

## Overview

### **Mission of the Institution**

Illinois State University joined a national initiative in July 2003 sponsored by the American Association of State Colleges and Universities (AASCU). That initiative, the American Democracy Project, strives to increase the numbers of undergraduate students who will be engaged in meaningful civic actions. Illinois State University is also one of only twelve campuses recognized by the AASCU in 2003 for Hallmarks of Excellence in Campus Readiness for the first-year experience of undergraduates. The campus theme for the 2003-2004 academic year is "Education: Practicing the Democratic Ideal." In other words, Illinois State University continues its historic mission of preparing teachers, and the entire campus has embraced the tenets of the conceptual framework of the unit, "Realizing the Democratic Ideal."

As the *first public* university in Illinois, Illinois State Normal University was founded in 1857 to prepare teachers for the state. Illinois State University has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and statewide policy setting; thus, the unit offers both initial and advanced programs. Illinois State is today a comprehensive university offering more than 160 major/minor options in six colleges, but the early emphasis on education continues to shape the University. Our values-based commitment is to creating an optimal learning environment for all Illinois State students, whether undergraduate or graduate, on campus or off campus.

The Mission Statement for Illinois State University is:

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, our scholarship and the connections we build between them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond. (2003-2004 *Undergraduate Catalog*, p. 10)

The Mission Statement specific to the Graduate School is:

The Graduate School advances the University's mission to expand knowledge and culture among students, colleagues, and the general citizenry through teaching, research, and service. Graduate education provides opportunities for all students, including those from underrepresented groups, to learn advanced skills enabling them to generate knowledge through research and creative endeavors, to disseminate their scholarship, and to prepare for careers through the public and private sections. (2003-2004 *Graduate Catalog*, p. 6)

The Graduate School supports the expansion and strengthening of graduate programs including: (1) master's programs in areas that build on strengths of undergraduate programs, have a unique educational focus, or prepare students for viable careers; (2)

doctoral programs in areas of demonstrated strength and expertise or where a compelling societal need exists. Illinois State University is classified as a Carnegie Doctoral-Intensive Research University.

*Educating Illinois* is the “heritage, values, and vision” statement that guides Illinois State University from 2000 through 2007, the 150<sup>th</sup> anniversary of the founding of the University. Our values are:

- **Individualized Attention:** providing the supportive environment of a small college through an innovative General Education program, strong student-faculty connections, superior student services, and a focus on each student as an individual, with unique educational needs and potential. Illinois State is a campus dedicated to *placing the learner at the center of teaching and research*.
- **Public Opportunity:** assuring students access to the opportunities of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities and technology.
- **Active Pursuit of Learning:** educating the complete student inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process.
- **Diversity:** encouraging community and respect for all differences among students, faculty, and staff by fostering an inclusive environment that prepares students to be engaged participants in global society.
- **Creative Response to Change:** facilitating personal growth of students, faculty, and staff through innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.

### **Characteristics of the Institution**

Illinois State University is a public coeducational, residential university with six colleges and 35 academic departments that offer more than 160 fields of study. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (since 1913) and by the National Council for Accreditation of Teacher Education (since 1954). The University holds discipline-based accreditation from 23 accrediting agencies (2003-2004 *Undergraduate Catalog*, pp. 10-11).

Illinois State University is located in the twin-city community of Bloomington-Normal, with a population of approximately 110,200 and is centrally located 137 miles southwest of Chicago and 164 miles northeast of St. Louis, at the junction of Interstate Highways 39, 55, and 74. The campus is comprised of 970 acres, including 128 acres of turf, 62 acres of parking, and 19.5 miles of sidewalk. The University maintains 143 buildings, totaling approximately 5.5 million square feet. In addition, the University owns and operates farms just off Gregory St. in Normal and in Lexington, IL (about 20 minutes northeast of Normal) totaling 630 acres.

According to 2000 Census Data, the demographics of the immediate service area (McLean County) and of the state are:

**Table 1: Census Data for Service Area/State**

	McLean County population:	State of Illinois population:
	150,433	12,482,301
White	89.2%	73.5%
Black	6.2%	15.1%
Hispanic	2.5%	12.3%
Asian	2.1%	3.4%
Native American	.02%	0.2%
Below poverty level	9.7%	10.7%
Limited English (age 5+)	6.0%	19.2%
Disabled Persons (age5+)	17,594 (12%)	1,999,717 (16%)

Presently, Illinois State University enrolls 20,975 on-campus students (18,352 undergraduate and 2,623 graduate) from 47 states and 86 countries. The largest segment of the student body, 44 percent, comes from the Chicago area and surrounding collar counties and an additional 28 percent comes from central Illinois. The mean composite ACT score of Fall 2003 new beginning freshmen increased 24, exceeding the mean composite score of both national and state of Illinois college-bound students by more than two points. The profile of new beginning freshmen is: 91% from the top half of their graduating class, 49% from the top quartile, and 19% from the top 10% of the graduating class. (See <http://www.admissions.ilstu.edu/freshman/profile.asp>).

