

# Erikson Institute

## Graduate School in Child Development

### 2023–24 Program Book

#### Teacher Licensure Triple Endorsement Students

(i.e., Master of Science in Early Childhood Education leading to Professional Educator Licensure (PEL) with triple endorsements (Early Childhood Education, ESL/Bilingual endorsements, and Special Education))

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# Introduction to the Teacher Licensure Triple Endorsement Program

Welcome to Erikson Institute's ("Erikson") Early Childhood Teacher Education, Triple Endorsement 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 it is anticipated 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 that will be used to verify your progress toward achieving program goals.

You will be assessed throughout the program, not only on the knowledge necessary to be a licensed early childhood teacher but also on the development of your teaching skills in relation to the diversity of learners in Illinois early childhood classrooms. To help you understand the Erikson teacher education program, it is necessary to be familiar with the program's conceptual framework and with the standards that guided its development, among which the most salient are the Illinois Professional Teaching Standards, the Illinois Early Learning and Development Standards.

To orient you to our approach to teacher licensure, we provide an overview of the triple endorsement program's conceptual framework. This conceptual framework offers our vision and philosophy behind all components of the Master of Science in Early Childhood Education with Illinois teaching licensure and endorsements in English as a Second Language/ Bilingual Education as well as Special Education.

# Admission Requirements

## Master's and Certificate programs

Requirements for admission to Erikson's master's degree and certificate programs include, but are not limited to, prior academic competency and demonstrated suitability for the field. This includes the display of integrity, sensitivity, flexibility, and adaptability; the ability to consider the impact of context and culture on human behavior and development; and the capacity to engage in reflective practice.

Requirements for admission consideration are:

- A bachelor's degree from a regionally accredited institution of higher education by the date of enrollment
- A minimum grade point average of 2.75/4.0 in the last 60 credit hours of the bachelor's degree OR a 3.0/4.0 from a completed master's degree
- Copy of official or unofficial transcripts from the bachelor's degree (earned or in-progress at the time of application) and for any courses taken beyond the bachelor's degree, including any earned master's degree or higher.

Additional application requirements include:

- Current resume
- Two (2) short essays in response to essay prompts
- Two (2) letters of recommendation (master's and certificates)

## Admission review process

All applicants are thoughtfully and wholistically reviewed by a faculty member(s) before making an admission recommendation. The application period for programs vary according to program start offering. Please review the [www.erikson.edu](http://www.erikson.edu) website for program specific application dates.

## Conditional admission: new students

In some cases, the program director may conditionally admit a student on the basis of academic or other concerns. After weighing factors such as GPA and/or readiness for graduate school, the program director may decide that it is in the student's best interests to be given an opportunity to meet certain conditions in order to ensure success in their graduate program. These conditions may include a reduced course load or completion of experience hours to meet the requirements of a particular degree program. In cases where there are academic concerns, it may be recommended that the student contact and meet with the Interim Academic Support and Disability Coordinator to discuss the provision of academic supports.

For any student admitted on a conditional basis, a letter outlining the conditions of their admission, along with an individualized program plan, will be created and forwarded to them by their Program Director. The Associate Director of Academic Advising and the Dean of Students will be notified of a student's conditional admission and consulted as needed.

## Readmission of Erikson students

Students who have withdrawn from Erikson or exceeded the term of their leave of absence (maximum of one academic year) must reapply for admission if they wish to resume their studies at a later time. Eligibility for readmission will be determined by the Dean of Students, in collaboration with the Associate Director of Academic Advising, the Program Director and other designees, as appropriate; Registrar; and Student Bursar. Readmitted students are subject to all new degree requirements in effect at the time of readmission and must complete a new application for readmission.

## Admission of international students

Erikson has an "Admissions" Designated School Official (DSO) to work with international students at the point of admissions (initial I20) named Amy Mikel, Executive Director of Admissions and Marketing (amikel@erikson.edu). Once students are enrolled, attend student orientation and their first class, they are considered "continuing" students and will work with Erikson's "Registration" Designated School Official (DSO) named Leanne Beaudoin-Ryan, Director of Research, Registration, and Records, for the remainder of their program. For more information on the role of the Registration DSO, please review the "International Student Services" section in the Erikson Student Handbook.

