of this Evaluation: _____

Supervising Teacher: _____

Principal: _____

Erikson Institute Faculty Advisor: _____

Dear Supervising Teacher,

I am writing to ask that you evaluate our teacher candidate at this point in time in relation to where she is currently in mastering Erikson Institute's teacher education practice competencies. The ten program outcomes, with indicators of skills and knowledge for each outcome, are attached.

Please rate the candidate on each indicator using the 1-5 scale provided. We urge you to be honest in how you evaluate the candidate's skill at this point in time. Please know that we expect our teacher candidates to be working at levels 1, 2, or 3 during their time with you, particularly in the fall! You can discuss this with the faculty advisor for your teacher candidate, or me.

Please complete this form in our electronic system, Sonia. You can also complete this evaluation on paper and return to me at:

Gillian McNamee, Ph.D.
Director, Teacher Education
Erikson Institute
451 North LaSalle Street
Chicago IL 60654

Thank you for your help in this important work of educating a future teacher.

Sincerely,

Gillian McNamee, Ph.D.
Director, Teacher Education

312-893-7135
gmcnamee@erikson.edu

Practice Competencies in Early Childhood Education

The competencies detailed in the following pages reflect Erikson's goals for teacher candidates graduating from the Institute's Master's in Early Childhood Education with Illinois Teaching Licensure. Please rate the candidate's current level of development using the scale below. The rating scale is taken from New Teacher Center at the University of California, Santa Cruz, 2002. Staff there developed the ratings in order to provide professionals with "a common language for setting and discussing goals for professional development." The ratings are designed to help you see your student teacher's skills on a continuum that identifies the full range of experience from novice to expert.

Ratings

1. *No evidence*

2. *Beginning*

A level of professional development in which the teacher relies on ongoing assistance from more experienced colleagues for support, guidance, and survival, and is trying to internalize and apply what she or he has learned about teaching.

3. *Emerging*

A level of development in which the teacher still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her or his practice.

4. *Applying*

A level of development in which the teacher is able to teach independently, internalizes and easily applies what she or he has learned about teaching.

5. *Integrating*

A level of development in which the teacher is fully skilled, confident, and able to integrate complex elements of instruction, curriculum, and professional development into that practice. The integrating teacher moves beyond the classroom in her or his teaching, collegial relationships, and professional growth activities and is often a leader among peers.

We assume teacher candidates pursuing initial licensure will not reach this last level during this student teaching year but we include it for reference.

6. *Innovating*

A level of development in which the teacher is consistently innovating and creating in all areas of teaching and professional development. A leader in the school, district, and local community, the innovating teacher contributes to the broader education community through staff development, classroom-based research, articles in professional journals, etc.

A. Application of Child Development Knowledge in Context

Erikson graduates have an in-depth and integrated knowledge of early childhood development in cultural, family, and community contexts which inform curriculum planning, instruction, and assessment of children. The teacher understands that when children come to school they bring with them their unique personalities, learning styles, and histories as well as their particular family and cultural values and perspectives. Teachers also understand that children are active learners who construct knowledge and skill through dynamic engagements with teachers and peers, family and community.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Seeks out knowledge about children, family and parents and their development						
2. Can discuss and analyze classroom situations in ways that take into account children's needs and perspective in cognitive, social, emotional, linguistic and physical development including knowledge of atypical development						
3. Has knowledge of children's needs in relation to the rhythms of daily life in family, childcare, and/or school contexts						
4. Can follow the line of reasoning children use to solve problems						
5. Can observe, discuss, and document developmental changes in children over time						
6. Understands the strengths and limitations of various forms of assessment for social and emotional developmental issues						
7. Has knowledge of children's needs in relation to furthering learning in different curricular areas						
8. Can imagine what children might be feeling or experiencing given knowledge of the child and the circumstances of the moment						
9. Can observe and discuss changes in group dynamics over time						
10. Understands and provides for children's effective interaction with one another through the course of the school day, taking						

into account different developmental needs						
Comments:						

