

ECSE
Scholarships
Available

Early Childhood Special Education

Undergraduate Teacher Preparation Program

Table of Contents

Welcome

Introduction to the ECSE Program

Program Building Blocks

Birth to Three Preparation

Preschool Preparation

Early Elementary Preparation

Introduction to TLLSC

Traditional Programs vs TLLSC

Educator Credentials Learned





Welcome to Loyola University Chicago

The need for skilled educators of the youngest children has arguably never been greater, and our goal at Loyola University Chicago is to infuse the profession of early childhood education with teachers who are:

- Advocates for developmentally appropriate practice
- Collaborators who embed practice in a strong sense of community
- Experienced observers/assessors who support their practice with evidence
- Contributors to a strong continuum of services from birth through elementary school and beyond
- Prepared for all forms of diversity

This guide will share some of the features of our unique, community-based teacher preparation program, which has been designed to meet the need for resilient, inclusive early childhood educators.

I encourage you to visit the School of Education website or contact us for additional information about one of the most influential and rewarding professions.



Adam S. Kennedy, PhD
Assistant Professor
Early Childhood Special Education
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The mission of early childhood education...

“I believe the social justice mission of early childhood educators is to advocate for children's rights, especially those who do not fit the 'norm.' We need to constantly reflect on our own teaching, on students' backgrounds, and whatever factors might come into play during learning, and use proactive planning so that all students may learn and grow.”

Naomi Malutan, B.S.Ed.
2013 ECSE program graduate



Become an early childhood educator

at Loyola University Chicago

All students in the Early Childhood Special Education (ECSE) program receive the specialized preparation necessary to work with the following groups:

- Typically-developing children from birth to grade 2 in a wide variety of early childhood educational settings.
- Young children (birth to age 5) with special needs in early childhood special education.
- Infants and toddlers with special needs (and their families) in early intervention (EI).
- Young English language learners (ELLs) in settings where cultural and linguistic diversity are keys to effective teaching.



“I feel that our program truly focuses on caring about the whole child, which is a piece that I often see missing in teachers who don't have an early childhood background.”

Cindy Herrera

The building blocks of Loyola's ECSE program include:

Apprenticeship, Not Coursework

Instead of learning about teaching, candidates learn **through** teaching alongside practicing teachers and university faculty—from day one.

Developmentally Appropriate and Evidence-Based Practice

Candidates continuously assess their effectiveness at individualizing practice for each child and family.



Field-Based

The ECSE program sequences are community-based, taking place in a range of early childhood settings—NOT just in university classrooms.

Early Intervention

Candidates are involved in a full semester of site-based training in working with the families of infants and toddlers with special needs.


Inclusive Practices

Every stage of the program is blended, emphasizing effective practices with both typically developing children and those with special needs.

Cultural and Linguistic Diversity

All Loyola graduates are prepared and credentialed to address the critical needs of English language learners (ELLs) in accordance with new Illinois regulations.





My journey through these four years has reaffirmed that this is the right path for me...

“To help every child be the best that they can be requires you to hold high expectations, believe in them, and truly care about children as unique individuals. I believe in the saying ‘it takes a village to raise a child’, so as teachers we must become part of that village.

My professors have shown me the importance of believing in your students and challenging them to grow as individuals. Their passion in the field has inspired me.”

Cindy Herrera, BSEd
2013 ECSE Program Graduate
Recipient of the Loyola President's Medallion
for outstanding scholarship, leadership, and service.

ECSE students are prepared to work with children in three age groups:

Birth to 3

This period is, in many ways, the most remarkable in all of child development. Tiny babies quickly transform into assertive and increasingly independent problem-solvers. Teachers address Cognitive, Communication, Social-emotional, Motor, and Adaptive skills, all through the lens of family and community culture.

Birth-to-3 preparation in the ECSE program focuses on:

- Development of infants and toddlers
- Authentic assessment practices
- Designing safe and supportive environments
- Developmentally appropriate interaction
- Intervention strategies for infants and toddlers with special needs
- Working sensitively, respectfully, and effectively with diverse families

Community sites include:

- Children's homes
- Child care centers
- Early Head Start
- Early Intervention



Preschool

Preschoolers are thinkers. They constantly experiment through their play and interactions with peers. Teachers of preschoolers still address all developmental domains, with the development of literacy skills and social competence taking center stage.

