

Urban Teacher Preparation at Illinois State University

To: ISU Teacher Education Community
From: Urban Teacher Preparation Steering Committee
Date: September 15, 2006

The materials in this packet present information on the current status of how ISU prepares teacher candidates for positions in urban schools. The information is designed to be a springboard to further development of teacher education programs at ISU to better prepare teachers for these settings.

The Charge, Needs Assessment, and Initial Discussion

Based upon a charge from Interim Dean Deborah Curtis to assess the status of urban teacher preparation program efforts at Illinois State University (ISU), a campus wide meeting was held on November 17, 2005. A selection of ISU faculty presenters shared various perspectives regarding existing urban teacher preparation initiatives and programs at ISU. As well, participant focus groups were organized to compile their thoughts regarding conceptual ideas, programmatic needs, and issues about urban teacher preparation at ISU. As a result, an agenda for future next steps was framed and recommended; hence the ISU Urban Teacher Preparation (UTP) Steering Committee was organized from those who volunteered to serve on the campus-wide steering committee.

The Steering Committee held meetings from December through March where the UTP members, representing various constituencies, offered their conceptual thoughts and ideas on urban education with consideration to ISU's Teacher Education Conceptual Framework, "Realizing the Democratic Ideal." As well, the committee studied the extent to which urban teacher preparation at ISU would be congruent with accreditation standards. Members of the committee raised issues related to the general mission, curriculum rationale, goals, objectives, and curricular offerings for urban teacher education; and conducted a review of existing urban teacher preparation programs across the United States and their possible concordance with existing ISU urban teacher preparation initiatives and departmental programs. As a result, a working definition for urban teacher education was synthesized leading to the drafting of a conceptual statement for urban teacher preparation at ISU. Moreover, an inventory of current activities and programs at ISU was created by the steering committee.

Other activities related to urban teacher preparation were also initiated, all with the intention of increasing awareness of opportunities for teaching in urban and high need schools:

- Establish a way to track teacher candidates who express interest in urban teaching;
- Create student organizations that support candidates with interest in urban teaching;
- Consider different ways to deliver urban teacher preparation; and
- Support faculty to redesign syllabi to better address urban contexts and needs.

The UTP steering committee believes that it is time to share the initial work of the committee with program coordinators, faculty, and other interested parties in an open forum setting for their input, comments, and counsel. During April two meetings were held to share this packet and promote discussion. On April 4th several committee members presented to the Council for Teacher education; On April 13th committee members met with coordinators of teacher education programs at ISU.

Concluding Remarks

It is our hope that the faculty and university community will feel free to provide the steering committee with substantive feedback regarding our progress to date as well as their input for and involvement in the next steps to be studied and undertaken regarding urban teacher preparation at ISU. As a steering committee, we look forward to hearing more about the ways in which ISU students should and can receive the fullest preparation for teaching

in urban and high need schools, as well as continued discussion about issues and current practices in urban schools.

Urban Teacher Preparation Steering Committee

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REALIZING THE DEMOCRATIC IDEAL IN URBAN TEACHING

Illinois State University, the largest producer of Illinois teachers, is centrally located amidst the state's largest urban centers, with Chicago, Rockford, and Joliet to the north, Decatur and Springfield to the south, and Peoria to the west. Our mission as a public university in the twenty-first century is to graduate educators who are prepared to live, teach, and be agents of individual and social transformation in low-income and under-served communities throughout Illinois, particularly in Chicago and other urban settings. As stated in the university's conceptual framework for teacher education, "Illinois State graduates aspire to teach everyone, especially those on the margins, those who have been or are in danger of being excluded" (*Realizing the Democratic Ideal*, 2000).

What do we still need to do to pursue this democratic ideal? First, we must understand that, like ISU, public schools, along with the students they serve, are socially, economically, politically, culturally, historically, and geographically situated. Consequently, in addition to preparing future teachers with knowledge about content, curriculum, instruction, and assessment, we must help them to develop skills and dispositions to practice effectively within communities that serve students who are being left behind, such as poor students and/or students of color in urban areas. In short, urban teacher preparation at ISU should entail critical examination of self, others, and societal structures with the goal of personal and social transformation that achieves equal educational opportunity for all. The following are characteristics of teacher education that can effectively prepare ISU graduates for urban and high need schools:

- Preservice teachers actively learn about the ways schools and communities are socially, economically, politically, culturally, historically, and geographically situated and related.
- Preservice teachers have rich, sustained, first-hand opportunities throughout their program to work with racially/ethnically, economically, and linguistically diverse children in urban schools and neighborhoods.
- Preservice teachers learn that good teaching always begins with seeing each child, fully and fairly, as a multi-dimensional being, an individual with a unique history, hopes, and dreams – a child of promise and possibility.
- Preservice teachers understand the importance of valuing students' cultures and lived experiences – and making space for them in the classroom – while espousing the crucial importance of subject-area content as well.
- Preservice teachers rigorously question stereotypical views of city kids, families, and neighborhoods, and learn to see the assets of the communities rather than the deficits.
- Preservice teachers examine the ways their own racial, cultural, and class identities have shaped their perspectives, and students of economic and social privilege are encouraged to analyze the advantages they've enjoyed that may have previously gone unrecognized.
- Preservice teachers examine and critique the sources of economic, racial, gender, and linguistic inequity within schools and communities, and understand how these factors influence students' lived experiences within and outside of the classroom.
- Preservice teachers explore together whether and how educators can and should be part of social movements that seek to overcome racial, economic, and linguistic barriers.
- Preservice teachers focus on urban schools but with interest in collaborating with others who attend to the related needs of rural, small town, and suburban schools.