B. Knowledge About Diversity and Cultural Competence

Erikson graduates understand that young children develop unique personalities, learning styles and histories inexorably tied to their family, community, and cultural values and perspectives. Erikson graduates continue to seek knowledge about and deepen their respect for children and families who differ from themselves in terms of race, culture, language, sexual orientation, gender identity, marital status, economic circumstances, religion, physical and mental ability and age.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Takes issues of culture, language, and social and economic situations into account in work with children and families						
2. Appropriately individualizes services for children and families in a manner that is sensitive to the context and resources of the family and the community						
3. Creates and modifies classroom environments and experiences that meet the individual needs of all children and their families, including children with disabilities, developmental delays, and special abilities						
4. Understands the complexity of issues at work for children who are dual language learners surrounding native languages other than English, and supports parents and communities achieving their language and educational goals for children						
5. Demonstrates sensitivity to differences in families including economic class, religion, culture and language background, and sexual orientation						
6. Works effectively over time with individual children of diverse ages (infants, toddlers, preschool and primary students), with children of differing abilities, and with children reflecting culturally and linguistically diverse family systems						
7. Can recognize and discuss differences in children's developmental and educational needs						

C. Knowledge of Curriculum Content

Erikson graduates have an integrated, in-depth knowledge of the subject areas described in the Illinois Learning Standards through second grade (English language arts, mathematics, science, social science, physical development and health, the fine arts). This knowledge is grounded in understanding the conceptual underpinnings in each of these disciplines. This includes the central concepts, habits of mind, tools of inquiry, and skills characteristic of professionals in each discipline.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Participates in daily and weekly planning						
2. Formulates clear and meaningful objectives						
3. Demonstrates an active interest in seeking out new knowledge, and learning about new ideas in all subject areas including English language arts, mathematics, science, social science, physical development and health, the fine arts						
4. Demonstrates knowledge and skill in teaching young children English language arts						
5. Demonstrates knowledge and skill in teaching young children math						
6. Demonstrates knowledge and skill in teaching young children science						
7. Demonstrates knowledge and skill in teaching young children social science						
8. Demonstrates knowledge and skill in providing for young children's physical development and health						
9. Demonstrates knowledge and skill in teaching young children fine arts						

Comments:

D. Teaching Skills

Erikson graduates have a repertoire of effective teaching approaches and methods for promoting children's learning in different content areas and for enhancing different aspects of children's development. This includes designing motivating and challenging learning experiences for children from diverse cultural and linguistic backgrounds and for children with differing learning styles and abilities. The reflective teacher observes, plans, pauses, is flexible, and thinks on his/her feet.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Can work effectively with children individually						
2. Can work effectively with children in small groups						
3. Can work effectively with children in large groups						
4. Has effective strategies for motivating children						
5. Uses a variety of teaching methods, activities, and technology resources for teaching any one concept						
6. Uses materials appropriately and skillfully						
7. Shows resourcefulness and imagination in using materials						
8. Uses equipment and materials with care						
9. Shows overall ability to direct learning activities						
10. Understands how to provide for and sustain rich opportunities for play in the classroom						

Comments:

E. Classroom Environment

Erikson graduates have a variety of strategies and methods for creating and managing a positive classroom environment. Such an environment is one in which children from diverse cultural and linguistic backgrounds and with differing learning abilities and styles feel comfortable, valued, engaged, and challenged, and in which they are given the opportunity to learn from one another and on their own. Their classroom environment acknowledges and affirms diversity across social class, religions, race, culture, languages and dialects, family composition and gender identity of children and family members.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Creates a classroom climate which conveys a sense of engagement, curiosity, interest, and commitment						
2. Promotes a positive classroom atmosphere where students are active, interested, involved						
3. Uses time efficiently and effectively						
4. Responds flexibly and effectively to a range of classroom situations						
5. Demonstrates sensitivity to differences among students						
6. Demonstrates control of classroom life						
7. Disciplines fairly and effectively						
8. Acknowledges and promotes a healthy sense of identity for all children in relation to their cultural background, unique personal qualities, and special needs						
9. Creates a safe, secure, and inviting learning environment						
10. Arranges the physical environment and materials for effective implementation of lessons						
11. Provides appropriate assistive technology for children who need it						
Comments:						

