

CENTER CONNECTIONS

An E-Letter from ACI's Center for Success in High-Need Schools

*Volume 1 No 9
November 2005*

NEWS AND ANNOUNCEMENTS

State Farm Forum addresses economic impact of education

The changing face of the global marketplace and the changes we must make to our school system in order to remain competitive was the subject of “The Economic Impact of Education,” a panel discussion at State Farm Insurance’s Bloomington, IL, headquarters on October 13, 2005. Panelists Kati Haycock, director, The Education Trust; Roberts Jones, president of Education & Workforce Policy, LLC; Edward Rust Jr., chairman and CEO of State Farm; and Gail Fosler, director, The Conference Board’s worldwide Economics Research Program; presented to an audience of more than 100 individuals from across Illinois.

There has been a huge growth rate in higher education in countries worldwide, especially during the past two decades. The result is that other countries, particularly China and India, are far surpassing the United States in the number of educated youth, according to Roberts Jones, former Assistant Secretary of Labor under Presidents Reagan and George H. W. Bush. Jones noted that our nation is falling behind rapidly not because we are failing, but because other countries are surpassing us. The reality is, says Jones, that American students are not as competent in the fields of math, science, engineering and technology. Major changes must be made if we hope to produce talented youth who can compete and thrive in today’s world economy. Jones asserts that effective education is the key to our economic survival and to maintaining our standard of living.

Kati Haycock’s response to Jones is that we must help all American children, including those living in poverty and members of minority groups, receive a high-quality education to achieve the results he promises. Haycock, a leading advocate in the field of education, declares, “We can [improve education]. The big question is whether we will. No, NCLB is not perfect. But it represents the best chance that we have ever had to truly make good on the American promise.”

Edward Rust Jr. noted that, if we don’t face reality here in America, the global marketplace will rip us apart. America’s youth need to be better prepared to survive and thrive among the other countries in the world.

Haycock mentioned several strategies high-need schools have used to turn their record of failure into a pattern of success:

1. Leaders in these schools are extremely clear about what they want to accomplish.
2. Teachers are provided with significant curricular support.

3. These schools assess regularly.
4. They intervene immediately when the students do not show signs of improvement.
5. High-performing schools reward strong teachers for working in high-need schools.

In addition to exploring the intervention strategies Haycock identified, the forum also addressed the role that business can play in improving schools and education in America. Almost every school that has made progress up to this point, noted Haycock, has a partnership with a business, but their partnerships are very focused, so the schools can work on the core business of teaching and learning.

Rust observed that it is quite evident that change needs to occur in America's school system. "Expecting different outcomes by doing the same thing," he says, "is a true definition of insanity." Schools, colleges, and businesses have different cultures and views, but share a common interest in advancing education -- a basis for substantially increased dialogue and collaboration.

Success in High-Need Schools launches this month

Watch for the premier issue of ACI's online journal, *Success in High-Need Schools*, which will be posted at the end of November. Articles in this first issue will document the exciting accomplishments the *Center* has achieved during its first year of *Center* programming. Articles will include: **Lake Forest College's** pre-service induction program, which takes students through a week-long "cultural competence" experience prior to student teaching in high-need schools; **North Central College's** science intensive workshops for teachers; ACI's *Inner-City Practicum*, which provides teacher education students with hands-on experience in high-need classrooms; ACI's *I-SPED* model, developed by **Saint Xavier University**, which integrates practical experience and pedagogy to prepare special education teachers; and **Quincy University and University of St. Francis'** use of professional development schools in teacher preparation. The journal also will include practitioner case studies and columns by *Center* partners and experts in the field.

