

### Standard 4: Diversity

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

On August 25, 2003, Peter Yarrow of “Peter, Paul, and Mary” and Kathleen Kennedy-Townsend kicked off the 2003-2004 Illinois State University Campus Theme, “Practicing the Democratic Ideal.” Yarrow, founder of *Operation Respect*, and Kennedy-Townsend, current president of *Operation Respect*, sent a clear and moving message about the value of diversity in schools and on campuses to an audience of over 1000 teachers, teacher educators, teacher education candidates, and children. Operation Respect is a non-profit organization working to promote more compassionate, safe, and respectful environments in schools and other youth-oriented organizations ([www.operationrespect.org](http://www.operationrespect.org)). State Farm Insurance Companies co-sponsored the event with the University and the College of Education, which selected this year’s campus theme. This collaboration among corporate and non-profit agencies with higher education and P-12 schools in an effort to teach the value of differences among individuals is a clear indication of the value that Illinois State University and its professional education unit place on diversity.

The conceptual framework clearly articulates a commitment to diversity in both the moral and intellectual virtues: sensitivity toward the varieties of individual and cultural diversity (moral virtues) and knowledge and appreciation of diversity among learners (intellectual virtues). All candidates in all undergraduate programs complete four General Education courses from among the Outer Core course offerings. At least one of those four courses must be chosen from those designated to be about the cultures of Asia, the Middle East, Africa, Latin America, or the Indigenous Peoples of the world.

The Unit Performance Based Assessment system requires that each candidate successfully completes the Multicultural Assessment and the Instructional Analysis for Inclusion Assessment in designated required courses or experiences. (See exhibits, PBA)

Candidates for initial certification select from among EAF 228 (Social Foundations), EAF 231 (Introduction to Philosophy of Education), or EAF 235 (Historical Foundations). The common course objectives for these three courses assure that all candidates will “examine categories, such as race, class, gender, ethnicity, mental abilities and disabilities, as social relations of power that impact school experiences and individual and collective identities in a democratic society” and “evaluate challenges of educating a diverse population and policies and practices for serving them effectively and ethically in a democratic society” (see Illinois Professional Teaching Standards review).

Candidates for initial certification also take either C&I 210 (Child Growth and Development) or ED PSYCH 215, both of which address issues of diversity (see IPTS program review).

C&I 110 (Multicultural Education) is an elective for all programs except for Early Childhood; SED 101 is required for Elementary and Middle Level Education, SED 373 and 379 are required for Early Childhood; each of these courses, with accompanying required field experiences, addresses diversity among learners and/or special needs learners. The collaboratively designed and implemented revisions for the Secondary Professional Sequence courses (C&I 214, 215, 216) ensures that secondary and K-12 candidates fully address both diversity and special needs, as required in responding to the weakness cited in the 1998 BOE Report (see p. 12 of IR).

Individual programs require diversity curriculum and experiences, according to SPA and/or content standards, as fully detailed in program reviews. The IPTS Program Review Rejoinder, Appendix C, gives specific examples of how programs address diversity among learners, including special needs. (Exhibits, Std. 1)

Members of the entire campus community and the professional community have been involved in the process of ensuring that our commitment to diversity is substantive. The members include faculty, both full-time and part-time, university supervisors, P-12 school partners, and candidates.

### **Element 1: Design, Implementation and Evaluation of Curriculum and Experiences**

Candidates are expected to develop knowledge, skills, and dispositions related to diversity according to standards articulated in the conceptual framework and state and national standards.

1. "Realizing the Democratic Ideal" – Unit conceptual framework
  - a. moral virtue – "sensitivity toward the varieties of individual and cultural diversity"
  - b. intellectual virtue – "knowledge and appreciation of the diversity among learners"
2. INTASC Principle #3 – "The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners."
3. IPTS Standard #3 – "The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners."
4. SPA program standards
5. ISBE content standards, including special education standards for all teachers

All students must have completed at least one course in Global Studies (cultures and traditions of Asia, the Middle East, Africa, Latin America or Indigenous Peoples of the World) which meets these criteria: a minimum of 75% of the course must deal directly with the culture(s) of these regions, exploration of the culture(s) is developed in a comparative perspective, and the course exploration of seminal works, primary writings and artifacts from the culture(s). Courses approved to meet the Global Studies requirements for graduation are listed on p. 73 of the 2002-2003 Undergraduate Catalog.

