



Teacher and Leader Effectiveness Committee: Diverse Educator Learning Exchange Request for Information

January 2014

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

The Illinois P-20 Council's Teacher and Leader Effectiveness Committee recommends the state create a Diverse Educator Learning Exchange in a coordinated effort to cultivate a pipeline of diverse, academically talented educators.

The Committee developed recommendations in the following document to share with the Illinois State Board of Education (ISBE) that might inform a Request for Information (RFI). This represents an important, initial step in creating a Diverse Educator Learning Exchange as it was with Illinois' existing learning exchanges.

Request for Information (RFI): Diverse Educator Learning Exchange

Overview

In December 2012, the Illinois P-20 Council first proposed the idea of a Diverse Educator Learning Exchange to support the development of a pipeline of diverse, academically talented educators in a coordinated effort spanning from student to teacher to instructional leader.

In 2013, the Council's Teacher and Leader Effectiveness Committee further explored how such a learning exchange might apply to education. Specifically, the Committee considered how the concept might increase both teacher diversity and academic qualifications. The two need not be at odds.

The challenge that confronts Illinois is clear.

- *The demographic gap between Illinois students and educators continues to widen.* In 2012, nearly half – 49 percent – of state's 2 million public school students were racially and ethnically diverse while 16.7 percent of Illinois teachers similarly were diverse.
- *The need for academic readiness among teachers never has been greater.* Educators require the content and skills required for this complex and critically important profession as the expectations for students, educators and schools continue to climb.
- *The state's current ranks of future educators grow less diverse and less academically skilled when compared with other college graduates as the new teacher pipeline progresses.* New research by the Illinois Education Research Council found just 3.2 percent of Illinois students ultimately become Illinois public school teachers, and they tend to be less diverse and less academically skilled when compared with Illinois college graduates in other fields.

Such findings suggest Illinois must improve how it recruits, develops, places, supports and retains diverse, academically talented educators in classrooms statewide. A Diverse Educator Learning Exchange could buttress such an effort.

At the most elemental level, the Illinois Pathways Initiative – and the learning exchanges that exist within it – provide a model to create partnerships and organize opportunities for students to explore a profession through coursework and work-based learning, such as internships and job shadowing. The learning exchange refers to the statewide partnership that coordinates the resources, planning and investments to support students' development within a profession – in this case, education. Regional networks and local communities partner to determine the shape such a pathway might take to serve their local needs and cultural context.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

At present, discrete educator pipelines exist within several Illinois school districts, universities and statewide initiatives. A coordinated statewide strategy to cultivate diverse, academically talented educators would strengthen existing efforts and support new ones. This is intended as a cooperative endeavor.

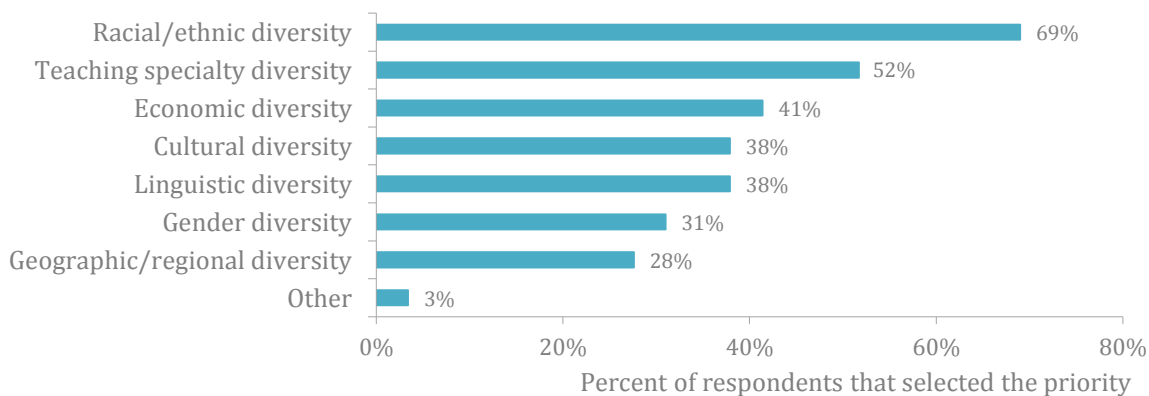
Why A Diverse Educator Pipeline Matters

Illinois is home to an increasingly diverse population. Today, approximately half of Illinois public school students are students of color¹, yet the teaching force remains 85 percent white². This diversity gap between the student and teacher populations in Illinois is the third largest in the United States³. Research shows that a teaching force more reflective of the student body can positively impact students in many ways, including:

- Raising the level of racial and cultural awareness and competency among all students, thereby better preparing them for active engagement in our global society;
- Raising the educational expectations of and academic achievement of students of color;
- Reducing discipline referrals and lowering the dropout rate of students of color;
- Providing students of color with strong role models; and
- Decreasing new teacher attrition in high needs schools⁴.

Diversity need not be defined narrowly to include only racial and ethnic diversity. There are many types of diversity that can be taken into account within the context of a teacher pipeline, including, but not limited to cultural diversity, economic diversity, gender diversity, geographic/regional diversity, linguistic diversity, and teaching specialty (i.e., specialties with teacher shortages, such as bilingual/ESL, special education, science, technology, engineering and math).

The Teacher and Leader Effectiveness Committee identified areas of diversity upon which a Diverse Educator Learning Exchange might focus in an October 2013 survey.



¹ Illinois State Board of Education. (2012). Illinois Elementary and Secondary Education Statistics.

² White, B., DeAngelis, K., & Lichtenberger, E. (2013). The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline. Edwardsville: Illinois Education Research Council.

³ Boser, U. (2011). Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color. Washington, D.C.: Center for American Progress.

⁴ For additional information about teacher diversity research findings, please see Appendix B.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

The Illinois Pathways Initiative aims to prepare a broader, more diverse set of students with the skills and certifications to succeed in the STEM fields. In a similar way, a Diverse Educator Learning Exchange could focus on preparing traditionally underrepresented students to teach in classrooms statewide, thereby enriching the educational experiences of all Illinois students.

Illinois Pathways Initiative

Vision

The Illinois Pathways Initiative (IPI) is a State of Illinois-led STEM education and economic development initiative designed to meet twin goals:

- Provide students with the skills and experiences that will prepare them for success in college and careers; and⁵
- Spur community economic development by fostering a homegrown talent pipeline in growing industries.

An Opportunity for Students

Illinois Pathways give students the opportunity to explore careers that may interest them. Students can explore professional fields; try them on for size through sequenced coursework and work-based learning, such as job shadowing and internships; connect with local employers, and earn college credit and industry credentials before leaving high school. Illinois Pathways engages students by providing hands-on experiences and illustrating that what students learn may open doors for their future.

An Opportunity for Communities

Illinois Pathways give communities the opportunity to strengthen their economic future by cultivating a workforce equipped with the knowledge and skills to sustain and grow local industry. By aligning middle school, high school, higher education, and local industry, the IPI can serve as an economic generator, ensuring more students graduate high school with marketable knowledge and skills as well as connections to local employment opportunities.

State Supported, Community Designed

Illinois' education and economic development agencies (Illinois Department of Commerce and Economic Opportunity, Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Student Assistance Commission, and Illinois Department of Employment Security)

⁵ The College and Career Readiness Framework, endorsed by the P-20 Council in 2013, outlines the broad-ranging knowledge and skills, both academic and otherwise, that are critical to success in college and the workplace. It can be seen in Appendix C. For additional discussion of how Illinois Pathways and the Common Core should be integrated to support fuller college and career readiness, please see the Final Report from the P-20 Council's Postsecondary and Workforce Readiness Committee: <http://www2.illinois.gov/gov/p20/documents/postsecondary%20and%20workforce%20readiness/pwr%20policy%20report%20final%20version%20without%20appendices%2007.23.13.pdf>.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

collaboratively support the IPI. Industry partnerships (known as Learning Exchanges) in each of the Pathways coordinate investments, resources, and planning for programs at the community level.

