

REALIZING THE DEMOCRATIC IDEAL

**The Conceptual Framework
for the Illinois State University
Professional Education Unit**

**ILLINOIS STATE
UNIVERSITY**



REALIZING THE DEMOCRATIC IDEAL

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REALIZING THE DEMOCRATIC IDEAL: TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY

(The original full text document, “Realizing the Democratic Ideal: Teacher Education at Illinois State University” was drafted in 1997; that draft was revised in 2002 in accord with NCATE Standards (2002 edition). The original text has been maintained throughout; edits of the original text include replacing the term “students” with “professional education candidates,” as appropriate, and replacing “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 the title of the governance body, Council for Teacher Education. At Illinois State University, “teacher education” is a broad term which 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 original 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). Those five elements are: the vision and mission of the institution and unit; the unit’s philosophy, purposes, and goals; knowledge bases, including theories, research, the wisdom of practice, and education policies; candidate proficiencies aligned with the expectations in professional state, and institutional standard; and the system by which candidate performance is regularly assessed. The revised framework also includes the most recent scholarship relative to the framework, in particular the work of the National Network for Educational Renewal and its Agenda for Democracy in Education. The framework also ensures inclusion of the unit commitment to: shared vision, coherence, professional commitments and dispositions, diversity, technology, and candidate proficiencies aligned with professional and state standards.)

The Vision and Mission of the Institution and Unit

“Gladly we learn and teach” is the motto of Illinois State University. Founded in 1857, Illinois State Normal University is the oldest public institution of higher education in Illinois, created to prepare teachers for the state. Today, Illinois State University is a residential campus with a tradition of instruction, research and public service in support of business, industry, and government, enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multi-cultural undergraduate and graduate population. Illinois State University provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, develops and delivers programs tailored to meet them. (IBHE, Focus and Priority Statements of Illinois Public Universities, September 7, 1994) The University is located in the geographic center of the state, with access provided by the intersection of three Interstate Highways (I-39, I-55, I-74). The University is approximately two hours from metropolitan Chicago, two hours from metropolitan St. Louis, and three hours from metropolitan Indianapolis. This location contributes significantly to the mission of Illinois State University to provide statewide leadership in professional education.

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.

The Illinois State University Mission Statement

Illinois State University is a student-centered, multipurpose institution committed to providing undergraduate and graduate programs that are of the highest quality in the State of Illinois. The central mission of the University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research.

Illinois State University recognizes that teaching and research are mutually supportive activities. Therefore, while developing student potential through superior teaching is the first priority of the University, the promotion of research that is recognized at national and international levels is also a high priority. Illinois State University is committed to public service activities that complement the teaching and research interests of the faculty. The University is committed to expanding student involvement in learning through provision of outstanding campus-life programs and activities. The goals of Illinois State University are:

- provide the premier undergraduate education in Illinois;
- provide premier graduate education in selected areas;
- provide an academic atmosphere which nurtures intellectual activity within the University community;
- support research and creative activity which are recognized at national and international levels
- engage in public service and economic development activities which complement the University's teaching and research functions;
- expand and strengthen graduate programs in areas which build on the strengths of undergraduate programs and/or which have a unique educational focus;
- provide opportunities for students to increase their capacity for inquiry, logical thinking, critical analysis and synthesis, and to apply these abilities in the pursuit of one's discipline;
- increase understanding of global and national interdependence and expand knowledge and understanding of other cultures in the context of a multicultural society;
- provide co-curricular activities, programs, and services that augment the formal education of students and maximize their involvement in the educational process;
- provide access and services for students from underrepresented groups and students with special talents;
- encourage academic diversity by supporting the unique missions and strengths of each of the colleges.

Illinois State University General Education Program

The General Education Program at Illinois State University is an integrated set of courses that focuses on the development of communication and problem-solving skills and abilities, such as persuasion, listening, argumentation, logical and quantitative thinking, and understanding varying perspectives on issues. These skills and abilities provide an essential grounding for work in the student's major.

The premise of the General Education Program is that education should be a developmental process and not simply an assimilation of a prescribed set of facts. The program's overall structure is designed to ensure that developmental objectives are achieved through coherent and sequential interrelationship of courses. The Inner Core consists of six courses, three required to be taken by all students (Foundations of Inquiry, English 101, Communication 110); the Middle Core consists of five categories of courses, one course to be chosen from each category; the Outer Core consists of four courses, one each of four disciplines.

Illinois State University, like many other four-year institutions in the state and the nation, accepts applicants who have attained credit from community colleges or other four-year institutions or an Associate of Arts degree from a state community college. The Illinois Articulation Initiative ensures that such applicants will have met the general education requirements consistent with those for candidates who begin at Illinois State University as freshmen. The integrated general education program prepares candidates for discipline-based majors and for professional programs such as those in education.

Educating Illinois: Heritage, Values, Vision 2000-2007

“Educating Illinois” is the current “heritage, values, and vision” statement that guides the University 2000 through 2007, the 150th anniversary of the founding of the University. The executive summary illustrates, in brief, that our heritage is that of preparing teachers, having been founded as Illinois State Normal University. Our values are those of:

- individualized attention,
- public opportunity,
- active pursuit of learning,
- diversity, and
- creative response to change.

Our vision is that of providing a “small college experience with large university opportunities. (See Appendix A: “Educating Illinois: Executive Summary”) (See the Illinois State University Website www.educatingillinois.ilstu.edu/heritage/ for full text.)

The values are operationalized through a series of 79 action items

- Actions 1-9 Recruiting According to our Values
- Actions 10-19 Successful Transitions
- Actions 20-21 Commitment to General Education
- Actions 22-25 The Junior-Senior Experience
- Actions 26-33 Building a Distinctive Research Agenda and Strengthening Graduate Education
- Actions 34-35 Mission-Driven Public Service and Outreach
- Actions 36-37 Student-Faculty Connections
- Actions 38-41 A Supportive Environment that Promotes Understanding
- Actions 42-46 Academic Culture
- Actions 47-55 Essential Support for Faculty and Staff

- Actions 56-57 Integrated Services that Work for Students
- Actions 58-65 A Technology-Friendly Campus
- Actions 66-70 Best Practices in Advising
- Actions 71—73 Facilities for the 21st Century
- Actions 74-79 Communicating our Identity

These values and actions are consistent throughout with the mission and values of the professional education unit. In short, the Illinois State University Mission Statement, the General Education requirements, and “Educating Illinois” are consistent with the Professional Education Unit Conceptual Framework. 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. More than two hundred research studies have found that educators who have more background in their content areas and have greater knowledge of teaching and learning are more highly rated and more successful with students in fields ranging from early childhood and elementary education to mathematics, science, and vocational education. (Darling-Hammond and Sykes, 1999)

Unit Philosophy, Purposes and Goals

Values and Beliefs Statement: *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.

