



NATIONAL CENTER  
*for*  
URBAN EDUCATION  
ILLINOIS STATE UNIVERSITY

**Course Development Grant to Prepare Urban Teachers**

*Funded by:* URBAN CENTER Project, US Department of Education and  
NEIGHBORS Project, State Farm Foundation

<http://teacherpipeline.illinoisstate.edu/>

Executive Summary

The National Center for Urban Education (NCUE) is grounded in social justice and works from a community-based approach to cultivate and sustain transformative, resilient, and effective public schools. NCUE addresses three current needs in urban education: reducing the human and capital costs of high teacher attrition rates; preparing culturally informed and responsive teachers for the reality of demographic change; and demonstrating the value of community-based partnerships to enhance shared educational goals.

To that end, the NCUE is offering Illinois State University (ISU or the University) faculty a grant up to \$4,000 for the first year, with an additional \$1,000 possible the next to redesign a course they will regularly teach so that it better prepares teacher candidates for employment in urban areas, specifically in the Chicago, Peoria, and Decatur Public Schools. While each district has identified their highest need teachers and projected teacher shortage areas, we are interested in preparing urban teachers across all content areas. *Applicants must not have previously been awarded an urban teaching Course Development Grant (CDG).* Currently, there are three existing teacher Pipelines in NCUE, each with their respective district and community-based partnerships, teacher shortage areas, and projected needs:

- ***The Chicago Teacher Education Pipeline*** (est. 2004) and its partners: Chicago Public Schools (CPS) District 299, LISC/Chicago, Greater Auburn-Gresham Development Corporation, North River Commission, Breakthrough Urban Ministries, The Resurrection Project, and the Little Village Environmental Justice Organization. High Need Teachers/Shortage Areas: Elementary (3 or more endorsements), Bilingual/ESL, Special Education, and STEM teachers.
- ***The Decatur Teacher Education Pipeline*** (est. 2014) and its partners: Decatur Public Schools (DPS) District 61 and the Education Coalition of Macon County. High Need Teachers/Shortage Areas: Special Education, STEM, and Elementary.
- ***The Peoria Teacher Education Pipeline*** (est. 2016) and its partners: Peoria School District (PSD) 150. High Need Teachers/Shortage Areas: Special Education and STEM teachers.

Rationale

In 2003, ISU and Chicago Public Schools (CPS) formalized a partnership to develop a unique university-

district partnership for urban teacher recruitment, preparation, and induction. This partnership model facilitates a genuine connection between the University and the hiring district to meet the needs of local schools. As this partnership developed, program leadership realized that collaborative efforts would be enhanced if the model focused in community-based ways and on specific high-need communities, particularly those with the highest teacher attrition and lowest student test scores. Thus, in 2004, the partnership expanded to include community-based organizations (CBOs) that support comprehensive community development and also work in the public schools within their neighborhood. Together, the largest preparer of teachers for the State of Illinois and the largest employer of teachers for the State worked with local CBOs to develop programs that place teacher candidates in high poverty communities with hard-to-staff schools—building bridges between University preparation and on-the-job, community-based, socially-just teaching and learning in urban schools.

During the spring and summer of 2014, a comprehensive needs assessment was undertaken including a compilation of teacher and student needs data from CPS, DPS, PSD, and Illinois State Board of Education (ISBE) as well as interviews with respective district officials, principals, and teachers about the preparation, ongoing training, professional development, and retention of general education and special education teachers. Results of this comprehensive needs assessment led to a proposed and awarded US Department of Education five-year grant project entitled *Using Research Based Actions to Network Cities Engaged in New Teacher Education Reform* (URBAN CENTER).

Focusing in on these three urban cities, which also have some of the highest poverty rates in Illinois, all constituents identified that educational issues—such as high teacher turnover, teaching outside of highly qualified teaching content areas, and low student achievement—are challenges that ISU’s NCUE can address in CPS, PSD, and DPS. This assessment demonstrated that the shortage of highly qualified urban teachers is a particular challenge for those left teaching under-staffed subjects. Higher levels of teacher dissatisfaction, attrition, and under qualified teachers are concentrated in those areas, making their schools even more underserved and harder to staff. Accountability demands combined with an unbalanced distribution and retention of highly qualified teachers have put many already underserved schools at greater risk.