Qualified applicants from abroad are encouraged to apply for admission to Erikson Institute. In addition to the application materials described above, international applicants must submit official translations of their academic transcripts and records in English. International applicants must have their transcripts evaluated course by course by an outside evaluation service firm. Transcripts and documents must be in English and submitted in an official sealed format by either Education Credential Evaluations, Inc. (ECE) or World Education Services (WES).

Applicants whose native language is not English and/or whose previous education was conducted in a language other than English are required to submit official score reports from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as evidence of proficiency in oral and written English. Test scores must be no more than two years old at the time of admission.

In order to be considered for admission, students taking the TOEFL exam must receive a minimum score of 80 on the internet-based TOEFL, 213 on the computer-based TOEFL, or 550 on the paper-based TOEFL. Students taking the IELTS exam must receive a minimum overall band score of 6.5, as well as minimum score of 6.0 on the academic reading and academic writing sections. Scores from the IELTS General Training exam cannot be accepted.

## Applicant self-disclosure statement

Erikson requires applicants to self-disclose information related to criminal convictions, revocation, suspension, or denial of professional licenses and involvement in child abuse and neglect investigations both to comply with state law regarding field placements and also to ensure a safe environment for all members of the Institute community. The existence of a conviction or past disciplinary problem in an applicant's record does not necessarily mean that he or she will be denied admission to Institute programs or dismissed from the programs. Each case is evaluated individually on its facts and not all convictions or disciplinary actions are considered disqualifying to the course of study at the Institute.

## Nondiscrimination 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. It is also the policy of Erikson not to retaliate against any person for making a complaint in good faith about alleged discrimination or for supporting any other Erikson student or representative in making such a complaint. Any alleged violations of this policy should be directed to the Vice President for Academic Affairs/Chief Academic Officer and the Associate Vice President for Justice, Equity, Diversity, and Inclusion (JEDI), Organization Ombuds, and Title IX Coordinator.

## Credit for life or work experience

Erikson does not grant course credit for its degree or certificate programs based on life experience or previous work experience.

# Overview of Conceptual Framework: From knowledge to reflective practice in educating young children in diverse and inclusive settings

## Program Mission

Erikson’s teacher licensure program prepares educators who provide quality education to young children in early childhood settings, birth through second grade. The program has three interrelated components—knowledge, practice, and reflection. Each contributes to the preparation of early childhood teachers who are academically competent, racially and 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 also participate in early childhood settings where they examine professional *practice skills* in guided apprenticeships. Teacher candidates apply, test, and rethink their knowledge of development, curriculum, and pedagogy throughout the program while learning to draw on the latest empirical knowledge base and theories in child development to strengthen their practice.

Finally, Erikson’s teacher candidates engage in reflection to understand how their own history, experience, and cultural background influence their work as educators on the lives of young children and their families. They learn to examine their beliefs and analyze their practice from multiple perspectives as they plan for curriculum and instruction. They are committed to fairness, kindness, inclusion, and social justice with respect to all children, families, and colleagues of all races, languages, cultures, gender identities, sexual orientations, religions, special needs, social economic status, and age.

## Philosophy, Purposes, and Goals

**Philosophy.** At Erikson, effective teaching is an active process in which teachers and students change 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, inquiry-based learning, and supportive and inclusive educational environments for children, families, and colleagues. Effective teachers co-construct knowledge with their students and guide them in examining what they know, defining their ideas, formulating hypotheses, discovering methods to solve problems, and constructing solutions



that respond to and consider all children and families in the community.

**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 vital component to mastering the knowledge and skills to become a thoughtful reflective practitioner. Erikson's model of teacher education exemplifies a 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 *applying* current knowledge to promote the well-being of young children and their families.

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 social and cultural contexts, and with diverse children and families; 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 proficient in 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
- They understand that effective teaching demands situating their own practice in the dynamic intersection of knowledge of child development, content, and pedagogy while at the same time considering the multiple socio-historical and contextual variables that may potentially lead to hegemonic expectations regarding the development and learning of young children
- They are mindful of their own personal history and identity, and how to convey respect always for others who differ in race, languages and dialects, culture, social economic status, religion, age, sexual orientation, gender identity, gender expression, special needs and physical abilities.
- 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 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 children and families in racially and culturally diverse communities.