Council for Teacher Education adopted the Values and Beliefs Statement in March 1997; CTE revised and adopted the statement in March 2000. The University Liaison and Faculty Concerns Subcommittee of CTE assumes responsibility for bi-annual review of the framework, according to CTE By-Laws. Council for Teacher Education governs all professional education programs; the term “teacher” applies to all educators. (See Appendix B: “Realizing the Democratic Ideal” brochure.) (See Appendix C for CTE By-Laws.)

Shared Vision and Coherence

The conceptual framework of professional education at Illinois State University is “Realizing the Democratic Ideal.” 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.

Democracy, in its deepest sense, is an educational undertaking. Those aspects of democracy that are considered to be important within a democracy are important to the institutions of education as well. Generations of thinkers—from Jefferson to Adler—have looked upon education as essential to the functioning and very existence of democracy with the belief that democratic principles and a commitment to them are nurtured through education. Therefore, teaching in a democratic society must take the role of developing democracy and democratic-minded citizens (Peters, 1966). Educators must make education free and universally accessible, equalize opportunities and resources, abolish family wealth’s influence, respect students’ diverse abilities and desires, and teach core democratic values (Cookson, 2001)

The human endeavor of teaching in a democratic society is profoundly and gloriously ambivalent. This ambivalence springs from its dual allegiances: to the intellectual and to the moral. Educators are uniquely obliged to both of these ideals and the best educators are those who find a kind of harmony between them. The overall enterprise might be characterized, then, as having to accomplish a dual mission, wherein the same mixed signals that often generate frustration, ambiguity and unease also make teaching one of the richest, most satisfying and valuable professions an individual could choose.

First is the intellectual ideal. Professional educators must know “the what” that they teach. As much as to anything else, they are devoted to the truth—inquiring into how the world is and has been—and to spreading that truth along with the passion for pursuing it and the tools for inquiring into it as far and as widely as possible. Often this involves a fascinated (and, correspondingly, fascinating) competence in the relevant subject matter that is to be taught, whatever it may be: art, writing, chemistry, athletics, music, history, business, mathematics, or any other discipline. In this sense the educator is first and foremost an inquirer into the truth, a process—perhaps a set of dispositions—which is not generated out of the clear blue sky or solely a random matter of “talents,” but is the result of a careful, sustained and rigorous discipline, in both senses of that term: a submission to rules of conduct (in this case to the best knowledge-yielding methodologies as they are currently understood) and also a competence, a certain “at home-ness” in a particular sphere of inquiry. In ascending order of importance, teachers know their subject matter, know how to inquire further into it, and care perpetually to keep on doing so.

The second great obligation of educating is a moral one. The social development of learners is considered an essential goal of schooling in the Western world. Accordingly, preparing students to enter the larger society is an important concern. This process of socialization into a larger society involves instructing students in the norms and values of the society in which they live. Because of the increasing rate of change in the American family structure, school systems are now required to take this role more seriously than before. This

raises the question of what values and norms should be passed on through the school system. 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.

A second dimension to the moral obligation of teaching relates to the teacher's role in developing the human potential of diverse learners. American society has undergone drastic changes in the last few decades, most notably in the family structure, demographics and the economy. Each of these changes has drastically altered the social structure of American society into one of the most diverse constitutional democracies in the world. This change in the character of society has profound ethical implications that impact both schools and educators. Since education is a basic right of every human being, it superimposes the need to develop the full human potential of every student, with the school administration and teachers needing to pay special attention to making the attainment of this goal possible. Ethical issues of fairness and justice in instruction have emerged as critical issues in providing a meaningful education to diverse student populations throughout the country. As Brophy and Good (1986) have pointed out, educators will blunder when they encounter pupils who are unknown and unfamiliar to them. School systems and the teachers they employ, therefore, need to be sensitive to whether they are providing equal educational opportunity for all learners.

Educating in a democratic society is made up of both the intellectual and the moral. It is the harmonizing of these two ideals that makes teaching distinctive. A further distinction of teaching is its symbiotic relationship to learning. Teaching cannot be done in a vacuum. When "teaching," the educator also learns.

Because of its commitment to "educating in a democratic society," Illinois State University in 1999-2001 sought and attained membership in the National Network for Educational Renewal, one of three agencies (The Center for Educational Renewal at the University of Washington and the Institute for Educational Inquiry) established through the work of John Goodlad, to focus on the Agenda for Education in a Democracy. (See Appendix D for NNER application). 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. (See Appendix E)

Goodlad believes that schools and leadership training should stress renewal, not reform. The workplace cannot survive unless people are educated for democracy and its responsibilities. (Goldberg, 2000) Goodlad's is a concept that education is a moral endeavor serving individual and common good through development of civic and civil dispositions espoused by great religious leaders and thinkers in pursuit of the ideal conditions. These attitudes are indicators of "democratic character." (Goodlad, 2000) According to research done by scholars associated

with the Center for Educational Renewal, “An ethic has meaning only when it moves beyond words to implementation in practice. In our comprehensive studies of schooling and teacher education, we found ample evidence of an ethic in practice: an ethic of educators’ caring about their students and about one another. . . . What we found all too rarely . . . was the presence of an all-encompassing ethic embracing the well-being of human kind and its nourishing habitat.” (Soder, et al, 2001) As Meier suggests (2000), “schools in a democracy should be fostering in kids – responsibility for one’s own ideas tolerance for the ideas of others, and a capacity to negotiate differences.” It is the ethic of caring and the practice of democracy in schools that we strive to attain.

The National Network for Educational Renewal (NNER) today (2002) includes twenty settings which “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, along with Georgia Southern University, to join the eighteen other settings. (See NNER website: <http://depts.washington.edu/cedren/NNER.htm>). Membership is based on a tripartite partnership: Colleges of Education, Colleges of Arts and Sciences, and 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 121/Wheeling Partnership. In addition, our partnership through the Bloomington-Normal Education Alliance and with other Professional Development Schools across the state is an integral part of the mission and goals of the university as well as the professional education unit.

Knowledge Bases, including theories, research, the wisdom of practice, and education policies

Those preparing to teach are expected to possess an understanding of their academic fields and must be able to select from them what is most critical to teach, seeing the relationships

between central elements within them and other fields of inquiry and between those central elements and the world. (Perrone & Traver, 1996). This level of understanding undergirds, in part, what Shulman (1986, 1987) has characterized as pedagogical content knowledge. The implication for those preparing for teaching is not only considerable course work in the various teaching areas, but also a strong epistemic view of subject matter, with a strong knowledge of the philosophy, the limits, characteristic questions, and competing theories of the discipline. (The Holmes Group, 1986) (Illinois State University has been a member of the Holmes Partnership since 1998.) The Association of American Colleges (AAC) (1985) offered a working definition of a larger knowledge base that might be useful to educators:

Study in depth requires multiple dimensions, it cannot be reached merely by cumulative exposure to more and more of a specified subject matter. For instance, the study of literature is not requisitely deep if at the end the student has merely taken six or eight or ten courses in a literature department; there is not depth if the students have not brought into focus and appreciated in the interrelations a refined degree of literacy, an understanding of literature as cultural history, and knowledge of the theory of how language and literature create meaning, and of the problems of rendering aesthetic judgments. (p. 29)

Sizer (1989), however, suggests that questions about the teachers' academic background are rooted in larger concerns about purpose, not just about course work. According to Goodlad (1990), one encouraging direction is that teacher education programs are starting to make connections with the need for change in the schools. These programs are drawing on a renewed sense of idealism among young people and are beneficiaries of mid-career movement toward teaching.