Illinois State University has a unique General Education Program. The complete General Education Program consists of 15 courses and 45 semester hours, approximately one-third of the total credits required for graduation: the Inner Core (6 courses required), the Middle Core (5 courses required), and the Outer Core (4 courses required). All freshmen take Foundations of Inquiry (IDS 100), Language and Composition (ENG 101), and Language and Communication (COM 110). The values inherent in the entire General Education Program are those of: global perspectives, interdisciplinary approaches, critical thinking, and maximum use of university resources such as the library. (See <http://www.gened.ilstu.edu/>.)

The University employs 3,441 staff: 36.3 percent Faculty; 18.8 percent Administrative Professionals; and 44.9 percent Civil Service. The administrative structure of the University is that of a Board of Trustees with a President and four vice-presidents, one of whom serves as Provost (*ISU Fact Book 2002-2003*, p. 53).

### **Teacher Education at Illinois State University**

Teacher education is currently offered at Illinois State University in five colleges, at both the undergraduate and graduate levels. Programs leading to the following State of Illinois certificates include: Type 04 Early Childhood Education (Birth-Grade 3), Type 03 Elementary Education/Middle Level Education (K-9), Type 09 Secondary Education (6-

12), Type 10 Special K-12 (including Art, Music, Physical Education, Business Education and Special Education), Type 29 Transitional Bilingual Teaching, Type 73 School Service Personnel, Type 75 Administrative, Type 77 Administrative K-12.

The Illinois State Board of Education (ISBE) approves programs, and the University/unit chooses NCATE review for the unit, thus the on-site visit is a combined ISBE/NCATE review. Current (2002) enrollment in the Unit is approximately 4775 candidates (4540 full-time/235 part-time) at the undergraduate level and 1059 (280 full-time/779 part-time) at the graduate level (2002 *AACTE Data Report/Illinois State University*). (Fall 2003 Tenth Day enrollment will be available in exhibits.) (A list of acronyms used throughout the Institutional Report is provided in the frontispiece of the printed copy.)

### Off-Campus Sites

Illinois State University has no branch campuses; however, courses and parts of programs are offered off-site to cohorts. Table 1 illustrates the range of off-campus programs and the breadth of partnerships throughout the state:

**Table 2 – Off-Campus Cohort Locations**

Type - Undergraduate	Location	Dates
Yearlong PDS/early childhood	Pekin District #108	2002-current
Yearlong PDS/elementary	Wheeling District #21 Pekin District #108 Two Rivers Multi-District Eugene Field Elem. School/ Chicago	1995-current 1999-current 1999-current 2001-current
Yearlong PDS/middle level	St. Charles District #303 Peoria District #150	1997-2000 2000-current
Four year PDS continuous/elementary	Glenn Elementary/McLean County Unit #5	1998-2002
Four year PDS continuous/ elementary-special education	Sheridan Elementary/ Bloomington District #87	1997-2001
Yearlong PDS/elementary-bilingual	Elgin Unit #146 Wheeling District #21	2001-current
National/International Semester Student Teaching (STT) Sites	Texas (San Antonio) Hawaii England	On-going
Field-based Special Education programs	Peoria Dist. 150 Chicago Area Lake County, Arlington Heights, SW Cook County, Oak Forest McLean County - MackinawValley/Dist87/ Tri-County Special Education	1973- Present  1972-1994 1995-1997 1998- Present 1990- Present
SED Vision Field-based Programs	Illinois School for the Blind Springfield/SASED Indiana School for the Blind	1978-Present 1994-Present 2002- Present
SED DHH Residential Placements for STT	Residential schools for the deaf in: Illinois, Georgia, Iowa, Kentucky, Louisiana, Missouri, Tennessee	1980's - Present
SED DHH Field-based Programs	Moog School for the Deaf, St. Louis Illinois School for the Deaf, Jacksonville St. Joseph's School/Carle Clinic, Champaign SW Cook County, Oak Forest	2001-Present 2002-Present 2003 2003
Extended Partnership – secondary history education	Pekin High School District # 303 Normal West High School Unit #5 Normal High School Unit #5	1998-current

	Bloomington HS District #87 Olympia High School District #16 Bowen High School/Chicago Public Glenbrook HS District #225 Lincolnway East HS District #210 Kelvyn Park/Chicago Public	
<b>Type – Graduate</b>	<b>Location</b>	<b>Dates</b>
Curriculum and Instruction (C&I) masters cohorts	Wheeling District #21 Two Rivers Multi-District Prof. Dev. Center	On-going On-going
C&I Reading masters cohorts	Chicago area Pekin District #108 Wheeling District #21	2003- 2000-current 1997-2000
Educational Administration and Foundations (EAF) masters cohorts for preparation of principals	Springfield K-12 District #186 Wheeling District #21/ District #214 Illinois Valley Community College K-12 Channahon/Joliet area K-12	2002-2004 1997-1999 1997-2000 1996-2000
C&I doctoral cohorts for advanced teacher preparation	Chicago Peoria District #150	On-going On-going
EAF doctoral cohorts for advanced administrator, teacher leader, and higher education administrator preparation	Thailand Chicago K-12 Quad Cities K-12 Rock Island and Moline, Illinois Davenport and Bettendorf, Iowa Quad Cities Higher Education Peoria K-12 Channahon K-12	1998-2003 2000-2005 1996-2003  1996-2003 2001-2006 1995-1998
Special Education (SED) doctoral cohorts for advanced teacher, special education administration, and higher education professional preparation.	Chicago Public Schools	1984 1985 2000-current

Partnerships with P-12 settings are many and varied. For example, the partnership with Wheeling District #21 is district-wide. That means that candidates who participate in such a partnership have opportunities to observe and teach in more than one setting; other partnerships are cooperative based, such as that in the Quad-Cities Graduate Center. Others are regional, such as that in the Joliet/Channahon area, where candidates from several districts and/or units join cohort groups for graduate study.

