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Summary for distribution to teacher education programs.

## Framework for Ensuring ISU Teacher Education Candidates Have Clinical/Field Experiences with Diverse Learners *CTE Approved Requirements for Teacher Education Programs Summary May 2009*

### *Background:*

*The ISU Council for Teacher Education, the shared governance body for teacher education programs at ISU, has approved a framework for ensuring candidates have purposeful field experiences with diverse P-12 students. The framework, which includes the definition of a diverse field experience and desired teacher candidate proficiencies and outcomes, were developed over time through the work of multiple committees, and most recently, the committee charged with implementing the framework. The framework is informed not only by NCATE Standards 3 and 4 and P-12 student demographics, but also by the recognition that teacher education programs have an ethical obligation to ensure that the teachers they produce are prepared to teach all learners, which are a diverse collection of students with unique learning needs.*

### **Diverse Field Experiences Defined**

*Approved by Council for Teacher Education (CTE) 9/2/08*

*A diverse field experience setting is one that meets or exceeds enrollment in at least TWO of the following four categories:*

*English Language Learners (10%)*

*Students of Color (20%)*

*Students from Low Income Families (20%)*

*Students with Disabilities (5% or at least one student with a disability in a teaching/instructional setting.) \**

\* Regarding Students with Disabilities: Only through the *Freedom of Information Act* is it possible to identify school-based enrollment for this population. All teacher education majors at Illinois State University must have had opportunities to work with students with disabilities during their clinical and field experiences.

### **Diverse Field Experiences Framework**

*Approved by CTE on 10/7/08*

- All teacher education candidates will be required to have at minimum 50 hours of diverse field experience.
- These 50 hours will be part of the previously required 100 clinical hours prior to student teaching.
- Experiences would meet the CTE approved definition of diverse field experiences.

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- If a teacher candidate does not have the minimum 50 hour requirement prior to student teaching, a diverse student teaching experience will need to be located.

The 50 hours would be divided between the three teacher education constituents:

- a) EAF to assume **10** clinical hours
  - b) C&I to assume **20** clinical hours
  - c) Program Areas to assume **20** clinical hours
- Elementary Education, Early Childhood, Middle Level, Special Education and Music majors will meet 40 of the 50 hours in their major coursework.
  - Experiences are not just limited to a school setting.
    - *Boys and Girls Clubs, Special Olympics, after school programs, virtual experiences, etc.*

### **PROFICIENCIES**

*Approved by CTE 9/2/08*

**Upon completion of university coursework, field and clinical experiences, Illinois State University teacher candidates will:**

- a. understand many forms of diversity, contexts of schooling and inequities.
- b. facilitate inclusive learning environments, demonstrate respect, honor and equitable interactions, and differentiate instruction and assessment.
- c. understand how to advocate for students, teachers, parents, and self.
- d. use continuous reflection including examining one's own personal perspectives and biases.

### **IDEAL OUTCOMES**

*Approved by CTE 9/2/08*

**Coursework for all teacher education candidates will help them to:**

- demonstrate knowledge of the historical, social, political and economic contexts of schooling, including issues of sexism, racism, homophobia and economic inequities.
- be sensitive toward the varieties of individual and cultural diversity.
- appreciate the diversity among learners.
- be aware of and understand the many forms of diversity that are represented in their classroom.
- treat all students equitably and seek to provide all learners with the full array of knowledge and skills that are necessary to lead satisfying and productive lives.
- be able to differentiate instruction to meet the needs of all learners.

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- learn to continuously reflect upon their practice to determine if they are meeting the needs of all learners.

### **IDEAL OUTCOMES (CONTINUED)**

#### **Field experiences for all teacher education candidates will help them to:**

- cultivate dispositions that demonstrate advocacy for all of their students and the communities in which they work.
- nurture learning communities that demonstrate respect and honor for all cultures.
- be committed to and capable of facilitating learning environments that are dialogical and collaborative in nature.
- demonstrate equitable interaction with all students regardless of gender, ethnicity, religion, exceptionality, etc.

#### **Upon completing an ISU Teacher Education program, all candidates will have substantial and substantive experiences that:**

- allow them to work with a variety of young people, coupled with sufficient reflection.
- allow them to realize their ability to interact fairly, sensitively, and effectively with all learners.
- help them to realize and be aware of students' needs and backgrounds, in order to accommodate them.
- help them to serve as advocates on their students' behalf.
- encourage them to realize their full potential, and explore their identities as future teachers.

#### **All teacher education graduates will:**

- explain and describe different types of learners and how the needs of those learners can be met in different types of classrooms.
- articulate their own personal and cultural perspectives and biases and the effects on their own teaching.
- demonstrate an understanding of differing approaches to learning through the creation of instructional opportunities that are adapted to diverse learners.

#### **Graduate Programs:**

Due to the unique nature of graduate programs that offer courses for educational professionals, each one will identify its own procedures for assuring that the program complies

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with NCATE Unit Diversity Standard 4d: “Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.” Each program will submit their procedures to the Coordinator of Clinical Experiences and Certification Processes responsible for ensuring and documenting diverse clinical placements.

*NCATE Standard 3:*

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

*NCATE Standard 4:*

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