Candidates in Early Childhood Education are required to take C&I 110, Multicultural Education. Candidates in other programs often elect the course, but in this program, as in all others, multiculturalism is a focus in appropriate courses and experiences. (See Illinois Professional Teaching Standards review.)

All candidates take one of three “foundations” courses, each of which addresses multiculturalism and diversity, from a sociological/philosophical/or historical perspective. All candidates take either C&I 110 (Human Growth and Development) or Psychology 215 (Educational Psychology). These courses incorporate diversity and individual learning styles.

All secondary/K-12 candidates, except music education, take C&I 214, 215, 216 (now numbers 212/214/216); diversity is infused throughout the professional sequence for secondary education (see ITPS program review). (See Music Education program review.)

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, 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 coursework experiences in both school and non-school educational settings, and in agency activities:

- [C&I 110](#): Introduction to Multicultural Education (3 hrs)
- [C&I 232](#): Education in the Inner City: An Introduction (3 hrs)
- [C&I 312](#): Urban Field Experiences (6 hrs off campus)
- [C&I 398](#): Professional Practice: School/Community Involvement (3 hrs)
- [C&I 332](#): Education in the Inner City (3 hrs).

It is recommended that students progress through the Professional Education requirements in the following order:

1. Begin the process leading to Admission to Professional Studies which may require more than one semester. See Index for Admission to Professional Studies details. Take the Basic Skills test in reading comprehension, language arts, mathematics, and writing as soon as possible. There are no prerequisites for it. Candidates must pass all sections of the Basic Skills Test before they can register for [C&I 216](#).
2. EAF 228 (Social Foundations), or EAF 231 (Introduction to Philosophy of Education), or EAF 235 (Historical Foundations), 3 hours.
3. PSY 215 (Educational Psychology), 3 hours.
4. [C&I 214](#) (Secondary School Reading) and [C&I 215](#) (Curriculum and Organization Issues in Secondary Schooling), 2 hours each.

5. [C&I 216](#) (Secondary Education), 4 hours.
6. Special Methods course(s) and student teaching as required by each academic department. Candidates should check with the advisor in their major department for specific course numbers.

Each program addresses unique issues in diversity through coursework and field experiences and the culminating student teaching phase.

Further, the Illinois Professional Learners' Partnership (IPLP) features several diversity related projects :

**Diversity: Meeting the Needs of All Learners**

The Diversity: Meeting the Needs of All Learners PDT has developed two modules related to diverse learning needs. These products are the results of collaboration between Illinois State University and teachers from District 150 Peoria and Chicago Public Schools who are in their first three years of teaching. The team will continue to refine the modules based on feedback from teachers.

**Studying the School's Community**

The Beyond Awareness working group comprised of Illinois State University and Wheeling school personnel, implemented a pilot project in which undergraduates conducted ethnographic studies of their school community to learn how to become a culturally responsive teacher. The team has begun a revised program for the third year; a follow-up study for the students in the second year; and is piloting an on-campus program in the spring.

**Bilingual/Monolingual Clinical Experiences in a PDS Setting**

The Professional Development School Bi-lingual partnership between Illinois State University and Elgin School District U-46 established a Professional Development School (PDS) that focuses on the improvement of pre-service and in-service teacher education at both the university and in the field. It also continues to address the subject matter and pedagogical skills that educators need to help prepare all elementary school-age students for their future. The PDS partnership provides to all participants the opportunity to work with students from a broad range of backgrounds and circumstances, including the disadvantaged, students with diverse cultural backgrounds, students with disabilities, students with limited English, students with limited English proficiency, and academically talented.

**Teaching in Inclusive Settings**

The handbook, Teaching History in Inclusive Settings, designed by the T.H.I.S project, assists preservice history educators as they prepare to teach diverse students who bring to their classrooms a range of academic and social characteristics. The many chapters represent a compilation of the generous and collaborative efforts of teacher educators, history educators and special educators from several schools. The team has also developed a survey instrument, Disposition Survey for Teaching Students with Disabilities, to assess preservice teachers knowledge, understanding, and disposition toward special needs students. The project will expand to other disciplines.