Erikson's academic programs are explicit about guiding all graduate students in understanding the economic, social, cultural 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's history reflects a commitment to the recruitment and retention of diverse faculty, staff, and graduate students, including students who 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 our belief in the value of providing classrooms and communities with the professionals who understand, are responsive, and represent the children and families they serve. Erikson 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.

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 question and 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 30 years, the use of technology in teaching in both university settings and in classrooms for students of all ages has been changing dramatically. Erikson 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.

The work of faculty in relation to Chicago area and Illinois early childhood classrooms has allowed Erikson to stay well-informed 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, graduates see both what technology is currently available to public school teachers, and what is potentially available and how it can be used.

# Professional Competencies/Program Outcomes

All Erikson graduates demonstrate competency in three areas, which represent Erikson's Institutional Learning Outcomes: (a) understanding of developmental and professional knowledge (Knowledge), (b) professional practice skills (Practice), and (c) critical reflection (Reflection). Upon completion of Erikson's Teacher Licensure program, students are expected to demonstrate a set of competencies related to the Institutional Learning Outcomes of knowledge, practice, and reflection. These are articulated below:

1. Students will situate their teaching/education practice in social, historical, cultural contexts of and knowledge of the field of early childhood education, special education and multilingual education (Knowledge/ Reflection)
2. Demonstrate curricular and pedagogical knowledge of Early childhood education, special education, and multilingual education (Knowledge)
3. Students will be able to apply and demonstrate Child development knowledge (cognitive, physical, social, emotional, and neurological as situated in cultural contexts and through a DEI framework) (Knowledge)
4. Students identify ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults and demonstrate cultural humility (Knowledge)
5. Students will be able to critically analyze, integrate and apply research (Knowledge)
6. Students will use self-reflection to discern how bias, experiences and personal identity impact their professional practice (Reflection)
7. Students will understand and engage in teaching as an act of leadership and advocacy. They follow current research and its implications for promoting the well-being of children and families. (Practice)
8. Students will demonstrate and utilize pedagogical content knowledge that is informed by dynamic assessment to drive instructional practices (Practice)
9. Students can initiate and support positive and effective relationships with children, families, and professional colleagues. They will use these relationships to ensure that all stakeholders are supporting children's learning. (Practice)
10. Students are able to articulate the theoretical and practical knowledge underlying one's professional practice to families, colleagues, and other professionals (Practice).

## Degree Requirements

The Teacher Licensure Triple Endorsement program includes tightly-integrated courses as well as the opportunity to apply their learning in a variety of ways, including through student teaching/practicum and integrative/supervision seminars. Upon completion of these requirements, students complete a culminating portfolio to demonstrate their competencies.

To earn a master's degree from Erikson, students must:

- Complete all degree requirements within five years of the student's entry into the program
- Maintain a B average (3.0 on a 4.0 scale) with no more than two grades of C (i.e., grades of D or F are prohibited and are not allowed to count toward degree completion).
- Complete the requirements related to assessment of professional competencies in the three areas that are the focus of graduate study at Erikson: knowledge of child development, practice skills, and reflection.

A program description for the triple endorsement teacher licensure program is found in the previous section. Course descriptions are found in a separate document: Erikson's Course Catalog.

## Master of Science in Early Education

Teacher Licensure program leading to Initial Teacher Licensure (Professional Educator License), Early Childhood Education Endorsement, English as a Second Language Endorsement, Bilingual Endorsement, Special Education Letter of Approval and Learning Behavior Specialist 1 (see exam requirements below)