Submissions are invited (email centerconnections@aol.com) for the next three issues of *Success in High-Need Schools*:

Alternative and Accelerated Certification Programs (Winter – February 2006)
Articles due by January 6, 2006

Recruitment and Retention of Teachers for High-Need Schools
(Spring – May 2006)
Articles due by March 15, 2006

Innovative, Collaborative Projects that Make a Difference in High-Need Schools (Summer – August 2006)
Articles due by June 15, 2006

The Role of Arts and Sciences in Teacher Preparation: September colloquium teaches by example

ACI's Center held its first annual colloquium on the role of the arts and sciences in teacher preparation. The colloquium included both provocative and inspiring speakers and impressive case studies of campus-based activities funded by ACI's Center for Success. The September 30, 2005 event brought together 70 ACI faculty members and administrators to share expertise and brainstorm ideas with keynote addresses by **Randy Dunn, Illinois State Superintendent of Schools, and Steve Tozer, professor of teacher education at the University of Illinois-Chicago.**

Dunn asserted that strong involvement of arts and sciences faculty in teacher education is essential for “teacher education as we know it to maintain its currency.” He asked arts and sciences faculty “to share the passion they have for their disciplines with their students.” Two important needs are to develop incentives to steer more teachers toward high-need schools and to continue to streamline the state's approval process for teacher education programs.

Steve Tozer stressed the need for teachers, as well as students, to see themselves as learners. He defined *training* as “well-honed preparation for very specific and distinctive roles” and emphasized its importance in teacher preparation – beyond gaining broad knowledge. Well-trained mentors, for example, have significantly reduced the first-year dropout rate in the Chicago Public Schools. Teachers, he says, must be able “to demonstrate innovative teaching methods – not just talk about them.”

Professor Tozer maintains that the so-called “achievement gap” is due to an “instruction-gap.” Strong induction and new teacher mentoring is critical, as is authentic school leadership. Citing John Dewey's theory of experience, Tozer underscored that teacher education programs must provide candidates with experiences that are similar to those they will have as new teachers.

Concordia University, Aurora University, and McKendree College faculty members reported on their summer curriculum transformation action-research projects, which were funded by the Center. Each made considerable progress in developing arts and sciences/teacher education faculty collaborations. Significantly, in each case their summer work has resulted in greatly increased faculty participation in their *Curriculum Transformation Initiatives*. **North Central** reported on a summer science inquiry camp for high-need school teachers; **Lake Forest College** described an experiential candidate orientation and portfolio project, and **Quincy and St. Francis Universities** presented progress to date on courses offered in their professional development schools.

The colloquium closed with a panel of arts and science and teacher education deans who analyzed methods for successful collaboration and described their personal experiences, especially barriers to successful collaboration and features that facilitate partnership. Each placed her seal of approval on strengthening the collaboration of arts and sciences and education faculty.

Center Partnership Meeting explores diversifying the teacher corps

Diversifying the teacher corps in high-need schools was the focus of the October 21, 2005, Center Partnership Meeting. Steve Andrews from Grow Your Own Illinois explained recent legislation in Illinois, which authorizes establishment of state-funded partnerships (college, high-need school, and community organizations) that will prepare seven cohorts of 40 teacher-candidates drawn from grassroots, high-need school communities. The partnerships have not yet been funded.

Initially, up to ten \$40,000 planning grants will be made available to support selected consortia as they move toward implementing a Grow Your Own cohort project. The RFP for these planning grants will be available in January, with proposals due in February and awards made in March. Grow Your Own Illinois holds a state contract to provide technical assistance, in cooperation with ISBE, to community organizations to develop planning grant proposals.

Andrews called for ACI partners to help ensure that the state legislator appropriates sufficient funds to support implementation of seven consortia, as well as to support a proposed amendment, which allow for student teachers from these consortia to be paid, an essential feature for low-income, high-need community residents. **For more information, contact Steve Andrews (atmSteve@rcn.com, 773-456-2287), or Illinois ACORN (312-939-7488, ext. 115).**

A panel from North Lawndale College Preparatory High School explained the school's efforts to encourage good students to pursue teaching careers in high-need schools. Brandon Lenore, director of the North Lawndale chapter of Future Educators of America and student Katrina Brown represented the high school.

