

# **CHICAGO STATE UNIVERSITY**

## **COLLEGE OF EDUCATION**

### **CONCEPTUAL FRAMEWORK**

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#### **INTRODUCTION**

##### **I. History of Chicago State University**

Chicago State University's (CSU) roots reach deeply into the history of public education in Illinois. Founded in 1867 in Blue Island, Illinois, as an experimental teacher training school, CSU is the second oldest public university in the state. As Chicago changed during the 20<sup>th</sup> century, CSU changed along with the city by responding to the demands of the postwar era with a renewed commitment to academic excellence and community service.

From its meager beginnings in a leaky railroad boxcar in Blue Island, CSU has grown with Chicago and the surrounding region. During the 1960s, CSU was principally a teacher training college with a predominantly European-American student body. Today, CSU is located on a picturesque urban campus of 161 wooded acres on Chicago's south side and services a diverse blend of predominantly African-American and Hispanic students. The University has evolved into a comprehensive masters level university offering 36 undergraduate and 20 graduate degree programs to nearly 7,000 students through its colleges of Arts and Sciences, Business, Education, and Health Sciences, and its division of Continuing Education.

##### **II. Chicago State University's Commitment to Public Education**

Chicago State University plays a unique role in the history of public education in the state of Illinois. The University successfully recruits and graduates talented students from diverse socio-economic backgrounds and "underserved" minority students who, because of inequality of access and opportunity, have been denied many of the economic, social and educational benefits enjoyed by the wider society. The student population is approximately 85 percent minority, and 70 percent female. Unlike other universities in the Chicago area, the majority of CSU students do not fit the stereotype of the "traditional" college student. Many CSU students hold full-time jobs while taking a full load of classes every semester. Also, a large number of students come from

disadvantaged economic backgrounds, and nearly 75 percent of all CSU students receive financial aid.

The U.S. Department of Education, Office of Civil Rights, has certified CSU as an eligible minority institution, although it was founded as a majority institution. A vast number of CSU students are graduates of the Chicago Public School system, are first-generation college students, and live within a 15-mile radius of the campus. Many students are self-supporting, older than the traditional college-age student and have family responsibilities. Sixty-one percent of our undergraduates are between the ages of 22-49 (2001 CSU Factbook).

CSU's regional and national success in providing access, retention and graduation for these populations continues to place the University in a pivotal role in higher education, both regionally and nationally, because there is a universal recognition of the gradual but significant ethnic population shift unfolding in Illinois and across the nation. Indeed, the implications of this trend in Illinois will result in more African-American, Hispanic, and Asian students matriculating as the 21<sup>st</sup> century unfolds.

During the past 134 years, CSU has renewed itself as it has adapted to the changing nature of higher education, the shifting demands of society and the expanding knowledge base of the modern era. During the 1990s, it became apparent that the new millennium presented unprecedented challenges to the University in the form of greater competition for outstanding high school graduates, new requirements for state-of-the-art computer and information technology resources, and the need for new, modern buildings to accommodate the growth in the different colleges at CSU. The University met these challenges by reforming its business practices, renewing the emphasis on scholarly achievement and beginning a major infrastructure improvement effort that continues today.

The College's operations were designed to correlate with the mission of Chicago State University and its Departments have subsequently modeled theirs similarly. The College of Education comprises the Departments of: 1) Educational Leadership, Curriculum, and Foundations; 2) Health, Physical Education and Recreation; 3) Reading, Elementary Education, and Library Science/Communications Media; 4) Special Education, Early Childhood and Bilingual Education; and 5) Technology and Education. The College also houses the Offices of Field Placement and Teacher Certification; the Teachers' Writing Center; and the Center for Integrating Technology into Education.

The College of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Initial certification programs in the College that meet NCATE-approved guidelines of their specialty organization include: Bilingual and Elementary Education (Association for Childhood Education International – ACEI); Early Childhood Education (National Association for the Education of Young Children – NAEYC); Physical Education (National Association for Sport and Physical Education – NASPE); and Special Education (Council for Exceptional Children - CEC).