*36 credit hours*

### Course work

EDUC T400	Inclusive & Culturally Sustaining ECE Approaches, Practices, & Learning Environments (3)
EDUC T401	Reflecting on the Foundations of US Schooling (3)
EDUC T402	The Cultural Nature of Human Development and Learning (3)
EDUC T463	Seminar: Learning Environments (3)
EDUC T423	Communicative Belonging: Birth-Age 8* (3)
EDUC T422	Reading, Writing, and Talk: Inclusive Teaching Strategies for All Young Learners (3)
EDUC T421	Advocating, Collaborating, and Learning Alongside Families and Communities: Centering Funds of Knowledge & Community Cultural Wealth in EI, ECSE, ECE for All Learners (3)
EDUC T464	Seminar: Fully Inclusive Early Childhood Curriculum and Teaching* (3)
EDUC T442	Inclusive and Culturally Sustaining Early Childhood Approaches, Practices, and Learning Environments: Social Studies, Democracy, and Diversity* (3)
EDUC T441	Inclusive & Culturally Sustaining Early Childhood Approaches, Practices, & Learning Environments: STEAM (3)
EDUC T440	Assessment for All Learners: Issues, Trends & Implementation (3)
EDUC T468	Seminar: Advocating and Leading Change in the Pursuit of Justice in Early Childhood Care and Education* (2)
EDUC T469:	Practicum in Early Childhood (1)

*\*Offered in fully remote, synchronous format*

### Exam Requirements:

Language proficiency exam is required to earn Bilingual endorsement

ILTS Exam 290 is required to earn the LBS1 endorsement and have it applied in ELIS

Early Childhood Education exam 206 is required.

## Conferral of Master's Degree

Erikson has four official degree conferral dates each year. Dates for 2023–24 are September 15, December 29, May 10, and June 23. Master's degree students who plan to graduate must complete and submit an application for master's degree conferral, along with the \$175 degree conferral application fee, no later than February 13, 2023. Applications for master's degree conferral are available on [my.erikson.edu](https://my.erikson.edu). To receive your master's degree, you must have been certified by the Registrar at Erikson as having fulfilled all academic and administrative program requirements, including passing the comprehensive examination. All tuition and fees must be paid and all library materials returned before a student can be approved for graduation.

# Assessment of Professional Competencies/

## Evaluation of Program Outcomes

During the final year of graduate study at Erikson, triple endorsement teacher licensure candidates will be asked to demonstrate that they have achieved appropriate mastery in each area of competency: knowledge, practice, and reflection. Students must receive a minimum score of 20 points (out of 40 possible points) for each area of competency. Therefore, students will need to exceed this minimum score in one or more of the competency areas to meet the required total score of 80 across the three areas.

## Policy for students who achieve passing scores in each domain but do not achieve a total of 80 points

If a student passes (i.e., receives 20 or more points) in each of the three areas of assessment in the Culminating Requirements, knowledge, practice, and reflection, but does not achieve the overall minimum of 80 points required for graduation (for example, earning 25, 25, 25 points respectively in the three required areas), the student will meet with the Dean of Students to pursue the following steps:

1. Establish a 3-person committee including their Program Director to oversee the completion and assessment of additional work assigned by the committee. Possible committee members may include the Dean of Students, seminar instructor, and other faculty.
2. The committee will work with the student to determine the appropriate additional work to be completed based on a discussion of the student's relative strengths and areas for potential growth as reflected in their culminating scores profile.
3. The committee will establish a timeline for the completion of the additional work. All work will be completed within one year, at most, of the initial meeting with the Dean of Students.
4. The committee and Program Director will evaluate the student's additional work, once completed.

## Assessment of Knowledge, Practice and Reflection

### Portfolio (throughout the program)

Students will curate a portfolio of instructional strategies and resources as evidence from their learning throughout their time in the triple endorsement program at Erikson. Lesson planning, pedagogy, knowledge, accommodation and modification ideas, differentiation strategies, professional learning communities, technology and references will all be included in this portfolio. The portfolio will provide a resource for the teacher candidate to pull from during coming semesters, practicum, as well as in their future classrooms. Students will start creating this portfolio from their first semester in the program. Students will choose which artifacts to include



in the portfolio from various courses assignments throughout the program. The portfolio will include 12-14 artifacts from throughout the program. The course assignments will not be evaluated as part of the portfolio.