The continuing question for theorists and researchers is how teachers move from wide general knowledge to deep content knowledge appropriate for particular students. Educators need to find ways of connecting academic content to the experience and prior understandings of their many students (Perrone & Traver, 1996). The implication is that those preparing for teaching have not only considerable course work in the various teaching areas, but also possess a strong epistemic view of subject matter, with a strong knowledge of the philosophy, the limits, characteristic question, and competing theories. It is out of this base that strong connections to other fields of inquiry can emerge.

“The teacher inevitably transforms the subject matter into something else: a teachable subject that has its own structure and logic that will help the student make sense of the subject matter” (Murray and Porter, 1996, 161). Pedagogical Content Knowledge is fundamentally about those structures that confer some appropriate level of understanding, and it is ultimately about those structures that actually advance our understanding.

Grossman, Wilson and Shulman (1988) suggest that there are four overlapping dimensions of subject matter knowledge that are relevant to teaching: content knowledge, substantive knowledge, syntactic knowledge, and beliefs about subject matter (p. 24). There may be fundamental differences between the subject matter knowledge necessary for teaching and subject matter knowledge *per se*. This difference was first noted by Dewey (1983) when he claimed: “Every study or subject thus has two aspects: one for the scientist as a scientist; the

other for the teacher as teacher. These two aspects are in no sense opposed or conflicting. But neither are they immediately identical.” (Shulman, p. 285-286). While some of what teachers need to know about their subjects overlaps with the knowledge of scholars of the discipline, teachers also need to understand their subject matter in ways that promote learning. (p. 24) Knowledge of subject matter encompasses more than what is typically measured in standardized multiple choice tests, and certainly more than is reflected in the number of classes that someone has taken (p. 25) There does not appear to be a simple one-to-one correspondence between how much the teacher knows and how much the student learns.(p. 25) Teaching involves the translation of subject matter knowledge *per se* into subject matter knowledge for teaching. Teachers interweave their prior knowledge of subjects with immediate knowledge of classroom realities to produce “action-relevant” knowledge. Teachers tailor their knowledge of the content to the context in which they are currently teaching. The concept of “pedagogical thinking” is “grounded in knowledge of self, children, and subject matter,” pedagogic interpretations of subject matter, interpretations which rest on teachers’ knowledge of students beliefs about the subject matter. Depth of knowledge, while elusive in its definition and measurements, appears to be one of the features of subject matter that affects instruction (Wilson, 1988). There is some evidence that deeper knowledge of the subject results in more emphasis on conceptual explanations. Organization of knowledge also emerges as important. Teachers who understand the larger map of their subject matter, who understand the relationship of individual topics or skills to more general topics in their fields, also may be more effective in teaching their subjects. Educators’ subject matter knowledge *per se* undergoes a transformation as novices prepare and begin to teach, and as their initial knowledge of content is enriched by knowledge of students, curriculum, and teaching context.

Content knowledge refers to the “stuff” of the discipline: factual information, organizing principles, central concepts. Prospective educators must understand the centrality of content knowledge for teaching and the consequences of a lack of knowledge. Prospective teachers need to learn about the central concepts and organizing principles of their subject matter. They must develop the ability to acquire new knowledge.

The substantive structure of a discipline includes the explanatory frameworks or paradigms that are used both to guide inquiry in the field and to make sense of the data. Teachers’ knowledge of the substantive structure of a discipline has important implications for how and what teachers choose to teach. Professional education and liberal arts faculty need to collaborate to develop courses that deal directly with the underlying structures of a discipline.

The syntactic structure of a discipline includes the canons of evidence that are used by members of the disciplinary community to guide inquiry in the field. They are the means by which new knowledge is introduced and accepted into that community. Professional educators and departments of arts and sciences must work together to ensure that candidates receive an adequate foundation in the syntax of their disciplines.

Finally, teachers’ beliefs about teaching and learning are related to how they think about teaching, how they learn from their experiences, and how they conduct themselves in classrooms. Beliefs rely heavily on affective and personal evaluations. Beliefs are more disputable than knowledge. One type of belief that novice teachers hold is related to the content

that they teach. A second type of belief is an “orientation” toward the subject matter, their conceptions of what is important and how one knows. Teachers’ beliefs about subject matter are as powerful and influential as their beliefs about teaching and learning. Prospective teachers must identify and examine each of their beliefs.

The ability to transform subject matter knowledge requires more than knowledge of the substance and syntax of one’s disciplines; it requires knowledge of learner and learning, of curricula and context, of aims and objectives of pedagogy. It also requires a subject specific knowledge of pedagogy. By drawing upon a number of different types of knowledge and skill, educators translate their knowledge of subject matter into instructional representation.

Candidates also learn how children learn and develop in order to make wise instructional decisions. People grow and change in many ways throughout their lives. While physical changes are perhaps the most obvious, intellectual, mental, emotional, and moral changes are in many ways more important for educators to understand. The 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 benefit from, 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 course work at Illinois State University regarding the areas of cognitive, linguistic, social, personal, and moral development.

Contemporary cognitive theories of learning are constructivist in nature, positing active learners who make sense of the world through relating novel information to what they already know. Understanding and learning is facilitated and guided through interaction with knowledgeable peers and adults (Bruning, Schraw, & Ronning, 1995). From a cognitive theoretical perspective, an additional realization that educators must gain is that learning is a developmental phenomenon. Children and adolescents learn and think in distinct and unique ways, and undergo significant changes in their thinking throughout the school years. Current cognitive theories relevant to the school-aged population differ in whether or not such changes in thinking and learning occur in an incremental or stage-like fashion, and whether learning occurs as the result of maturation or experience. However, theories share in common the tenet that children and adolescents approach and act on their environments in unique ways that must be accommodated by developmentally appropriate instruction.

School is not just a place where children learn academic skills. It is a place where students learn how to get along with people (social development), develop concepts of self (personal development), and gain perspectives on what is right and what is wrong (moral development). Students take out and bring in social skills, personal esteem, and moral values to the classroom. While it is not the teachers’ role to indoctrinate or instill values in children, it is the teachers’ responsibility to create a climate for social, personal, and moral growth.

The development of social skills in childhood is critical to success in adult life. While families and peers certainly have a considerable influence on social skill development, there is

much that teachers can do to promote prosocial behavior. It is especially important to encourage students to learn and display behaviors related to long-term success in school, such as obeying school rules, following instructions, and working independently (Hess & Holloway, 1984). Additionally, teachers should provide opportunities for cooperation, sharing, and reciprocity among students and in some situations be willing to let students work out their own interpersonal conflicts (Hess & McDevitt, 1989).