DEMOGRAPHICS FOR ILLINOIS AND ITS URBAN CENTERS

	1990	2000	2003
Total Illinois population	11,430,602	12,419,293	12,653,544
Urban population	9,669,076	10,910,332	
Rural population	1,761,526	1,508,961	
Farm population	207,016	127,879	
Percent high school graduate or higher*	76%	81%	
Percent Bachelor's degree or higher*	21%	26%	
Persons 3 years and older enrolled in school	3,031,673	3,450,604	
Preprimary school	231,774	442,897	
Elementary or high school	1,951,184	2,197,669	
College or graduate school	848,715	810,038	

(*For Persons 25 yrs and older) From: http://www.classbrain.com/artstate/publish/article_1234.shtml

Name	Population 2003	Student Teachers Placed 03-04	ISU graduates newly employed since 1999**
<u>Chicago</u>	2,869,121	45	491
<u>Aurora</u>	162,184	12	69
<u>Rockford</u>	151,725	1	15
<u>Naperville</u>	137,894	15	109
<u>Joliet</u>	123,570	11	67
<u>Bloomington Normal</u>	117,156	144	498
<u>Springfield</u>	113,586	13	104
<u>Peoria</u>	112,907	50	304
<u>Elgin</u>	97,117	31	24
<u>Waukegan</u>	91,452	2	24
<u>Cicero</u>	83,029	0	24
<u>Decatur</u>	79,285	20	30
<u>Arlington Heights</u>	75,784	10	37
Total	4,214,810	354	1796

Population figures from: <http://www.citypopulation.de/USA-Illinois.html>; **Teacher Data Warehouse.

2000 Illinois Census racial/ethnic breakdowns:

White 73.5%(a); White Non-Hispanic/Latino 67.8%; Black or African-American 15.1%(a); Hispanic or Latino 12.3%(b); Asian 3.4%(a); American Indian & Alaskan Native .2%(a); other 5.8%(a); persons reporting two or more races 1.9%.

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

2000 Illinois Census other breakdowns:

Foreign born persons 12.3%; Persons 5+ yrs who speak a language other than English at home 19.2%; Persons 5+ with a disability = 17%; 1999 Median household income \$46,590; Persons below poverty level in 1999 = 10.7%; Cook County = 43% of state's population.

From: <http://quickfacts.census.gov/qfd/states/17000.html>

2005 Illinois State Report Card figures for Urban Public Schools: (From ISBE website)

	White	Black	Hispanic	Asian/ Pacific Island	Low Income	LEP	H.S. Drop Out rate	Mblty rate	Att rate	Enrollment
Illinois	56.7	20.3	18.3	3.7	40.0	6.6	4.0	16.1	93.9	2,602,912
Chicago #299	8.8	49.2	38.4	3.3	85.4	14.0	10.4	24.0	92.0	410,874
Aurora E. #131	8.0	10.9	79.8	.7	57.9	34.4	5.4	26.5	93.4	11,786
Aurora W.#129	40.4	18.6	38.8	2.1	35.0	7.5	4.6	13	94.1	11,957
Aurora Indian Prairie	70.5	8.4	5.8	12.9	4.1	3.6	.5	8.4	94.8	27,057
Rockfrd #205	44.3	31.0	19.2	3.1	60.9	12	8.9	20.9	91.5	27,464
Napervl #203	78.8	3.6	3.8	13.7	4.2	1.8	.8	5.8	95.9	18,749
Blmntn #87	63.2	25.9	6.9	4	44.1	2.4	2.2	18.1	93.9	5,384
Normal Unit-5	76.3	13.0	4.7	3.7	21.7	1.9	3.8	15.0	94.8	11,366
Spring- fld#186	56.8	36.8	1.5	1.9	60.2	0.3	2.8	23.9	91.3	13,960
Peoria #150	34.1	59.3	4.1	2.4	65.5	1.6	10.0	44.2	91.0	14,701
Elgin Unit-46	46.5	7.3	38.6	7.0	36.5	15.2	4.3	16.1	94.6	38,429
Wkegn #60	8.9	20.6	68.0	2.0	62.2	23.9	4.6	17.0	92.4	15,176
Cicero #99	4.0	1.2	94.5	0.3	78.7	44.2	----	28.3	95.1	13,624
Morton HS 20I Cicero	17.8	1.8	79.3	0.9	47.9	7.7	4.4	16.8	91.1	7,658
Decatur #6I	51.1	42.2	1.4	0.7	64.6	0.6	6.8	24.0	90.4	9,252

INVENTORY OF URBAN TEACHER PREPARATION OPPORTUNITIES AT ISU (i.e. Courses, Programs, Activities)

Activities by level:

PC	Fr	So	Ju	Se	Gr	
						AT ISU
	X					1. C&I 110 Introduction to Multicultural Education
		X	X			2. C&I 232 Urban Education: An Introduction
			X	X		3. C&I 312 Urban Field Experience
			X	X		4. C&I 398 Professional Practice: School/Community Involvement
						5. C&I 208 Includes an activity for students to conduct an ethnographic study of the community around the school
						6. Freshmen students are provided a clinical experience in an urban setting. Contact the Teacher Education Center.
				X		7. PDS in Chicago (Little Village), Wheeling, Elgin, Peoria,
						8. Courses to enrich the student's background on urban issues are available in other departments. See Attachment #3 below.