Loyola's candidates spend three full semesters in preschool settings focusing on:

- Typical development and special needs
- Early literacy instruction
- Inquiry-based curriculum that integrates all areas of learning
- Meeting the needs of English language learners
- Generating evidence of effective teaching
- Collaborative early childhood special education
- Engaging families as partners

Community sites include:

- Public and parochial preschools
- Early childhood special education programs

“I am truly thankful for the professors who have invested their time and energy to help us learn, cooperating teachers who have supported us, and the children who have touched our lives!”

Naomi Malutan

Early elementary

EC teachers reinforce the link between preschool and the elementary grades through their mastery of developmentally appropriate practice, their use of data in decision-making, and their ability to match strategies and interventions to student needs.

ECSE candidates master inclusive teaching methods for grades K-2 during part of a one-year school internship.

Early elementary experiences focus on:

- Inclusive teaching that integrates math, science, and social studies through literacy
- Backward Design using Common Core State Learning Standards
- Rigorous instruction and assessment

K-2 Clinical sites include:

- Chicago-area Pre-K-to-2 public schools
- Public and parochial elementary schools



*“I now know how to create a
community of learners in my classroom”*

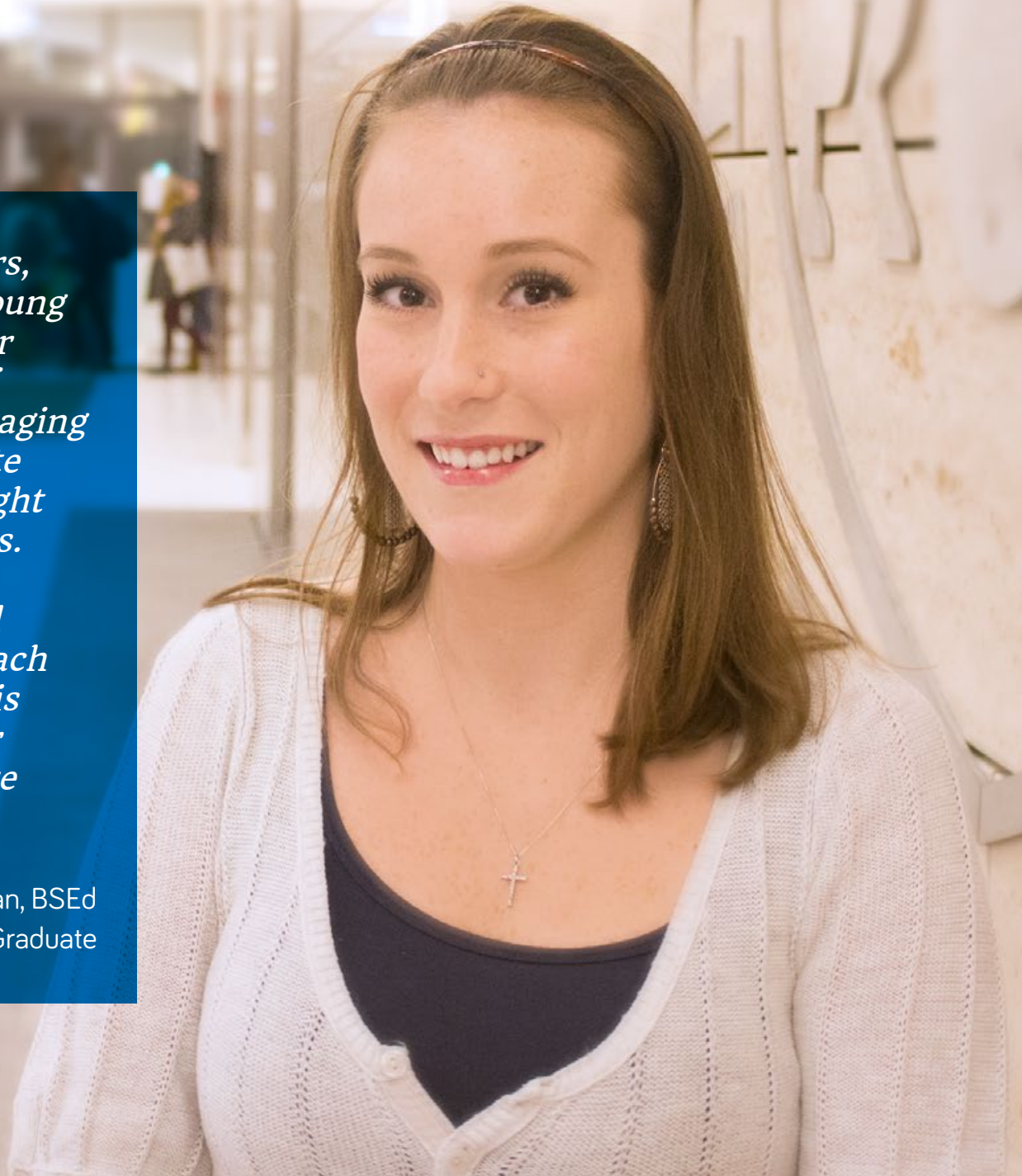
Naomi Malutan

The importance of early education

“As early childhood educators, we are the first teachers that young children will encounter. It is our responsibility to instill a love of learning through the use of engaging and developmentally appropriate teaching techniques that highlight each child’s individual strengths.

This program has made me feel comfortable and prepared to teach in a classroom, and I believe it is because of the opportunities for hands-on learning and extensive fieldwork.”

Kelcie Dolan, BSEd
2013 ECSE Program Graduate





Loyola's program is one-of-a-kind

The ECSE program is part of Loyola's family of teacher preparation programs, collectively named TLLSC: Teaching, Learning, and Leading with Schools and Communities.

TLLSC represents a complete re-envisioning of teacher education as a collaboration with schools in communities. Candidates are prepared IN and FOR educational settings that are characterized by diversity, where the boundaries between school, community, and university no longer exist.

“Extended clinical experiences really helped me grow as a person and as a leader.”

Naomi Malutan

How is Loyola's program unique in comparison to traditional programs at other universities?



TRADITIONAL PROGRAMS

VS



University courses with isolated clinicals