As with social development, many factors outside of the school influence children's self-concept (one's beliefs about oneself; such as, characteristics, strengths, and weaknesses) and self-esteem (the extent to which one believes oneself to be a capable and worthy individual). From studying Harter's (1982) work on perceptions of cognitive, social, and physical competence, Illinois State University graduates understand that students make distinctions regarding the different aspects of themselves; therefore, self-concept and self-esteem may have several dimensions. Additionally, self-concept and self-esteem of most individuals fluctuates to some extent over time, with early elementary and early adolescents being difficult periods for many (Harter, 1990). Educators need to be sensitive to fluctuations in student self-esteem and self-concept and take special measures to provide support to students in settings and situations that may be especially challenging (Nottleman, 1987).

From studying Kohlberg's work on moral reasoning, Selman's research on perspective taking, and Eisenberg's work on prosocial behavior, Illinois State University graduates can promote the development of morality and prosocial behavior in the students they teach. Kohlberg (1986) posited a six-stage theory of moral development. Kohlberg's stages were invariant, meaning that a person had to pass through each lower stage in order to progress to a higher stage. Stages were formulated from research based on peoples' responses to a series of moral dilemmas. Through studying Kohlberg's stages, Illinois State University graduates have insight into the logic and reasoning their students might apply to interpreting events and situations. For instance, to promote the movement of junior high and high school students from the conventional morality stage to the postconventional morality stage, it would be useful for a social studies teacher to identify situations where the laws of a society are counterproductive. Selman (1980) contends that in order to make moral decisions and behave in morally appropriate ways, children must learn to look at situations from another person's perspective. He proposed a five-level theory of perspective taking that specified behaviors of children at different age levels.

Prosocial behaviors are behaviors that promote the well being of other individuals, such as sharing, helping, cooperating, and comforting. Nancy Eisenberg (1982) identified five levels of reasoning about prosocial behavior that help predict how children at different ages are likely to behave. Implications from her work for classroom teachers include acknowledging and rewarding prosocial behavior when it occurs and pointing out situations to students in which other people's needs are far greater than their own (Ormrod, 1995). Educators who understand their students are able to make informed decisions about instructional strategies. One method of learning about students comes from the individual rather than theories about learning and development. At Illinois State University, candidates are encouraged to use performance assessment to inform their own instructional decisions.

Learning is a search for viable solutions to problematic situations. To learn is to understand the process of constructing knowledge. This is especially true for prospective teachers. This constructivist notion of learning underscores the successful implementation of performance assessment. Briefly, constructivism asserts that students personally construct knowledge and that learning occurs as meaning is given to experiences in light of existing knowledge. Viewing knowledge in this manner leads to an environment where students are actively involved in building meanings. At Illinois State University, our candidates understand and accept responsibility for their own learning. Accordingly, our assessment techniques allow candidates to express their personal understanding of concepts in a way that is uniquely theirs.

Commitment to Diversity

“The history of the great universities is largely the story of an ever widening inclusion, however slow, of different groups and views, based in part on inclusion as a value in its own right. More important, the core values of the academy are enhanced by the inclusion of more groups, both among the students and the faculty, in the quest for a more coherent account of things” (Murray and Porter, 1996, 164). Illinois State University’s College of Education adopted the following definition for “diversity education”: Diversity education is a structured process designed to develop a cultural diversity knowledge base, and to foster understanding, acceptance and constructive relationships among all peoples. It encompasses all aspects of diversity: ethnicity, race, linguistic differences, social, economic and geographic differences, age, gender, religion, lifestyle, and differences related to exceptionalities and ability. The professional education unit also utilizes the NCATE (2002 edition) definition: “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.” (p. 53)

Diversity education permeates a school’s conceptualization of the nature of teaching and learning through the curriculum and instructional strategies, as well as the interactions among teachers, students, families, and all members of the community. Emphasis is placed on experiential learning in the classroom and other settings, as an application of a cultural diversity knowledge base. (1997) Ramirez (1990) notes that it is critical that competencies, philosophical positions, and programmatic changes related to culturally and linguistically diverse students become an integral component of programs. One of the essential, yet often overlooked, components of a strong diversity education program is the parent/family component. “While professionals can offer the expertise of their discipline and knowledge gained from working with a number of children, parents are the only ones who can contribute information on their particular child in all settings (Johnson, p. 2-3). From *Goals 2000*, in fact, came the mandate that by the year 2000, every school would promote partnerships that would increase parental involvement and participation in promoting the social, emotional, and academic growth of children. If schools and educator preparation programs are serious about a family-focused philosophy, then “families are not just recipients of services; rather, they are instrumental in identifying priorities for the child.”

Public Law 105-17 (105th Congress, June 4, 1997) has affected professional education:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. . . . Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectation for such children and ensuring their access in the general curriculum to the maximum extent possible.... (111 STAT.38-39)

Effective educators must have a deep understanding of their students or clients. Educators and students become involved in a particular kind of personal relationship that imposes moral responsibilities upon its participants (Bull, 1993). That responsibility takes the shape of recognizing the diversity that makes up society at large, understanding how children develop and learn, and making wise decisions about instruction.

In contemporary American society, the overall composition of the student population has become very diverse. Today one in three students is a student of color, and the traditional household with a father, mother and two children makes up a mere six percent of all existing family configurations. Other factors are adding to the diversity among the student population. According to recent statistics, 26% of school age children live in poverty, and one third of preschool age children are considered to be at risk of school failure because of poverty, sickness, neglect and abuse. It is the role of teachers today to provide equality of educational experience among all students in their classes. Although educational equality was previously thought of as interconnected with equality of opportunity or equality of access, it is now understood to be a much more complex issue. Educational equality involves not merely access, but also actions within the school that influence the various learning processes and those conditions connected with them. Candidates at Illinois State University understand the diversity of school population and learn how to tailor instruction to meet the needs of all students, not only through curricular experiences but also through field experiences.

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 that “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.”

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

In September 1996, the National Commission on Teaching and America’s Future published its report, *What Matters Most: Teaching for America’s Future*. The commission began its work based on three premises: teacher knowledge, recruitment and retention of good teachers, and school reform. Regarding teacher knowledge, the commission stated: “What teachers know

and can do is the most important influence on what students learn. Teachers must know their subject matter so thoroughly that they can present it in a challenging, clear, and compelling way. Research confirms that teacher knowledge of subject matter, student learning, and teaching methods are all important elements of teacher effectiveness” (p. 6). Further, the Commission found that nearly one-fourth of all secondary teachers do not even have a college minor in their main teaching field, and among teachers who teach a second subject, 36% are unlicensed in the field and 50% lack a minor (p.15). Even more distressing, in schools with the highest minority enrollments, students have less than a 50% chance of getting a science or mathematics teacher who holds a license and a degree in that field (p. 16). Clearly, knowledge of the subject matter one teaches is a critical requisite for licensing beginning teachers and inducting them into the profession. Those percentages have changed little, if any at all, in the years since the report was published.