The University supports limited use of two-way “distance learning” video delivery of courses, as Internet offerings are increasingly important to the University and to the unit. Among the programs in the unit that have offered courses via the Internet are: Instructional Technology and Design, Reading Education, Blind/Visually Impaired Education, Technology Education, and Education Administration and Foundations. At this point, no program is offered entirely through technology. These website links list all University Internet courses during the 2003 calendar year.

<http://www.exu.ilstu.edu/distancelearning/internet/course.phtml?session=spring2003>

<http://www.exu.ilstu.edu/distancelearning/internet/course.phtml?session=summer2003>

<http://www.exu.ilstu.edu/distancelearning/internet/course.phtml?session=fall2003>

## **Mission of the Unit**

The mission of the unit is to offer academic programs leading to certification of teachers and other professional education personnel who work in pre-K through 12 school settings

The *Illinois Board of Higher Education 1994 Focus Statement* clearly established the mission of Illinois State University to provide leadership throughout the state in preparing teachers, support service personnel, and administrators for the schools of the state: “Illinois State is unique among public universities in that it provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, in developing and delivering programs tailored to meet them.”

The mission of the unit is further articulated in the conceptual framework, “Realizing the Democratic Ideal.” (See pp. 10-19 of the Institutional Report for details.) In short, the Illinois State University Mission Statements (both undergraduate and graduate), the General Education requirements, and *Educating Illinois* are consistent with the conceptual framework for the unit. At Illinois State University, all students have a wide general knowledge; professional education candidates have a deep knowledge of the content they will teach as well as of how individuals learn. Candidates integrate the moral and intellectual virtues, as explicated in the values and beliefs statement immediately following, to become “caring” and “knowing” educators.

Of the challenges facing teachers in the next millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots--a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers: through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

No major changes have taken place in the unit since the 1998 NCATE visit. No programs have been dropped: a masters in Instructional Technology and Design has been approved by the Illinois Board of Higher Education (IBHE) – this program will offer certified teachers an endorsement as a “technology specialist.” Enrollments in all programs have been stable.

## **Programs**

Illinois State University offers certification programs across five colleges; Table 3 illustrates the status of those programs, at what levels they are offered, numbers of hours required, and numbers of program completers.

**Table 3 – Programs/Review Status**

Program (AACTE 2002 data)	Award level	Program level	# of hrs.	program completers	Agency	Status of review
All Programs – ITPS/LA/TECH	Bachelor's	Initial			ISBE	Approved
<b>COE</b>						
Early Childhood Education	Bachelor's	Initial (0-grade 3)	120	63	NAEYC ISBE	Recognized Approved
Elementary Education Bilingual/Bicultural	Bachelor's	Initial (K-9)	125 161	502	ACEI ISBE	Recognized Approved
Middle Level Education	Bachelor's	Initial (K-9)	132-141	46	NMSA	Recognized
Reading	Master's	Advanced	36	31	IRA	Recognized Approved
Special Education D/HH LBSI* (replaces) EMH LD PH S/ED LV/Blind	Bachelor's	Initial (K-12)	138 124     129	21 * new degree 2 140 0 27 8	CEC ISBE	Recognized Approved
Principal	Master's	Advanced	39	65 (General Administrative)	ELCC ISBE	Recognized Approved
Superintendent	K-12 Doctoral	Advanced	36	11	ELCC ISBE	Recognized Approved
Chief School Business Official	Master's	Advanced	30	0	ISBE	Approved
<b>CAS</b>						
Biology and Physics and Chemistry	Bachelor's	Initial (6-12)	120/21 137 131	14 1 4	NSTA ISBE ISBE	All Recognized Approved (Bio/Physics) Approv. Prov. (Chem)
English Speech Communication	Bachelor's	Initial (6-12)	125 138	38 3	NCTE ISBE	Recognized Approved
Foreign Languages	Bachelor's	Initial (6-12) (*K-12 on 7/03)	120	French 6 German 1 Spanish 7	ISBE	Approved
History Social Sciences and Geography	Bachelor's	Initial (6-12)	120 130 125	62 53 5	NCSS ISBE	Recognized Approved Provisionally (no Illinois History course)

