

# **Preparing Urban Teachers: 2009 TQE UTP Course Development Grant**

*This RFP is also available on ISU's Chicago Teacher Education Pipeline website at  
[http://www.teacherpipeline.ilstu.edu/urban\\_education/index.shtml](http://www.teacherpipeline.ilstu.edu/urban_education/index.shtml)*

## **Overview**

For the fourth and final year, the Upper Division Work Team of the Teacher Quality Enhancement (TQE) grant is offering ISU faculty a summer opportunity to redesign a course they regularly do or will teach so that it better prepares teacher candidates for urban and under-resourced settings. The TQE grant is a collaborative initiative involving ISU, Chicago Public Schools, Golden Apple Foundation, Enlace-Chicago (formerly Little Village Community Development Corporation), Truman College, Daley College, National Board's Resource Center, and State Farm Insurance Co. ® Foundation. Awards will include the employer portion of benefits and **\$3,500** (minus the employee portion of benefits), plus an experiential trip to Chicago, for redesign work to be conducted May 4-August 21, 2009, with the redesigned course to be taught in 2009/2010 and beyond.

## **Rationale**

The need for high quality urban teachers is almost universally known. As a recognized leader in teacher education, Illinois State is taking steps to better address this need. One of these steps involves recruiting faculty who have an interest in urban issues to teach courses that they specifically redesign to prepare teachers for the realities of urban and under-resourced settings. Designing and offering such courses will provide a foundation for building an effective urban teacher preparation program.

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

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

Lastly, this vision of urban teacher preparation must recognize the important role of assessment, particularly given the current focus on accountability and standardized testing. Teacher educators need to model authentic assessment to improve instruction and employ multiple ways of facilitating and assessing student learning. When authentic learning activities and assessments are implemented, schooling becomes more relevant by engaging students in meaning-making and in knowledge construction and critique. For example, infusing art, drama, problem-posing, dialogue, and research into the classroom and course assignments enables students to master course content while connecting the curriculum to their lives and tapping into their creativity. Experiencing such student-centered activities helps teacher candidates to understand the pedagogical importance of "seeing the student" (Ayers, 2001)—the notion that good teaching always begins with seeing each child as a multi-dimensional being, an individual with a unique history and equally unique hopes and dreams. In other words, preservice teachers learn to see the necessity of valuing students' cultures and lived experiences—and making space for them in the classroom—while simultaneously espousing the crucial importance of subject-area content.

In sum, this urban teacher preparation (UTP) program intends to act as a critical enterprise for focusing on urban and under-resourced schools and for collaborating with others who attend to the related

needs of rural, small town, and suburban schools. Its principles are ones of universal design that benefit all students but without which some students are unable to succeed.

## Course Development Grant Application Details

### *Eligibility*

All tenured and tenure-line faculty, non-tenure line instructors, and AP staff with teaching responsibilities at ISU are eligible. However, the TQE team is targeting **all teacher education faculty members as well as those who teach any General Education course** that is taken by preservice teachers and that could be tagged with an urban focus (i.e., ENG 101, COMM 110, IDS 121, PSY 110, etc). Applicants may apply as individuals or teams. Teams may comprise faculty housed in the same or different disciplines, Departments, or Colleges. An individual may be listed on only one application. Only courses already approved and offered in the catalog qualify for this course development grant.

### *Amount of Awards*

Awards will include the employer portion of benefits and **\$3,500** (minus the employee portion of benefits) plus an experiential trip to Chicago that will expose grantees to the kind of field experience that they can integrate into their courses. Payment will be in four installments, with final payment contingent on submission of grant outcomes. Members of teams will split the \$3,500 (each less his/her employee portion of benefits) and all be covered for Chicago trip. Any trip expenses beyond programming, lodging, transportation, and programmed meals are the responsibility of grantees.