						IN CHICAGO
				X		9. Student Teachers Educating Minority Students (STEMS) supports ISU students who are currently living in Chicago and working on their student teaching assignments in a Chicago public school, providing them with additional teaching experiences while supporting existing agency-based after school programs and the minority student populations they serve.
			X	X		10. Exploration of Social Foundations of Education in Chicago: Students enrolled in EAF 228 may opt to explore for credit the cultural diversity of, and social foundations of education in, Chicago schools and neighborhoods in an intensive, four day, experiential learning trip. Includes two full days in individualized CPS placements.
				X		11. CPS Summer Residency Program: This highly structured program is for 6 weeks with housing/transportation/ programming plus a stipend, placements in year round school. To take place prior to student teaching.
X	X	X	X	X	X	12. CPS Internship Program: Two weeks, housing/ transportation/programming without stipend and in a summer school placements.
			X	X		13. Multicultural Mentorship Project: ISU elementary education and early childhood education majors correspond with students at Ross and Pierce schools in Chicago

X						14. Teacher Education Access for Minorities (TEAM): CPS sophomores and juniors with an interest in teaching as a career visit the ISU campus, participate in four mini-workshops – one campus tour, one technology workshop, and two teacher education workshops.
			X	X		15. Urban Bus Trips: ISU teacher education students are bussed to Chicago for a day to visit selected schools that include those in Little Village.
						16. Professional Development and/or Mentoring Courses for Illinois Continuing Professional Development Credits, for example, C&I 429.07 Self-Assessment of Teaching, C&I 477, Supervision of Instruction, and others various courses to be revisited and/or created.

						IN OTHER URBAN DISTRICTS
				X		17. Student Teaching in San Antonio, TX
						18. Western Avenue Community Center, Bloomington: Over the past four years, both middle and elementary majors have tutored students, coached sports, and worked with the Boy & Girl Scouts.

Programs:

1. The undergraduate catalog lists “Urban Education Study” as an elective option for any teacher education student. This program is administered by C&I. See Attachment #1 below for a full description.
2. The undergraduate catalog also lists “Minor in Urban Studies” as an interdisciplinary minor. See Attachment #2 below for a full description.
3. Chicago Teacher Education Pipeline (CTEP): a commitment to collaborate on teacher education in ways designed to increase the quality and quantity of teachers for CPS
4. The National Board for Professional Teacher Standards at ISU played a significant role in Chicago that facilitated over 200 teachers to become nationally certified.
5. Chicago school personnel have completed or are currently enrolled in doctoral programs and in master’s programs.
6. ISU College of Education and College of Arts and Sciences faculty members worked with the City Colleges of Chicago to enhance articulation of course work for transfer of credit.
7. An Associate of Arts in Teaching (AAT) degree is in development to create a bridge between institutions, supporting students and aligning curricula for a smooth transition from CCC to ISU.
8. Little Village Community Development Corporation: a unique initiative to improve the quality of education offered by the CPS in the neighborhood. LVCDC has supported a world-class community high school that opened in fall 2005 and improved elementary schools.

9. Golden Apple Foundation has a long record of supporting individuals through college and into teaching positions in high need Illinois schools. There are currently about 80 Golden Apple Scholars at ISU.
10. Future Educators of America (FEA): CPS Middle and high school students with aspirations to become teachers have developed FEA chapters in their schools working with ISU as a university partner. These students receiving tutoring and mentorship training and subsequently provide tutoring and mentoring services to elementary school students who attend feeder schools in their respective communities.
11. CPS Student-Teaching Initiative: Support is offered through placement assistance, a handbook, a newsletter, and unique professional development events known as the Student-Teaching Summits.
12. CPS Teacher Recruitment: This department provides guidance to teacher candidates during the job search. Recruiters provide one-on-one meeting, job fairs, and interview preparation.
13. CPS Teacher Housing Resource Center: This program offers student teachers, new and veteran teachers with opportunities to rent and own property in Chicago.
14. Urban school districts operate various types of programs to support beginning teachers in their district. In Chicago it is call the G.O.L.D.E.N. Teachers
15. The School of Communication is the early stages of initiating an urban debate league for Central Illinois. UDLs currently exist in Chicago and St. Louis. High school students in UDL program have become inspired to go to college and pursue teacher education degrees.
16. Bilingual Education Sequence: The Bilingual-Bicultural Education Program at ISU offers pre-service elementary teachers the opportunity to be certified as an elementary school teacher with bilingual-bicultural approval. It is offered by the Department of Curriculum and Instruction in cooperation with the Departments of English, Foreign Languages, Sociology-Anthropology, and History.
17. SED faculty, with Dr. Paul Baker, are currently engaged in a project in Peoria designed to raise the academic achievement and positive social behaviors in three target schools. SED undergraduate students placed in Peoria for senior field experiences will participate in this initiative as it develops.
18. SED has developed partner schools throughout the state including CPS and has had a partnership with Peoria District 150 since 1975 SED has participated in partnership development activities with Decatur Public Schools and uses sites in this city regularly.
19. Specialist in Learning and Behavior Junior year field experience: Practicum placements for two days per week include potential placements in Decatur and Peoria
20. Specialist in Learning and Behavior Senior year field experience: Ist semester, Field-based sites for four day per week experiences include potential placement in Peoria District 150 and CPS partner schools. Field-based students participate in urban education instruction and site visits in Bloomington, Peoria, or CPS schools.
21. Specialist in Learning and Behavior Senior year: Student teaching placements include potential placements in Decatur, Peoria, CPS, and Rockford

ATTACHMENTS

Attachment #1:

Urban Education Study

Students wishing preparation for working with urban populations may elect to complete Urban Education. Urban Education is not a certified area but is an elective option available to students in Elementary Education, Middle Level Education, Special K-12, High School, Early Childhood, and Special Education programs. Course content and Clinical Experiences are individually designed in keeping with the specific Teacher Education program of the student.

The following includes both on and off-campus course work experiences in both school and non-school educational settings, and in agency activities: C&I 110—Introduction to Multicultural Education (3 hours), C&I 232—Urban Education: An Introduction (3 hours), C&I 312—Urban Field Experiences (6 hours off campus), and C&I 398—Professional Practice: School/Community Involvement (3 hours).

110 *Introduction to Multicultural Education* 3 cr. F,S Materials charge optional.

Exploring the theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels.

232 *Urban Education: An Introduction to Strategies for educating urban students.*

312 *Urban Field Experience* 6 Summer Incl satisfactory compl Clin Exp: 100 plus hrs, Type I-4.

An off-campus, community-based experience in urban schools, local community agencies and state and private institutions serving youth.