Mathematics (Grades 5-8)	Bachelor's	Initial (K-9)	132-141		NCTM	Recognized
Mathematics (Grades 9-12)	Bachelor's	Initial (6-12)	120	27	NCTM ISBE	Recognized Approved
School Psychology	Specialist	Advanced	61	10	NASP APA	Recognized Accredited
Speech Pathology	Master's	Initial – certified as master's deg.	120 + 36/39	38	ISBE ASHA*	Approved Accredited
<b>CFA</b>						
Art	Bachelor's	Initial (K-12)	130	22	ISBE NASAD	Approved Accredited
Music Choral-Gen. Vocal Choral-Gen. Keyboard Instrumental – Band Instrumental - Orchestra	Bachelor's	Initial (K-12)	126 128 124 126	22	ISBE NASM	Approved Accredited
Theatre	Bachelor's	Initial (6-12)	126	10	ISBE NAST	Approved Accredited
Dance	Bachelor's	Initial (6-12)	126	0	ISBE	Approved
<b>CAST</b>						
Health Sciences	Bachelor's	Initial (6-12)	124	13	AAHE ISBE	Recognized Approved
Family and Consumer Sciences	Bachelor's	Initial (6-12)	120	8	ISBE AAFCS	Approved Accredited
Physical Education	Bachelor's	Initial (6-12) (K-12)	126 132	46	NASPE ISBE	Recognized Approved Provisionally (awaiting word)
Agriculture Education	Bachelor's	Initial (6-12)	120	5	ISBE	Approved Provisionally
Technology Education (Industrial Arts)	Bachelor's	Initial (6-12)	120	9	ITEA ISBE	Recognized Approved
<b>COB</b>						
Business Education	Bachelor's	Initial (6 & K-12)	120	12	ISBE	Approved

(\*NCATE has had an official agreement with the American Speech-Language-Hearing Association's Council on Academic Accreditation in Audiology and Speech-Language Pathology since April 2001.)

### **Correction of Weakness Cited in 1998 BOE Report**

*Weakness: I.D. Professional and Pedagogical Studies*

*Candidates in some initial secondary programs do not develop sufficient knowledge and proficiencies to teach exceptional learners in regular settings.*

In response to the weakness cited, the Department of Curriculum and Instruction created a partnership with the Department of Special Education, with University High School faculty, and with secondary education program faculty across campus to strengthen the secondary sequence to better address NCATE performance standards across disciplines. A steering committee met for several semesters to design a revised secondary education professional sequence. This three-course sequence is required by all 6-12 programs; it is required by all K-12 programs except music; music education majors take C&I 215, but not 214 or 216.

After piloting new course formats, curricular proposals for the revision of C&I 214, C&I 215, and C&I 216 attained departmental, college, Council for Teacher Education, and University Curriculum Committee approval. The new sequence will be 212, 214, 216 – 212 will serve as an introduction to secondary education; 214 will continue as the content literacy course, expanded to 3 hours and with additional clinical experiences; 216 will add a non-credit laboratory section for additional clinical experiences, with attention to special needs students in particular. The course will move from a 4 hr. to a 3 hr course – thus total numbers of hours for the sequence remain at 8.

These three courses ensure that candidates meet not only institutional standards of the conceptual framework but state standards: Illinois Professional Teaching Standards (IPTS) (based on INTASC), Illinois Core Technology Standards for All Teachers, Illinois Core Language Arts Standards for All Teachers, and most significantly for this weakness, Illinois Special Education Standards for All Teachers which have been incorporated into the Illinois Professional Teaching Standards.

According to the NCATE Third-Year Review of Annual Report Data (for institutions with Fall 2003 visits), based on information provided in annual reports (1999, 2000, 2001): “it appears that this weakness has been adequately addressed. Following an analysis by special education faculty, curricular changes occurred. New course work was developed and put in place, using ISBE standards and informing special needs issues. Clinical experiences have increased.” A general comment on the annual reports concluded: “All standards were addressed. Much detail on efforts to recruit a diverse student body was reflected in the 2001 report.” (Additional information in Exhibits.)

## Conceptual Framework

### Overview

“Realizing the Democratic Ideal” is the conceptual framework for all programs in the unit at Illinois State University, both initial and advanced. Candidate performance is measured according to the intellectual and moral virtues defined in the document. Council for Teacher Education sends brochures to designated courses/programs each semester. Thus, all candidates receive the “Realizing the Democratic Ideal” brochure in an early professional education course designated through the Performance-Based Assessment System. Those courses are: Curriculum and Instruction (C&I) 281 for Early Childhood Education, C&I 104 for Elementary Education, C&I 130 for Middle Level Education, C&I 215 for Secondary/K-12 Education, and Special Education (SED) 202 for Special Education majors. (See program reviews for course syllabi.) In these courses for initial certification, the professor discusses the elements of the conceptual framework and candidates write an essay based on the framework; the essay is required for admission to professional studies. Transfer candidates, who might bring an articulated course and not be enrolled in one of those designated, must still write the required reflective essay for Admission to Professional Studies. That essay is described in depth in a subsequent section of the Institutional Report on candidate dispositions (See Standard 1, Element 6). In addition, each semester the CTE staff member also sends conceptual framework brochures to each advanced level program coordinator for distribution to candidates beginning their coursework.