APPROACH

Community-based learning modules

Preparation is dictated by the structure of the university's program

FRAMEWORK

Preparation is aimed at responding to the needs of diverse children and families

Teachers and researchers serve in very different roles

RESEARCH TO PRACTICE

Teachers and researchers work together to investigate local questions

Clinical supervisors work with teachers in the field

APPROACH

All university faculty work with candidates in schools and community agencies

Teachers host candidates and follow university guidelines

COMMUNITY PARTNERS

Partners collaborate in professional learning communities to prepare future teachers

Faculty teach university-based courses

FACULTY ROLES

Faculty mentor candidates and facilitate their work with children

Learn content in courses, and apply it later

TEACHER CANDIDATES

Develop effective teaching skills through supervised practice in the field

Pass certification exams, graduate, and receive a teaching license

DEFINITION OF SUCCESS

Enter the field with both the experiences and credentials needed to effectively serve children and families



Credentials

All graduates are eligible for the following Illinois state credentials:

IL state teaching license with endorsements in:

- Early childhood education
- Early childhood special education
- English as a second language

Initial Credential in Early Intervention as a Developmental Therapist

“Every child can learn, but this requires teachers who take on the challenge of finding out how to best serve the needs of all of their students”

Cindy Herrera

Embodying professionalism in service of social justice...

“As a result of my time at Loyola I have a very clear idea of what I can contribute to the social justice mission of early childhood educators.

My professors haven’t just equipped me with the knowledge and skills to teach and help children; they have inspired and encouraged me to go for my dreams.

Before I settle down into my career path, I am planning on spending a year applying my skills and talents at volunteer organizations serving young children in need.”

Katy Noetzel, BSEd
Recipient of the 2013 ECSE Program Award
for leadership and academic excellence





For information about the ECSE program, visit:

LUC.edu/education/programs/u_ecse-bsed_main.shtml

Interested in applying to Loyola?

Undergraduate Admissions
Sullivan Center, 1st Floor
6339 N. Sheridan Rd
Chicago, IL 60660
(800) 262-2373
admission@luc.edu
LUC.edu/undergrad

Want to learn more about becoming an educator?

School of Education
Lewis Towers, 10th Floor
820 North Michigan Avenue
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LUC.edu/education

Credits

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(page 3)



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