While much of the planning and support for the IPI is state-driven, individual Pathways programs are locally designed and implemented. In the same way state entities have strategically collaborated to put the IPI into action, so, too, must communities bring together a broad set of stakeholders to determine local needs, assets and resources, and potential Pathways partners. Successful implementation depends upon identifying, forging, and strengthening bonds between the educational, community, and business sectors in order to support student career exploration, career development through realistic application, and smooth transition to college and 21st century careers.

History & Context

As mentioned earlier, the Illinois Pathways Initiative – and the learning exchanges that exist within it – provides a model to create partnerships and organize opportunities for students to explore a profession through coursework and work-based learning.

Launched in 2012, the Illinois Pathways Initiative was supported with a federal Race to the Top grant that ISBE received from the U.S. Department of Education in December 2011. ISBE allocated roughly \$2.25 million of the grant funds to support the development and implementation of several STEM learning exchanges. As proposed, a Diverse Educator Learning Exchange would require a separate source of seed funds.

With partnership from six state agencies, the Illinois Pathways Initiative initially targeted the development of learning exchanges within nine career clusters. These included:

1. Agriculture, Food and Natural Resources
2. Energy
3. Manufacturing
4. Information Technology
5. Architecture and Construction
6. Transportation, Distribution and Logistics
7. Research and Development
8. Health Science
9. Finance

The learning exchanges are administered by ISBE in coordination with the Illinois Pathways Initiative Committee (IPIC). The IPIC facilitates coordination and alignment of programs, policies and technology platforms to support all the learning exchanges.

Local communities determine how these learning exchanges take shape on the ground in response to the needs and demands of each community and draw upon the resources provided through the statewide partnership. Indeed, the local context for this work bodes well for its sustainability and efficacy in the long run as we have seen with the existing STEM Learning Exchanges.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

While a Diverse Educator Learning Exchange differs in kind from the existing STEM Learning Exchanges, commonalities exist. A Diverse Educator Learning Exchange could benefit from the collaborative partnerships, organized opportunities and structures that define the Illinois Pathways Initiative.

Program of Study

As proposed, a Diverse Educator Learning Exchange would support the Program of Study model that provides opportunities for students to explore programs that relate to their academic and career interests while, at the same time, gain real-world skills.

A Diverse Educator Program of Study, like the STEM Programs of Study, would offer sequences of courses and learning experiences whereby students could pursue coursework, work-based learning and connections to the profession. This would include an aligned progression of secondary and postsecondary coursework and hands-on training. A Diverse Educator Program of Study also would enable students to earn college credit (dual credit) in high school, teaching certification at the postsecondary level, and an associate or baccalaureate degree.

The course sequences provided through the Diverse Educator Learning Exchange must build upon and align with ongoing initiatives to improve Illinois public education, such as the Common Core State Standards, new educator evaluations aligned with the Danielson Framework for Teaching and the EdTPA, or Teacher Performance Assessment. This will require alignment at the secondary and postsecondary level, particularly with educator preparation programs.

The Role of a Diverse Educator Learning Exchange

The Teacher and Leader Effectiveness Committee developed three goals for a Diverse Educator Learning Exchange. They include:

- *Develop and support a pipeline of diverse, talented future Illinois educators in a coordinated effort spanning from student to teacher to instructional leader.* This would span from introducing education as a viable and valuable profession in middle school to supporting educators with professional development and mentorship opportunities that extend beyond job placement.
- *Build upon the P-20 Illinois Pathways Initiative to cultivate effective talent pipelines.* While the initial Pathways focused upon the STEM areas, the Pathways model can be applied more broadly. Education would be the first extension of the Illinois Pathways Initiative beyond STEM fields.
- *Identify partners among P-12 school districts, higher education institutions and community organizations and their roles that might inform, support and benefit from a Diverse Educator Learning Exchange.* A coordinated statewide strategy could strengthen existing efforts and support new ones. This is intended as a cooperative endeavor that will be shaped by the needs, priorities and resources of local communities.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

Services and Supports a Diverse Educator Learning Exchange Might Provide

The Committee proposed a continuum of supports and services that an exchange might provide to develop Illinois students who aspire to teach in Illinois public schools. These do not represent institutional responsibilities, but rather a continuum of supports that partners engaged in a Diverse Educator Learning Exchange might offer at stages of the pipeline.