The portfolio will be organized by the six knowledge and reflection outcomes. During the first semester in the program, students will be required to create the portfolio and create the various sections for the outcomes. The six outcomes that should be included in the portfolio are:

1. Social, historical, cultural contexts of and knowledge
2. Curricular and pedagogical knowledge
3. Child development knowledge
4. Partnerships
5. Research
6. Reflection

The portfolio will be organized by the six learning outcomes listed below. Students will be required to provide at least two artifacts per learning outcome. For each learning outcome, one artifact will need to be revised. The revision needs to be a change in the content presented in the artifact. This change will be a result of deep knowledge and reflection skills developed throughout their time in the program. For each artifact revised (a total of six), students will be required to write a reflection responding to the following questions:

1. What artifacts were included and why?
2. What changes were made?
3. Why were these changes made?
4. (include text and experiences that informed these changes)
5. What are your main take aways for this learning outcome?

Each reflection should be a minimum of 3 pages per artifact revised for a total of six artifacts, one for each learning outcome.

The reflection portion of the portfolio will be converted to a conference poster presentation. There will be a specific presentation day for students where current students, alumni, faculty and community members are invited. The event will be 3 hours with two 1.5 hour slots. Half of the program participants will be in one slot with the expectation that they are the audience for the other time slot. This format allows for conversation and feedback. Both the portfolio on OneNote and the presentation will be evaluated by two faculty members. (40 points for portfolio on OneNote and 40 points for presentation)

#### *Dimensions of the rubric (Learning Outcomes)*

1. Students will situate their teaching/education practice in social, historical, cultural contexts of and

knowledge of the field of early childhood education, special education and multilingual education

(Knowledge/ Reflection)

\*Community Exploration Assignment Part 3

2. Demonstrate curricular and pedagogical knowledge of Early childhood education, special education, and multilingual education (Knowledge)

\*Lesson plan- mini lesson from literacy

3. Students will be able to apply and demonstrate Child development knowledge (cognitive, physical, social, emotional, and neurological as situated in cultural contexts and through a DEI framework) (Knowledge)

\*T464 Seminar 2-aligned and differentiated lesson plan

4. Students identify ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults and demonstrate cultural humility (Knowledge)

\*Advocating, Collaborating and Learning: Community Cultural Wealth Map Presentation

5. Students will be able to critically analyze, integrate and apply research (Knowledge)

\*Seminar- Case Study: Part 3 Action Plan

6. Students will use self-reflection to discern how bias, experiences and personal identity impact their professional practice (Reflection)

\*Teaching Philosophy

Level	Description: The Student
5 Fully Developed	<ul style="list-style-type: none"> <li>• Situate the teaching/education practice in social, historical, cultural contexts</li> <li>• Demonstrate strong mastery/ depth of knowledge of the field of early childhood education, special education and multilingual education</li> <li>• Provides plentiful examples/details on how to apply and demonstrate child development knowledge</li> <li>• Identifies plentiful examples of ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults</li> <li>• Demonstrates strong mastery of how to critically analyze, integrate and apply research</li> <li>• Identifies plentiful examples of ways they used self-reflection to discern how bias, experiences, and personal identity impact their professional practice.</li> </ul>
4 Well Developed	<ul style="list-style-type: none"> <li>• Situates the teaching/education practice in social, historical, cultural contexts to some degree</li> <li>• Demonstrate moderate grasp/depth of knowledge of the field of early childhood education, special education and multilingual education</li> <li>• Provides a moderate number of examples/details on how to apply and demonstrate child development knowledge</li> <li>• Identify some ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults</li> <li>• Demonstrate moderate grasp/depth of knowledge on how to critically analyze, integrate and apply research</li> <li>• Provides a moderate number of examples of ways they used self-reflection to discern how bias, experiences, and personal identity impact their professional practice.</li> </ul>
3 In process/ Emerging	<ul style="list-style-type: none"> <li>• Situates the teaching/education practice in social, historical, cultural contexts to a minimal degree</li> <li>• Demonstrates minimally adequate depth of knowledge of the field of early childhood education, special education and multilingual education</li> <li>• Provides few examples/details on how to apply and demonstrate child development knowledge</li> <li>• Includes only a few examples of how to co-construct partnerships to create meaningful learning experiences with diverse families/adults</li> <li>• Demonstrates minimally adequate depth of knowledge on how to critically analyze, integrate and apply research</li> <li>• Provides few examples of ways they used self-reflection to discern how bias, experiences, and personal identity impact their professional practice.</li> </ul>
2 Beginning Stages/ Needs Improvement	<ul style="list-style-type: none"> <li>• Situates the teaching/education practice in social, historical, cultural contexts to a minimal degree</li> <li>• Demonstrates little knowledge of the field of early childhood education, special education and multilingual education</li> <li>• Provides a minimal examples/details on how to apply and demonstrate child development knowledge</li> <li>• Includes only a few examples of how to co-construct partnerships to create meaningful learning experiences with diverse families/adults</li> <li>• Demonstrates little knowledge on how to critically analyze, integrate and apply research</li> <li>• Provides minimal examples of ways they used self-reflection to discern how bias, experiences, and personal identity impact their professional practice.</li> </ul>
1 Unacceptable	<ul style="list-style-type: none"> <li>• Situate the teaching/education practice in social, historical, cultural contexts inaccurately</li> <li>• Demonstrate lack of knowledge of the field of early childhood education, special education and multilingual education</li> <li>• Fails to provide examples/details on how to apply and demonstrate child development knowledge</li> <li>• Includes no/few examples of ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults</li> <li>• Fails to demonstrate how to critically analyze, integrate and apply research</li> <li>• Fails to provide examples of ways they used self-reflection to discern how bias, experiences, and personal identity impact their professional practice.</li> </ul>
0 No Response	<ul style="list-style-type: none"> <li>• No response provided</li> <li>• Information is non-responsive to the questions posed</li> <li>• List of information or terms- no narrative</li> </ul>

