

DR. JA'RE THORN

EDUCATION

- National Louis University**, Chicago, IL April 2023
Ed.D.- Teaching and Learning
Area of Concentration: Curriculum, Advocacy and Policy
Dissertation Topic: *How Prepared Are Educators to Work with Students of Color?*
- Erikson Institute**, Chicago, IL May 2015
Master of Science in Child Development with Infancy Specialization
- Northern Illinois University**, DeKalb, IL May 2012
Bachelor of Science in Family and Child Studies
Area of Concentration: Child Development, Minor: Child Life
- South Suburban College**, South Holland, IL May 2009
Associate of Arts in Psychology

CREDENTIALS

- Illinois Gateways to Opportunity
Infant Toddler Credential Level 5
Early Childhood Education Credential Level 5
Illinois Director's Credential Level 1

AREAS OF SPECIALIZATION

Early childhood education, child development, classroom assessment (CLASS), educators' self-awareness, culturally responsive teaching

TEACHING EXPERIENCE

- Erikson Institute**, Chicago, IL August 2023- Present
Senior Instructor/Practicum Coordinator (Graduate)
- Teach master level early childhood courses.
 - T402- The Cultural Nature of Human Development
 - T421- Family and Communities.
 - T464- Seminar: Inclusive Early Childhood Curriculum
 - T469- Practicum
 - Serve as Practicum Coordinator for the student placements.
 - Get students placed at their desired practicum sites
 - Liaison between Erikson and practicum sites
 - Serve as a social wellness committee member for faculty and lead some faculty get togethers.
 - Assisted program director with preparing students for the ECE 206 Content Test.

- Serves as a Mentor for students at the college for the ECACE grant.

ECED 299- Early Childhood Practicum

- Guided and supervised Early Childhood students through their practicum/internship experience by having weekly meetings.
- Discussed objectives for the course and what was expected of them while completing their practicum/internship.
- Monitored weekly journal reflections of their experience and gave feedback.
- Conducted 1 site visit and observed the students while in action working with the children.
- Reviewed and gave feedback on video recorded observations of the students working with the children.
- Helped students create their Professional Portfolio using different artifacts that have been collected throughout their college experience.

ECED 213- Multicultural Education

- Helped students understand the importance of culture and diversity in early childhood.
- Encouraged students to come up with an action plan that would help solve cultural problems in early childhood.
- Mix of classroom and online (D2L) assignments.

ECED 108- Math for Young Children

- Helped students understand that math in early childhood is something that happens on a daily basis when working with children.
- Students gained an understanding on how to be more specific when it comes to implementing math in the classroom.

ECED 115- Observation and Assessment of Young Children

- Helped students compare the methods, strategies and types of observations and know when to use them appropriately.
- Demonstrated and described legal, ethical and professional responsibilities when gathering and sharing information about children.
- Described the use of standardized tests for assessments.
- Some classroom discussion and activities/assignments were presented online.

ECED 120- Child, Family, and Community Independent Study

- Assisted students with understanding the importance of family and community relationships/partnerships in ECE.
- Helped students find practices that fostered children's well-being and environment that supports physical and social growth and good communication with parents.

ECED 130- Behavior Guidance and Discipline

- Helped students understand positive guidance techniques when working with children.
- Students worked towards understanding the key parts that play a role in children's behavior.

ECED 205- Language Arts

- Assisted students with fostering the development of language in young children and explored the role of a teacher in creating an effective language arts curriculum through observations.
- Students learned how to incorporate activities and materials which enhances the development of language literacy.

*All assignments and quizzes were graded based on student performance. Classes were taught both in-person and online.

Governors State University, University Park, IL
Field Supervisor (Graduate)

January 2021- May 2021

- Supervised master level student's field placement experience in infant and toddler classrooms, who are trying to complete their PEL.
- Ensured that students created lesson plans using research-based and developmentally appropriate practices implementing in their field experiences.
- Coached students and provided them feedback on their lesson plans, the observation of them implementing their lesson plans in the classroom, and their reflection of their own teaching experience.
- Worked with center staff to inform them of the student's expectations while in their field experience and their role as a mentor teacher throughout the process.