398 *Professional Practice: School/Community Involvement* 2-6

Attachment #2:

Urban Studies: Minor in Urban Studies (21 Semester Hours):

Core Courses (12 semester hours):

--Geo 336 Urban Geography (3)
--His 322 American Urban History (3)
--Pos 221 United States State and Local Government (3) Or Pos 222 Metropolitan Politics (3)
--Soc 240 People in Places: Understanding and Developing Community (3) Or Soc 361 Urban Sociology (3)

Methods Courses (3 semester hours):

Geo 204 Geographic Techniques (3)
Eco 238 Confronting Theory with Data (4)
His 200 Doing History (3)
Pos 209 Empirical Research Methods (3)

Soc 271 Introduction to Sociological Research (3)

Electives (6 semester hours):*

Any core course not used to fulfill the core requirement

Geo 303 Geographic Information Systems (3)
Geo 370 Urban and Regional Planning (3)
His 256 American Economic History (3)
Pos 335 Community Development (3)
Soc 362 Population (3) – formerly Soc 267
Independent Study (up to 3 hours) in any program contributing to the minor and pre-approved by the Urban Studies Coordinator.

Contact: Jill Thomas, 200B Felmley Hall, Ph. 438-8403

Attachment #3:

Potential Courses Listed in the ISU Undergraduate Catalogue for Students Who Have Identified Interest in Teaching in an Urban Setting

IDS 105 Cultural Awareness and Interracial Understanding (p. 92)
254 Religions and Cultures (p. 99)

Women's Studies Courses – 120 Women, Gender and Society (p.97)

Criminal Justice

102 – Individuals, Society and Justice (p. 119)
207 Contemporary Policing in America (p. 119)
215 Juvenile Justice (p.119)
338 Alcohol, Drugs and Crime (p.119)
360 Issues in Criminal Justice (p. 119)

Family and Consumer Science

112 American Family: Change and Diversity (p. 122)
208 Dynamics of US Contemporary Health Issues (p. 123)
222 Cultural Diversity in Dress (p. 123)
233 Family Economic Resources (p. 123)
310 Family Crisis (p. 124)
311 Community Nutrition (p. 124)

Health Sciences

292 Community Public Health (p. 131)
297 Modern Health Problems (p. 132)
387 Programs in School Health (p. 134)

Information Technology

214 – Social, Legal, and Ethical Issues in Information Technology (139)

Kinesiology

180 First Aid (147)

Technology

203 Competencies for Teaching (157)

Communication

201 Communication and Social Issues (175)
225 Nonverbal Communication (175)
283 Communication in the Classroom (176)
370 Psychology of Language
372 Intercultural Communication

Economics

202 Current Economic Issues (180)
228 Demographic Economics (180)
326 Economics of Human Resources (181)
329 Economic Issues in Education (181)
360 History of the American Economy (181)

English

160 Women's Lit (186)
165 African American Lit (186)
206 Cultural Expressions in Social Contexts: Women of Asia, Latin America and Africa (186)
266 Native American Literature and Culture (187)
342 Sociolinguistics (188)
343, 334, & 345 The 3 TESOL courses (189)
365 Movements and Periods in African American Lit and Culture (189)
375: Literature for Adolescents

Foreign Languages

143 Unity and Diversity in Language (194)
258 Cross Cultural Approaches to Comparative Lit. (195)

Geography

336 Urban Geography (199)
370 Urban and Regional Planning (199)

History

111 American Diversity: Contested Visions of the US Experience (207)
258 African American History since 1865 (209)
262 History of Women in the US Since 1865 (209)
273 The Immigrants in American History (209)
322 American Urban History (210)

Philosophy

104 The Ideal of Democracy (222)
233 Contemporary Western Moral Theories (223)
238 Rights and Wrongs (223)

- 246 Feminist Political Thought (223)
- 330 Topics in Moral Theory (224)
- Politics and Government
 - 140 Introduction to the Politics of Africa, Asia, and Latin America (230)
 - 161 Introduction to Political Thinking 240, 245, & 246 Politics of Latin America, Asia, and Africa (230)
 - 317 US Politics and Culture after Vietnam (231)
 - 334 The Politics of Race, Ethnicity, and Inequality (232)
 - 352 Human Rights (233)
- Psychology
 - 327 Topics in Psychology and Diversity (237)
 - 346 Psychology of Exceptional Children (237)
- Social Work
 - 324 Topics in Child Welfare (240)
- Sociology/Anthropology
 - 240 People in Places: Understanding and Developing Community (243)
 - 264 Minority Relations (243)
 - 295 Sociology of Culture (244)
 - 350 Sociology of Education (244)
 - 361 Urban Sociology (244)
 - 365 Juvenile Delinquency (244)
- Anthropology
 - 175 Cross Cultural Perspectives on Contemporary Human Problems (245)
 - 185 Cultures of the World (245)
 - 277 Language and Culture (245)
- Art
 - 140 Intro to the Arts of the Americas, Africa and the South Pacific (286)
 - 275 World Arts
- Music
 - 153 & 154 Black Music I & II (297)
 - 176 Arts and Society: Music (298)
 - 216 Non Western Music Literature (298)
 - 356 Music and Societies (300)
- Theatre
 - 154 Intro to Black Drama and Theatre (304)
 - 275.02 World Arts: Film (305)

Attachment #4:

Illustration of how General Education courses could be used in support of Urban Teacher Preparation for native students:

The following set of courses (30 credits) would each meet a General Education requirement, and each either explicitly addresses Urban issues and material or could, with appropriately chosen readings and topics, address Urban issues and material while still meeting current course goals and General Education goals. Appropriately chosen sections of these courses could, for a cohort of students, provide an integrated General Education experience while supporting Urban Teacher Preparation.