On Jan. 8, 2002, President Bush signed into law the *No Child Left Behind* Act of 2001 (NCLB). This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Reconciling recommendations from the NCTAF Commission with the NCLB legislation is the immediate challenge for institutions that prepare professional educators, in that the current NCLB legislation focuses exclusively on P-12 schools, and by inference, suggests sweeping changes in educator preparation, including diminishing preparing teachers in “the how” and emphasizing almost exclusively “the what.”

The NCTAF Commission, however, recommended that, by the year 2006: “All children will be taught by teachers who have the knowledge, skills, and commitments to teach children well” (p. 63). The Commission recommended a “professional continuum for teacher development,” including recruitment into a teacher education based on academic background and ability to work with children, preservice preparation in an NCATE-accredited (National Council for the Accreditation of Teacher Education) school of education, and an initial intern license based on INTASC (Interstate New Teacher Assessment and Support Consortium) tests of subject matter and teaching knowledge, followed by new teacher induction of one to three years and a continuing license based on INTASC performance assessments. Experienced teachers would then have the opportunity for advanced certification based on National Board for Professional Teaching Standards (NBPTS) performance assessments and examinations. Mary Diez (1998) notes that this approach is termed the “three-legged stool of teacher quality.” She continues: “Clearly, in the past 15 years, [NCATE], [INTASC], and [NBPTS] have helped to focus the agenda of teacher education and teaching practice on what teachers need to know and be able to do. In addition, all three have engaged in the development of new ways to assess teacher knowledge and practice, specifically through performance assessment.”

Illinois State has been accredited by NCATE since 1954, NCATE’s charter year. The state has now aligned its review process with NCATE 2000 Standards. 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 (Appendix F, CTE Five Year Plan); state standards, Illinois Professional Teaching Standards (IPTS) are based on INTASC standards. All initial certification programs are 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 Development Standards. The Department of Curriculum and Instruction reorganized its Masters Degree Program to be consistent with NBPTS standards, and the department offers coursework to prepare candidates for National Board Certification. The University works closely with the Illinois State Board of Education in its efforts to increase the numbers of NBCT in the state's classrooms.

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 are well aware of proposed state standards for preparation of school psychologists; our Mennonite School of Nursing has used the proposed state standards for School Nurse in designing a program for future development, as has our School of Social Work in designing a program for School Social Workers.

The University is serious about accreditation and alignment with national standards; for example, Illinois State University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Various programs hold discipline-based accreditation; of those pertinent to professional education are the following: American Association of Family and Consumer Sciences, American Psychological Association, American Speech-Language-Hearing Association, National Association of Schools of Music, National Association of Schools of Theatre, and National Association of Schools of Art and Design. In addition, in 1997, in preparation for the 1998 NCATE site-visit, the professional education unit submitted folios to all Specialized Professional Associations that are constituent members of NCATE.

The professional education unit is serious about meeting state standards as well. Illinois Content Area Standards are aligned in large measure with national professional association standards, albeit standards at every level are in constant flux as new knowledge impacts the profession. The Unit is gratified that the state adopted not only professional teaching standards, including standards in special education for all teachers, but also technology for all teachers and English language arts for all teachers. Illinois State University has adopted an Instructional Technology Passport System and has long required preparation in "literacy" education for all teachers, including all subject matters at the secondary level. (See Appendix G for full alignment of institutional, state, and professional standards.)

Commitment to Technology

As candidates engage in inquiry, they access information from collaborative groups and from technological sources. Candidates are encouraged to work with all full time and part time

faculty and staff members at Illinois State University to learn about topics of interest. In addition, Council for Teacher Education has adopted the Instructional Technology Passport System (ITPS) that will ensure that all candidates, both in initial and advanced programs, will be competent and proficient in learning and teaching with technology. The Technology Passport is based in the Illinois State Board of Education “Technology Standards for All Teachers.”

In brief, each candidate will demonstrate competency on each standard in a system that ensures proficiency:

- Competency 1 (ethics) will be assessed in General Education required courses, English 101 and Communication 110, using an on-line assessment instrument;
- Competency 2a (telecommunications – asynchronous) and Competency 2b (telecommunications – synchronous) will both be assessed in English 101;
- Competency 3 (presentation authoring) will be assessed in Communication 110;
- Competency 4 (web browsers) will be addressed in Foundations of Inquiry at Milner Library.

(Transfer students will use on-line assessment instruments.)

- Competency 5 (web design)
- Competency 6 (idea development)
- Competency 7 (spreadsheets)
- Competency 8 (database management)
- Competency 9 (desktop publishing)
- Competency 10 (assistive technology development)

Competencies 5-10 will be accomplished by the following majors in selected courses:

- Special Education (SED 201, 373, 202, 203, 204, 353, 379)
- Early Childhood Education (C&I 283, 282, SED 379, SEAT* Center)
- Elementary Education (C&I 104, 211, 257, 208, SEAT Center)
- Middle School (C&I 333, 398, 395, 130, 233, SEAT Center)
- Secondary (C&I 214, 215, 216)

(*SEAT – Special Education Assistive Technology Center, Fairchild Hall 319)

(See website for complete additional detail on ITPS: <http://www.coe.ilstu.edu/ncateaccred.htm>)

All candidates for administrative certification and/or endorsement complete an on-line assessment system while in the program (<http://webct.ilstu.edu>). For each site, a common framework exists:

1. a pre self-assessment of candidate knowledge and skills related to program goals
2. a post self-assessment of candidate knowledge and skills related to program goals
3. a candidate assessment of how well the program prepared the candidate to meet the departmental goals
4. a permission section in which candidates select whether they will allow accrediting agencies to view their work as part of program assessment.

In addition, a portfolio section allows candidates to submit selected assignments that meet Departmental goals. The WebCT program allows the department to download the data into a

spreadsheet to analyze numeric results. Open-ended questions can be downloaded into Word Documents. The Department will also implement TracDat into the program assessment process.

Candidates for the School Psychologist certificate must meet the program standard 11: Technology Standards. “The School Psychologist has a knowledge of relevant information sources and technology, and accesses, evaluates and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

The System(s) by which Candidate Performance is (are) Regularly Assessed

With constructivism in mind, we have begun to move “beyond the bubble” in assessment practices. Although performance assessment is certainly the aim of many educators and professional education programs, traditional testing is still valid, reliable and efficient in many instances; traditional “test” results are also useful in explaining student progress to many parents who understand a system similar to one they knew as students themselves. While traditional multiple choice testing can be used, there is a recognition that such traditional testing can have negative consequences: they tend to narrow the curriculum; encourage teaching of disconnected, low-level facts; frustrate educators and students; confuse the public; and undermine improvement efforts. If we truly want to make effective reforms in our programs, and through modeling of best practices, we must discover what learners actually know, how well they can think, and what they can do (Comfort, 1992).