EARLY CHILDHOOD EXPERIENCE

McCormick Center for Early Childhood Leadership at NLU, Chicago, IL
Director of Quality Assessment

October 2018- August 2023
February 2023- August 2023

- Oversaw and lead the city of Chicago quality assessment team in excellence, assuring deliverables are met timely for funders.
- Communicated with senior director, quality assessment coordinators, and scheduler to compose and disseminate information essential for optimal team functioning and deliverables.
- Communicated with staff to guide high-quality functioning and oversee processes.
- Answered external queries and provides updates related to contracts and scopes of work for external partners, including, but not limited to, Chicago Public Schools and Chicago Department of Human Services.
- Provided data to funding agencies as requested.
- Reviewed monthly budgets with the executive director, senior director, and business manager.
- Ensured upkeep and management of all reliability documents, records, procedures, and planning.
- Conducted weekly reflective supervision with all supervisees and oversee the quality and consistency of reflective supervision within the team.
- Built and maintained a deep understanding of each area of team strengths and weaknesses.
- Ensured stability of deliverables through oversight of training for assessment tools, protocols, and procedures.
- Served as trainer and reliability coach during field assessments with staff, to ensure the fidelity and quality of team deliverables.

Quality Assessment Coordinator

May 2022- February 2023

- Classroom and field train new assessors on CLASS infant, toddler, and pre-k tools, while providing feedback.
- Supervised a total of seven staff, while managing their workload and weekly schedules.
- Worked with the scheduler to manage and make assessment schedules for assessors.

- Assisted Senior Director with putting systems in place for the team and making sure that the systems are followed by each member on my team.
- Engaged in weekly reflective supervision with staff to support them in their work and answer any questions.
- Held bi-weekly meetings with team to foster collaboration and teamwork.
- Collaborated with the other Quality Assessment Coordinator on whole team meetings to create agendas and meeting topics/items.
- Lead team meetings and tool talks.
- Ensured that my team is updated with any new information from our funders and director's that is relevant to their work.
- Conducted ITERS-R and CLASS assessments and form group sessions to help assessors learn and feel confident with the tool.
- Assisted in hiring decisions by interviewing prospective candidates for the Assessor and Training Specialist position.
- Helped create training plans and onboard new Assessor and Training Specialists.
- Supported assessors in the field by conducting classroom training with new hires through shadowing and double coding.

Assessor and Training Specialist

October 2018- May 2022

- Certified and reliable in conducting Infant, Toddler and Pre-K CLASS observations for CPS and DFSS programs.
- Assisted with multiple projects to come up with protocols to support teachers during the observation process including making 'How to Prepare for Virtual Observation Videos' and tip sheets for the teachers, and better ways to make our team assessment processes more refined.
- Helped complete tasks in other areas of the organization which included, revising and updating rubrics for scholarship applications, reviewed conference presenter's proposals and moderated conference sessions, and reviewed the learning platform modules for professional development for changes and updates that needed to be made in preparation for our funders use.
- Assisted the Director with collecting information for the office team and compiling the data into one calendar for easy access for the remainder of the assessment year.
- Collaborated with team to ensure that policies and procedures for assessments and report writing were in place.
- Served as part of the interview committee for new assessors for the team.
- Co-authored Black History Month blog for ECE MCECL website.
- Lead tool talks and team meetings.
- Write and submit reports for CLASS data collected to report reviewer, in preparation for funders.
- Provide support for new assessors through shadowing and double coding.
- Support assessors in their daily work, questions, and problems in absence of coordinator.
- Help train new employees on our team's protocols and with entering information into our online data forms.

Ounce of Prevention Fund, Inc., Educare, Chicago, IL
Education Administrative Manager

November 2017-October 2018

- Observed and completed the Fidelity tool on 13 classrooms, while giving feedback to teaching teams to better their teaching practices.
- Created tracking and monitoring systems for the Education department.
- Managed comprehensive education calendar which consisted of meeting, coaching schedules, time-off request, and trainings and made coverage schedules for teacher absences.
- Monitored TSG observations, checkpoints, and reports.
- Completed reports such as Monthly Management Reports and attended weekly management team meetings.
- Supervised 4 permanent Educare floaters and provided them with monthly reflective supervision.
- Worked with floaters to develop goals and to ensure that those goals were met throughout the program year.
- Assisted Education team with making sure that the Head Start performance standards were met in the Education department.
- Interviewed potential teaching candidates for open positions in conjunction with the Assistant Director and Master Teachers.