Inner Core:

English I01 & Com I10 (special, coordinated sections taken by a single cohort across the year, joined to a Linc section and featuring readings and assignments involving urban issues)

Middle Core:

IDS 121: Texts & Contexts	MC-LH
SOC 112: American Family: Change & Diversity	MC-UST
CJS 102: Individuals, Society, and Justice	MC-ICL
SOC 175: Living in a Technological World	MC-IS

Outer Core:

HSC 208: Dynamics of US Cont. Health Issues	OC-SMT
SOC 240: People in Places: Understanding & Developing Communities	OC-SS
MUS 153: Black Music I	OC-FA
IDS 207: Representation, Knowledge, and Power	OC-H

(For some of the above categories, more than one course could be used; the above is not a formal recommendation, but simply an illustration drawn from the catalogue.)

TRACKING STUDENT INTEREST IN TEACHING IN URBAN SCHOOLS

Purpose:

1. To facilitate communication with students on opportunities for learning about how to teach urban students and how to find employment in urban and high need schools.
2. To monitor the number of students who participate in urban teacher preparation and recruitment activities.
3. To provide greater visibility to the urban teacher preparation opportunities.

Process:

A field has been added to the on-line tracking system for teacher education students that will be managed by the Teacher Education Center. The designation will need to be added to the data base, called Gateway I, by the TEC staff through either a batch process or by individual entries. Then the student name, address, and other information can be accessed as needed to accomplish the purposes listed above.

There are four levels of designation:

Blank: indicating no interest in urban teaching has yet been identified.

“I”: indicating that student has expressed directly or indirectly an interest in urban teaching. See below for how this can occur.

“Yes”: indicating that the student has expressed intent to teach in an urban setting.

“No”: indicating that the student has subsequently declined interest in urban teaching.

How does a student express interest in teaching in the urban schools?

1. Student can self-identify as a result of a letter sent to all teacher education students at the beginning of each term. The letter is sent by TEC, with responses from students entered as an “I” or “YES” on the Gateway system.
2. Students enrolling in a class associated with Urban Teaching will be asked to indicate their level of interest in teaching in an urban school. A list of these courses will be created and monitored each term by TEC. A batch process will enter an “I” for the students enrolled in each course. These students can also be asked for their level of interest and, if warranted, a “Yes” can be entered in the system.
3. Students electing to participate in optional urban field experiences can also be entered in the system as either an “I” or a “Yes”. Such activities include the freshmen experience in Decatur and the bus trips to Chicago. Organizers of these events will be asked to collect the appropriate information.
4. Since students generally seek teaching positions in their home area, students who graduated from an urban high school will be entered in the system as an “I” through a batch process.

Use of the information on candidates interested in urban teaching

1. Invitations sent to students to listen to an urban education related speaker.
2. Students invited to participate in the optional urban teacher preparation activities such as the bus trips.

3. Students invited to meet with a recruiter from an urban school district.

UNITE (Urban Needs in Teacher Education) Student Organization

Leaders of all fifteen Registered Student Organizations related to the COE were emailed a message on February 12, 2006 explaining the Urban Teacher Preparation initiative currently underway and requesting the opportunity to meet with them to solicit their input and interest. Leaders of three SROs—Deaf Redbirds, Student Education Association, and Golden Apple Scholars—responded to this message, but only the Golden Apple Scholars were able to invite representatives of the UTP steering committee to meet with them. A fruitful meeting occurred February 28, 2006 along with two students who had just returned from the EAF Chicago trip.

Since that time the Golden Apple Scholars have met among themselves, talked with Golden Apple Mentors and staff as well as Chicago Teacher Education Pipeline staff, and solidified their plans to form a new RSO focused on urban teacher preparation. The name of this new student group is UNITE (Urban Needs in Teacher Education). The two student leaders are Dakota Pawlicki and Patricia Koulogeorge. In September 2006 the group had introductory meetings with approximately 30 students in attendance. The website for the group is:

www.coe.ilstu.edu/news/unite.shtml.

POSSIBILITIES FOR DELIVERY OF URBAN TEACHER PREPARATION

A discussion of how ISU prepares teacher candidates to meet the needs of teaching in urban schools leads to several alternatives. It may be that the way to meet the needs of ISU students is through a combination of several of the alternatives that enables all students to acquire some knowledge and skills and provides others who are committed to working in the urban environment with an opportunity for deeper understanding in this area. Interested instructors of courses referenced below could apply for the TQE Course Development Grant to redesign their courses to have a stronger focus on urban education and schooling.

1. Urban Teacher Preparation for all students

All teacher candidates should be prepared to address many of the characteristics for successful teaching in urban schools. Because of the similarity to meeting the needs of rural schools and the mobility of teachers throughout their careers, there is a point of view that all teachers should be prepared to address these characteristics. This leads to a discussion of how required teacher education courses should address these characteristics.

Possible activities include:

- Modifying the content of professional education courses;
- Providing faculty with experiences in urban settings
- Involving urban school teachers in course modifications

2. Providing Opportunities for Students to Specialize in Teaching in Urban Schools

A variety of ways for students to gain a deeper understanding of teaching in urban schools can be made available. Some currently exist and others could be created. Some provide additional knowledge of pedagogy appropriate for urban schools and others provide more knowledge about the communities, people, and issues of urban settings. Here are some of the alternatives

- *Curriculum Supplement for Teaching in Urban Schools*
There are elective courses now available to teacher candidates that supplement the candidates' ability to teach in urban schools. These courses are listed in the Inventory beginning on page II of this document. There is discussion of revising these courses and/or developing additional courses.
- *Urban Education Study (C&I)*
Candidates who want to take several of the curriculum supplement courses can complete the program provided by the C&I department. The program description from the Undergraduate Catalog is provided in Attachment #1 of the Inventory on page II of this document. The Bilingual/Bicultural Education Sequence in C&I might be used as a model for strengthening this Urban Education Study program, although doing so across PK-12 program areas and thus across Departments and Colleges will be challenging.
- *Content for Understanding the Urban Setting*
There are content courses that address the issues of the urban setting that students can elect to take to broaden their understanding of the community and families of urban settings. These courses are listed in Attachment #3 of the Inventory on

pages 12 and 13 of this document. There is a minor in Urban Studies that is described in Attachment #2 of the Inventory on page 12 of this document.