**A Learning Partnership to Create Safe Schools**

A multiyear training partnership has been designed to prepare pre-service and in-service teachers to function as "social scientists" in the classroom. Representatives from the ISU Colleges of Education, Arts & Sciences, and Applied Science & Technology, Loyola University-Chicago, and Elgin District U-46 planned a series of application-oriented workshops and in-service sessions for in-service teacher during the summer of 2000. In addition, a learning circle cohort of twenty pre-service teacher candidates from Loyola and Illinois State University has been identified to begin a specialized clinical experience.

The focus of the fifth and final (2003-2004) year of this USDE TQE grant will be on more widespread use of and institutionalization of these activities throughout the unit.

SED 101 (required for ECE, EL ED, and Middle Level majors), SED 373 and 379 (required for Early Childhood majors), and 214/215/216 content revisions (required for secondary and K-12 majors, except music) introduce candidates to adapting instruction for exceptional needs students. Music candidates complete the Instructional Analysis for Inclusion in their Music 262 course. In addition, all candidates adapt instruction and services to diverse/exceptional populations in field experiences and clinical practice/student teaching.

The Instructional Analysis for Inclusion and the Multicultural Assessment assure the unit that candidates are aware of strategies and issues related to working with students with special needs and those from diverse backgrounds. The Clinical Practice/Student Teaching Evaluation specifically addresses diversity related criteria and suggests evidence to document success. Assessments to date indicate candidate competency in helping all students to learn. In addition, alumni surveys suggest that candidates feel increasingly well prepared and confident to work in multicultural settings and to teach students with disabilities.

Table 20: Alumni survey results re preparation for diverse classrooms

	1997-1998	1998-1999	1999-2000
Well prepared for multicultural settings	85.2%	86%	89.6%
Well prepared to work with students with disabilities	63.1%	63.8%	68%

## Element 2: Experiences working with Diverse Faculty

The 2002-2003 *Illinois State University Fact Book* (p. 57) documents campus-wide diversity in faculty:

Table 21: University Faculty/Staff Diversity

	University Faculty and Staff				Admin/ Profess.	Civil Service	Total
	Dept.	Non-Dept	Library	Lab Schls			
male	590	3	8	33	291	680	1,605
female	511	5	21	79	357	863	1,836
<b>Amer. In.</b>	3	--	--	--	1	9	13
<b>Black</b>	29	--	--	4	56	103	192
<b>Asian</b>	56	--	--	1	11	10	78
<b>Hispanic</b>	13	1	--	1	7	30	52
<b>White</b>	972	7	29	106	557	1,389	3060
<b>NR Alien</b>	27	--	--	--	3	1	31
<b>Unknown</b>	1	--	--	--	13	1	15
<b>total</b>	<b>1,101</b>	<b>8</b>	<b>29</b>	<b>112</b>	<b>648</b>	<b>1,543</b>	<b>3,441</b>

Candidates take a total of 45 hours of general education coursework as well as content major and subject matter courses with faculty from across the five colleges of the University; in addition, early field experiences take place in the campus laboratory schools.

Table 22: Unit University-based Faculty Diversity

University Faculty appointed to the <b>Unit</b> (Fall 2002)				
	Appointed full time in professional education	Appointed full time institution/ part time prof education	Appointed part time professional education	Graduate <u>teaching</u> assistants in prof ed
male	58	34	24	5
female	108	41	70	12
Amer. In.	1	0	0	0
Black	8	2	0	2
Asian	2	3	0	1
Hispanic	2	0	0	0
White	146	70	94	13
Other	7	0	0	1
Unknown	0	0	0	0
total	166	75	94	17

Candidates take professional education coursework for both general and special methods and for intensive and extensive field experiences and clinical practice/student teaching.