### Brief Description

The following text is printed in the brochure that is systematically distributed to beginning candidates:

#### *Realizing the Democratic Ideal*

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: the more voices we elicit and the less fettered the mutual exchange among those voices becomes the truer our convictions and conclusions will be. This is, in a way, a democratic article of “faith,” and it is why our graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. In our view, the kind of teacher appropriate to the challenges and rewards of teaching in a democratic society unites the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity;
- disposition and ability to collaborate ethically and effectively with others;
- reverence for learning and a seriousness of personal, professional and public purpose;
- respect for learners of all ages and a special regard for childhood and adolescence.

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught;
- knowledge and appreciation of the diversity among learners;
- understanding of what affects learning and of appropriate teaching strategies;
- interest in and an ability to seek out informational, technological and collegial resources;
- contagious intellectual enthusiasm and courage enough to be creative.

Of the challenges facing teachers in the next millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots--a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers: through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud. (The conceptual framework was adopted by CTE, March 4, 1997; it was revised and readopted by CTE, March 7, 2000; it is reviewed biannually and/or as needed by CTE.)

### **Changes to the Conceptual Framework**

The original full-text document, "Realizing the Democratic Ideal: Teacher Education at Illinois State University" was drafted and adopted on March 4, 1997 by the Council for Teacher Education, following extensive campus wide discussion via CTE colloquia and electronic sharing with the professional community; that draft was revised and readopted by CTE on March 7, 2000, again after campus wide discussion in CTE-sponsored colloquia and electronic sharing.

The original full text has been reorganized and expanded to include the five structural elements of a conceptual framework, as identified in the NCATE publication, *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education: 2002 Edition* (p.12). The original full text has been maintained throughout with edits to replace the term "students" with "professional education candidates," as appropriate, and to replace "teacher education" with "professional education" to emphasize the original intent that one conceptual framework applies to both initial and

advanced programs, undergraduate as well as graduate. The subtitle “Teacher Education at Illinois State University” was adopted in order for the conceptual framework to be consistent with Council for Teacher Education, the title of the governance body. At Illinois State University, “teacher education” is a broad term that characterizes all professional education within the unit: initial teacher certification, initial or advanced school services certification or endorsement, and advanced administrative certification or endorsement.

The five structural elements are: 1) the vision and mission of the institution and unit; 2) the unit’s philosophy, purposes, and goals; 3) knowledge bases, including theories, research, the wisdom of practice, and education policies; 4) candidate proficiencies aligned with the expectations in professional state, and institutional standards; and 5) the system by which candidate performance is regularly assessed. The revised framework also includes the most recent scholarship relative to the framework, notably the work of the National Network for Educational Renewal and its Agenda for Education in a Democracy. The full-text conceptual framework, available at the following website, gives further details on the unit commitment to: shared vision, coherence, professional commitments and dispositions, diversity, technology, and candidate proficiencies aligned with professional and state standards

(<http://coe.ilstu.edu/ncate/valuesandbeliefs/conceptual2002.pdf>).

### **Five Structural Elements:**

#### **(1) The vision and mission of the institution and unit**

These elements have been more fully defined in the introductory section of the Institutional Report; in brief, however, the institutional mission, with its emphasis on individualized attention, public opportunity, active pursuit of learning, diversity, and creative response to change, is consonant with the unit mission to prepare educators who are both caring and knowing, who treat their own students as individuals with unique learning styles and abilities and who assume leadership roles in the profession.

#### **(2) The unit’s philosophy, purposes, and goals**

The unit’s philosophy is articulated in the conceptual framework, through the moral and intellectual virtues, summarized in the phrase that candidates will be “caring and knowing.” Council for Teacher Education By-Laws summarize the purposes of the unit ([http://coe.ilstu.edu/ncate/councilforteachereducation/bylaws\\_spring03.htm](http://coe.ilstu.edu/ncate/councilforteachereducation/bylaws_spring03.htm)); the unit’s goals are summarized in the Council for Teacher Education Five-Year Plan (<http://coe.ilstu.edu/ncate/governance/fiveyrplan1.html>)

#### **(3) Knowledge bases, including theories, research, the wisdom of practice, and education policies**

Teacher education at Illinois State is oriented to a democratic conception of the foundations of education. Consistent with its provenance as a land grant normal school—the first public university in Illinois—Illinois State’s programs in teacher education are geared toward serving the citizens of the state as a whole. Unlike some institutions, which serve mainly those who can afford it, this University takes on the special challenge of

serving Illinois in all of its socio-economic, racial, cultural and geographical diversity. As DeGarmo\* once put it, we aim to provide a "broad highway and an open door to all stations in life for every child" (1908, p. 4). (\*The College of Education is housed in DeGarmo Hall; Professor Charles DeGarmo was Principal of the Illinois State Normal University Grammar School from 1886-1890. He and the president of ISNU, John W. Cook, were greatly influenced by the Herbartian Educational Philosophy in Germany. This led to the understanding that education needed a unifying theory, that teaching techniques were highly important, and that probable advances would come through work in connection with a practice school.)

Proponents of various theories of democratic education, while differing slightly in their views, nevertheless agree upon the importance of teaching democratic principles as part of the educational process (Dewey, 1916; Peters, 1966; Benn & Peters, 1958; Howe, 1993). The moral dimension of teaching in a democratic society is connected with citizenship education and learners' civic responsibility.