### Reflection Presentation (final semester of program)

The reflection portion of the portfolio will be converted to a conference poster presentation. There will be a specific presentation day for students where current students, alumni, faculty and community members are invited. The event will be 3 hours with two 1.5 hour slots. Half of the program participants will be in one slot with the expectation that they are the audience for the other time slot. This format allows for conversation and feedback.

### Dispositions rubric and reflection (T463 First Seminar & T465 Final Seminar)

Students will self-evaluate themselves on the eight dispositions listed in the teacher licensure candidates' dispositions form. The eight dispositions are social justice and equity, collaboration, critical thinking, flexibility, professional ethics, reflective teaching and learning, life-long learning and advocacy. They will need to circle on the rubric where they see themselves in each category: unacceptable, approaches, meets. They will then fill out the dispositions reflection document where they will write a paragraph about why they evaluated themselves that way and the evidence they have to support that placement.

### Site Observation for practicum supervisor (Practicum Supervisor)

Each student will be observed a minimum of two times by their practicum supervisor. This supervisor will use the observation form based on the Danielson Framework to take notes and score each student. Each of the various components of the Danielson Framework will live in the courses throughout the program so that students are familiar with the framework before their final semester in placements.

### Teaching journal reflections (T465 Final Seminar)

Students will use the Canvas discussion feature to write a weekly teaching journal reflection. The reflection will follow Gibb's reflective cycle:

- **Description** of the experience
- **Feelings** and thoughts about the experience
- **Evaluation** of the experience, both good and bad
- **Analysis** to make sense of the situation
- **Conclusion** about what you learned and what you could have done differently
- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate. What theoretical, child development and practical knowledge support this.

Each week students will be given a different type of experience to reflect on in their practicums.

### Inquiry Study (T465 Final Seminar)

This inquiry study will be your culminating project. Whether you are full-time or part-time, during your final semester at Erikson, during your 10 week practicum the focus of your seminar will be to provide you with a

community of practice and seminar instructor to guide you through the inquiry study process.

The inquiry study will be divided into various parts. The first six weeks of the semester will be focused on thorough planning and initial implementation, and the second 6 weeks of the semester focused on completing implementation, write-up.

# Program Requirements

**Practicum Experience:** During our final semester, you will be completing your practicum experience as required for licensure. This will be full time for 10 weeks in a classroom that serves children ages 0-8 years old. During your first or second semester in the program you will meet with the Director of the Teacher Licensure Program and fill out a practicum form. During this meeting a written plan will be developed and signed by both you and the director. This practicum can be completed in a part time basis if needed for an extended number of weeks. While you are not required to get experience in all the grade bands (infants, toddlers, preschool, kindergarten, primary level), the faculty and directors will offer you various opportunities to gain experience and apply your knowledge to the different ages.