Kelly Keating, a teacher at East Aurora High School, described efforts to encourage future teachers through the course she is teaching, "Introduction to Teaching," with funding from Aurora University. Keating has enrolled 25 students in the class, and another 25 are on a waiting list.

Chicago Public Schools partners announced two additional key programs for encouraging prospective teachers interested in teaching at CPS: 1) Dameka Redic (teach@cps.k12.is.us, 773-553-1045) called attention to the *Student Teaching Summit*, November 19, 2005, at North Park University (see Upcoming Events, below); 2) Anne Crylen described the 2006 CPS Summer Fellows internship program and one to five day tour excursions to Chicago schools. For more information, go to www.TeachChicago.com and www.cpsummerfellows.com. Please find the Student Teaching Summit flyer attached to this issue of Center Connections. **All interested student teachers should register as soon as possible.** Space is limited.

Cindy Yang reported on Diversity at the Blackboard (DATB), the Center's new initiative to create a new, more diverse teacher corps that more closely resembles the demographics of Illinois' K-12 student population. Currently, 40 percent of

Illinois students are minorities, but only 15 percent of teachers are minorities. Males are similarly underrepresented in the teacher population. *DATB* seeks to increase minority and male enrollment in teacher education programs and will benefit from ACI's *College Success Network*, which provides comprehensive services designed to improve college persistence and success among low-income and minority students on ACI campuses. Funded by the U.S. Department of Education's TQE-R Program, *Diversity at the Blackboard* will be led by five lead institutions (Aurora University, North Park University, North Central College, Trinity Christian College and University of St. Francis). *DATB* partners participated in a planning session just prior to the *Center Partnership Meeting*.

The Partnership Meeting concluded with breakout sessions on *Curriculum Transformation Initiatives, Alternative and Accelerated Certification Programs, and a possible National Science Foundation grant proposal to increase the number of women in math, science, engineering, and technology.* Discussion focused around the elementary level where science teaching seems to be weak and when girls develop anxiety about science and mathematics and decide against a career in these areas.

ACI members who are interested in participating in this proposal (approximately \$4 million over five years) are asked to email suggestions to centerconnections@acifund.org and most importantly send a letter of commitment and support to Cindy Yang (Cindy.yang@acifund.org) by November 15, 2005.

Next Center Partnership Meeting: November 18, 2005

11:00 am – 3:00 pm

6th floor conference room

20 N. Wacker, Chicago, IL.

The possibility of holding some *Center Partnership Meetings* on ACI campuses or at participating LEAs is now being discussed. **If your institution is interested in hosting an upcoming meeting, please notify Lidia Han before November 30, 2005 (lhan@acifund.org, 312-263-2391, ext. 38).** “On site” meetings should include an opportunity for attendees to see demonstrations of *Center*-funded projects or attend related meetings or events. We will finalize meeting locations for the summer months of 2006 soon. Tentative meeting dates for 2006 are January 20, February 17, March 17, April 21, May 19, June 7, July 19 (hosted by North Central College), and August 16.

All of ACI's *Center for Success in High-Need Schools* partners are invited to attend Partnership Meetings to help us work together to improve teaching and learning in high-need schools.

ACI's Multicultural Colloquium hosted by Trinity Christian College

President Timmermans and Dr. Nelvia Brady of Trinity Christian College hosted the fourth Associated Colleges of Illinois' Multicultural Colloquium, September 29-

30, 2005. Multicultural Colloquia are held twice each year to provide useful information and valuable dialogue between the Associated Colleges of Illinois' multicultural/diversity affairs directors and staff. This September colloquium was built around the theme, "Building Student Success through Differences and Commonalities." The guest speaker was Ray Legler of Learning Point Associates for the North Central Regional Educational Laboratory (NCREL), who discussed the growing achievement gap for students of color in high schools and colleges. The event also featured a screening of "Urban Poet," followed by an engaging conversation with the film's producer/director, Antonio Franceschi.