Shining Star Youth & Community Services, Chicago, IL
Site Director/Family Service Worker

May 2015-November 2017

- NAEYC/ExceleRate Gold Accredited Director.
- Supervised a staff of 12 Teachers, 2 Cooks/Janitors, 2 Grandparent Volunteers and 2 Teen Parent's.
- Supported teachers needs in the classrooms by coaching them on how to handle certain situations and how to work with children that needed extra support.
- Assured Head Start Performance Standards, Department of Illinois Licensing Standards for Day Care Centers, SSYCS Policies and Procedures and standards were met daily.
- Maintained and updated families' files in COPA including family assessments, goals, daily/monthly case notes, attendance, medical and dental information and educational screening scores.
- Collaborated with businesses within the community to make sure that family's needs were being met by referring families to the appropriate services agencies; helping them set up appointments; reminded families of appointments and/or interpret between family and referral agencies.
- Completed community needs assessment for my site, along with the support of the ERSEA coordinator.

Illinois Action for Children, Chicago, IL
Family Resource Specialist

October 2013-May 2015

- Determined parent and provider eligibility for childcare as determined by IDHS policies and procedures.
- Ensured confidentiality of parent and provider information received and managed by IAFC.
- Provided excellent customer service skills to parents and providers over the phone.
- Managed the team's daily workload by distributing work to each individual.
- Presented training to team about current policies and procedures.

Easter Seals Near South Side Child Development Center, Chicago, IL
Support Teacher

August 2012-September 2013

- Assisted teachers with daily caregiving tasks for infants and toddlers.
- Acted as primary teacher/caregiver when the Lead Teacher was not present.

- Documented growth through observations and ASQ-3 and ASQ-SE.

Special Recreational Services, Dolton, IL
Camp Counselor

June 2011-August 2012

- Organized daily activities for children with disabilities while at camp.
- Aided children in their daily routines such as feeding and diapering.
- Met children at their developmental level by reading books and doing activities.
- Effectively communicated with other team members to ensure quality of program.

INTERNSHIP/PRACTICUM

DCFS/Erikson Early Childhood Project, Chicago, IL
Graduate Intern

September 2014-April 2015

- Clinically interviewed foster parents of DCFS ward children.
- Worked with children 0-3 who have been abused and/or neglected in some form.
- Screened children using many different assessment tools such as the ASQ3, DECA, ITSC, and the DENVER.
- Monitored the foster parent stress level by using the PSI.
- Made needed referrals for children that did not pass the screenings.

NIU Child Development Lab, DeKalb, IL
Practicum Teacher

January 2012-May 2012

- Served as Preschool Lead and Assistant Teacher in NAEYC-accredited childcare center.
- Planned, implemented and participated in creating lesson plans daily using the Emergent Curriculum model.
- Encouraged the maximum development of the whole child including language, cognitive, emotional, social, and physical domains.

PUBLICATIONS

Thorn, J., (2023). "How Prepared Are Educators to Work With Students Of Color." *Dissertations*.
748. <https://digitalcommons.ni.edu/diss/748>

Terrell, K., **Thorn, J.**, & Cetera, E., (2022). Black History is American History – not just in February! Retrieved from: <https://mccormick-assets.floodcdn.com/wp-content/uploads/2021/08/MCECL-black-history-month-2202012.pdf>

PRESENTATIONS

Thorn, J., (2023, May). *How Prepared Are Educators to Work with Students of Color*. Presented session at National Louis University Doctoral Symposium, Chicago, IL.

Thorn, J., (2023, July). *Equity and Culturally Responsive Teaching*. Presented session at Prairie State College first annual early childhood symposium, Chicago Heights, IL.

Thorn, J., (2024, April). *Equity and Culturally Responsive Teaching*. Presented session at Prairie State College early childhood symposium, Chicago Heights, IL.

Green, M. L., **Thorn, J.**, Padia, L. & Osorio, S. (2024, June). *(Re) Imagining intersectional communities of practice in early childhood teacher preparation*, Presented session at the National Association for the Education of Young Children Professional Learning Institute, New Orleans, LA.

RESEARCH PROJECTS AND GRANTS

Projects Funded

How teacher self-awareness and self-reflection impacts teaching practices

- Principal Investigator
- Internally funded grant through Erikson Institute's Faculty Innovation Fund for \$3,857.00

REVIEWER ACTIVITY

Conference Proposal Reviewer

Division K: Teaching and Teacher Education, 2024

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

Division B: Curriculum Studies

Division C: Learning and Instruction

Division K: Teaching and Teacher Education

Division L: Educational Policy and Politics

SIG: Critical Perspectives on Early Childhood Education

SIG: Early Education/Child Development

SIG: Mentorship and Mentoring Practices

Illinois Association for the Education of Young Children

National Association for the Education of Young Children

National Black Child Development Institute

Reconceptualizing Early Childhood Education