In order to find out what our candidates know, we use varied performance assessments in the professional education program. To promote reflective thinking and to ascertain how candidates are processing information, instructors and clinical supervisors rely on journal writing or reflective essays as a component of course evaluation. Video analysis of microteaching and student field experiences is used, not only to evaluate particular teaching skills, but also to evaluate candidate abilities to reflect on the incorporation of theory into practice and to develop skills for becoming a researcher in their own classrooms. Group assignments teach content and evaluate candidate ability to collaborate in a professional manner in the development of curriculum. Candidates are also evaluated through technology (e.g., the development of web pages and Power Point presentations).

The performance assessment to be used by all candidates, beginning in Fall 2002 with those admitted to Professional Studies in Education, is the electronic portfolio. Portfolios as used in educator preparation at Illinois State University fit the definition provided by Paulson, Paulson, and Meyer (1991): A portfolio is a purposeful collection of work that exhibits the learner’s efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. (p. 60)

Portfolios are powerful classroom tools. Portfolios have the potential to reveal a lot about the candidates and/or the P-12 students who created them. Portfolios can be tools for students to become actively engaged in their own learning and take ownership in ways few other approaches allow. Portfolios offer students the opportunity for self-reflection; it is something done by students, not to them; and portfolios can have multiple purposes -individual courses and

programmatic purposes; and it is an assessment that takes place in a context of learning and instruction.

Illinois State University has now piloted use of the electronic portfolio system by LiveText. That pilot included use of other systems, as well; the Office of Clinical Experiences and Certification Processes, with full input from the unit at large, has now adopted LiveText for full implementation in Fall 2002. Among the advantages of the LiveText System is its capacity to provide national, state, and institutional standards as a template for entries.

Committees with university-wide representation from the professional unit developed the system by which all candidates for initial certification are assessed. A planning committee co-chaired by Associate Deans from the Colleges of Education and of Arts and Sciences worked during the 1999-2000 academic year to lay the groundwork for system design; five focused committees worked during the 2000-2001 academic year on assessment parameters for each of the gateways into the profession. Those committees were:

- Admission to the university
- Admission to professional studies
- Admission to clinical practice
- Exit from clinical practice
- Unit Assessment

For 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 have been piloted during the 2001-2002 academic year, and full implementation begins in Fall 2002. At each step of the process, Council for Teacher Education has approved progress and the system is published in the 2002-2003 undergraduate catalog (pp. 96-97) (See Appendix H)

In addition, each of the advanced certification programs, those for school services and administration, has its own performance-based assessment system, and those systems also appear in Appendix H. 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 or internship, exit from clinical practice or internship, and program completion. These systems establish those critical points at which candidates will be assessed. 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.

One of the five work groups for design of the PBA system developed a framework for assessing the PBA system to be used by programs. The group worked under the premises that:

1. the system exists for the good of candidates and must be implemented and assessed for the sake of Illinois State University and its students

2. the value of the PBA system is found in the quality of data, and so we must make use of that data as we consider corrections, changes, and improvements to our programs severally and collectively.

The tasks for the work group were two fold: describe a framework for collecting data to be used in both a summative and a formative manner by the programs and the unit that correspond to the charges of the other four work groups (admission to the institution, admission to professional studies, admission to clinical practice/student teaching, and exit from clinical practice) and to follow graduates as part of the PBA system. The framework describes the types of data to be collected and analyzed, who might best collect and analyze different types of that data, and how this process is to be overseen. The work group recommended that a standing committee of the CTE be formed for this oversight task. This CTE committee would be well suited for the coordination of the recommendations of all the work groups and for the elaboration of the particulars necessary to move from this framework to an actual system for the unit. (See Appendix H)

Professional Commitments and Dispositions

Educators need to be wise decision-makers in a democratic society. As they realize the democratic ideal by knowing their students and searching for methods to instruct them, educators need to have a firm understanding of their constitutional rights and the rights of their students.

At Illinois State University, candidates are encouraged to learn about the governance structures of education; constitutional rights pertaining to expression, religion, discipline, and equal protection; academic freedom issues; liability; and laws respecting the rights of individuals with disabilities. Through knowledge about the place of schools in the legal system, professional education students at Illinois State University can learn to steer their decisions to be consistent with democratic thinking and thus make informed, wise decisions about their students.

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.

At Illinois State University, preservice candidates are encouraged to learn to be reflective. As they reflect on "teaching," they learn to search for additional information through self-motivated inquiry using the scientific method.

The unifying concept for undertaking inquiry is the scientific method. Many ways of obtaining information exist. One can consult experts, review books or articles, examine one's own experience, or exchange views with others. But the knowledge gained through these approaches is not always reliable. The scientific method, on the other hand, provides a means of obtaining knowledge where what is learned can be examined and challenged. Essentially, it

involves the testing of ideas in the public arena. Public evidence as opposed to private experience is the criterion for belief.

Typically educators try various instructional approaches or management methods and through experience determine which ones work. The basis for making such judgments rests mostly on informal observation and feedback (private experience). Under the scientific method claims of the effectiveness of various instructional methods would be put to a rigorous test to see if they hold up under controlled conditions. Further, all aspects of the investigation would be described in sufficient detail that the study could be replicated by qualified professionals who question the results (public evidence).

Ross (1992) viewed the process of learning to teach as being influenced by multiple and complex variables, including “entering perspectives, personal learning history, theoretical knowledge base, faculty mentors, cooperating teachers, peers, university supervisors, children within the classrooms, student teaching experiences, image itself, and perception of efficacy” (p. 34).

Using the scientific method, education candidates can learn to be reflective. Incorporating reflective practice into a professional education program is a complex, multifaceted process. There are multiple definitions, methods and perspectives associated with reflective practice. Calderhead (1992) reported that current programs in education differ greatly in how reflective practice is defined, what candidates reflect about and how they are taught to become reflective.

The goal of educators being reflective was first posited by Dewey (1902, 1938); Dewey (1933) defined reflective teaching as “the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration” (pg. 3). It is “an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933, p. 9). However, it was Schon’s (1983) landmark work, *The Reflective Practitioner*, that has served as the impetus for the current interest in reflective practice. Although Schon’s work was not directed specifically at the profession of teaching, his concerns are very germane to education. He noted that the traditional ways in which professionals were trained were no longer appropriate for solving today’s problems. Schon described the problems faced by practitioners as differing in complexity, intensity, ambiguity, and immediacy than in the past. Sparkes-Langer and Colton (1991) succinctly reaffirmed Schon’s concern about the traditional ways in which educators are prepared to respond reflectively to problems in the classroom. They candidly stated, “University course work and unstructured student teaching experiences are inadequate” (p. 43).

Regarding reflective practice in education, educators who regularly reflect upon and analyze their teaching behavior are not only more perceptive and influential teachers but also enhance their ability to respond to and solve problems. Three components of the reflective process include problem setting, testing, and personal responsibility. Dewey defined reflective teaching (1933) as “the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration.” (p. 3) It is an “active, persistent and careful

consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends (p. 9). Clift et al (1992) found that teachers should look at teaching in a wider context and from the educational values within the community through the reflective process. Professional preparation programs should seriously consider developing specific strategies for the success of their newly minted reflective thinkers as they assume positions in the schools. Those veteran educators who supervise candidates need to model reflective practices themselves. Among the strategies for developing reflective practice are cognitive coaching, case methods, logs and journals, field experiences, professional development schools, think-aloud practice protocols, microteaching, and action research. Sparkes-Langer and Colton (1991) provided a definition of reflection that identified an important qualitative element – being critical. An educator who reflects critically considers “the moral and ethical aspects of social compassion and justice along with the means and the ends” (p. 39).