The NCUE will address these partnership needs by supplying new teachers for each respective Pipeline. That process of developing highly qualified teachers who are specifically trained in situ starts with our urban redesigned courses funded through this and prior Course Development Grants. Each redesigned course with its associated clinical experiences in partnership with CBOs offers teacher candidates immersive, content- and context-based exposure to urban communities, schools, and families. Together these courses assist in the development of teacher skills, which can be best learned by observing, reflecting on, interpreting, and implementing practices appropriate and sensitive to the needs and aspirations of children from diverse backgrounds in urban communities and schools of practice.

As a recognized leader in teacher education, ISU is taking these measured steps to find effective ways to develop and prepare culturally informed and responsive teachers who become change agents. To achieve such goals, effective urban teacher preparation should help push learning outside the walls of the classroom and school, while simultaneously bringing the community and its rich cultural assets back into the classroom. Such earned recognition and cultural empowerment are vital to youth who inhabit low-income communities. Developing techniques to create community-engaged classrooms is critical to urban teacher preparation training. For these reasons, we seek proposals that address and bridge the divide between theory and culturally relevant, transformative practice.

### Eligibility

All tenured and tenure-line faculty, non-tenure line instructors, and Administrative Professional (A/P) staff with 12-month appointments and sustained teaching responsibilities are eligible to apply. Applicants may apply as individuals or teams. Teams may comprise faculty housed in the same or different disciplines, Departments, or Colleges. However, an individual may be listed on only one application. Only courses already approved and offered in the catalog qualify for this CDG opportunity.

We are also targeting teacher education faculty members and instructors of any General Education or Elective course that is taken by a high concentration (>70%) of pre-service teachers that could be redesigned with an urban focus. While courses that contain high concentrations of teacher education majors in high need areas will represent the *highest* priority for this grant program, preference priority points will also be awarded to courses that will be housed in *designated strands* of required courses within any school/departments, including courses within a targeted cluster (e.g., Social Sciences; Humanities; Natural Sciences) that may cross departmental areas. *For any new proposed urban course sequences or clusters, respective Department chair and College dean approvals will be necessary.*

Currently, Special Education (INFUSE) urban sequence and an Elementary Education urban course sequence have been approved. Applicants who teach courses within either of these departments may want to indicate how their redesigned course will build on the existing urban redesigned experiences in prerequisite courses.

#### Amount of Awards

Grantees will be awarded a stipend of **\$4,000** with the opportunity for an additional **\$1,000** (contingent upon the availability of grant funds) payable to the faculty member (or shared if applying as a team) as well as the employer portion of benefits payable to the university for redesign work to be conducted May through August 2017, with the redesigned course to be taught in Fall 2017/Spring 2018 and beyond.

Payment will be divided into four installments: two payments of \$1,500 each will be paid as summer pay in June and July. The next installment of \$1,000 will be paid as additional pay upon successful completion of the first *approved* clinical trip to Chicago, Peoria, or Decatur which must be completed during the same academic year of the course redesign. A final payment of \$1,000, contingent upon grant funds being available, will be paid as additional pay upon successful completion of the second *approved* clinical trip to Chicago, Peoria, or Decatur, which must be completed within one academic year of the first clinical trip *and* faculty must have plans underway for the third year of offering the course and trip.

To qualify for the final \$1,000 payment, grantees must submit by December 15 or May 15 (depending on which semester the trip was taken) of the second year after their redesign, a reflective written report on how redesigned courses were implemented over the past two years and plans for the future. Unless otherwise discussed and approved, timelines that are not met will lead to the final two clinical trip contingent payments being forfeited.

#### Mandatory Experiential Trips and Workshops

Faculty grantees must attend an initial orientation meeting on Wednesday, May 16<sup>th</sup> to meet other grantees, assigned mentors, and receive readings/resources related to urban teacher preparation. Program staff will also discuss the different types of course development programming and expectancies regarding specific grantee obligations.