F. Assessment

Erikson graduates develop a repertoire of effective assessment strategies to monitor children's progress in all areas of learning and development. Assessment is viewed as an ongoing process of data collection based on state learning standards and that includes the use of observation, performance-based assessments, and standardized tests. The primary purpose of assessment is to enable teachers to support the continuous development of all children through appropriate curriculum and instructional strategies.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Knows how to evaluate children's competency and mastery of concepts on an ongoing basis						
2. Demonstrates skill in using assessment data for curriculum planning and structuring learning opportunities for all children						
3. Maintains accurate records of students' development and performance						
4. Effectively observes and records behaviors of young children in a variety of contexts						
5. Administers standardized tests and can interpret findings						
6. Can carry out performance-based assessment tasks and can use findings to inform teaching						
7. Understands that a child's home culture, language, gender and age influence a child's performance on tasks in assessment situations						

Comments:

G. Communication Skills

Erikson graduates use written, verbal, nonverbal, visual, and electronic communication techniques effectively to foster active inquiry, collaboration, and supportive interaction with children, parents, and professional colleagues. Effective communication includes both the awareness of and the skills to take account of a range of different perspectives, beliefs, and values as well as race, culture, language, gender identity, economic circumstances, age, physical and mental abilities, and religions.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Provides clear, concise well-timed directions and explanations						
2. Shows skill in leading discussions and asking questions						
3. Can summarize and clarify concepts						
4. Listens actively and with respect						
5. Writes clearly and effectively for children, parents and/or colleagues						
6. Uses a range of technology resources, including electronic communication techniques, to work and communicate effectively with parents, children and/or colleagues						
7. Can tailor communication style, format, and content in response to cultural and linguistic characteristics of children, families and colleagues						
8. Uses well-modulated tone of voice for a variety of classroom situations						
9. Displays appropriate energy, enthusiasm, and sense of humor						
10. Engages and relates comfortably and appropriately to every individual in the class						
11. Is sensitive to and able to tune into the unique individual differences and needs of children						

Comments:

H. Relationships and Reflective Practice

Erikson graduates have the ability to initiate, sustain, and support positive and effective relationships with children, families, and professional colleagues. This implies awareness of how one's own and others' history, experiences, and values may create different assumptions and expectations that, in turn, may cause misunderstanding and miscommunication. A reflective practitioner is willing and able to consider perspectives and points of view other than his/her own. Erikson teachers are able to use relationships to help children learn and develop, and help families to support their children. Erikson graduates seek fairness, kindness, inclusion and respect in all professional interactions with children, families, and colleagues in all aspects of human experience including race, color, social class, religion, gender identity and sexual orientation, family composition, culture, language, and age.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Relates to children effectively and appropriately						
2. Relates to parents effectively and appropriately						
3. Relates to supervising teacher and colleagues effectively and appropriately						
4. Relates to principal effectively and appropriately						
5. Takes account of several points of view in a conversation, debate, and discussion						
6. Demonstrates emotional maturity						
7. Responds with sensitivity to others and uses knowledge about individual needs, circumstances, and relationships to encourage growth in others						
8. Respects personal boundaries, can set appropriate limits						
9. Accepts responsibility						
10. Is flexible						
11. Seeks out and provides assistance when needed						
12. Treats children, families, and colleagues with respect						
13. Participates constructively in supervision to reflect on one's work						
14. Demonstrates insight about one's own						