Candidates in professional education programs, whether initial or advanced, at Illinois State University are instructed in the ways to access knowledge through using all of the resources available. Through accessing resources and using those resources to answer their own educational questions, candidates at Illinois State University can join the professional community and become an informed voice in public dialogues.

One of the goals of a democratic society is to achieve a robust and inclusive public conversation. Educators have a special responsibility to enter the conversation themselves and to encourage others to do so. They must possess the intellectual enthusiasm and the courage to use their own understanding and knowledge for personal, professional, and public purposes. Educators cannot become complacent and abnegate for themselves or for others the exacting responsibility of searching for truth. They must continually think for themselves and use their knowledge about human motivation to create situations where others will think. In the words of Immanuel Kant (1724 - 1804), who chose *sapere aude* motto for the moral and intellectual journal of enlightenment, teachers must “Dare to be wise”! Daunting or not, a democratic teacher holds as a sacred obligation to dare him or herself and to dare others to be wise.

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 place. Consistent with its provenance as a normal university—the first public university in Illinois—Illinois State’s programs in education are geared toward serving the citizens of the state as a whole. Unlike some who serve mainly just 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 in teaching, generally, this aspect of our mission is simultaneously our greatest challenge and our highest triumph. 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.

Unit Evaluation System

Evaluation of professional education programs at Illinois State University is conducted for two major purposes: external and internal. External evaluation data are generated by outside examiners to insure 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 two years, Illinois State has attained a 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, and beginning in Spring 2003, candidates will be required to pass content tests prior to admission to clinical practice. These new policies are a part of the performance-based assessment system and in keeping with state mandates. Beginning in October 2003, candidates will have to pass the Assessment of Professional Teaching (APT) state-mandated test prior to program completion.

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.

Graduate follow-up surveys are increasingly an important part of the Unit 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. That survey is now an annual event. Questions for all candidates are based on the tenets of the conceptual framework, and candidates also respond to questions regarding their own particular major. In addition, surveys of major employers of candidates will add to information for program improvement.

In order to inform both external and internal purposes, qualitative and quantitative, as well as formative and summative evaluation data are generated on a continuous basis. Professional education program evaluation is designed to analyze, on a continuous basis, the extent to which the teacher education programs at Illinois State University meet the requirements of external accreditation agencies. These external evaluating agencies include the institutional and program evaluation of the Illinois State Board of Education, the Board of Trustees, the Illinois Board of Higher Education, and the North Central Accreditation Association.

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 Council for Teacher Education, the Curriculum Committee System, the Department Faculty Status System, Individual Program Evaluations, and Advisory Councils.

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Annotated Appendices

- A. "Educating Illinois": Executive Summary

- B. Brochure: "Realizing the Democratic Ideal"

- C. Council for Teacher Education By-Laws

- D. Illinois State University Partnership NNER Application

- E. Twenty Postulates of the Agenda for Democracy in Education aligned with the unit conceptual framework

- F. Council for Teacher Education Five-Year Plan

- G. Alignment of Conceptual Framework with:

1. Illinois State University Mission/Institutional Philosophy
2. “Educating Illinois: an Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007
3. INTASC Principles, IPTS, NBPTS
4. Illinois Learning Standards
5. NCATE 2000 Unit Standards

H. Performance-Based Assessment System(s) including Unit-Wide Assessment System Proposal from Work Group #5

Appendix A

“Educating Illinois” delineates the heritage, values, vision of Illinois State University for the years 2000-2007. The document was articulated with full campus participation. It is consistent with and supportive of the Professional Education Unit Conceptual Framework, “Realizing the Democratic Ideal.” This document is of significance to University budget decisions, as well.

Appendix B

“Realizing the Democratic Ideal” brochure

Every semester, including summer session, the conceptual framework brochure is distributed systematically in all sections of the following classes:

C&I 104 – all elementary
C&I 215 – all secondary/K-12
C&I 233 – all middle level
SED 201 – all special education
C&I 281 – all early childhood
Graduate programs: EAF, Reading, Speech Pathology, School Psychology

At the time of distribution in courses listed above, instructors discuss the framework with candidates, noting the significance of the moral and intellectual ideals and how those will be incorporated in all professional education coursework, through student teaching/clinical practice evaluation. Of particular importance for candidates at this initial encounter with the framework is the essay assignment relative to dispositions.

Candidates also receive information relative to the conceptual framework through course syllabi and class discussions in many professional courses other than those listed.

In addition, brochures are also systematically distributed through the Teacher Education Center to all cooperating teachers and university supervisors of student teachers each semester and through departments to university supervisors of internships at the advanced levels. There are posters in every department and additional brochures available for distribution. Brochures are also distributed at all CTE colloquia and other unit-wide events, including orientation of new faculty.

The text of the values and beliefs statement appears in its entirety in both the undergraduate and graduate catalogs as well as on the unit accreditation website:

<http://www.coe.ilstu.edu/ncateaccred.htm>

Appendix C

Council for Teacher Education Bylaws

Council for Teacher Education is the governing body for the professional education unit at Illinois State University. This council governs both initial and advanced programs in professional education. Both undergraduate and graduate candidates serve on the council.

The University Liaison and Faculty Concerns Subcommittee manages review of the bylaws as well as of the conceptual framework. The bylaws specifically mandate review of the conceptual framework every two years.

The CTE Student Concerns Subcommittee sponsors an annual scholarship competition based on selected themes within the conceptual framework. Winners are announced each year at the Founder's Day Ceremony in February, and monetary prizes (\$1000 first place, \$500 second place) are awarded at the spring CTE Colloquium. The Fall 2001 competition includes both an essay and a performance arts category. On alternate years, the competition includes an essay and an entry in visual arts. Both are juried competitions. The themes for each of the competitions since 1997 have been:

- (1997) How can the teacher unite caring and knowing in and beyond the classroom?
- (1998) How does the teacher manifest the disposition to collaborate ethically with others?
- (1999) How does the teacher manifest respect for learners of all ages with special regard for children?
- (2000) How does the teacher manifest sensitivity toward cultural diversity?
- (2001) How does the teacher manifest contagious intellectual enthusiasm and courage enough to be creative?

(2002) How does the teacher integrate creative teaching to enhance the learning of students with diverse needs, interests, strengths, and backgrounds?