Cindy Yang explained ACI's Diversity at the Blackboard Program, which will be supported by ACI's College Success Network. She invited multicultural and diversity affairs directors and their campuses to participate. In addition to representatives of host institution Trinity Christian College, ACI member colleges and universities represented at the colloquium included: **Aurora University, North Park University, North Central College, Lewis University, McKendree College, Monmouth College, and University of St. Francis.** The next Multicultural Colloquium will be held at **Lewis University** on Thursday and Friday, May 18-19, 2006. For more information, contact Alexandria Taylor (312-263-2391, ext. 33).

RECRUITMENT, RETENTION AND ENRICHMENT PROGRAMS

ACI's Mentor Online featured at Illinois Association of Colleges for Teacher Education (IACTE) Conference

Mary Selke, Lewis University, and ACI staff members Jan Fitzsimmons, Chris Johnston and Lidia Han gave a brief presentation on ACI's Mentor Online at the IACTE Fall Conference on October 14, 2005. The session, entitled "Innovations in Beginning Teacher Assistance: ACI's *Mentor Online*," presented the methodology of creating an online network of support for beginning teachers. *Mentor Online* was one of three different Illinois mentoring/induction resources in Illinois that were highlighted at the IACTE Conference at **Olivet Nazarene University** in Bourbonnais, IL.

Beginning teachers working in high-need schools are encouraged to access *Mentor Online*, a free resource available to teachers statewide, by visiting www.aciteachers.org. *Mentor Online* offers 10 different forums addressing topics ranging from classroom management to technology and physical education. Teachers may post questions and seek advice about their work with students in high-need schools.

ALTERNATIVE AND ACCELERATED CERTIFICATION PROGRAMS

McKendree College receives LBS I certification approval

The Illinois State Teacher Certification Board has recommended that the Illinois State Board of Education (ISBE) approve the McKendree College LBS I Special Education certification program.

Dr. Candace Baker, director of STAR Learning Academy for Saint Xavier University, joined Dr. George Fero, chair, Division of Education, Health and Human Performance at McKendree College, in presenting the program to the board. McKendree's program is modeled on Saint Xavier's successful multi-categorical program, which is currently being implemented with the Chicago Public Schools. In this model, teacher candidates enter classrooms on substitute certificates early in the program to gain experience in the field.

When approved by the Illinois State Board of Education, McKendree will become a partner in ACI's *Illinois Special Education Collaborative (I-SPED)*. This initiative is funded by a FIPSE grant, through which McKendree received consulting assistance from Saint Xavier University, which helped expedite the application and approval process for the program. McKendree expects its program to be approved at ISBE's November meeting. Following approval, McKendree will recruit for candidates to begin course work in January 2006. The participants in this program will teach in high-need schools and districts in the metro East St. Louis area.

ACI is seeking to recruit two more partner institutions interested in using the I-SPED model as a route to prepare special education teachers for high-need areas. Partners receive \$10,000 for program development, as well as consulting services from Dr. Baker. *I-SPED* teacher-candidates may qualify for scholarship support through ACI's *Transition to Teaching* grant. Please contact centerconnections@acifund.org or 312-263-2391, ext. 37, for additional information.

Recruitment underway for the 2006 *Transition to Teaching* Cohorts

McKendree College will begin recruitment for the *Transition to Teaching* Secondary Math, Science and Language Arts cohort this month. The college will host a Recruitment Fair on December 3, 2005, at the Piper Academic Center from 9 am – 12 pm. Applicants for the programs must hold a bachelor's degree with a major in math, science or English, have five years work experience in their field, and pass both the Illinois Test of Basic Skills and relevant Content Area tests. For more information on how to apply, contact Dr. Stan Burcham, coordinator, *Transition to Teaching* (618-537-6463, or spburcham@mckendree.edu).

ACI seeks new academic partner for *Transition to Teaching* Chicago Secondary Math Science Cohort

ACI's Chicago *Transition to Teaching* Partnership is seeking an ACI member college or university to serve as lead institution in a secondary math/science alternative certification cohort program. If you are interested in this partnership, please contact centerconnections@acifund.org or call 312-263-2391, ext. 37.