I. Professionalism

Erikson graduates demonstrate an understanding that ethics and integrity, as outlined in NAEYC's Code of Ethical Conduct, are at the core of responsible professional practice, informing both day-to-day and long-term practice. Professionalism also includes an understanding of reflective practice with its commitment to honest self-reflection, self-evaluation, and life-long learning.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Accepts suggestions, feedback, criticism						
2. Completes lesson plans and other documentation as appropriate to job responsibilities						
3. Demonstrates understanding of confidentiality principles; respects and practices confidentiality						
4. Arrives on time for school and other professional obligations						
5. Accepts responsibility for what happens in the classroom when s/he is in charge						
6. Adjusts to new situations						
7. Can articulate a rationale for decisions						
8. Carries out professional responsibilities with honesty, integrity and reliability						
9. Dresses appropriately						
10. Participates appropriately in organizational life						
11. Manages time efficiently						
12. Demonstrates poised, professional demeanor in the classroom						

Comments:

J. Leadership

Erikson graduates have leadership skills that encompass the ability to follow current research and its implications for promoting the well-being of children and families. This includes being able to articulate the theoretical and practical knowledge underlying one's professional practice to families, colleagues, and other professionals. It also includes a commitment to make ongoing contributions to the field of education through supervising pre-service teachers, mentoring beginning teachers, making presentations to parents and colleagues at professional conferences, writing for in-school publications as well as professional journals, and participating in ongoing professional development.

	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1. Demonstrates initiative in relation to solving problems						
2. Brings new information and ideas to the classroom						
3. Learns what one needs to know in a new role in the school setting						
4. Works effectively with professionals from related professions						
5. Makes appropriate referrals						
6. Takes initiative in relation to discussing and working on school issues						
7. Participates in school meetings and teacher in-services						
8. Contributes to parent-teacher conferences						

Comments:

Individual Competencies Identified by Student: please list	1. No Evidence	2. Beginning	3. Emerging	4. Applying	5. Integrating	6. Innovating
1.						
2.						
3.						
Please list three strengths for this student:						
1.						
2.						
3.						
Please list three areas you recommend this student focus on in the next phase of his/her work:						
1.						
2.						
3.						

Summary evaluation (please check one):

- a. Student understands expectations for the internship/student teaching and shows progress toward achieving them. ☐
- b. Student is having difficulty meeting expectations and there are concerns about his/her ability to successfully complete the internship/student teaching. ☐

Final Comments:

Supervisor: _____ Date: _____

GUIDELINES FOR WRITING A PHILOSOPHY OF EDUCATION

In developing a philosophy of education, a teacher engages in a process of setting out his/her beliefs about teaching and learning in classrooms, and the principles and ideas that will guide his/her professional work. The philosophy should include:

1. A statement of goals and purposes of education.
2. Nature of children and their development: What are they like intellectually, emotionally and socially? What are their needs?
3. How will you meet the needs of children, and society's goals for them?
 - What will you teach? What will you provide for in your classroom?
 - What is the teacher's role in the classroom? How will you teach?
 - What kind of classroom environment and activity structures will you provide?

For example:

- play—indoor and outdoor
- discussion and conversation
- exposure to and involvement with the arts
- Your philosophy about diversity and tolerance
- Your philosophy about discipline and classroom management
- Your beliefs about the place of parents and family in relation to schooling for toddlers, preschoolers, kindergartners, and primary school children.

APPENDIX K

Instructions for Applying for your License Online

Use the Educator Licensure Information System (ELIS) to submit your application for your entitlement certificate. ELIS can be accessed by going to the ISBE web site www.isbe.net and clicking on the Educator Credentials link in the main menu.

In addition to applying for your license on-line, you will be required to pay your fees online by using American Express, Discover, Mastercard, and Visa credit or debit cards.

Please follow these steps to complete the license application for initial Professional Educator License (PEL) and/or endorsements and use a credit card to pay the fees.

