

## **Preparing Urban Teachers: 2016 Urban Teacher Pipeline (UTP) - Course Development Grant**

*Funded by: URBAN CENTER Project, US Department of Education  
This RFP is also available on ISU's Chicago Teacher Education Pipeline website at  
<http://teacherpipeline.illinoisstate.edu/>*

### Overview

The Urban Teacher Pipeline (UTP) is offering ISU faculty an opportunity to redesign a course they regularly teach so that it better prepares teacher candidates for employment in urban areas, specifically the Chicago, Peoria, and Decatur Public Schools.

The URBAN CENTER Project is funded by the US Department of Education's Office of Innovation and Improvement and represents a collaboration involving ISU, Chicago Teacher Education Pipeline, Chicago Public Schools, LISC/Chicago's New Communities Program, Greater Auburn-Gresham Development Corporation, North River Commission, Peoria School District 150, Decatur Public Schools, LISC Peoria, the Latino Policy Forum, Breakthrough Urban Ministries, The Resurrection Project, the Education Coalition of Macon County, and State Farm Insurance Co. ® Foundation.

The central objective of the URBAN CENTER Project is to recruit and prepare high quality teachers for high need, urban schools. As the partnering urban districts have different needs, a major goal is to establish the following "pipelines" of teachers.

- Chicago Public Schools District 299 with primarily Elementary (3 or more endorsements), Bilingual/ESL, Special Education, and STEM teachers;
- Decatur Public Schools District 61 with Special Education teachers; and
- Peoria Public Schools District 150 with STEM teachers.

Faculty awards will include a stipend of **\$3,500** payable to the faculty member as well as the employer portion of benefits payable to the university for redesign work to be conducted May through August 2016, with the redesigned course to be taught in 2016/2017 and beyond. The award also includes a required experiential trip to Chicago during June 6-10, 2016; a one day experiential trip to Peoria for STEM faculty members on June 13<sup>th</sup>; and a one day experiential trip to Decatur for Special Education faculty members on June 14<sup>th</sup>. There will be one, full day workshop at ISU on June 28<sup>th</sup>; two required meetings with an assigned faculty mentor; and one final half-day workshop/report-out meeting August 18<sup>th</sup> at ISU to assist with the redesign process. Attendance and participation in these sessions are mandatory. Grantees are also eligible to apply for up to \$1,500 each semester in travel money during 2016-2017 to provide their students with embedded clinical experiences in our partnering urban public schools as part of their course redesign.

### Rationale

The need for high quality urban teachers is widely known. As a recognized leader in teacher education, Illinois State is taking steps to find effective ways to 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 strand of courses within schools/departments that can be taken by students who plan to teach in the Chicago, Peoria and Decatur Public Schools.

The envisioned urban teacher preparation course sequence strands, that already includes over 75 courses at ISU, teaches future educators that under-resourced, urban public schools and their inhabitants—are situated within a nexus of social, cultural, historical, economic, political, civic, and geographical contexts. By building an understanding of these complex relationships, pre-service 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 how educators can 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 strives to provide teacher candidates, from day one, with rich and sustained first-hand experiences in urban schools and neighborhoods. These experiences must be infused within coursework and supplemented with frequent opportunities to engage in thoughtful discussions with peers, experienced professional educators, and community leaders. Such interactions promote the notion of teaching as a reflective and collaborative practice and that urban schools and communities are interdependent, rather than independent contexts. They encourage us to examine how our own identities and those of our students and colleagues shape our understanding of urban schools and communities. These conversations value collaboration over competition, nurture peer feedback and mentoring, create safe yet challenging learner-centered classroom communities, and encourage teacher candidates to own social issues and work in contexts that allow them to develop the skills necessary to become agents of change.

In terms of becoming change agents, it is imperative for teacher candidates to comprehend that successful urban schools often form strong community partnerships and that high achieving student's feel connected to their school/neighborhood and develop a growing self-awareness of how to become a contributing, community citizen. To achieve such goals, effective urban teacher preparation should “bring the community into the classroom” by encouraging interactions between students and community/civic leaders, and implementing teaching practices that require students to engage in volunteer, service learning and community enhancement projects. Such contribution and empowerment is vital to youth who inhabit underserved communities. Mastering techniques to create community-engaged classrooms is thus critical to urban teacher preparation training.