Table 23: Diversity of **School Faculty** in districts where many Field/Clinical Experiences Occur

<b>Ethnic/ racial diversity</b>	ISU Lab Schools	McLean County Unit 5	Blm #87	Pekin #108	Peoria #150	Wheeling #21	Sprgfld #186	Elgin Unit #46	Chicago Public	Statewide
White	94.5%	98.2%	94%	100%	91.7%	92%	93.3%	86.7%	44.9%	85%
Black	4.6%	1.3%	4.4%	0%	7.1%	0%	6.0%	1.9%	40.9%	10.2%
Hispanic	0%	0.4%	1.1%	0%	0.8%	7.8%	0.6%	10.5%	11.5%	3.7%
Asian	.9%	0.1%	0.5%	0%	0.3%	0.2%	0.1%	0.6%	2.3%	0.9%
Native American	0%	0%	0%	0%	0%	0%	0%	0.2%	0.3%	0.1%
Total	109	724	367	253	1,143	486	1,005	2,368	26,713	126,544
<b>gender</b>										
male	25.9%	22.1%	20.0%	14.2%	20.2%	11.3%	18.0%	20.8%	22.6%	23.4%
female	74.1%	77.9%	80.0%	85.8%	79.8%	88.7%	82.0%	79.2%	77.4%	76.6%
% bachelors	34.3%	63.7%	60.0%	50.5%	52.8%	51.0%	55.0%	48.8%	56.2%	53.9%
% masters +	65.7%	36.3%	40.0%	49.5%	47.1%	49.0%	45.0%	51.1%	43.8%	46%

Table 23, continued	ISU Lab Schools	McLean County Unit 5	Blm #87	Pekin #108	Peoria #150	Wheeling #21	Sprgfld #186	Elgin Unit #46	Chicago Public	Statewide
% provisional	Not reported	0.0%	0.8%	0.0%	0.2%	3.7%	0.4%	5.1%	8.2%	2.4%
Average years teaching	18.4% estimate Reported in 5 year increments	13.0	16.6	17.2	14.4	12.8	14.4	13.1	13.9	14.2

Candidates spend at least 100 hours in field experiences prior to student teaching; the minimum number of hours spent in clinical practice/student teaching is 360 hours (36 hrs per week for 10 weeks.) Most candidates, however, acquire far more than the minimum number of hours required in either field experiences or clinical practice/student teaching. The Office of Clinical Experiences and Certification Processes maintains data on the racial/ethnic diversity in each setting used.

Unit and clinical faculty have knowledge and experiences with diverse candidates and P-12 students in multiple and varied ways. First, there are many opportunities to interact with diverse candidates, both in course work and beyond. The University is the site of approximately 300 Registered Student Organizations, each of which has a faculty of Administrative Professional sponsor. There are numerous clubs specifically for future teachers (SEA) and, in some cases, discipline or grade-level specific (Future English Teachers, CMLA). Further, there are numerous clubs for individuals of specific ethnicity. (See <http://www.ilstu.edu/depts/studentlife/studentclubs/rsolist.shtml>)

The ODAA offers many resources for faculty, including diversity training. (See <http://www.diversity.ilstu.edu/training/trainingprograms.shtml>) In addition, ODAA offers search committee training and safezone training sessions.

Opportunities to work with P-12 students are also available. The proximity of the P-12 laboratory schools offers higher education faculty instant access to P-12 students, including those from diverse backgrounds or with special needs. Our increasing use of partnership schools also offers opportunities for higher education faculty to work in P-12 classrooms, either with the cooperating teacher and/or supervisor, teaming with a candidate, teaching a demonstration lesson, conducting research, or implementing a grant with a specific focus. Two major national grants were awarded this year, for example, in the area of bilingual education, offering higher education faculty opportunities to teach and learn in diverse settings.

The institution is serious about its commitment to diversity and maintains an active Office for Diversity and Affirmative Action (ODAA). That office annually conducts a study of “underutilized” categories by college, with the following results, as of June 6, 2003 (see in exhibits, Affirmative Action Plan, July 1, 2003-June 30, 2004) (<http://www.diversity.ilstu.edu/reports/index.shtml> July 1, 2002-June 30, 2003 Plan):

CAST Tenure Track Faculty: underutilized for Blacks;  
 COB Tenure Track Faculty: no underutilized groups;  
 COE Tenure Track Faculty: no underutilized groups;  
 CFA Tenure Track Faculty: underutilized for Blacks and Hispanics;  
 MCN Tenure Track Faculty: no underutilized groups;  
 CAS Humanities Tenure Track Faculty: underutilized for Hispanics;  
 CAS Soc Sc Tenure Track Faculty: no underutilized groups;  
 CAS Science Tenure Track Faculty: no underutilized groups.