Appendix D

Illinois State University Partnership application to the National Network for Educational Renewal: Goodlad's Agenda for Democracy in Education

In the early 1990's, John Goodlad and a team of educators visited numerous campuses around the nation, those that had expressed an interest in joining the newly formed National Network for Educational Renewal (NNER). The NNER selected sixteen partnerships; Illinois State University was not selected. Membership in the NNER was then closed for more than ten years. When the Network governing council agreed to consider additional partnerships for the NNER, an invitation was sent to those institutions which had expressed interest initially, inviting them to apply to send teams representative of Education, Arts and Sciences, and schools to the Institute for Educational Inquiry Leadership Project for preparation for joining the NNER. Illinois State University applied for the Leadership Project and was accepted; a representative from the College of Education (Dr. Barbara Nourie), a representative from the College of Arts and Sciences (Dr. Frederick Drake), and a representative from a partnership school (Ms. JoNancy Warren, Wheeling) attended four three-day sessions at the Eastern Regional site at Montclair State University in New Jersey and a final session at Washington University in Seattle. Subsequently, Illinois State applied for full membership and was accepted as the 19th of 20 partnerships of the NNER. Of the twelve partnerships which participated in the 2000-2001 Leadership Project, only four have applied for and been accepted. Another 12 partnerships have participated in the 2001-2002 Leadership Project. 2001-2002 is the final year for the Project; at this point, successful participation is a requirement for application to the National Network.

The conceptual framework, 'Realizing the Democratic Ideal,' was the centerpiece for Illinois State's application to the NNER. The moral and intellectual virtues are consistent with the values of the network and of the Agenda for Democracy in Education. In September 2002 a team of NNER representatives will visit Illinois State to inaugurate our successful participation in the organization. Already, several opportunities directly related to our conceptual framework have been made available to the ISU partnership. For example, the NNER has an upcoming symposium on the "Role of the Arts in Teacher Education." We are invited to send a four-member team comprised of: a higher education teacher educator/administrator, a classroom teacher, an art educator, and a community arts representative and the NNER will cover the travel costs. Rex Morrow and Rosalie Wendelin will represent COE and our school partner, Pekin. Linda Willis-Fisher will represent Art Education.

The NNER is also participating in a W.K. Kellogg Funded Initiative, "Developing Networks of Responsibility to Educate America's Youth." NNER is funding the participation of one individual per partnership to serve on the planning team and is paying travel expenses for that colleague to attend a planning session in Seattle in August. Either Fred Drake of the History Department or Barbara Nourie of COE (both of whom participated in the Institute for Educational Inquiry Leadership Project) will attend. Once the planning is in place, implementation will involve higher education, P-12 school districts (typically at the secondary level), and community-based leaders.

In addition, Roger Soder, co-director of the Center for Educational Renewal at the University of Washington, has contacted the university to participate, with University of Washington, Wright State University, and Georgia Southern University in submitting a major grant proposal for the "Conditions for Democracy Curriculum Project." The focus of this project will be on "developing and implementing a curriculum to help high school students develop knowledge, commitment, and habits of mind necessary for citizenship in a democracy."

These and other projects give Illinois State University the opportunity to strengthen its conceptual framework through outreach to our school and community partners.

Appendix E

Alignment of Conceptual Framework with the Illinois State University Mission and the Twenty Postulates of the Agenda for Democracy in Education

Originally Nineteen Postulates, two years ago the NNER adopted a twentieth postulate to guide the implementation of the Agenda for Democracy in Education. The NNER bases its practice on the four moral dimensions for teaching in a democracy are:

- provide access to knowledge for all children - “equity and excellence”;
- educate the young for citizenship in a social and political democracy – “enculturation”;
- base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of the learners – “nurturing pedagogy”; and,
- take responsibility for improving the conditions for learning in the entire school and university community – “stewardship.”

These moral dimensions are consistent with the moral and intellectual virtues as outlined in the Illinois State University conceptual framework, “Realizing the Democratic Ideal.”

The conceptual framework is also consistent with the Twenty Postulates of the Agenda.

Appendix F

Council for Teacher Education Five-Year Plan

In addition to statements in the CTE bylaws, the CTE Five-Year Plan also clearly states that the conceptual framework is subject to review every two years; the University Liaison and Faculty Concerns Subcommittee of the Council conduct this review. Typically, the review is the topic of discussion at one of the bi-annual colloquia. Once revisions are suggested, the “new” draft is circulated electronically throughout the professional education unit for further comment.

Appendix G

A matrix shows the alignment of:

- I. Conceptual Framework
- II. Illinois State University Mission/Institutional Philosophy
- III. “Educating Illinois: an Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007
- IV. INTASC Principles, IPTS, NBPTS
- V. Illinois Learning Standards
- VI. NCATE 2000 Unit Standards

This document illustrates how “Realizing the Democratic Ideal” aligns with the Illinois State University mission and institutional philosophy as well as with “Educating Illinois: an Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007.” The significance of “Educating Illinois” is that the document is the driving force for the university through 2007, the 150th anniversary of the founding of Illinois State in 1857, the first public university in Illinois.

In addition, the framework aligns with INTASC Principles, Illinois Professional Teaching Standards, and National Board for Professional Teaching Standards. In a broader sense, the framework aligns with Illinois Learning Standards and NCATE 2000 Unit Standards. With each update of state and national standards, the conceptual framework is checked closely for alignment. For example, one of the edits from the 1997 document to that adopted in March 2000 was the addition of “technological” to the

intellectual virtues, in keeping with state and national expectations for technological proficiencies for educators.

A second matrix shows the alignment of:

- I. Conceptual Framework
- II. Illinois State University Mission/Institutional Philosophy
- III. “Educating Illinois: an Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007
- IV. Illinois School Leader Core Standards**
- V. Illinois Learning Standards
- VI. NCATE 2000 Unit Standards

Appendix H

Performance-Based Assessment System(s) including Unit-Wide Assessment System Proposal

The newly adopted Performance-Based Assessment System is based on the conceptual framework, its moral and intellectual virtues, which are parallel with state and national standards. In keeping with state legislation, candidates will pass the Enhanced Basic Skills Test prior to admission to professional studies and will pass the content area tests prior to admission to student teaching/clinical practice. Once a test of teaching knowledge is in place, the Council for Teacher Education will then build passing of that test into the performance-based assessment system.

In addition the Student Teaching/Clinical Practice Evaluation Form adopted by Council for Teacher Education in Spring 2002 is based on the moral and intellectual virtues as set forth in the conceptual framework.

The officially adopted PBA system used to evaluate candidate performance at Illinois State University in no way describes the totality of assessment that occurs within the unit and across programs. The following attachment includes some of the ideas that various Performance Based Assessment Task Force subcommittees suggested for the kinds of performance assessments that already occur for both formative and summative evaluation. In addition, much performance assessment is discipline specific – for that reason, each program review included that assessment pertinent to the program and the discipline.

Because of the unique nature of advanced certification and endorsement programs, each has its own performance-based assessment system. Those programs are: School Psychology, Reading, Speech Pathology, and Administration (Principal, Superintendent, Chief School Business Official). Those systems follow.

Finally, one of the five PBA work groups was that of “unit-wide assessment.” The final piece in this appendix is the proposal from Work Group #5. This proposal, with revisions if needed, will be adopted by CTE in early Fall 2002.