Lastly, given the current focus on accountability and standardized testing, this vision of urban teacher preparation must recognize the important role of assessment, empirically based practice, and scientifically valid research in guiding decision-making processes of our pre-service teachers. Teacher educators then can use this knowledge to make theory/data-based decisions to improve instruction and employ multiple ways of facilitating and assessing student learning. Thus, teacher candidates in this urban teacher preparation track will be prepared to understand research and its application to teaching and learning in a variety of ways. All pedagogy and academic content courses that

candidates take will include a review of scientifically-based research and how that research can be applied to urban classrooms in the following areas: Bilingual and English Language Learning, Special Education, mathematics, science, literacy, technology, authentic inquiry-based learning, the integration of the arts into teaching and learning, positive behavior supports, the teaching of academic content, Response to Intervention, and school improvement strategies.

In sum, the URBAN CENTER project intends to act as a critical enterprise for focusing on urban and under-resourced schools with a targeted emphasis for training students to work in the Chicago, Peoria, and Decatur Public Schools. The project focuses on improving student achievement through an approach of universal design to benefit all students.

### Course Development Grant Application Details

#### *Eligibility*

All tenured and tenure-line faculty, non-tenure line instructors, and Administrative/Professional (A/P) staff with sustained teaching responsibilities at ISU are eligible. We are also targeting **all teacher education faculty members and instructors of any General Education or Elective course** that is taken by high concentrations of pre-service teachers that could be redesigned with an urban focus. Courses that contain high concentrations of students in high need areas will represent the *highest* priority for this grant program. In particular, major preference will be given to teacher education classes that will be located in *designated strands of required courses* in schools/departments representing the highest need areas requested by our urban district partners. *Department Chair and respective dean approval will also be necessary for any new proposed urban course sequences.* Currently, Special Education (INFUSE) and Elementary Education urban course sequences have been approved.

However, a limited number of applications will be accepted for courses that contain high concentrations of education students in others areas as well to provide Chicago, Peoria, and Decatur Public Schools a smaller number of highly talented, ISU-trained teachers who specialize in these other content areas.

The following partner districts have requested teacher candidates in the following disciplines, representing their highest needs:

1. Chicago District 299: Special Education, Bilingual/ESL Education, STEM, Health/Physical Education, Technology, Fine Arts (Music, Visual Art, and Dance); and Elementary Education with multiple endorsements;
2. Decatur District 61: Special Education (all areas); and
3. Peoria District 150: STEM Education

In addition, applicants who teach senior level courses may want to indicate how their redesigned course will build on the existing urban and civic engagement experiences

in prerequisite courses. 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*

Faculty awards will include a stipend of **\$3,500** payable to the faculty member as well as the employer portion of benefits payable to the university for redesign work to be conducted May through August 2016, with the redesigned course to be taught in 2016/2017 and beyond. The award also includes a required experiential trip to Chicago during June 6-10, 2016; a one day experiential trip to Peoria for STEM faculty members on June 13<sup>th</sup>; and a one day experiential trip to Decatur for Special Education faculty members on June 14<sup>th</sup>. There will be one, full day workshop at ISU on June 28th; two required meetings with an assigned faculty mentor; and one final half-day workshop/report-out meeting August 18th at ISU to assist with the redesign process. Attendance and participation in these trips/workshops are mandatory. Failure to participate will lead to forfeiture of grant stipends and resources.

Payment will be divided into four installments: two payments of \$750 each will be paid as summer pay in June and July. An additional \$500 will be paid as extra pay at the end of September, contingent on satisfactory submission of grant outcomes. The final \$1,500 will be paid as additional pay upon successful completion of the first *approved* clinical trip to Chicago, Peoria, or Decatur. This trip must be completed during the 2016/2017 academic year, or the final payment will be forfeited.

Those applying as a team will split the \$3,500 and each member of the team must participate in the mandatory Chicago trip, aforementioned workshops, and if applicable the mandatory one day experiential trip to Decatur for Special Education, or Peoria for STEM. Transportation and programming expenses for these trips will be provided as part of the award. Lodging in Chicago will be pre-arranged/coordinated by the Chicago Teacher Education Pipeline staff and meal expenses are the responsibility of grantees.