Committee members expressed these priorities through an online survey as well as in-person meetings in October and December 2013.

The coordinated network of supports is represented in the two diagrams that follow.

- The first is a flow chart that captures the progression from student to teacher to instructional leader. This reflects how a statewide strategy might emerge to recruit, develop, place, support and retain diverse academically talented educators in classrooms statewide.
- The second is a concept map that represents how the elements might interact to support candidates, and how the statewide systemic supports enable local leaders and regional partnerships to create a learning exchange that meets their community needs.

These pieces are intended as resources to inform responses to this Request for Information. Organizations interested in joining the Diverse Educator Learning Exchange partnership might consider how they could offer a particular support – e.g., mentorship – or stage of development – e.g., certification and placement – along the pipeline, as proposed on the following pages. (See page 10 for more information about RFI response questions).

Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

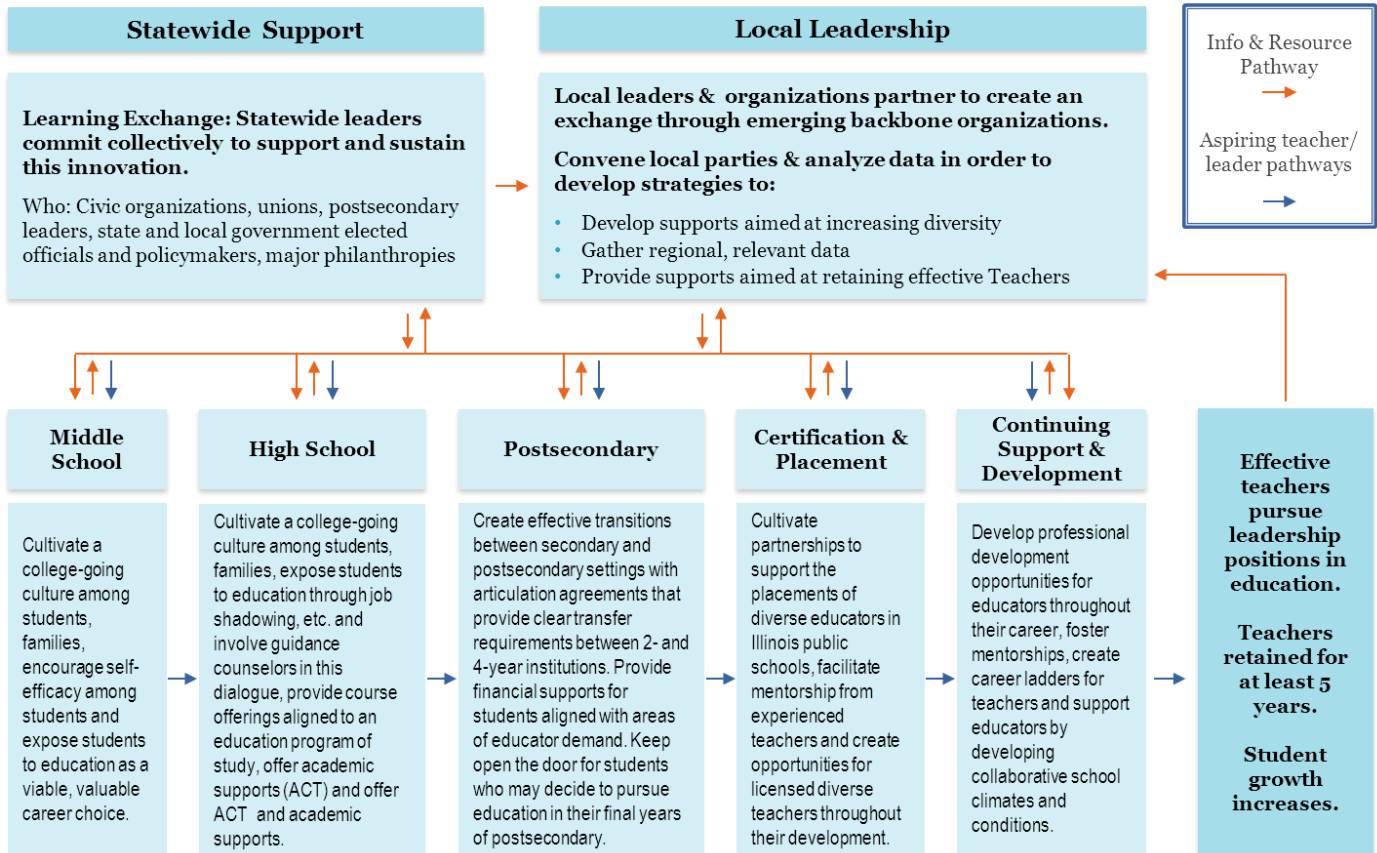
Continuum of supports and services that could be offered at stages of the diverse educator pipeline:

Middle School	<ul style="list-style-type: none"> • Introduce education as a viable and valuable profession to students. • Cultivate a college-going culture among students, families. • Encourage student self-efficacy and provide student support to develop this. • Engage educators and families in shaping how this exposure takes shape locally.
Secondary Education (9 th & 10 th)	<ul style="list-style-type: none"> • Provide real-life exposure to the profession and engage guidance counselors in dialogue. • Connect students with talented mentors drawn from the education field. • Create orientation courses that also apply to other learning exchanges. • Cultivate a college-going culture among students, families.
Secondary Education (11 th & 12 th)	<ul style="list-style-type: none"> • Offer academic support (ACT, etc.) to help students progress to postsecondary. • Cultivate partnerships to support students as they transition to postsecondary (FAFSA completion, guidance counseling, etc.). • Expose students to the profession and engage guidance counselors in this effort. • Access early college courses aligned to education for dual credit. • Provide support with assessment and credentialing.
Relevant & Regional Data	<ul style="list-style-type: none"> • Gather supply and demand data at the local, regional and state level. • Disseminate trend analysis to inform students' academic and career decisions. • Provide information about career opportunities and compensation. • Develop needs assessment for students to ensure the proper supports are provided.
Postsecondary Education (2-year)	<ul style="list-style-type: none"> • Manage effective transitions and course alignment through continuous communication with all partners, particularly those at the K-12 and 4-year level. • Provide intensive supports tailored to student population. • Make clear the course articulation supports available for students who matriculate from 2- to 4-year institutions. • Offer financial supports for students aligned with areas of educator demand.
Postsecondary Education (4-year)	<ul style="list-style-type: none"> • Provide academic supports to prepare students for certification and placement. • Offer clinical experience that exposes candidates to myriad learning environments, including opportunities to work in diverse school settings. • Keep open the door for students who may pursue education in their final years of school.
Certification & Placement	<ul style="list-style-type: none"> • Draw upon partnerships to place and support diverse educators in Illinois public schools. • Offer training for school leaders on research, best practices in hiring diverse educators. • Facilitate continued mentorship between experienced educators and new teachers. • Account for alternative pathways to the classroom that could support diverse educators.
Continued Support for Educators	<ul style="list-style-type: none"> • Develop professional development opportunities throughout educators' careers. • Support educators throughout the field with collaborative school climates, conditions. • Foster mentorships that connect educators at varying stages of professional development. • Create teacher leadership roles and career ladders with more professional autonomy.
Pitch for the Educator Profession	<ul style="list-style-type: none"> • Represent education as a viable and valuable profession. • Promote the rigor of the profession, and convey the supports to help students achieve it. • Make available supply and demand data to promote the need for educators with specific skills and backgrounds.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

Diverse Educator Learning Exchange Concept Map



Diverse Educator Learning Exchange Rooted in Partnership

The Illinois Pathways Initiative conceived of the learning exchanges – particularly in the STEM areas – as public and private partnerships that draw together K-12 school districts, higher education institutions, industry experts, research centers and community organizations.

The existing learning exchanges are organized as collaborative communities; each is governed and coordinated through a broad steering group of stakeholder representatives.