1. Go to the ELIS website at www.isbe.net.
2. Click on the link “You have been entitled by your institution. Apply for your Educator Credentials.”
3. Follow the prompts through the application process
 - a. During registration, select the region of the state where you will be teaching. If you do not know where you will be teaching, select the region where you live and register the certificate in that region. If you are assigned a position in another region, you can log into ELIS later and register for the other region for no charge.
4. Pay online with credit or debit card

Mail official transcripts from **all** the institutions you have attended to: Illinois State Board of Education, Teacher Certification Department, 100 North First, Springfield, IL 62777.

It is important that you obtain your Illinois teaching licensure immediately upon the completion of your program, even though you may not be planning to teach at that time. It has been suggested that you apply on or after July 1st since that is the beginning of the state's year. Requirements for certificates issued by the State of Illinois include a passing score on tests administered by the State of Illinois in the major subject area of the certificate.

At the end of each process use your internet browser's print button to print the last screen. You can also print the Current Credential screen in ELIS for proof of licensure.

APPENDIX L

edTPA Checklist: 2020 - 21

Language considerations: all early childhood edTPA assessment materials must be submitted in English. If you teach a lesson in a language other than English, that is fine, but you must provide a translation. There are no bilingual scorers for edTPA at the early childhood level.

TASK 1. PLANNING for Instruction and Assessment

Part A: Context for Learning Write no more than 3 pages, Arial 11 point font, single spaced, 1” margins

1. **Lesson sequence:** Decide on 3 - 5 lesson sequence that you will carry out that includes whole group activity (with minimum of 4 children), and small group and/or 1-on-1 interaction with children. Video recordings **MUST** show you with focus children in group activity, and you with each focus child in small group or 1-on-1 interaction
2. **Time frame:** taught inside of one week
3. **Focus:** Lessons must intentionally support language and literacy goals
4. Lessons are interdisciplinary in nature
5. Lessons include active and “multimodal” nature of young children’s learning meaning that there are a variety of ways children will learn (listening to book or presentation, discussion, writing, drawing, acting...)
6. Identify “**Academic language**” that is embodied in the lesson sequence: “the language of school, content and classrooms.” Academic Language is the language that children will use to express understanding of lesson content.
7. **Feedback:** Plan to give feedback to your two focus children on the Common Assessment (Page 30, edTPA Handbook)
8. **Focus children:** Select 2 – 3 focus children (2 needed; be prepared with extras)
 - Children need to represent “range of developmental levels related to the central focus of the learning segment
 - 1 child must have identified learning needs: ELL, SPED, be a struggling reader, gifted child, child with gaps in academic knowledge (p 8, 27)
 - The children need to talk in your video clips.

- Do not use the children’s first names in any documents. As the teacher, you will say the child’s name in the lesson and it will be heard on the video, but do not put names in documents.

Part B: Planning Commentary – write explanation and rationale for plans

- **Lesson plans:** Write lesson plan for each of 3 lessons (Use modified Erikson lesson plan format). Each lesson plan can be no more than 4 pages long. Submit minimum of 3 lesson plans. Label each: Learning Experience 1, Learning Experience 2...

Part C: Instructional Materials - Identify and submit as appropriate key instructional materials (p10). Label materials to correspond to each lesson: “Learning Experience 1 Instructional Materials...”

Part D: Assessments: Identify assessment artifacts from your 3 – 5 lesson sequence so that they include:

- Assessment of language and literacy of the focus children (their ability to talk, discuss, verbally respond, read; write or draw; act out meanings...)
- Evaluation criteria (a rubric that guides your assessment of children’s progress)
- **3 sources of evidence** on each focus child’s learning that addresses qualitative and quantitative patterns in learning
- **Evidence of meaningful feedback:** Provide feedback to each focus child on the Common Assessment. (page 30, edTPA Handbook).
- In the write up, identify segments by “time stamp reference” – the number of minutes and seconds into the tape where the material you are discussing appears
- Observation notes can be submitted as source of evidence: no more than 2 pages per focus child (eg, observing child interact with materials or peers in center time, free play/choice time)
- Work samples – describe how they meet evaluation criteria
- Plan next steps in learning for focus children, and group
- **Part E: Planning Commentary** (no more than 9 pages’ Arial 11 point type, single space, 1” margins)
 - Identify the language/vocabulary you will expect children to use to engage in the learning experience and your instructional supports, language such as “characters” in the story, “setting” for story events, “problem” that characters face...