ODAA works with each search committee to bring diverse faculty to campus. That entails the kinds of advertisements and pre-interview contacts that a committee can make to ensure that diverse populations are aware of openings. ODAA also encourages that each search committee have diverse representation on the committee itself, as a resource for diversity information.

Illinois State University also sponsors the Minority Scholar-in-Residence Program. This program, which began in fall '92, brings selected scholars in various disciplines to campus for a week-long visit. The Program was initiated to increase the presence of minority faculty at Illinois State University and to allow students to experience a wide range of scholars (<http://www.diversity.ilstu.edu/resources/MinorityScholars.shtml>).

Unit efforts to recruit faculty are consistent with those mandated by the institution and by ODAA. In addition, conversations have begun about the possibilities of a partnership with one or more Historically Black Institutions, for faculty and candidate exchanges in professional education.

The most significant Unit efforts are those for development of the Chicago Pipeline, a collaborative among partners Chicago Public Schools, City Colleges of Chicago, and Illinois State University (Teacher Education Unit). These efforts will not only increase numbers of diverse candidates in teacher preparation (see Element 3 below), but will also increase diverse faculty representation through faculty exchanges and team-teaching opportunities, as the state's community colleges implement the newly and collaboratively designed, Associate of Arts in Teaching.

### **Element 3: Experiences working with Diverse Candidates**

The Office of International Studies offers a number of semester long, short term, and summer opportunities to study abroad. Of particular interest to professional education has been the opportunity to student teach in Eastbourne, England, and a summer program for bilingual-bicultural candidates in Taxco, Mexico (<http://www.internationalstudies.ilstu.edu/studyabroad/AbroadforISU.shtml>). Candidates in bilingual-bicultural education spend seven weeks on site, working in schools.

In addition, the unit also offers opportunities to student teach in Hawaii and San Antonio, Texas. Of the 147 candidates who have participated for the past two summers in the

Chicago Public Schools Summer Fellows program (<http://www.cpssummerfellows.com>) to encourage candidates from diverse backgrounds to select Chicago for their first teaching position, 26 have been from Illinois State University. The 2002 program increased from 25 participants to 125 participants in 2003; grant funds from the TEAM Project were subcontracted to CPS for Summer Fellows.

Table 24: Candidate Diversity

Candidates in the unit	Initial Programs		Advanced Programs	
	2002 program completers	2002 enrolled *	2002 program completers	2002 enrolled **
Non-resident	4	10	10	8
Black	30	133	10	21
American Indian	2	10	1	1
Asian	10	35	1	5
Hispanic	27	89	7	2
White	1110	3640	182	385
Unknown	0	0	0	0

\*Enrollment figures from 2002 Fact Book, pp. 32-33; not all programs outside COE list education majors separately; these numbers are thus “under” estimates.

\*\*Enrollment figures for advanced programs, Fact Book, p. 35, COE and School Psychology, masters level candidates only.

The state of Illinois is committed to creating a larger and more diverse teacher corps. To that end, the following two websites are excellent beginning points for minority candidates who wish to pursue teacher education and need financial assistance:

- Illinois Student Assistance Commission <http://www.isac1.org/>
- Minority Teachers of Illinois Scholarships and the DeBolt Scholarships <http://www.fao.ilstu.edu/scholarships/state.shtml#specialed>

The institution is actively engaged in recruiting diverse students to campus. This chart shows gains in diversity in first time freshmen and transfer students in the past year.

Table 25: Freshmen Admissions: Increasing Diversity

	First Time Freshmen		Transfers	
	2002-2003 net admitted	2001-2002 net admitted	2002-2003 net admitted	2001-2002 net admitted
Native Amer.	12	1	1	1
Black	108	32	16	7
Hispanic	121	45	17	5
Asian	59	32	6	3

The following websites detail some of the diversity resources on campus:

- Diversity at Illinois State University <http://www.ilstu.edu/home/diversity/>
- Office for Diversity and Affirmative Action <http://www.diversity.ilstu.edu/>
- Minority Student Academic Center <http://www.msac.ilstu.edu/>

- Minority Academic Scholarships  
<http://www.fao.ilstu.edu/scholarships/institutional.shtml#minority>
- Financial Support for Minority Graduate Students  
<http://www.grad.ilstu.edu/financial/Minoritybrochure.pdf>

The professional education unit also actively recruits candidates into teaching. Minority Scholarships for Future Teachers (including freshmen and community college transfer students) are available in both the Department of Curriculum and Instruction (2 scholarships, renewable annually for up to four years) and the Department of Special Education (1 scholarship, renewable annually for up to four years). The Department of Special Education also offers a Minority Student Award.