A Diverse Educator Learning Exchange could differ in that it likely would draw upon public partners such as K-12 school districts, postsecondary institutions, community organizations, research centers. In essence, this too would be an employer-employee partnership that could strengthen the diverse educator pipeline. As with the STEM learning exchanges, industry experts are critical to develop a pipeline that serves workforce needs, although here the industry experts likely would be public partners. A collaborative partnership would remain the driving priority, however.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

Proposed Timeline

In creating the STEM learning exchanges, the P-20 Illinois Pathways Initiative and partner organizations spent months speaking with stakeholders, exploring the learning exchange concept and cultivating interest among a swathe of interested organizations. The Diverse Educator Learning Exchange would be no different.

The timeline could unfold as follows, presuming an immediately available funding stream to seed the work:

Timeframe	Activity
May - December 2013	Research and investigate the role of a Diverse Educator Learning Exchange.
January 2014	Offer recommendation in the form of an RFI to the P20 Council and the Illinois State Board of Education (ISBE).
February 2014	ISBE posts the RFI for a Diverse Educator Learning Exchange. Coordinate with the Illinois Pathways Initiative Committee.
March 2014	Committee members assist with the targeted outreach to interested organizations with the interest and capacity to engage in a Diverse Educator Learning Exchange.
April 2014	RFI responses due. ISBE publicly posts all RFI responses. ISBE & IBHE host a network event for RFI respondents to facilitate conversation, compare resources and gather feedback.
May 2014	ISBE develops and issues the Request for Proposals (RFP). Coordinate with the Illinois Pathways Initiative Committee.
August 2014	RFP responses due.
September 2014	ISBE selects lead entity for a Diverse Educator Learning Exchange and awards contract.
October 2014	Lead entity organizes a convening of the partner organizations, engages stakeholders in the process and begins to develop a strategic plan.
December 2014	Partners finalize a three-year strategic plan for a Diverse Educator Learning Exchange. Begin planning and implementation activities
February 2015	Identify pilot school districts and higher education partners who might implement a Diverse Educator Learning Exchange in 2015-2016.
March 2015	Integrate the Diverse Educator Learning Exchange tools and resources with the Illinois Shared Learning Environment (ISLE).
April 2015	Bring together all pilot school districts and higher education partners to provide the time, expertise, tools and resources needed to support implementation of a Diverse Educator Learning Exchange
June - August 2015	Launch Diverse Educator Learning Exchange in pilot school districts.

Proposed Roles

Learning exchanges are rooted in partnerships that provide the resources, supports and materials to help students explore a particular profession. A Diverse Educator Learning Exchange would take a similar approach. However, a lead entity or lead planning entity might be identified to organize the initial phase of work.

A lead entity develops a three-year strategic plan, supports a program of study within a pilot local school district and local community, participates in the Illinois Pathways Initiative and serves as the fiscal agent for the endeavor.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

A lead planning entity, as the name suggests, coordinates the planning of an exchange. This entails initial planning activities and statewide stakeholder engagement to support the future implementation of, in this case, a Diverse Educator Learning Exchange.

The roles could be assumed by a single entity or several entities in partnership. Together, they would support the rollout of a Diverse Educator Learning Exchange, develop the continuum of supports and services provided and develop a strong partnership to see this work through.

Response Requirements

The purpose of this RFI is to identify existing initiatives across Illinois to develop a pipeline of diverse, academically talented educators in a coordinated effort spanning from student to teacher to instructional leader. This will assist state officials to gauge the interest in creating a Diverse Educator Learning Exchange and the existence of partnerships to support such an endeavor.

Not-for-profit organizations and public entities are invited to submit responses to the following four questions. Respondents may choose to address the pipeline broadly or narrow their submissions to a discrete set of services or a discrete stage of development along the continuum of supports proposed for a Diverse Educator Learning Exchange, as represented on pages 7-8. Both responses, in narrative form, are appropriate and welcome. Please limit responses to less than 5 pages, if possible.

- Please identify which services along the continuum of supports your organization might serve or, if preferred, which stages of development your organization might serve? How?
- How does your organization's vision for a Diverse Educator Learning Exchange align with the vision set forth for the Illinois Pathways Initiative generally?
- Would your organization be interested in serving as a lead entity for a Diverse Educator Learning Exchange, as described below? Please describe how your organization might serve in that capacity.
- What resources might your organization bring to bear to support and sustain the work of a Diverse Educator Learning Exchange? This question pertains to partnerships and resources – financial and otherwise.