John Goodlad's work over the years has led to the articulation and implementation of The Agenda for Education in a Democracy. The Agenda is the foundation for the National Network for Education Renewal (NNER), to which the Illinois State University Partnership belongs. The Agenda is comprehensive in its inclusion of a four-part mission: (1) the enculturation of the young into the freedoms and responsibilities of a democratic society, and (2) their deep and broad introduction into and preparation for participation in the human conversation. Completing the four-part mission are (3) employing a caring pedagogy and (4) providing moral stewardship of schools (Goodlad, 2000). The Agenda is fully addressed in the Twenty Postulates, with which the Illinois State University conceptual framework is also aligned.

The National Network for Educational Renewal (NNER) includes twenty-two settings that "have chosen to embrace a morally-based narrative for education and schooling. They see schools as places where democracy is learned and practiced, where schooling is far more than job training, and where education is a seamless process of self-improvement" (Smith and Fenstermacher, 1999). Illinois State University is proud to have been selected in February 2002. Membership is based on a tripartite partnership: both Education and Arts and Sciences in higher education, along with school partners. Illinois State University applied on the basis of its long-time partnership between and among the College of Education, the College of Arts and Sciences, and our District 21/Wheeling Partnership.

#### **(4) Candidate proficiencies aligned with the expectations in professional, state, and institutional standards**

The conceptual framework, "Realizing the Democratic Ideal," delineates the institutional standards with which the Illinois State University mission and goals, the University values and beliefs (*Educating Illinois*), professional standards (INTASC and NBPTS), state standards (Illinois Professional Teaching Standards – IPTS), Illinois Learning Standards, and NCATE Unit Standards are aligned. (See in Appendix A.)

**(5) The system by which candidate performance is regularly assessed**

The system by which candidate performance in initial programs is regularly assessed is explicated in detail in Standard 2. The points in a candidate's progress through a program at which performance is assessed are:

- Admission to the university
- Admission to professional studies
- Admission to clinical practice/student teaching
- Exit from clinical practice/student teaching
- Program completion – Registrar's Office
- Unit assessment

Prior to program completion and prior to recommending any candidate for certification, the Office of Clinical Experiences and Certification Processes works closely with the Office of the Registrar to ensure that all required components of the system are in place. Aspects of the new performance-based assessment system were piloted during the 2001-2002 academic year, and full implementation began in Fall 2002. At each step of the process, Council for Teacher Education has approved the system, published in the 2003-2004 *Undergraduate Catalog* (p. 98).

(<http://www.coe.ilstu.edu/cecp/TeachingRedbirds/TE%20Requirements12.pdf>)

In addition, each of the advanced certification programs, those for school services and administration, has its own performance-based assessment system (PBA). Basically, whether initial or advanced, there are measures in place at the following points: admission to the university, admission to professional studies, admission to clinical practice/student teaching or internship, exit from clinical practice/student teaching or internship, and program completion. These systems establish those critical points at which candidates will be assessed before progressing to the next level of the program. The systems also ensure that candidates possess the knowledge, skills, performance and dispositions requisite for successful careers in education, whether as teachers, as administrators, or as school service personnel. (See Standard 2 for details.)

**Unit Evaluation System**

Data are generated and evaluated on a continuous basis in order for the unit to incorporate both external and internal purposes, both qualitative and quantitative measures, as well as formative and summative evaluation. Professional education program evaluation is designed to analyze the extent to which the teacher education programs at Illinois State University meet the requirements of external accreditation agencies.

CTE has established an *ad hoc* committee, the University Teacher Education (UTE) Assessment Committee, chaired by the Director of Clinical Experiences and Certification Processes; this committee coordinates the design/implementation/evaluation of all assessments and monitors the unit evaluation system for use of data to improve programs.

Evaluation of professional education programs at Illinois State University is conducted externally and internally. External evaluation data are generated by outside examiners to ensure the quality of programs across campus in relation to state and national standards. These data serve as a forum for university-wide discussion of planning, development and reform issues. The Title II mandate to publish candidate results on required state examinations is the most recent example. Beginning in April 2000, all teacher preparation programs in Illinois were required to “publish” candidate results on the Basic Skills Test and Content Tests. For the past three years, Illinois State has attained a 99-100% pass-rate on Basic Skills and a 97-98% pass rate on content tests. Beginning in Fall 2002, candidates will be required to pass the Enhanced Basic Skills Test prior to admission to professional studies. Beginning in Spring 2003, candidates were required to pass content tests prior to admission to clinical practice/student teaching. These new policies are a part of the performance-based assessment system and in keeping with state mandates. Beginning in October 2003, candidates must pass the Assessment of Professional Teaching (APT) state-mandated test prior to certification.

Graduate follow-up surveys are increasingly an important part of the unit evaluation system. Beginning in 1997, the College of Education, along with the Council for Teacher Education, began such surveys of candidates one year in the field. Questions for all candidates are based on the tenets of the conceptual framework; candidates also respond to questions regarding their own particular major. In addition, surveys of major employers of candidates which began in Summer 2003 will add data for program improvement.

Internal evaluation data are generated in order to evaluate the extent to which Illinois State University is carrying out its historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places on them. Furthermore, at Illinois State University teacher educators have a commitment to provide an “undergraduate and graduate education which is of the highest quality in the State of Illinois” especially as it pertains to education certification programs.