Faculty grantees are required to participate in a 4-night/5-day experiential trip to Chicago during June 5-9, 2017. Dependent on content area, faculty grantees may also be required to participate in a one day experiential trip to Peoria on June 12<sup>th</sup>; and/or a one day experiential trip to Decatur on June 14<sup>th</sup>. Each experiential trip is custom tailored to the courses that are being redesigned and include embedded mini-workshops with program staff, community partners, organizers, and scholars; district personnel may participate to address any district-level issues that future teachers need to be made aware.

Transportation and programming expenses for Chicago, Decatur, and Peoria trips will be provided as part of the award. We strongly recommend that all faculty grantees ride in the transportation provided; however, grantees may elect to drive their own vehicles, but NCUE will neither reimburse for mileage, nor be held responsible for securing parking, responsible for any parking related fees, tickets, etc. Lodging in Chicago will be pre-arranged and coordinated by the Chicago Teacher Education Pipeline staff. *However, all meal expenses are the responsibility of grantees.*

There will be one, full day workshop at ISU on June 21st; and one final half-day workshop/report-out meeting August 17<sup>th</sup> at ISU. **Attendance and participation in all trips/workshops are mandatory. Failure to participate will lead to forfeiture of grant stipends and resources.** For grantees applying as a team, each member must participate in the mandatory trips and aforementioned workshops.

#### Faculty Mentors

Each faculty grantee will be assigned a Faculty Mentor who has previously redesigned a course, successfully taught their redesigned course for at least 3 years, and demonstrated exemplary teaching and clinical planning, including developing civically engaged service learning components into their course. Faculty grantees (Mentees) will meet with their assigned mentor at least twice during the summer months; and at least once after the redesigned course has been offered to debrief on the experience. Scheduling these meetings will be attended to by each mentor-mentee pair. Mentors will be compensated with increased travel funds for their CDG-redesigned courses, and some mentor/mentee pairs may receive additional guidance from their department or college.

#### Clinical Experience Planning Support and Estimated Costs

Grantees (as individuals and/or teams) will receive the full support of the respective teacher pipeline to conceptualize, plan, and implement the clinical experience tied to the redesigned course. To offset costs associated with student clinical experiences, faculty grantees are eligible for up to \$1,500 per semester in travel money for 2017/2018. It is expected that each year thereafter, faculty grantees will work to raise monies in an effort to sustain efforts associated with these experiences and “match” decreasing grant dollars with monies generated from a variety of sources (e.g., CTLT grants, URG, external grants, departmental contributions, student fees, or through a State Farm Foundation Matching Grant\*). The graduated level of match needed by faculty grantees will increase by \$250 each year as the support from the NCUE will decrease by \$250 each year.

Faculty members who consistently offer their redesigned course with an approved clinical component (at least once per semester for three years) will become eligible for NCUE’s matching grants for up to \$750 per trip/per semester. As an example of the graduated matching dollar requirement, the table below assumes a faculty grantee teaches his/her redesigned course in both semesters; however this is not required for the matching grant eligibility. Amounts also assume trip costs remain constant at \$1500, but this may go down or up depending on trip design.

Course Redesigned Period	Urban Course Offering		Urban Course Offering	
Summer 2017	Fall 2017		Spring 2018	
	NCUE	Faculty	NCUE	Faculty
	1500	0	1500	0
	Fall 2018		Spring 2019	
	NCUE	Faculty	NCUE	Faculty
	1250	250	1250	250
	Fall 2019		Spring 2020	
	NCUE	Faculty	NCUE	Faculty
	1000	500	1000	500
	Spring 2020*		Fall 2021*	
	NCUE	Faculty	NCUE	Faculty
	750	750	750	750

Trip funding is contingent upon the availability of grant funds

\*Eligibility for the NCUE Matching grant begins

Finally, faculty grantees are encouraged to plan service-learning components or projects alongside respective Pipeline staff and community partners. Additional financial support for supplies may be available for those who wish to add civically engaged components to their clinical experience. For example, such support added \$150 per trip in 2016/2017.