The responses to this RFI will inform the shared vision for a Diverse Educator Learning Exchange and will drive the next phase of work in creating such a resource.

The Diverse Educator Learning Exchange will be anchored by statewide systemic supports and implemented at the local level through the efforts of local school districts, community-based organizations and regional partners.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

APPENDIX A

Committee's History and Scope of Work

The Illinois P-20 Council's Teacher and Leader Effectiveness Committee represents an array of stakeholders including state agencies such as the Illinois State Board of Education, the Illinois Board of Higher Education, the Illinois Community College Board, public and private higher education institutions that prepare educators, K-12 school districts, professional organizations, community organizations, policy groups and educators who work in classrooms statewide every day.

In May, the Committee convened to explore the Illinois Pathways Initiative and the ongoing efforts to create learning exchanges within the STEM fields and to discuss how this approach might apply to education. The Committee also learned about Elgin School District U-46's work to develop a local pipeline of diverse, academically talented educators.

In July, the Committee learned more about the partnership and priorities of the Health Sciences Learning Exchange specifically.

In September, the Committee examined several existing, discrete efforts to cultivate a diverse teacher pipeline across the state, including the work of Diversifying Higher Education Faculty in Illinois, Golden Apple, Grow Your Own and Teach for America.

In October, the Committee reviewed research by the Illinois Education Research Council about the racial diversity and academic composition of the teacher supply pipeline, studied other states' efforts to develop diverse educator pipelines as well as the ongoing work of the existing Illinois learning exchanges. The Committee heard from the University Center of Lake County that brings together regional offices of education, higher education institutions and K-12 school districts to examine the evolving needs of school districts and create preparation programs to meet them.

The Committee participated in public meetings, webinars and surveys to engage stakeholders and draw upon a range of perspectives in identifying the key services and supports that a Diverse Educator Learning Exchange might provide.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

APPENDIX B

Why a Diverse Educator Pipeline Matters

Increased attention on the academic performance of our nation's children shone a light on the achievement gap. As a result, in 2001, Congress passed the No Child Left Behind Act (NCLB), which called for "highly qualified teachers." Despite this call for highly qualified teachers, little attention was given to cultural competence and diversity in the teacher workforce – a significant factor in improving the performance of students of color. Research on culturally responsive pedagogy shows the role ethnicity and cultural competence play in student achievement⁶.

Although additional data is needed, increasing the percentage of teachers of color in the workforce is directly related to closing the achievement gap. Studies available indicate that students of color tend to have higher academic, personal, and social performance when taught by teachers from their own ethnic group (Ingersoll & May, 2011). Diverse teachers amplify learning and academic outcomes, decrease rates of absenteeism, and provide a boost to higher rates of college matriculation for racial/ethnic minority students⁷. Johns Hopkins University research has found that up to 40 percent of ninth grade students in cities with the highest dropout rates repeat the ninth grade, but only 10-15 percent of those repeaters go on to graduate⁸. In addition, ninth grade attrition is far more pronounced in urban, high-poverty schools with 40 percent of dropouts in low-income high schools leaving after ninth grade, compared to 27 percent in low-poverty districts (EPE Research Center, 2006).

Teachers of color have higher academic expectations for students of color from their own ethnic background. Hinojosa (2008) reported that students are more attracted to school when they feel that teachers have higher expectations of them⁹. This shift in academic self-concept and new vision of schooling has the potential for positive long-term effects on a student's academic performance, goal setting, assumptions regarding career aspirations and post-secondary options¹⁰. When creating a culture of college of readiness, it is imperative that we understand the research on academic self-concept (Rodriquez, 2009).

Diverse teachers are more likely to employ teaching strategies and texts that connect with students' backgrounds, establish cultural links between home and school, exhibit higher expectations for minority students, serve as role models and create environments that reduce student feelings of isolation and, instead, celebrate student differences¹¹. In their 2008 Participatory Action Research, Cammarato and Fine remark,

⁶ Ingersoll, R. M. & May, H. (2011). *Recruitment, Retention and the Minority Teacher Shortage* (Report No. 69). Retrieved from The Consortium for Policy Research in Education:

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=gse_pubs.