### *Application Materials and Procedures for Grant Proposals*

1. **Cover Page** – The cover page should include the title of the grant program (Preparing Urban Teachers: 2009 TQE Course Development Grant); the department number and title of the course to be redesigned; name(s), rank(s) or job class(es), department(s), campus & email address(es), and signature(s) of applicant(s); signature of department chairperson(s) of applicant(s) indicating agreement that applicant(s) are likely to teach this course in the foreseeable future.
2. **Existing Syllabus** – One or more current/recent samples of the syllabus you propose to redesign.
3. **Narrative** – In a narrative of approximately 2000 words, explain how you propose to alter/redesign your existing course, or develop a course new to you, in ways that will assist preservice teachers to develop skills, knowledge, and dispositions that are valued in urban settings and under-resourced schools. As part of this proposal, applicants should take into consideration the elements described in the *Rationale* and the *Anticipated Outcomes* sections of this RFP, including an urban field experience and authentic assessment practices. It is expected that applicants from the various disciplines will identify one or more strategies for urban teacher preparation unique to their own discipline as well as incorporate concepts common to many disciplines (i.e., Freire, 2000). In addition, applicants should:
  - a) Describe the goals, steps, schedule, and desired outcomes of your course development work in sufficient detail to allow a clear understanding of what you want to do, and how, when, and why you want to do it.
  - b) Explain the anticipated impact of the course development work on your own and your students' learning, and why it is expected to be positive and substantial in regard to preparing ISU teacher education graduates to thrive professionally and personally in urban and under-resourced districts. Be sure to speak to what gap in your own knowledge and experience base you will be trying to address through this course development work. Also address the impact your course-redesign may have on your department's work with teacher education majors.
  - c) Detail your interest in and availability for three meetings with fellow grantees (one that you will schedule among yourselves) as well as your interest in and availability for a 3-4 day experiential learning trip to Chicago. Specifically, list the following: (1) The times during exam week (May 4-8) that you *are available* for a first meeting with grantees; (2) Whether you are available *May 31 – June 3 or June 2 – 5* for the Chicago trip. Finally, if you have

suggestions for possible common texts for all grantees to read and discuss, please indicate them.

- d) This year, in partnership with the Center for Teaching, Learning and Technology (CTLT) we will be *strongly encouraging* all grantees to take part in the “Reinvent Your Course” workshops. This is an intensive, research-informed workshop series that provides guidance for comprehensive reinvention of an existing course based on an integrated curriculum design model. The reinvention model focuses participants on core principles of exemplary course design and so is applicable to any discipline and student population. Working with facilitators and peers, participants will use the model to apply recent scholarship on effective instructional strategies and techniques that result in transformational and enduring learning among students. The workshop consists of an initial all-day session (Thursday, May 14<sup>th</sup> from 9:00 AM – 3:00 PM) followed by three half-day sessions several weeks apart to allow time for implementation of the ideas for each participant’s targeted course. The three half-day sessions are scheduled on: Thursday, May 21<sup>st</sup> 9:00 AM-12:00 or 1:00 PM-3:00 PM (choose one); Thursday, June 25<sup>th</sup> 9:00 AM-12:00 or 1:00 PM-3:00 PM (choose one); and Thursday, July 16<sup>th</sup> 9:00 AM-12:00 PM or 1:00 PM-3:00 PM (choose one).

Workshop facilitators are:

Dr. Tim Fredstrom, Associate Professor at Illinois State University. Dr. Fredstrom is currently Assistant Director of the School of Music at ISU and specializes in music education and curriculum design. He has served as Faculty-In-Residence for the Center for Teaching, Learning and Technology at ISU where he developed several successful faculty development programs and has consulted on educational design at several universities.

Dr. Patrick O’Sullivan, Associate Professor at Illinois State University, is founding Director of the Center for Teaching, Learning and Technology and has served in this capacity for four years. His scholarly work focuses on effective uses of communication technology in instruction.

**Deadline – 9:00 AM, Tuesday, April 21, 2009.** Send your application materials electronically to Lucille Eckrich at [lteckri@ilstu.edu](mailto:lteckri@ilstu.edu) **AND:** Send *three* hard copies to: Dr. Lucille Eckrich, EAF, DeGarmo Hall, Campus Box 5900. We will notify applicants of results by Monday, April 27<sup>th</sup>. Faculty selected for the *Preparing Urban Teachers: 2009 TQE UTP Course Development Grant* will need to formally accept offers by Friday, May 1<sup>st</sup>.

### Evaluation Criteria

A subcommittee of the Upper Division Work Team of the TQE Grant and the ISU Urban Teacher Preparation (UTP) Steering Committee will evaluate the proposals. Recipients will be selected competitively, based on:

1. The clarity and comprehensiveness of the proposal
2. The relevance of the proposal in regard to the *Rationale* Section
3. Your intentions to incorporate in your revised syllabus an urban field experience (at least initially in Chicago’s Little Village neighborhood), learner-centered activities, and authentic assessment practices for urban teachers
4. The ability/willingness of applicants to commit to the three summer meetings on campus; the Chicago field experience trip with the Chicago Teacher Education Pipeline and its partners; and the four dates scheduled for the Center for Teaching, Learning and Technology’s “Reinvent Your Course” workshops, which are held at ISU.
5. How well the proposal fits with and furthers ISU’s urban teacher preparation initiatives

