**CTE Exec Council Notes, 12 January 2021 Meeting**

**Student Interest Subcommittee**

Revisions of Short-, Mid-, and Long-Range Goals

Addressing #antiBlacknessISU student demands in the purview of the CTE and teacher education

**Short-range** (Highlights are action items that can commence immediately to be completed by the end of the Spring semester 2021. Other short-range goals should occur within one calendar year.)

* Invite ISBE to zoom with full CTE about ISBE Standards for Culturally Responsive Teaching and Leading (CRTL) standards for Illinois educator preparation and educational leadership preparation programs.
* Identify overlap between #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs; these overlaps can become prioritized as bedrock for full-scale curricular change.
* How is this work going to figure into the ISU Presidential search? This is a pivotal time for ISU and the new president’s beliefs and work will/could have a ripple effect across all of campus, not just teacher ed. Encourage Dean Wolfinger and those with a seat at the table to focus on #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs as well as the 2016 Climate Study. Perhaps compose a ‘position statement’ voicing our stance on these issues as an EPP.
* Identify the role of the DEI Officer on the CTE. If this person does not have institutional memory, particularly with the CTE and the COE, that will be problematic and difficult.   
  Empower the DEI as a voting member of CTE.
* #antiBlackness, anti-racist, and anti-deficit-based discourse needs to be focused throughout teacher education and infused across the university. (Course audits?)
* Large-scale mapping of standards to #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs.
* Run breakout sessions in full CTE to talk about ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs and what these mean for courses and programs, including graduate programs in PK–12 leadership.
* More education of program faculty about deficit thinking, racial microaggressions, white fragility.

**Mid-range** (Action items to be completed in the next 3 – 4 semesters)

* Establishing a new antiracism course required of all teacher education candidates at ISU. This course should be a deep-dive into components of equity, justice, identity, historical contexts and current issues, especially related to education and teaching. It should provide extended thinking time and accompanying fieldwork/experiences that reflect both #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs. This will require the same program-level shift as when SED 344 was put in place; ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs are mandated and must be in place for the Fall 2021 semester.

This course should occur before student teaching (gateway requirement?).

* The work of the above course needs redundancy throughout teacher ed program curricula, particularly the history of US public education.
* Reexamine and narrow “diversity” criteria for “diverse” field experiences. This is being circumnavigated by students oftentimes if not very specifically directed.
* Figuring out how to move beyond the frustration, paternalism, and upholding of whiteness’ power that comes out in conversations about race. This is a specific problem for the COE and CTE and a larger problem for the university.
* Design accountability groups to align with #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs. Assign program faculty across programs into collaborative pods and build a network where these concepts and solutions are continuously spoken. This will help individual faculty not feel isolated or defensive or unsupported; not having to do this difficult work alone is comforting.
* Unpacking and studying exactly what the IDEAS and AMALI curricula and proposed curricula are “doing” and at what depth. What is the overlap with the #antiBlacknessISU mission? Are some of these courses reinforcing deficit thinking and how will we know and address that?

**Long-term** (Action items to be completed within 3-5 years.)

* Integration of anti-racist and anti-deficit thinking pedagogy throughout all teacher education courses at Illinois State University. Will require extensive, ongoing, mandatory education of faculty across programs.
* How is the COE going to shift its hiring practices in response to #antiBlacknessISU student demands and ISBE CRTL standards for Illinois educator preparation and educational leadership preparation programs?
* Establish sustainability procedures to maintain the CTE’s commitment to #antiBlacknessISU and the ISBE CRTL as membership changes due to natural turnover.
* Host a teacher education conference after the pandemic is contained where teacher ed program faculty could learn and spend time thinking about anti-racist and anti-deficit thinking pedagogy and then take that back to programs. Perhaps this could be held on a regular 2x/year schedule.
* Possibly resurrect the “Building Bridges” day-long conference with teacher ed students across disciplines? We could alternate this between junior and seniors and thereby affect both prior to graduation.
* Design an #antiracist #antiBlacknessISU theme for the New Teacher Conference for those 1-year post-grad. This could include IEP meeting simulations.