- *Content for Urban Studies as Part of General Education*
Some teacher candidates do not have electives in their programs to take additional content courses to understand the urban setting. These students could be scheduled as a cohort to take specialized content in the general education courses that they are already taking. For required courses in general education, special sections could be scheduled. Within the ISU general education program, course selections could be made in some categories that would provide insight to urban settings. See Attachment #4 for an example of this suggestion.
- *A Major in Urban Teaching*
Some have suggested that this area should be so specialized that a student should have a major in which there are specialized courses and adaptations of existing courses. There are several logistical considerations in implementing a major.
- *Cohorts for Urban Teacher Preparation*
As an alternative to a separate major, ISU could offer special sections of existing required professional education courses that would provide a cohort of students with urban applications for the courses' required content. This would require adaptation on the part of selected faculty.

3. Graduate Level support for urban teaching

The primary focus of the Steering Committee has been on the Preservice teacher preparation at ISU. There is recognition, however, that there are graduate level needs in this area.

- Teachers who are in urban settings have typically not had specific training for the urban schools.
- Beginning teachers could benefit from specialized help for urban teaching.
- Mentor teachers could benefit from training in techniques to help urban teachers.
- Aspiring school and district administrators from numerous urban districts (i.e., Chicago, Springfield, Peoria, Quad Cities, Joliet) currently earn master's and doctoral degrees in EAF.

ACTION ITEMS FROM FIRST UTP MEETING (FALL 2005) AND THE STEERING COMMITTEE

Goal: To prepare highly qualified teachers for urban schools: change programming for traditional students or identify urban populations.

*Indicates additions by the Steering Committee

#Indicates some work by the Steering Committee or others

Recruitment strategies

1. * Create cohorts of students interested in urban schools.
2. * Track students interested urban teaching.
3. # Start an Urban Education Club (or Urban Ed committees of existing student education organizations), and such a club (committees) could become a base for such work at Passages time among students.
4. Institute personal contacts with candidates on a long term basis.
5. Recruit in middle and high schools: identify students, support students, model (FEA).
6. Send ISU students in teacher education to visit schools – give presentation in teams to students in middle and high schools and experience and reflect.
7. Participate in district seminars (e.g., Springfield and Decatur) and ISU faculty in teacher education.
8. Build on where student teachers are located in urban settings.
9. Involve advisors, the registrar.

Developing Curriculum for UTP

1. * #Be clear on what is unique about urban education, or teaching in an urban context, as compared with teaching in other high needs contexts.
2. # Issue a Call for Proposals to faculty for how they could revise their syllabi overall, or to include components, to address urban needs and/or other high needs school contexts. (TQE Partner Project)
3. Engender “organized determination” to revive the urban education theme in all courses.
4. Consider eliminating some existing courses if new ones are added,.
5. Draw case studies from the field into campus courses.
6. Weave overarching themes through coursework:
 - Issues of power and ethnicity and racism and cultural perspectives
 - Understanding and overcoming the achievement gaps
 - Multi-diversity and literacies throughout courses
 - Examine and critically reflect on beliefs and revisit and critique assumptions
 - Respect beliefs and cultural values and differences among people
 - Poverty and affluence
 - The needs of urban school kids
 - The social and equity issues and community realities and cultural resources
7. Increase knowledge of contexts, bureaucracy issues and traditions and ways to identify, analyze and reflect on how to improve student learning.
8. Consider general education courses as we look at preparation. Show videos or link live interaction with reflective teacher and observe school.

9. Partner with alumni novices or NBCTs.
10. Provide instruction in how to navigate a system: important people, secretary, custodian.
11. Show how to collect profiles of student data and how to analyze the data for use in teaching
12. Set up situations and a community within a class to ask meaningful questions and to engage with the issues and to give words to them
13. Identify curriculum materials that can be used in methods and other courses that facilitate learning to teach in urban schools
14. # Explore models for faculty teaching courses off campus.
15. # Deliver to AAT and paraprofessional populations.

Clinical experiences

1. Explore Chicago as well as other settings, Springfield, Peoria, Decatur, East St. Louis.
2. Create a new preparation course for early clinical experience in urban education.
3. Observe community schools by participating and engaging community and identifying how to use in their units, lessons (videos, scenarios).
4. Require all teacher education candidates to have an early clinical experience in an urban setting.
5. Give students a group of perhaps 10 urban experiences opportunities to select from.
6. Ensure that the experience is focused.
7. Involve faculty and/or teachers or administrators from the PK-12 schools to help with processing the experience.
8. Provide professional development and resources for faculty to help make these clinical experiences meaningful for teacher education candidates.
9. Get involved in other community organizations that work with urban children and families.
10. Establish clinicals of a developmental nature. They may begin with videos, progress to observations, and then involvement in the classrooms.
11. Make student teaching in urban schools optional for students.
12. # Provide staff development for teachers supervising candidates in clinical experiences.
13. # Create a secondary cohort with the common courses in secondary education.
14. Consider alternative scheduling of courses (e.g. four one month courses, with one course being in Chicago).
15. Make UTP a university commitment, perhaps to diversity.

Programming Urban Teacher Preparation

Numerous suggestions and action ideas were discussed but decisions to move in a specific direction were not reached. Options identified are:

1. Conduct research to figure out what we mean by “urban education” and what a program/track/minor/certificate in urban education should be designed to achieve.
2. Reinstitute the minor in urban ed.
3. Develop a master’s degree program in urban ed.
4. Examine certificate program and university programs in urban education.
5. Study how other universities away from urban settings implement urban teacher preparation.
6. #Convene program coordinators with Steering Committee to discuss options for programming.