⁷ Meier, K., Polinard, J. L., Wrinkle, R. (1999). Representative bureaucracy and distributional equity: Addressing the hard question. *The Journal of Politics*, 61(4), 1025-39.

⁸ Balfanz, R. & Legters, N. (2004). Locating the Dropout Crisis: Which High Schools Produce the Nation's Dropouts? Retrieved October, 2013: <http://www.csos.jhu.edu/crespar/techReports/Report70.pdf>.

⁹ Hinojosa, M.S. (2008). Black-White Differences in School Suspension: Effect of Students Belief about Teachers. *Sociological Spectrum* 28, 175-193.

¹⁰ Rodriquez, C.M. (2009). The Impact of Academic Self-Concept, Expectations and the Choice of Learning Strategy on Academic Achievement: The Case of Business Students. *Higher Education Research & Development*, 28 (5).

¹¹ Villegas, A., & Irvine, J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *Urban Review*, 42(3), 175-192.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

“When young people have opportunities to develop leadership and social agency in a context that respects and challenges them, they soar, becoming new people for a new society¹².” (241)

According to a 2011 report, *Teacher Diversity Matters*, published by the Center for American Progress, Illinois was ranked among the lowest (48th) in the state teacher diversity index. Despite concerted efforts to promote teacher diversity, Illinois’ teacher workforce has not kept pace with the rapid demographic transformation among the state’s students, and as a result it has one of the highest teacher diversity gaps in the country¹³.

Given the aforementioned research findings there is cause to not only address, but bring forth a Diverse Educator Learning Exchange in Illinois that would that would “enable the development of robust partnerships in order to support a highly-qualified, diverse pool of future educators along the career pathway from P-12 student to educator.”

¹² Cammarato, J. & Fine, M. (2008). *Revolutionizing Education Youth Participatory Action Research*. New York: Routledge.

¹³ Boser, U. (2011). *Teacher diversity matters: A state-by-state analysis of teachers of color*. Washington, DC: Center for American Progress. Retrieved on June 3, 2013: http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/teacher_diversity.pdf.

Illinois P-20 Council: Teacher and Leader Effectiveness Committee

Diverse Educator Learning Exchange

APPENDIX C

A College- and Career-Readiness Framework

College and career readiness cannot be reduced to a single metric, but must instead be understood as a multi-faceted set of knowledge, skills and abilities that allow students to successfully meet the challenges of college and career and live healthy, productive lives. Raising academic standards through implementation of the Common Core, and expanding career education and opportunities through creation of Illinois Pathways programs, are not divergent strategies, but rather mutually reinforcing ones that, when used together, provide all students with a wider range of individualized, contextualized, realistic, and enriching learning opportunities.

The framework that follows is a first step toward providing a comprehensive picture of the knowledge students must gain and the skills they must be able to demonstrate in order to be successful in postsecondary and career.

<p>Core content knowledge & skills</p> <ul style="list-style-type: none"> • Core academics tied to the Illinois Learning Standards, including the Common Core <ul style="list-style-type: none"> • English Language Arts • Fine Arts • Foreign Language • Mathematics • Science • Social Science • Technical knowledge & skills specific to career pathways <i>&/or</i> • Technical knowledge & skills specific to in-depth academic pursuits 	<p>Employability & interpersonal skills</p> <ul style="list-style-type: none"> • Civic awareness & engagement • Collaboration & teamwork • Communication • Creativity • Cultural competency • Independence & initiative • Information, media, & technology skills • Leadership • Ownership of learning & results • Self-management
<p>Thinking skills</p> <ul style="list-style-type: none"> • Critical and applied thinking • Data analysis & interpretation learning techniques • Formulating & stating problems • Research & scientific method 	<p>College & career knowledge & navigation skills</p> <ul style="list-style-type: none"> • How to transition to/within workplace and across the P-20 spectrum • Financial literacy and its application to college & career navigation • Understanding of postsecondary system & how to access