Internal evaluation of teacher education programs is conducted in order to develop continued analyses of the quality of the students, faculty, staff, and institutional capacity to inform future program development. Committees and organizational structures having responsibility for internal evaluations include the Academic Senate which authorizes the Council for Teacher Education to govern professional education, the Council for Teacher Education itself, Curriculum Committees, the Department Faculty Status Committees, Individual Program Evaluations, and Advisory Councils. (See Table 9/Standard 2 for a matrix which illustrates the unit system.)

### **Evidence of the conceptual framework throughout the standards**

#### **Shared Vision**

The shared vision of the unit for preparing educators is to prepare “teachers who have a strong sense of themselves and their mission as teachers; through caring and knowing they realize the democratic ideal.” Council for Teacher Education (CTE), the governance

body for the unit, sponsored its first Teacher Education Colloquium on November 21, 1996, to generate response from the professional teacher education community to values and beliefs for all teacher education programs within the unit. Steve Tozer, graduate professor at University of Illinois at Chicago and former NCATE Board of Examiners member, delivered the keynote address and facilitated the discussion. Dr. Tozer has long articulated the thoughts of the profession on teacher quality; he was author of the *Report of the Illinois Policy Group on Teacher Quality: Ensuring a Birthright – The Best Teachers for Illinois Children* (April 16, 1998).

### **Coherence**

“Gladly we learn and teach” is the motto of Illinois State University. In short, the emphasis at Illinois State University has always been on “learning and teaching,” a commitment which continues to permeate the university-wide community, and in particular, the professional education unit. That historical commitment ensures coherence in programs that prepare candidates for entering the profession.

Through the emphasis on intellectual and moral virtues, candidates at Illinois State University are prepared to take leadership roles as educators in our democratic society. Through the knowledge that “those who dare to teach must never cease to learn,” the graduates of Illinois State University are ready to take part in the continual refinement of our democratic society. That emphasis is manifest in the curriculum, instruction, and evaluation of all required courses and experiences leading to recommendation for a certificate.

The professional education unit at Illinois State University strives to prepare educators who have a strong knowledge base regarding how children grow and change and what capabilities children typically display at certain ages. Such knowledge is essential to: a) designing curriculum and instructional strategies based on what students can understand and can do, b) setting thoughtful instructional goals for students that promote growth and learning, and c) identifying students who are not displaying adequate developmental progress and taking measures to assist them. A select number of key concepts are stressed in coursework at Illinois State University regarding the areas of cognitive, linguistic, social, personal, and moral development.

Further, educators who understand their students are able to make informed decisions about instructional strategies. At Illinois State University, candidates are encouraged to use performance assessment results to inform their own instructional decisions just as the unit uses its own performance-based assessment system to determine that candidates understand the concepts, knowledge, skills, and dispositions requisite for the profession.

### **Professional Commitments and Dispositions**

Essentially, the “moral virtues” as stated in the conceptual framework serve as the professional dispositions expected of all candidates: sensitivity toward the varieties of individual and cultural diversity; disposition and ability to collaborate ethically and effectively with others; reverence for learning and a seriousness of personal, professional

and public purpose; respect for learners of all ages and a special regard for childhood and adolescence.

Teaching in a democratic society means adding to the societal dialogue, the teacher's own voice and the voices of others. Societal dialogue is enriched by informed voices from those who are interested and able to learn from multiple sources. In order for the educators who graduate from Illinois State University to join the conversations of public and professional communities, they must first learn to become reflective, then understand how to add to their reflections through inquiry, technology, and collaboration with others. Teaching in a democratic society is also about helping P-12 students find voice in the classroom and beyond.

At Illinois State University, candidates are encouraged to be reflective and are urged to encourage reflection in their own students. As they reflect on "teaching," they learn to search for additional information through self-motivated inquiry using the scientific method. Professional education at Illinois State is steeped in and oriented by its enlightened democratic conception of the foundations of education. It is reflected in the curricula of the various degree and certification programs, the research and service done by the faculty, the interests and activities of the students themselves and by the general ethos of the institution. Throughout our programs, we consciously encourage intellectual vitality and expect all of our candidates to take their place as a voice in our democratic society.

### **Commitment to Diversity**

Illinois State University is committed to creating a rich and challenging learning environment for all members of our intellectual community, inside and outside of the classroom. Diversity is a critical component of that learning environment and the Illinois State University community embraces it enthusiastically. The Board of Trustees and the Office of the President have approved a University Plan for Diversity that establishes a series of goals and concrete actions designed to reinforce and expand the climate for diversity on campus. The goals from the *Plan for Diversity* are built into *Educating Illinois*, in Action Items #38 - #41 under the theme, "A supportive environment that promotes understanding." Diversity is an essential component of university planning at Illinois State (2003-2004 *Undergrad. Catalog*, p. 10).