7. Provide “third year” programming on site in Chicago or other urban site

Faculty Development

1. Offer an experiential trip to Chicago for faculty members (perhaps ones who applied for the small grants), which would include school visits.
2. Increase faculty awareness of the work of other faculty in urban teacher preparation.
3. Match faculty interests to learn from one another.
4. Encourage faculty to share how UTP is delivered to students in their classes.
5. Encourage faculty who have a long term commitment by providing funding for their work.
6. Examine the ways DFSC rewards activities that contribute to the urban teacher preparation developmental efforts.
7. Establish a clear college priority for UTP, long haul.
8. Identify how other aspects of the university contribute to implementation of UTP in schools: e.g. supervision course could support improving mentors for new teachers.
9. Organize faculty tours of urban schools.
10. Provide faculty scholarship time and then disseminate results to others in the departments
11. Make urban specialist a part of more faculty hires rather than hiring an urban specialist.
12. Adopt or adapt a conceptual scheme for urban education that defines the goal.
13. Send faculty to conferences such as AACTE, ATE, Holmes, which are held in urban settings, to target urban teacher preparation at the conference and to visit local universities with urban teacher preparation programs.
14. Look for other universities such as ISU that are not located in an urban setting that have established programs in urban areas.
15. Hire experienced urban teachers to teach in our programs on a short term basis, perhaps working on a masters or doctoral degree while they are here.
16. Promote “brown bags” or other strategies for increasing awareness and development.
17. # Create cohorts of individuals in an urban setting (e.g. paraprofessionals) to engage in teacher education, perhaps with newly configured courses.
18. # Integrate urban teacher prep with the larger focus on urban studies; frequent seminars to involve faculty.

Research on Issues Involved In Teaching in Urban Schools

1. Examine the extent to which we prepare teachers for contextual teaching.
2. Work with CPS data management department to access data;
3. Identify what type of data we need; clarify distinctions between projects.
4. Link teacher quality to student achievement.
5. Work with Little Village Infinity High school to develop instruments to collect assessment data on student learning; measure skills, effects of program.
6. Start collecting longitudinal data.
7. Study impact of PDS experience/total yearlong immersion.
8. Follow graduates who teach in urban settings.
9. Look at what studies and data from ISU’s PDS programs exist and possibly survey them all to see in what ways participants feel students are arriving well- and ill-prepared for teaching at their school.
10. Create short and long-term projects, as we will not see immediate results of interventions.

Preparing Urban Teachers: A TQE Course Development Grant

Overview

The Upper Division Work Team of the Teacher Quality Enhancement (TQE) grant is offering faculty a summer opportunity to redesign a course they regularly do or will teach so that it better prepares teacher candidates for urban and high need settings. The TQE grant is a collaborative initiative involving ISU, Chicago Public Schools, Golden Apple, Little Village Community Development Corporation, Truman College, Daley College, National Board's Resource Center, and State Farm. Awards will be **\$3,500 plus benefits**, including an experiential trip to Chicago, for redesign work to be conducted May 22--August 18, 2006. The Work Team is also offering non-applicant faculty the opportunity to serve as Readers of these grant proposals for a modest honorarium.

Rationale

The need for high quality urban teachers is almost universally known. As a recognized leader in teacher preparation, Illinois State University is currently taking steps to better address this need. One of these steps involves creating courses that are specifically designed to prepare teachers for the realities of urban and high need settings. Designing and offering such courses will provide a foundation for building an effective urban teacher education program.

The envisioned urban teacher education program teaches future educators that public schools and their inhabitants, whether well off or high need, are situated within a nexus of social, cultural, historical, economic, political, and geographical contexts. By building an understanding of these complex relationships, preservice teachers can begin to see a need to critique the systemic sources of racial and economic inequity in our society and its schools. Such a critique implores teacher candidates to ask whether and, if so, how educators can and should be part of movements that seek to overcome economic, racial, and linguistic barriers to social justice (Anyon, 2005).

In a more pragmatic sense, this vision of urban teacher education needs to provide students, from day one, with rich and sustained first-hand experiences in urban schools and neighborhoods. These experiences must be infused and followed with frequent opportunities to engage in thoughtful discussions with peers and experienced professional educators. Such discussions promote the notion of teaching as a reflexive and collaborative practice. They encourage us to examine how our own identities and those of our students and colleagues shape our understanding of and experiences in school. These conversations value collaboration over competition, nurture peer feedback and mentoring, and create safe yet challenging learner-centered classroom communities.

Lastly, this vision of urban teacher preparation must recognize the important role of assessment, particularly given our current standardized-test-driven context. Teacher educators need to model authentic assessment to improve instruction and employ multiple ways of assessing student learning. Through using authentic learning activities, schooling becomes relevant and engages students in meaning-making and in knowledge construction and critique. For example, infusing art, drama, problem-posing, dialogue, and research into the classroom and course assignments enables students to master course content while expressing themselves fully and tapping into their creativity. Experiencing such student-centered activities helps teacher candidates to understand the pedagogical importance of "seeing the student" (Ayers, 2001)—the notion that good teaching always begins with seeing each child as a multi-dimensional being, an individual with a unique history and equally unique hopes and dreams. In other words, preservice teachers

learn to see the necessity of valuing students' cultures and lived experiences—and making space for them in the classroom—while simultaneously espousing the crucial importance of subject-area content.

In sum, this urban teacher education program intends to act as a critical enterprise for focusing on urban schools but with interest in collaborating with others who attend to the related needs of rural, small town, and suburban schools. Its principles are ones of universal design that benefit all students but without which some students are unable to succeed.