### Anticipated Inputs for Grant Recipients

1. Information about current ISU initiatives in urban teacher preparation (UTP)
2. Partial bibliography of suggested readings/resources related to UTP
3. Copy of one common text: Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany: State University of New York Press.
4. Participation in the urban field experience trip to Chicago
5. Participation in the Center for Teaching, Learning and Technology's "Reinvent Your Course" workshops.
6. Meetings with fellow grantees three other times during grant period: In May to get to know each other and to share course development plans; a second time for discussion on work in progress; and in mid August to share what you learned, your redesigned course, annotated bibliography, etc. Members of the TQE Governance and Upper Division Work Team will help schedule and attend the first and last of these meetings. The middle meeting is up to grantees to schedule.

### Anticipated Outcomes of Participating in this Course Development Grant

By or before August 21, 2009, grantees should provide the TQE Upper Division Work Team with an electronic PDF and hard copy of:

**A.** A *syllabus* for and a *report* on your redesigned course, which should incorporate new UTP content including relevant pedagogical and authentic assessment strategies designed to meet the needs of urban teachers and their students. Include both your revised syllabus and a narrative report that focuses *only* on those sections of your syllabus that address the new aspects of your UTP-tagged course. The Center for Teaching, Learning and Technology will also assist grantees with the development of their syllabus and course design for the reinvented course that incorporates the principles of the reinvent model and exemplary instructional practices.

1. **Content:** Discuss and, as reasonable, document your lessons, assignment guidelines, rubrics, lecture notes, case studies, etc. that reflect the new urban content focus. Your report should reflect how your course advances teaching and learning toward social justice in urban schools, including how it:
  - Attends to interests, cultures, and identities of students and their communities.
  - Connects directly to students' lives.
  - Advances teaching and learning about important social justice issues, particularly social class, race, ethnicity, and language, and demonstrates how identity issues of gender, culture, ability, sexual orientation, race, ethnicity, language, and class intersect and interact in teachers' and students' lives and classrooms.
  - Includes a for-credit urban field experience, if possible to take place in Chicago's Little Village community, including your goals for student learning as a result of this experience, and how students will demonstrate what they have learned. Assistance is available from grant administrators to plan this experiential component but at present not to subsidize it, so present your ideas for funding this experiential programming through internal or external funds and/or student fees. Examples of this type of programming are available from previous grantees and at <http://www.ilstu.edu/~lteckri/eaf228chicago.htm>.
2. **Pedagogy:** Include reflection on components that demonstrate student and learner-centered pedagogies being both explicitly taught and implicitly modeled, such as:
  - Organic learning experiences for student-generated knowledge-building
  - Dialogue-rich classrooms
  - Differentiated instruction

- Creation of respectful learning communities
- High expectations for all learners
- Use of multiple intelligences and learning styles
- Activities that value multiple literacies
- Use of principles of universal design for learning (UDL) to meet the needs of all learners

3. **Assessment:** Include reflection on how, and how well, your assessments:

- Meet the needs of many types of learners as well as English language learners and/or learners with disabilities
- Contain ways for students to synthesize and demonstrate knowledge
- Have meaning in real world situations outside of the university classroom context
- Build on students' strengths
- Help teachers to meet, and learn better how to meet, the learning needs of all students

4. **Conclusion:** Conclude your report by reflecting on what you have learned and gained through participating in this TQE UTP Course Development Grant. How does and will this inform your redesigned course and urban teacher preparation at ISU? Include whether and, if so, how you will continue to participate in ongoing UTP work in your department, college, university, and/or field.

**B.** A listing and annotated bibliography of the suggested and/or self-selected books, articles, films, and internet or other resources that you studied as part of your course redesign work. Your annotation should be done in whatever way best facilitates and serves your grant-related work.

**C.** A presentation to the group of grant recipients at a final meeting to be scheduled August 4-15.

Further Information

You may address any questions to Work Team members **Robert Lee** (CTEP) at [rlee2@ilstu.edu](mailto:rlee2@ilstu.edu), (773) 522-1780, **Gary Creasey** (PSY) at [gcrease@ilstu.edu](mailto:gcrease@ilstu.edu), 438-8139 or **Lucille Eckrich** (EAF) at [lteckri@ilstu.edu](mailto:lteckri@ilstu.edu), 438-2048.

References

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.  
Ayers, W. (2001). *To teach: The journey of a teacher* (2<sup>nd</sup> ed.). New York: Teachers College Press.  
Freire, P. (2000/1970). *Pedagogy of the oppressed* (30<sup>th</sup> anniv. ed.; Myra Bergman Ramos, Trans.). New York: Continuum.