Grantees (individuals and/or teams) are eligible to apply for up to \$1,500 per semester in travel money for 2016/2017 to offset costs associated with student clinical experiences the first year of the grant.

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

1. **Cover Page** – The cover page should include the title of the grant program (Preparing Urban Teachers: 2016 URBAN CENTER 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), signature(s) of applicant(s); signature of department chairperson(s) of applicant(s) indicating agreement that applicant(s) will teach this course in the foreseeable future and sustain clinical experiences in one identified partner urban district.
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 pre-service teachers to develop skills, knowledge, and dispositions that are

valued in urban settings and under-resourced schools. ***Please estimate your general course enrollment and how the student composition aligns with the grant eligibility requirements.*** As part of this proposal, applicants should take into consideration the elements described in the *Eligibility, Rationale* and the *Supports/Expected Outcomes* sections of this RFP, including an urban field experience in one of the partnering districts 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. If your class is, or will be, part of a designated strand of required courses within your school/department, explain how your course will be situated within the strand and build on, or add to, the other courses.
- 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 for preparing ISU teacher education graduates to thrive professionally and personally in under-resourced urban schools and communities. Be sure to speak to what gap in your own knowledge and experience base you would address through this course development work. Also address the impact your course redesign may have on your department's work with teacher education majors *and the university's commitment to civic engagement and community engaged-classrooms.*
- c) Detail your availability for a required 5-day, 4-night experiential learning trip to Chicago (June 6-10).
- d) Detail your availability to attend required, summer workshops and immersion trips described below.
  - i. A one-day experiential trip to Peoria for STEM faculty members on June 13;
  - ii. A one-day experiential trip to Decatur for Special Education faculty members on June 14.
  - iii. There will be one, full day workshop at ISU on June 28;
  - iv. Two required meetings with an assigned faculty mentor (schedule to be determined by faculty grantee and faculty mentor); and
  - v. One final half-day workshop/report-out meeting August 18<sup>th</sup>, 2016 from 1-4 PM at ISU to assist with the redesign process.

### **Important Application Information**

**Deadline – 4 PM, Monday, April 11<sup>th</sup>, 2016.** Send your application materials electronically to Tracy Berner at [taberne@ilstu.edu](mailto:taberne@ilstu.edu). **Also**, send *five* hard copies to: Tracy Berner, Campus Box 5390 or drop them off at Uptown Crossing, Suite B. We will announce results the last week of **April**. Faculty selected for the *Preparing Urban Teachers: 2016 URBAN CENTER UTP Course Development Grant* will need to formally accept offers by **Friday, April 29<sup>th</sup>**.

### Evaluation Criteria

A subcommittee of the URBAN CENTER Urban Teacher Pipeline Work Team with the project's executive director 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 and Anticipated Outcomes* sections and **special** attention to the critical criteria contained in the *Eligibility* Section.
3. Your intentions to incorporate in your revised syllabus an urban field experience (which must be situated in schools and communities as identified by the Urban Teacher Pipeline), learner-centered and civic engagement activities, and authentic assessment practices for urban teachers.
4. The ability/willingness of applicants to commit to the required summer meetings; the Chicago field experience trip with the Chicago Teacher Education Pipeline and its partners; and the dates scheduled for Decatur and Peoria immersion trips; and summer workshops, that will be located on campus.
5. How well the proposal fits with and furthers ISU's *urban teacher preparation and civic engagement initiatives*.