Course Development Grant Application Details

Eligibility

All tenured and tenure-line faculty, non-tenure line instructors, and AP staff with teaching responsibilities at ISU are eligible. However, the TQE team that designed this grant is targeting those faculty involved in teacher education and those who teach classes related to urban issues. Applicants may apply as individuals or teams. Teams may comprise faculty housed in the same or different disciplines, Departments, or Colleges. An individual may be listed on only one application. All tenured and tenure-line faculty who are not applying for the grant are invited to submit their names, credentials, and availability to serve as a proposal Reader.

Amount of Awards

Awards will be \$3,500 plus benefits and an experiential 3-4 day trip to Chicago that will expose grantees to the kind of field experience that they may integrate into their courses. Teams that are accepted into the course development program will split the \$3,500 and receive individual benefits plus the trip to Chicago. Trip expenses beyond programming, lodging, and transportation will be paid for by participants. Proposal Readers will receive an honorarium of \$75 for their services on a team of Readers.

Application Materials and Procedures for Grant Proposals

1. **Cover Page** – The cover page should include the title of the grant program (Preparing Urban Teachers: A TQE Course Development Grant); the number and title of the course to be redesigned; name(s), rank(s), department(s), campus & email address(es), and signature(s) of applicant(s); signature of department chairperson(s) of applicant(s) with agreement that applicant(s) are likely to teach this course in the foreseeable future.
2. **Existing Syllabus** – One or more current/recent samples of the syllabus to be redesigned.
3. **Narrative** – In a narrative of approximately 2000 words, explain how you propose to alter/redesign your existing course, or develop a course new to you, in ways that will assist preservice teachers to develop skills, knowledge, and dispositions that are valued in urban settings and schools. As part of this proposal, applicants should take into consideration the elements described in the *Rationale* and the *Anticipated Outcomes* sections of this document. It is expected that applicants from the various disciplines will identify one or more strategies for urban teacher preparation unique to their own discipline as well as incorporating concepts and strategies common to numerous or all disciplines. In addition, applicants should:
 - a) Describe the goals, steps, schedule, and desired outcomes of your course development work in sufficient detail to allow a clear understanding of what you want to do, and how, when, and why you want to do it.
 - b) Explain the anticipated impact of the course development work on your own and your students' learning, and why it is expected to be positive and substantial in regard to preparing ISU teacher education graduates to thrive professionally and personally in urban districts. Be sure to speak to what gap in your own

knowledge and experience base you will be trying to address through this course development work.

c) Detail your interest in, availability for, and suggestions of agenda and formats for three meetings with fellow grantees during the course of the summer. Also indicate your interest in and availability for a 3-4 day experiential learning trip to Chicago. In particular, indicate whether you are available for a trip June 8-11. In addition, indicate any dates from late May through early August that you are unavailable for such a trip. Finally, include any suggestions or preferences you have for one or more common texts among grantees.

4. **Deadline--3:00 PM, Friday May 5th, 2006.** Send your application materials electronically to Gary Weilbacher at gaweilb@ilstu.edu, AND send *three* hard copies to Gary Weilbacher, C&I, 226 DeGarmo Hall, Campus Box 5330.

Application Materials and Procedures for Grant Proposal Readers

Email the following information by **3pm April 28th** to Gary Weilbacher, gaweilb@ilstu.edu:

1. Your name, title, and years at ISU.
2. Your availability during May 5-19 (8am-10pm) for reviewing grant proposals.
3. A paragraph or two explaining your interest and describing your credentials to serve as a Reviewer of proposals for this TQE course development grant in urban teacher education.

Evaluation Criteria

A three or more member subcommittee of the Upper Division Work Team of the TQE Grant will evaluate the proposals. Recipients will be selected competitively, based on:

1. The clarity and comprehensiveness of the proposal
2. The relevance of the proposal in regard to the *Rationale* Section
3. The ability/willingness of the applicant(s) to commit to the three summer meetings and the Chicago field experience trip
4. How well the proposal fits with and furthers ISU's urban teacher preparation initiatives

Anticipated Inputs for Grant Recipients

1. Information about current ISU initiatives in urban teacher preparation
2. Partial bibliography of suggested readings/resources
3. Copies of one or possibly two common texts
4. Participation in urban field experience trip to Chicago
5. Meetings with fellow grantees three other times during grant period: Once to get to know each other and to share course development plans; a second time for discussion on work in progress; and a final time to present learnings, annotated bibliographies, and course redesigns, etc. Members of the TQE Governance and Upper Division Work Teams will be invited to the final meeting.

Anticipated Outcomes of Participating in this Course Development Grant

By or before August 18, 2006, grantees should provide the TQE Upper Division Work Team with:

- I. Your revised course syllabus.
 - a. The syllabus, or accompanying documentation, should list course materials, assignments, ideas for units and lessons, and assessment processes for the urban education components of your course.

- b. The syllabus should include an urban clinical/field experience, which at least initially (2006/07 and 2007/08) will take place in Chicago's Little Village neighborhood. Assistance is available from the TQE grant participants both to plan and subsidize this experiential component, but grantees should present their ideas for sustaining this programming beyond the life of this TQE grant, assuming this programming proves to warrant continuation. An example of this type of programming is at: <http://www.ilstu.edu/~lteckri/eaf228chicago.htm>
2. An annotated bibliography of self-selected texts, articles, and additional resources. This annotation should be done in whatever way best facilitates and serves the grantee's work.
 3. Reference list including but not limited to items in the annotated bibliography.
 4. Presentation to the group of grant recipients at a final meeting to be scheduled Aug 7-18.
 5. Articulation as to whether and, if so, how the grantee wants to continue to participate in work related to the TQE grant and ISU's Urban Teacher Preparation initiatives.

Please address any questions to the TQE Upper Division Work Team members:

Lucille Eckrich, EAF, at lteckri@ilstu.edu , 438-2048; *Gary Weilbacher, C&I*, at gaweilb@ilstu.edu , 438-3920; or *Paula Ressler, ENG*, at pressle@ilstu.edu , 438-7798.