Increasingly diverse student populations suggest the need for increasingly diverse representation among educators. "The success of efforts to increase the representation of people of color in the teaching profession demands that teacher education programs that prepare prospective teachers and the schools that hire them value diversity." (Clewell and Villegas, 1998) This, in turn, suggests the need for greater diversity among professional education faculty at the University. Fullan (1999) notes "there are two primary reasons why achieving moral purpose is complex. One concerns the dynamics of diversity, equity and power; the other involves the concept and reality of complexity itself." For this reason, several of the Illinois Professional Learners' Partnership (IPLP) Projects focused on Diversity (See Standard 4.)

The professional education unit has systematized its commitment to diversity. For example, the CTE Curriculum Subcommittee monitors current and new course proposals for content relative to diversity, and the Office of Clinical Experiences and Certification Processes aggressively seeks diverse settings for clinical experiences.

### **Commitment to Technology**

Illinois State University has identified the following campus-wide technology goals pertinent to teacher education in *Educating Illinois*:

- #58 Promote a campus mobile computing laptop initiative for instructional activities....
- #59 Expand access to University and Internet electronic services . . . .
- #62 Ensure that departmental ASPT guidelines use the same standards for evaluating faculty development efforts for [technology] . . . as are employed in evaluating [traditional] efforts.
- #63 Continue to expand rewards to encourage faculty instructional technology efforts. . . .
- #65 Ensure that all students acquire essential competencies at two critical points in their academic careers: #65A – upon completion of their first year and #65B – upon graduation from the University....

In addition, three of the IPLP Projects focused on technology; the passport system ensure that all candidates have technology skills and the e-portfolio provides the mechanism for candidates to document performances:

#### **Technology Documentation System**

Illinois State University's Technology Learning Circle (TLC) has developed and proposed an Instructional Technology Passport System that will ensure that graduating teacher candidates are able to use instructional technology in ethical and effective ways, and in compliance with national, state, and institutional standards. The TLC examined both internal and external technology standards and derived twelve consolidated indicators and authentic performance-based assessment task that will be used to document student performance. This system stipulates that all teacher candidates must demonstrate certain competencies at various institutional gateways (e.g. professional studies and student teaching) before graduating.

#### **Electronic Portfolio**

The Electronic Portfolio PDT at Illinois State University has developed a template that will be used as a website for a student's electronic portfolio. This template resembles a hardbound portfolio and contains tabs, which act as interactive links. Hundreds of students now have their portfolios online using this product.

#### **A Technology Enhanced Middle School Science PDS**

A technology-rich middle school science Professional Development School was developed by Illinois State University and Pekin School District #108. Major features of the program include the development of science education instructional CDs that are used with PDS students.

Council for Teacher Education officially adopted the Instructional Technology Passport System (ITPS) to ensure that all candidates for initial certification will be competent and proficient in learning and teaching with technology. The ITPS is derived from the ISBE's "Technology Standards for All Teachers." Each advanced certification program

has its own unique set of technology expectations, beyond those for initial certification. (<http://www.itps.ilstu.edu/>)

The COE Tech Team, along with PBA coordinators and faculty from across the unit, conduct workshops specifically geared to implementation of the PBA system through use of an e-portfolio. In spring 2003 approximately 40 workshops specifically on use of LiveText were offered. In summer 2003, 18 LiveText workshops were offered, in addition to “regular” offerings on: Internet Resources for Teachers, Web Page Authoring with Front Page, and Creating Web Graphics (<http://www.coe.ilstu.edu/TechnologyWorkshops/wkpschd.htm#Livetext%20Fundamentals>)

### **Candidate Proficiencies Aligned with Expectations in Professional, State, and Institutional Standards**

The state has aligned its unit review process with NCATE 2000 Standards. State professional standards for teachers, Illinois Professional Teaching Standards (IPTs) are based on INTASC standards with one additional standard exclusive to the state. Illinois State University was one of nine institutions to participate in an INTASC Pilot Project, sponsored by the Illinois State Board of Education with funding from the MacArthur Foundation. That participation enabled the Council for Teacher Education to mandate that all programs be INTASC aligned by 2003; in fact, all initial certification programs were in alignment with both INTASC and IPTs standards as of Fall 2001.

Illinois State University is one of five regional resource centers for National Board for Professional Teaching Standards (NBPTS). The Department of Curriculum and Instruction reorganized its Masters Degree Program to be consistent with NBPTS standards. The department also offers coursework to prepare candidates for National Board Certification (C&I 480 and 481, Professional Research I and II). In June 2003, the leadership for development of NBPTS candidates was shifted from ISBE to Illinois State University. Illinois State is now responsible for the system of candidate support in Illinois.

All administrative programs are aligned with the Illinois Professional School Leader Standards, both the six core standards and those for Principals, School Superintendents, and Chief School Business Officials. In addition, faculty from our School Psychology program have been instrumental in development of state standards for preparation of school psychologists, as have faculty in Speech Pathology and Audiology; Mennonite School of Nursing has used the state standards for a School Nurse Program in designing a program for future development, as has our School of Social Work in designing a program for School Social Workers and Milner Library in designing a program for school librarians/media specialists.

In sum, the professional education unit is committed to meeting institutional, state, and professional standards. To that end, programs are aligned with our conceptual framework (“Realizing the Democratic Ideal”), with state standards for all teachers and state content standards, and with INTASC Principles and SPA standards, where available.