TASK 2. Implementation: Instructing and Engaging Children in Learning

1. Part A: Identify someone to video-record
2. Plan to video-record so that you and the target children can be seen and heard
 - a. whole group instruction/activity
 - b. Plan to video-record small group interaction with target children, or one-on-one interactions with target children
 - c. Be sure that target children are visible in the video recording
 - d. Be sure that the children respond: talk, discuss... You have to analyze evidence of children's language use
 - e. "Time stamp reference" each video clip
3. Part B: Write Instruction Commentary – Arial 11point font, 1" margins; no more than 6 single spaced pages. See CLASS assessment indicators for positive learning environment
4. Carry out all lessons for this learning experience (learning segment) in 1 week

TASK 3. Assessing Children's Learning

1. Part A: Video or other artifacts presenting evidence of learning
2. Part B: Observation notes and work samples from each focus child
3. Part C: Evidence of your feedback
4. Part D: Write Assessment Commentary
 - Have three sources of evidence of learning for each of the two focus children including their participation in whole group activity. Evidence can include your observation notes, rubric ratings, anecdotal notes, and/or work sample.
 - Include graph/graphic that summarizes children's learning for children in your whole class on evaluation criteria being used (see chart below).
 - Use whole class summary (common assessment, p. 29) & data on 2 focus children to analyze patterns of learning for the class, and 2 focus children
 - Document and report on feedback given to children
 - Analyze evidence of children's language use from video clips, and or additional video clip
 - How does feedback address individual & developmental strengths and needs?
 - How will feedback support improvement?

Complete the following chart (1b of Assessment Commentary)

Complete the following chart (1b of Assessment Commentary)

What is the essential question for learning sequence? (This gives you the “academic language” focus for the learning sequence). (See “Central focus” in Task 2, 5a in edTPA Handbook)			
Goals for learning sequence (have rubric to assess each goal): 1. 2.			
DAY 1 Evidence from Task #1/Lesson #1 in your Learning Sequence	Data for group (Common Assessment) Child 1: Child 2: Child 3: Child 4: Child 5: Provide scores for 5 individual children and the average, range, median scores.	Data for focus child #1 Rubric score that can be compared to the average score from the group data from lesson #1. This allows you to situate your focus children in the context of a group of children within your class. Don't forget to give child feedback.	Data for focus child #2 Rubric score that can be compared to the average score from the group data from lesson #1. Don't forget to give child feedback.
DAY 2 Evidence from Task #2	N/A	Rubric score	Rubric score
DAY 3 Evidence from Task #3	N/A	Rubric score	Rubric score

- Evaluation Criteria (rubrics for each learning experience)

Saving and storing documents and video clips

Evaluation Criteria

The materials submitted are evaluated by rubrics addressing 5 areas:

1. Planning
2. Instruction
3. Assessment
4. Analyzing teaching
5. Language development

Video and audio recordings for edTPA

Activity	Length	Description of segment
1. Recording of your Teaching Segment #1 Whole group instruction/activity	Segment #1 and #2: total of 15 minutes	Video needs to “show you interacting with children to promote language and literacy development in interdisciplinary context during active and multimodal learning experience.” Page 7, 19
2. Recording of your teaching: Segment #2 Small group interaction or interaction with each individual child		
3. Target child #1 First piece of assessment evidence	No more than 5/7 minutes	Evidence of child’s learning <i>and language use</i> in video or in audio recording (p. 20, 42) observation notes or work sample
4. Target child #2 First piece of assessment evidence	No more than 5/7 minutes	Evidence of child’s learning language use in video or in audio recording observation notes or work sample
5. Target child #1 Second piece of assessment evidence	No more than 5/7 minutes	Evidence of child’s learning <i>and language use</i> in video or in audio recording observation notes or work sample
6. Target child #2 Second piece of assessment evidence	No more than 5/7 minutes	Evidence of child’s learning <i>and language use</i> in video or in audio recording observation notes or work sample

