

**A Proposal for an
Institute for Secondary
Teacher Education
Programs and Schools –
ISTEPS**

What is Secondary Education at Illinois State University?

- Twenty programs across five colleges to prepare educators for high school teaching positions (and K-12 positions too)
- Use clinical field experience sites all over Illinois, the US, and internationally
- Includes course work in general education, content major, professional education (EAF, Psych, C&I), content curriculum, content pedagogy, and student teaching
- Field experiences and curriculum components are similar and yet vary between programs
- Programs have developed relationships with many schools districts in different parts of the state.

What are the opportunities and challenges facing secondary education programs @ ISU

- Get serious about standards for both students and teachers.
- Reinvent teacher preparation and professional development.
- Fix teacher recruitment and put qualified teachers in every classroom.
- Encourage and reward teacher knowledge and skill.
- Create schools that are organized for student and teacher success *

What are the opportunities and challenges facing
secondary education programs
@ Illinois State [Continued]

- Have nearly 50 % more students than 10 years ago,
- Have made significant curricular changes to address accreditation and other needs ,
- Struggle to find diverse and high quality clinical field sites,
- Struggle to find and develop high quality university supervisors and cooperating teacher,

What are the opportunities and challenges facing secondary education programs @ Illinois State [Continued]

- Have financial constraints that hinder program development efforts like developing partner school relationships, curriculum, performance-based assessments,
- Have had difficulty keeping staffing levels that respond to the needs of the curriculum and teacher candidate load,
- Respond to what seems to be a constant stream of requests for program assessment and reporting, internally, and for NCATE, and ISBE.

What are the opportunities and challenges facing secondary education programs @ Illinois State [Continued]

- Struggle at different times with internal support and legitimacy within their home departments and colleges,
- Struggle for the time and appropriate means to respond to the need to collaborate with College of Education and Educational Psychology faculty to develop and align course offerings and clinical field experiences to advance program symmetry and synergy to reduce fragmentation,

What are the opportunities and challenges facing secondary education programs @ Illinois State [Continued]

- Struggle to respond to the need to collaborate with campus laboratory and other local high schools to fully develop and dovetail clinical field experiences with campus-based course work,
- Struggle to respond to the call for more collaboration and simultaneous renewal projects with partner school staff, and
- Struggle to respond individually or collectively to concerns related to changes in teacher certification.

A Proposed Solution: ISTEPS

- The Institute for Secondary Teacher Education Programs and Schools (ISTEPS) is a formal structure, made up of faculty members and administrative leaders from across campus and other university units (Teacher Education Center, CTLT, Special Education Assistive Technology Center, faculty and administration from partnering public schools, and staff from social service agencies (such as The Baby Fold, Catholic Social Services) and governmental agencies (such as McLean County Juvenal Detention Center, Illinois State Board of Education).

ISTEPS

- The Institute through, what might be called, a quad-partite relationship. All who are involved in the preparation of secondary educators is a member of the Institute. Policies and practices are established by collaborative groups with representation from all quad-partite groups.

ISTEPS Mission

The Institute is charged with initiating renewal efforts for secondary teacher education and schools. Most important, however, is that this work is informed by the belief that public education is critical to creating and sustaining a political and social democracy. We believe that schools, universities, and communities must engage in simultaneous and collaborative renewal in order to make our vision of education for social justice a reality; realizing democratic ideals.

Possible Goals

- Developing a network of 10 secondary partnership schools,
- Assist with the establishment of a pilot extended five-year secondary education programs.
- Pilots of three different field based professional education block programs that deliver combinations of EAF 228, 231, or 235, PSY 215, C&I 212, 214, and 216.
- Establish definitive “moments” to ceremonialize and support students through the gateways to graduation and teacher certification.
- Develop a process to establish cohort groups in secondary programs for enhanced professional relationships between and among faculty, students, and field experience professionals.
- Develop a work agenda for research and development in the improvement of secondary schools, particularly with partnership schools.
- Establish clinical field experience laboratory fees to support the Institute, student and faculty field experience work, and program development.

The Structure and Governance of ISTEPS

- The proposed Institute will be a unit established through the Council for Teacher Education (CTE).
- The Institute would provide timely reports to the CTE for review and action.
- The structure of the Institute has the Dean of the College of Education as the director. An Associate Director leads the day-to-day work of the Institute. The Institute would be lead by a Leadership Team.
- There will be a smaller steering committee of seven members. This committee includes the Director (Dean of the College of Education), Associate Director, a representative from public schools partners, a representative from another college, two teacher educators, and University Laboratory School Director.

ISTEPS Funding

- It is proposed that the University provide support for the day-to-day operation of the ISTEPS, which would include salary for the Associate Director (50% time) and administrative support (50% time administrative assistant).
- It is proposed that the ISTEPS activities will be funded from a portion of a new student clinical field experience fee that will be part of the Admission to Teacher Education gateway in teacher education at Illinois State.

Proposed Work Agenda

- Build a multi-party (tripartite or quad-partite) relationship between and among colleges of education, colleges of art and sciences, public schools, and NGO and government agencies for simultaneous renewal of schools and teacher education.
- Use cohorts of teacher candidates, university teacher education faculty, and clinical site faculty to link the university to schools, teacher candidates to clinical site mentors, theory to practice.
- Use extended field experiences that allow teacher candidates to more fully develop their skills and knowledge in a more complete, comprehensive nature regarding the content, and context of being a teacher.

Proposed Work Agenda [Continued]

- Create an exchange program where by Illinois State, University High School, and other partner school faculty have opportunities to teach in each other's settings.
- Use more structured and systematic means of selecting and developing clinical field sites, mentors, and supervisors.
- Develop and use program gateways and events to make entry, progress, and exit points specific and important to all participants.
- Develop school partnership relationships to foster program development, research, and school renewal.

Proposed Work Agenda [Continued]

- Integrate program components so that teacher candidates are introduced to, have opportunities to further explore, and then develop mastery of skills and knowledge aligned with professional teaching standards.
- Use substantive performance-based assessments (formative and summative) that provide teacher candidates and faculty feedback regarding their work.
- Develop program structures that institutionalize critical inquiry into the nature of teaching and learning, the preparation of teachers.
- Develop and secure curricular boundaries, political voice, and financial support on the same plane as other professional schools.

Development Process

- Sabbatical
- Input from Distinguished Professors and key administrators
- Executive Committee of Council for Teacher Education (CTE)
- Work group funded by CTLT
- CTE Faculty Concerns committee
- Secondary education program coordinators, advisors, and faculty

Development Process

- Gain input from off campus partner schools and agencies
- Gain approval from CTE and central administration
- Establish governing body and then create governing and operating policies
- Begin operations
- Timeline: spring 2006-fall 2007