The Multicultural Mentorship (<http://www.coe.ilstu.edu/c+idept/mmp/mmp.htm>) Program has been offered through the Department of Curriculum and Instruction for over ten years. Mentors (Illinois State University teacher education candidates) and mentees (CPS students) talk weekly or e-mail, visit each other's campuses, and develop and produce individual and group projects in an area of interest to the mentee. Mentors participate in monthly seminars during the time of their participation in the project. One goal of the program is to "provide culturally diverse children career counseling activities that increase their interest in continuing education after high school."

Illinois State's professional education unit is also a sponsor of the Future Teachers of Chicago and Illinois; COE Dean Dianne Ashby and CECP Director Deborah Curtis are members of the FTC Executive Board of Directors ([http://www.futureteachers-ci.com/about\\_us.htm](http://www.futureteachers-ci.com/about_us.htm)) and (<http://www.coe.ilstu.edu/c+idept/mmp/ftc/what.htm>).

The unit is also working with Recruiting New Teachers (RNT) (<http://www.rnt.org>), a national organization devoted to recruiting more minority teachers; our Chicago RNT contact is Hilton Clark, formerly with Chicago Public Schools. Liaison to RNT from campus is George Torres, Director of the Bilingual-Bicultural Education Program.

The most promising and substantive initiative, however, is that of the Chicago Pipeline. The campus has received federally earmarked funds secured by Congressman Jesse Jackson, Jr., to establish a teacher preparation pipeline between Chicago and Illinois State; in brief, Chicago Public Schools will work with Illinois State and City Colleges of Chicago to encourage their students to consider teaching as a career. City Colleges and Illinois State University will work to ensure that candidates who complete their first two years at City colleges, completing the new Associate of Arts in Teaching (AAT) degree, will be ready to begin professional studies once they reach a four-year institution. If candidates from City Colleges select Illinois State University, they will spend one year on campus and then return to the Chicago area to complete their final year in a Professional Development School setting in Chicago Public Schools.

The Teacher Education Access for Minorities (TEAM) Project to orient and recruit candidates into the teaching profession now has a two-year record of proven success is Phase I of the Chicago Pipeline – recruitment and orientation. The TEAM Project has

operated for the past two years. On April 10, 2002, a one-year IBHE/HECA grant funded a “Teach Tomorrow” workshop for approximately 325 high school juniors and seniors who were prospective minority teacher education candidates from Chicago and surrounding school districts. Members of Illinois State University’s teacher education student organizations planned and presented workshops in a variety of areas, including teaching with technology, in bilingual teaching techniques, and in working with special needs learners. Grant funds provided transportation and meals for participants from the Chicago area and paid for materials to distribute as part of the workshop activities. On March 31, 2003, approximately 75 potential teacher education candidates from City Colleges participated in a similar TEAM event; on April 2, 2003, over 400 CPS sophomores and juniors came to Illinois State University for a day spent in orienting future teachers to the profession and in introducing future college students to the campus.

#### Element 4: Experiences Working with Diverse Students in P-12 Schools

Each 2002 Illinois School Report Card cites diversity in those school districts that Illinois State University uses for field experiences and clinical practice/student teaching for large numbers of candidates in all programs; the ISU Lab Schools do not submit a state report card, but do publish an annual report.