Reminders

- All recordings are of the same content focus of your lesson sequence
- All video clips must be continuous and unedited, no breaks in the recording
- Be sure sound is audible. If there is background noise in videotape, transcribe segments that are critical for your commentary.
- Save all files and documents in 2 places: for example, on your lap top, and in DropBox, or on a jump drive, or Google drive, Box.net, or on Pearson website for edTPA
- Label all files (see below)
- You will upload all files to Pearson's electronic portfolio management system
- Include no identifying information of school, state, district or children, or about yourself.
- Put references at the end of each of the Commentaries (p. 10).

Labeling files

Task 1: Planning

Task 1: Part A Context for Learning Information (template provided tells you exactly what to upload. P 43-44)

Task 1: Part B Plans for Learning Segment

Learning Experience 1

Learning Experience 2

Task 1: Part C Instructional Materials

Learning Experience 1 Instructional Materials

Learning Experience 2 Instructional Materials

Task 1: Part D Assessments

Learning Experience 1 Assessments

Learning Experience 2 Assessments

Task 1: Part E Planning Commentary (see page 12, edTPA Handbook)

Task 2: Instructing & Engaging children in Learning (Page 45 describes exactly what to upload. See chart for fine print about time stamping videos.)

Task 2 Learning Experience 1 Video Clip

Task 2 Learning Experience 2 Video Clip

Task 2 Instruction Commentary (see page 22, edTPA Handbook)

Task 3: Assessing Learning (Exactly what to upload is on page 46 – 49)

Task 3: Part A: Video or audio evidence of learning

Focus Child 1

Focus Child 2

Task 3: Part B Observation Notes and Work sample

Focus Child 1 Work Sample #1 & 2

Focus Child 2 Work Sample #2 & 2

Task 3: Part C Evidence of Feedback

Task 3: Part D Assessment Commentary (see page 31, edTPA Handbook)

edTPA Plagiarism Policy

The academic integrity policies of Erikson Institute are based on the respect for individual achievement that lies at the heart of academic culture. Every faculty member and student belongs to a community of scholars in which academic integrity is a fundamental commitment. It is critical that students contribute to the ideal of academic integrity and accept individual responsibility for their work. Academic dishonesty and specifically plagiarism undermines the learning experience and may be grounds for dismissal.

Academic dishonesty and forms of plagiarism can include, but is not necessarily limited to, the following unacceptable conduct:

- Use of unauthorized materials, altering a graded work, or allowing another person to do one's work
- Copying of material from published or posted works of others without proper attribution
- Obtaining an unfair advantage (including unauthorized use of examination materials, defacement or theft of materials needed by others, unauthorized collaboration on assignments, or intentional interference with another student's academic work)
- Fabrication of data
- Falsification of records or official documents;
- Unauthorized access to computerized academic or administrative records or systems; or
- Aiding and abetting any such acts of academic dishonesty.

Specific examples of academic dishonesty and forms of plagiarism, including but not limited to the above, and additional information is available in the library and through the writing tutorial program. However, all graduate students entering Erikson Institute are presumed to be familiar with basic standards of academic integrity within the higher education community. To this end, every student should obtain her/his own copy of *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* by Charles Lipson (2004).

Student's failure to practice academic integrity and found to have committed plagiarism in completing the edTPA assessment will, depending upon the seriousness of the misconduct, result in a sanction ranging from a lowered grade or grade of "F" for the assignment to expulsion from the Institute.