PILOT AND DEMONSTRATION PROJECTS

Deadline for *Center* \$10,000 Grant Proposals: November 15

ACI's *Center for Success* partners are encouraged to develop pilot and demonstration grant proposals to undertake local projects that address the goals and mission of ACI's *Center*. Proposed projects must address the issues of recruitment, preparation and retention of teachers in high-need schools. The next deadline for proposals for grants up to \$10,000 is November 15. **For more information or to obtain the grant RFP and an application, contact Jan Fitzsimmons** (jan.fitzsimmons@acifund.org).

UPCOMING EVENTS

- November 4:** ACI's *Teacher Induction Academy: The Amazing Profession: Journeys in Teaching*, **Lewis University, Oak Brook Campus**, 3:30 pm – 8:30 pm. Contact Lidia Han (312-263-2391, ext. 38, or Lidia.han@acifund.org) for more information or to register.
- November 15:** **Deadline for *Center* Pilot and Demonstration Grant Proposals, emailed to centerconnections@acifund.org**
- November 18:** ACI's *Center for Success* Partnership Meeting, **20 N. Wacker, Chicago, IL, 6th floor conference room**, 11:00 am – 3:00 pm
- November 19:** CPS *Student Teaching Summit* at **North Park University**. Contact Dameka Redic, new Student-Teaching Initiative coordinator, at ddwilson2@cps.k12.il.us for more information. Colleges who have additional questions should call Lidia Han (312-263-2391, ext. 38).
- ACI's *Teacher Induction Academy: The Amazing Profession: Journeys in Teaching*, **Metro East**. For more details, please contact Dr. Stan Burcham at spburcham@mckendree.edu.
- Nov. 29–Dec. 2:** TQE Directors Conference in Washington, D.C.

- November 30:** Online Journal launches: *Success in High-Need Schools*, Issue 1
- December 16:** ACI's *Center for Success* Partnership Meeting, **One N. Franklin, 3rd floor conference room**, Chicago, 11:00 am – 3:00 pm.
- 2006**
- January 6:** **Deadline to submit articles** for Issue 2 of *Success in High-Need Schools*. Issue 2 theme: “Alternative and Accelerated Certification Programs.” (Winter – February 2006)
- January 20:** ACI's *Center for Success* Partnership Meeting, Location TBA. **ISBE's Paths to Teaching**; Guest Speaker, **Marti Woelfe**
- February 3:** ACI's *Teacher Induction Academy: The Amazing Profession: Journeys in Teaching*, **Lewis University, Oak Brook Campus**, 3:30 pm – 8:30 pm. Contact Lidia Han at (312) 263-2391, ext. 38, or Lidia.han@acifund.org for more information or to register.
- February 17:** ACI's *Center for Success* Partnership Meeting, Location TBA
- March 15:** **Deadline to submit articles** for Issue 3 of *Success in High-Need Schools*. Issue 3 theme: “Recruitment and Retention of Teachers for High-Need Schools” (Spring – May 2006)
- March 17:** ACI's *Center for Success* Partnership Meeting, Location TBA
- April 27:** Annual *Center for Success* Symposium, 2:00 pm – 4:00 pm
ACI's Annual Meeting, 4:30-7:30 pm, **Union League, Chicago**
- May 19:** ACI's *Center for Success* Partnership Meeting, Location TBA
- June 7:** ACI's *Center for Success* Partnership Meeting, Location TBA
- June 15:** **Deadline to submit articles** for Issue 4 of *Success in High Need Schools*. Issue 4 theme: “Innovative, Collaborative Projects that Make a Difference in High-Need Schools” (Summer – August 2006)
- June 22-23:** ACI's *Teacher Induction Academy* Summer Retreat, **Bloomington, IL**
- July 19:** ACI's *Center for Success* Partnership Meeting (hosted by North Central College), 11 am – 3 pm; **Naperville, IL**
- August 16:** ACI's *Center for Success* Partnership Meeting, Location TBA