**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 the semester before they will participate in their practicum.

**English as a Second Language Endorsement (100 hours with multilingual children):** You will need to complete 100 hours with multilingual children throughout your time in the program for the English as a Second Language Endorsement. If you are also do the bilingual endorsement, you will have to take the language proficiency exam for that language.

**Special Education: Learning Behavior Specialist 1 Test:** You will not need to do anything additional outside of coursework for the Special Education Letter of Approval. The letter of approval allows you to serve children ages 0-5 years old with identified disabilities. In order to get your Learning Behavior Specialist 1 to serve children with identified disabilities ages 6-8 you will need to take the LBS 1 (290) test. This test can be taken the final semester or after graduation.

**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, people skills with Erikson faculty, staff, and peers as well as your professional relationships in the field. 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 the quality of the work as well as what you know and are learning to do.

**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. 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 if this state assessment is required by ISBE at the time when you are doing your student teaching.

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

- Official transcripts (undergraduate and graduate)
- IL Early Childhood Education Content Test #206
- edTPA results if this assessment is required by ISBE at the time when you are completing your student teaching. (Occurs automatically if you register accurately.)

ELIS System:

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

Licensure Information:

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

# Practicum 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. Practicum 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 practicum 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 practicum 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, they must have approval from the Program Director. The Director of Teacher Education and other teacher education faculty, determines whether a candidate is ready for the responsibilities of practicum. Readiness includes:

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

## Philosophy and Goals for Student Teaching

The Erikson 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. Practicum focuses on developing the teacher candidate's competency in each of these areas. It does so by providing teacher candidates with the opportunity for guided teaching practice under the supervision of both a cooperating teacher in a school program and/or an Erikson supervisor.

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

1. Education is social and moral action;



2. Education is enhanced by awareness of and commitment to cultural pluralism, social justice and advancing equity in educational opportunity for all children;
3. Understanding of the cultural dimensions of people's lives and the impact of cultural differences on learning and families;
4. Teaching is empowerment of self and others;
5. Teaching is a collaborative act with students;
6. Teaching requires critical, creative, and integrative thinking and is organic rather than a technical labor.

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:

- Consciousness of self (beliefs and perspectives, patterns of behavior, coping mechanisms, and learning styles);
- Understanding of the cultural dimensions of people's lives and the impact of cultural differences on learning;
- Attentiveness to others (skills at observing, listening, and analyzing situations);
- Ability to collaborate and communicate with others (students, colleagues, administrators, parents);
- Resourcefulness (use of ideas from a wide range of sources; integrative thinking);
- Openness to change (self-evaluation and use of feedback from others);
- Ability to analyze educational systems and their impact on the learning environment;
- Sense of self-confidence balanced with the courage to question oneself and the content of schooling.

## Objectives of Practicum

During practicum, teacher candidates will:

- Construct, articulate, and implement a philosophy of education appropriate to learning in a democratic society;
- Through practice teaching experiences, demonstrate emerging knowledge of the standards set by the Illinois State Board of Education including: Illinois Learning Standards, the Illinois Professional Teaching Standards, and the Illinois Early Childhood Education Standards;
- Demonstrate proficiency in program's 10 outcomes for early childhood educators through completion of culminating assessments.

## Practicum Requirements

Erikson has two options for fulfilling the requirements of practicum. 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 semester long experience. During the semester, the teacher candidate implements 10 continuous weeks of full-time teaching, completing a total of 300 hours. The placement can also be divided up into two 5-week placements if the teacher candidate wishes to gain experience across age bands.

The second model for practicum involves teacher candidates doing their practicum in their current place of employment. In order for a current setting to qualify for the practicum 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 must have a licensed mentoring teacher working with the employee/Erikson teacher candidate to supervise their 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. If the faculty supervisor, Director of Teacher Education, and/or cooperating 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 could be required.