#### Formative Assessment of Redesigned Courses, Data Collection, and Access to Students

It is expected that all grantees will participate in a course assessment process that will occur during the first two weeks and last two weeks of the semester. Successful collection of pre/post 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.*

#### Application Materials and Procedures for Grant Proposals

- **Cover Page** – Include the title of the grant program “Course Development Grant to Prepare Urban Teachers (2017) through the National Center for Urban Education”; 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), and phone number(s) of applicant(s).
- **Signature Page** - 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 work to sustain clinical experiences in at least one identified partner urban district.” Include and initial next to this statement: “As funding for clinical experiences decreases, I am aware, and am signing a moral commitment to continue to teach the urban redesigned course.” If grantee is proposing a new strand or targeted cluster, respective Department chair(s) and College dean(s) signatory approval will be necessary.
- **Existing Syllabus** – One or more current/recent samples of the syllabus you propose to redesign.
- **Narrative** – In a narrative of 1800-3000 words explain from an asset-based approach how you propose to redesign your existing course, or develop a course new to you (as long as it is an approved course), in ways that will assist pre-service teachers to develop skills, knowledge, and dispositions that are valued in urban settings and under-served schools.
  - Estimate your expected course enrollment and how the student composition aligns with the grant eligibility requirements. 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).
  - 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 urban strand of courses within your school/department or beyond, explain how your course will be situated within the strand and build on, or add to, the other courses.
  - 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 low-income urban schools and communities.
  - Explain how your course will advance 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.
  - Explain any gaps that exist in your own knowledge and experience base that 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.

- Financial assistance is available from NCUE to plan and subsidize this experiential component on a graduated basis, as described in the section above on *Clinical Experience Planning Support and Estimated Costs*, so present ideas for funding this experiential programming through internal or external funds and/or student fees for a sustained period after the first year of full funding.
- **Scheduling and Availability** – Detail your availability for the required experiential learning trips to Chicago, Decatur, Peoria; and your availability to attend required, summer workshops and immersion trips as described in the section above on *Mandatory Experiential Trips and Workshops*.
- **Deadline – 4 PM, Monday, April 10<sup>th</sup>, 2017.** Send your application materials electronically to Tracy Berner at [taberne@ilstu.edu](mailto:taberne@ilstu.edu). We will announce results by April 25th. Accepted applicants will need to formally accept offers by Monday, May 1<sup>st</sup>, 2017.

### Evaluation Criteria

A subcommittee of the URBAN CENTER Project, representing members of NCUE who are also former grantees and its executive director will evaluate the proposals. Applications will be reviewed and selected competitively on the following factors:

- The clarity and comprehensiveness of the proposal.
- The relevance of the proposal in regard to the *Rationale* section and attention to the criteria contained in the section on *Eligibility*.
- The applicant's intentions to incorporate in the revised syllabus an urban field experience (which must be situated in schools and communities as identified by the NCUE and its Pipelines), learner-centered and civic engagement activities, and authentic assessment practices for urban teachers.
- The ability/willingness of applicants to commit to the required summer meetings, experiential immersion trips to respective cities, workshops, and meetings with mentors.
- How well the proposal fits with and furthers the mission of the NCUE.
- Preference Priority Points awarded to the following proposals:
  - Content courses in the highest need, teacher shortage areas as defined by district partners.
  - A high concentration of students in high need areas within a proposed General Education course.
  - Courses that will be housed in *designated urban strands* of courses including courses within a targeted cluster (e.g., Social Sciences; Humanities; Natural Sciences) that may cross departmental areas.

### Deliverables

By August 17<sup>th</sup> grantees will provide NCUE with an electronic PDF of a *syllabus* for and a *report* on your redesigned course. These products should incorporate new urban teacher preparation content including relevant pedagogical and authentic assessment strategies designed to meet the needs of urban teachers and their students. NOTE: The redesigned syllabus must acknowledge the URBAN CENTER grant in the following manner:

*"This course is partially supported in part by Illinois State's National Center for Urban Education, funded in part 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 on the following new aspects of your urban-tagged course:

- **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.
  - 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.
- **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
- **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
- **Conclusion:** Conclude your report by reflecting on what you have learned and gained through participating in this Course Development Grant. How does this 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 urban teacher preparation work in your department, college, university, and/or field.

#### Questions or For More 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; or Course Development Grant Faculty Liaison, **April Mustian** at [amustia@ilstu.edu](mailto:amustia@ilstu.edu), (309) 438-5752.