<b>Ethnic/ racial diversity</b>	ISU Lab School	McLean County Unit 5	Blm #87	Pekin #108	Peoria #150	Wheeling #21	Sprgfld #186	Elgin Unit #46	Chicago Public	State-wide
White	78.5%	81%	68.7%	97.7 %	38.5%	57.5%	62%	53.3%	9.5%	59.3%
Black	10.5%	12.3%	22.7%	0.9%	56.7%	2.6%	34.9%	7.1%	51.3%	20.8%
Hispanic	3.8%	3.5%	5.7%	0.8%	2.8%	32.1%	1.2%	32.7%	35.8%	16.2%
Asian	6.8%	3.0%	2.8%	0.6%	2.0%	7.8%	1.7%	6.7%	3.2%	3.5%
Native American	.4%	0.2%	0.1%	0.1%	0.1%	0%	0.2%	0.1%	0.2%	0.2%
<b>Total #'s</b>	<b>998</b>	<b>10,365</b>	<b>5,594</b>	<b>3,873</b>	<b>14,910</b>	<b>7,393</b>	<b>14,365</b>	<b>40,123</b>	<b>437,618</b>	<b>2,029,821</b>
<b>Low income</b>	6.2%	19.8%	41.0%	40.4 %	61.5%	30.2%	51.4%	30.6%	85.3%	37.5%
<b>Limited English</b>	No report	0.9%	0.0%	0.1%	1.5%	25.2%	0.3%	22.3%	14.3%	6.7%
<b>Mobility</b>	1.4%	11.9%	16.2%	15.9%	31.7%	10.0%	24.5%	16.0%	24.8%	16.5%
<b>Students classified as Special Educ.</b>	No report	15%	17%	22%	24%	16%	19%	12%	13%	15% (308,816)
<b>Students *with disabilities</b>	No report	4% (398)	4.5% (254)	4% (161)	4% (622)	5% (396)	5% (700)	2% (905)	4% (17,391)	4% (78,455)
*students not tested in state testing programs										

State report cards do not cite district-wide numbers or percentages of students with special needs; percentages of “students classified as special education” information on the Illinois State Board of Education website

([www.isbe.state.il.us/finance/COSTSHEET02-03.xls](http://www.isbe.state.il.us/finance/COSTSHEET02-03.xls)) . Illinois State University laboratory school numbers for low-incidence programs are in Table 27.

Table 27: Numbers of low-incidence disabilities in ISU Laboratory Schools

disability	# of students	# of teachers	# of assistants and interpreters
Deaf/hard of hearing	35	7.5	8.8
Physically disabled	30	5	9
Visually impaired	3	1	1
totals	68	13.5	18.8

Field experiences prior to the culminating clinical practice/student teaching assignment are all carefully selected to corroborate the theory, best practice, and research that candidates have learned and discussed in course work. In other words, field experience is not separate from formal classroom study but reinforces that study. The emphasis on working with diverse P-12 students is interwoven through formal study and thus plays an integral part in field experiences and follow-up to those experiences.

Outcomes for the clinical practice/student teaching experience and the accompanying rubric for assessing whether those outcomes, derived from the tenets of the conceptual framework, illustrate the emphasis on illustrating the knowledge, skills, and dispositions that candidates have acquired and developed prior to and throughout the culminating clinical practice/student teaching, as illustrated in the table which follows:

Table 28: Assessments/Types of Evidence for preparation for diverse classrooms

Assessment Item for Clinical Practice/ Student Teaching	Types of Evidence	
“develops learning goals and activities suitable for diverse learners	Goal statements Individual lesson plans Unit plans	Teacher work sample Teacher-made materials IEPs
“demonstrates persistence in helping all students learn”	Reflections Lesson plans IEPs	Referrals Supervisor Reports
“demonstrates knowledge of individual student skills and knowledge”	Lesson plans Assessments Reflections	Curriculum plans Observation plans
“uses multiple assessment strategies”	Portfolio Assessments Projects	Bulletin boards Student work samples Teacher-made materials
“demonstrates a positive impact on student learning”	Observations Journal writing Pre-test/post-test	Teacher work samples Student work samples

Table 29: Student Teaching Placements

	Exceptionalities		Cultural Composition		Site Types	
	Fall 02	Spring 03	Fall 02	Spring 03	Fall 02	Spring 03
Speech/language	247	523				
LD	298	717				
BD	220	458				
PH	68	119				
MSMD	21	50				
EMH	75	171				
VI	56	97				
HI	79	125				
Gifted	170	377				
At-risk	194	392				
Black			280	575		
Hispanic			257	551		
White			428	974		
Asian/Pacific			178	362		
Other			79	187		
High Needs			52	123		
Rural					61	120
Small urban					202	526
Large urban					170	330
metropolitan					19	26

Table 29 above illustrates Student Teaching Placements in FY03; see exhibits for specific information on which departments reported which exceptionalities, cultural composition, and site types in which candidates were placed.

In conclusion, the unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.