## Recognizing and Reporting Child Abuse: Training for Mandated Reporters

Illinois law requires that all childcare 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 T463: Seminar 1.

## Teacher Candidate Background Check

All teacher candidates must successfully complete a name-based criminal background check prior to beginning practicum. This policy is in place to protect teacher candidates as well as the children and families in the organizations and schools that offer practicum opportunities.

Prior to the practicum semester, 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 practicum. 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 practicum opportunities. All teacher candidates are responsible for completing the background check requirements for the placement they will work in and completing necessary steps and reports.

## Teacher Candidate Responsibilities

During practicum 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 have regular and punctual attendance and support the cooperating teacher, if they have one, in the 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 practicum experiences at the school site affect more than just the candidate. For this reason, regular attendance is expected and required. Only two 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 cooperating teacher and Erikson supervisor when they are unable to be at school. Such notice should be made as much in advance as possible. Absences in excess of two must be made up by special arrangement with the cooperating teacher and Erikson program director.
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 cooperating teacher should be consulted during the initial visit to determine policies regarding appropriate dress.
5. **Practicum Seminar (T465).** 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.
6. **Lesson and Assessment Plans.** Candidates are required to generate and implement short- and longer-term lesson plans that include assessing children's learning during their practicum experience. They are expected

to maintain these in an organized fashion. Expectations for the procedures and formats of plans will vary among placement schools. The procedures at their placement school should be followed. Candidates should arrange a meeting with their cooperating teacher, if they have one, to share plans several days in advance of their implementation. The Erikson Institute supervisor 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.

7. **Program Evaluation Assignments.** The seminar instructor for T465 will detail at the start of these seminar the assignments teacher candidates must complete. Seminar assignments are part of the program requirements and therefore must be completed in a timely and satisfactory manner.
8. **Student Teaching Plan.** All teacher candidates must complete the 10 week practicum plan in consultation with their cooperating teacher (if they have one) and faculty supervisor *before* undertaking full time teaching responsibilities in the classroom.

# Evaluation of Teacher Candidates

The conceptual framework for the Erikson 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 done in the context of T465 during the final semesters of the program reflect Erikson's "Culminating Requirements for Master's Degree Students" as detailed on [my.erikson.com/Master's Graduation Requirements/](http://my.erikson.com/Master's%20Graduation%20Requirements/)

## Practicum Evaluation

Each teacher candidate's Erikson supervisor will make a minimum of two site visits to the teacher candidate's classroom to observe their progress and interactions with children over the course of the practicum experience. The supervisor will fill out an observation form and provide feedback to the teacher candidate during the two visits. The Erikson supervisor as well as the teacher candidates will each fill out a dispositions form to discuss progress. The supervisor'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 T465 Seminar.

If in the professional judgment of the cooperating teacher and/or the Erikson faculty supervisor 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. 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 cooperating 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 practicum 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 cooperating 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 supervisor or the Director of Teacher Education. The procedures are outlined in the Grievance and Appeal Procedures in the Erikson Institute.

**Degree/Certificate Granting Authority**

Erikson is authorized by the Illinois Board of Higher Education to grant the MS in Child Development, the MS in Early Childhood Education, the Master of Social Work, and the Early Childhood Bilingual/ESL, Child Development, Infant Mental Health, and Infant Specialist graduate certificates.

**Nondiscrimination policy**

It is the policy of Erikson 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. It is also the policy of Erikson not to retaliate against any person for making a complaint in good faith about alleged discrimination or for supporting any other Erikson student or representative in making such a complaint. Any alleged violations of this policy should be directed to the Vice President for Academic Affairs/Chief Academic Officer or the Organization Ombuds.

**Right to change**

Erikson reserves the right to change or supplement without notice any statement in this publication concerning, but not limited to, rules, policies, procedures, tuition, fees, curricula, and courses. Erikson also retains the sole discretion and reserves the right to modify, withdraw, or replace any of the procedures set forth in this Handbook or to modify them to meet the needs of a particular case or situation.

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# Student Acknowledgement

Please visit the following link to acknowledge you have read, accepted, and agreed to abide by the 2023-24 Erikson Handbook and your Program Book: [STUDENT ACKNOWLEDGEMENT 2023-24](#)