### Supports for Grant Recipients and Expected Outcomes

1. An initial orientation meeting in early May to meet other grantees and receive readings/resources related to urban teacher preparation as well as a copy of one common text. Program staff will also discuss the different types of course development programming and expectancies regarding specific grantee obligations.
2. Participation in the June 6-10, 2016 summer urban field experiential trip to Chicago; a one-day experiential trip to Peoria for STEM faculty members on June 13<sup>th</sup>; and a one-day experiential trip to Decatur for Special Education faculty members on June 14<sup>th</sup>. There will be one, full day workshop at ISU on June 28<sup>th</sup>; two required meetings with an assigned faculty mentor. *Note: Failure to completely participate in this immersion experience will result in forfeiture of all grant funds.*
3. A meeting in August 18<sup>th</sup>, 2016 from 1-4 PM to share what you learned, your redesigned course, annotated bibliography, etc. to grant staff and other grantees.
4. By August 19<sup>th</sup>, 2016, grantees will provide the URBAN CENTER UTP an electronic PDF and hard copy of: a *syllabus* for and a *report* on your redesigned course. These products should incorporate new UTP content including relevant pedagogical and authentic assessment strategies designed to meet the needs of urban teachers and their students. **Instructions on how to prepare this final report are appended.**
5. Participation in formative assessment of re-designed courses. It is expected that all grantees will participate in a course assessment process that will occur during the first and last two weeks of the semester. Successful collection of student data is important for program assessment purposes and will be made available to you upon your request. *Note: Failure to completely participate in this assessment process will result in forfeiture of grant funds and potential travel monies that may become available in the future once your funds have expired.*

### Further Information

You may address any questions to the Course Development Grant Chair, **Jennifer O'Malley** at [jomalle@ilstu.edu](mailto:jomalle@ilstu.edu), (773) 522-1780; Faculty Liaison, **April Mustian** at [amustia@ilstu.edu](mailto:amustia@ilstu.edu), (309) 438-5752; or URBAN CENTER Principal Investigator, **Robert Lee** at [rlee2@ilstu.edu](mailto:rlee2@ilstu.edu), (773) 522-1780.

### References

- Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.
- Freire, P. (2000/1970). *Pedagogy of the oppressed* (30th anniv. ed.; Myra Bergman Ramos, Trans.). New York: Continuum.
- Sherrod, L., & Lauckhardt, J. (2009). The development of citizenship. In R. Lerner & L. Steinberg (Eds.), *Adolescent Psychology* (3<sup>rd</sup> Edition) (pp. 372-407).

## Appendix A: Suggested Guidelines for Final Report

By August 19<sup>th</sup>, 2016, grantees shall provide the URBAN CENTER UTP Work Team with an electronic PDF and hard copy of:

A *syllabus* and a *report* on your redesigned course that incorporates new UTP content including relevant pedagogical and authentic assessment strategies designed to meet the needs of urban teachers and their students.

Note that your syllabus must acknowledge the URBAN CENTER grant in the following manner:

*This course is partially supported in part by Illinois State's Urban Teacher Pipeline initiative, funded by the U.S. Department of Education, URBAN CENTER project. An overview of URBAN CENTER goals and enrollment information is located at: <http://teacherpipeline.illinoisstate.edu/>*

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 URBAN CENTER-tagged course.

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, classrooms and communities.
  - Prepares teachers to understand empirically-based practice and scientifically valid research for teaching and learning to improve instruction. These applications, as discussed in the Rationale Section of this RFP, could include areas such as Bilingual and English Language Learning, Special Education, mathematics, science, literacy, Response to Intervention, or related topics.
  - Prepares teacher candidates to comprehend the importance of school-community partnerships and mechanisms that can create community-engaged classrooms.
  - Includes a for-credit urban field experience, to take place in one of the partnering districts, including your goals for student learning as a result of this experience, and how students will demonstrate what they have learned.  
*Financial assistance is available from grant administrators to plan this experiential component for the first year, 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 for a sustained time after the first-year budget period.*

2. **Pedagogy:** Include a 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
  - Use of technology and integrating technology into instruction
  - Creation of respectful learning communities
  - Civic engagement as high impact pedagogy
  - Culturally responsive teaching
  - Activities that value multiple literacies
  - Use of Principles of Universal Design for Learning (UDL) to meet the needs of all learners
  
3. **Assessment:** Include a reflection on how, and how well, your assessments:
  - Meet the needs of many types of learners, including 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 URBAN CENTER UTP Course Development Grant. How does this currently inform your redesigned course and urban teacher preparation at ISU and how will it in the future? Include whether and, if so, how you will continue to participate in ongoing UTP work in your department, college, university, and/or field.