Secondary programs in the College of Arts and Sciences meeting NCATE-approved guidelines are: Secondary Biology and Chemistry (National Science Teachers Association – NSTA);

Secondary English (National Council of Teachers of English – NCTE); Secondary Geography and History (National Council for the Social Studies – NCSS); and Secondary Mathematics (National Council of Teachers of Mathematics – NCTM). All teacher education programs are approved for certification by the Illinois State Board of Education (ISBE).

## CONCEPTUAL FRAMEWORK (BACKGROUND)

### I. Creation and Adoption of the Conceptual Framework

The **conceptual framework** embraces the College of Education's mission, philosophy, model and purposes for preparing educational personnel, and the **knowledge bases** undergirding them. The initial and advanced programs for teachers, administrators and specialists are designed to reflect these concepts for preparing education personnel (College of Education NCATE/ISBE Conceptual Framework, 1998).

Our conceptual framework reflects a shared vision, set forth coherently, with attention to candidates' professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our candidate proficiencies are aligned with professional and state standards. The Conceptual Framework applies to both the College's graduate and undergraduate programs and its candidates. It serves as the model for how the College of Education Prepares All Candidates To Succeed in helping all urban children learn.

This model is characterized and distinguished by five core themes (PACTS) ensuring the: 1) establishment of appropriate **partnerships**; 2) consistent and frequent **assessment** of teaching and learning; 3) teaching experiences that are **contextualized**; 4) curriculum and instructional delivery integrates **technology** in teaching and learning; and 5) teaching and learning are **standards** driven.

Therefore, the Conceptual Framework is the model for how we prepare our candidates. The following themes facilitate this preparation to ensure candidates' success in helping all urban children learn through:

- 1) Partnerships;
- 2) Assessment;
- 3) Contextualized experiences;
- 4) Technology;
- 5) Standards.

Our Conceptual Framework was first adopted in 1995-1996. It described the *pacts* the College of Education had forged with the education community to prepare knowledgeable and competent practitioners for urban schools who were dedicated to serving the educational needs of students with a wide variety of abilities and backgrounds, and to improving the nation's schools and the teaching profession. From its meager beginnings as an experimental teacher training school in 1865, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens, to underserved minority students, and to many students whose academic and personal growth may have been inhibited by a lack of economic, social, or educational opportunity.

## **II. Ongoing Commitment to the Conceptual Framework**

Today's Conceptual Framework continues to serve as the guiding principles or institutional standards for how education personnel and programs in the College are prepared. To ensure its understanding and dissemination to internal and external constituents, an acronym was created as a teaching aid. It is represented by the acronym PACTS to reflect the first letter of each of the five core themes: (P=Partnerships, A=Assessments, C=Contextualization, T=Technology, S=Standards - Appendix I). The PACTS acronym is also visible in the College's logo as an important symbol of the commitment to the five themes as a belief system. College faculty, staff and administrators promote the PACTS. The themes are inter-related and inter-dependent. They lay the foundation for the assumptions on which the Framework is built and address many of the concerns raised in the Holmes Report (1986, 1990, 1995) and in the National Commission's Report (1996), *What Matters Most: Teaching for America's Future*.

In addition, the University's evergreen tree logo has thrived over the decades as Chicago State University's symbol of responsibility and renewal. Its roots symbolize the College's commitment to State and national standards as a life source in and from which all College activity is rooted. Special attention is also given to College and University assessment strategies symbolized by the trunk of the tree and from which the College draws its meaning and strength. This ensures constant evaluation and reflection of candidates' learning and the College's operation. The five Conceptual Framework themes emanate from the roots and trunk and are represented as continual growth toward the development of candidates' knowledge, skills and dispositions.

Several publications reference the Conceptual Framework, including the College of Education Student Handbook for Initial Teacher Preparation Programs, 2002-2004 University Catalog, and Student Teaching Handbook. In addition, course syllabi, bulletin boards and assessment letters to students reference specific elements of the Conceptual Framework.

During the past year, members of the Dean's Council, including chairs of the five departments and directors of the two support offices, actively engaged in the process of reviewing the Conceptual Framework and its core themes. Although the Conceptual Framework has not changed dramatically in the past year, collectively, Council members formulated ways to ensure that teaching and other activities in the College reflected the themes. In an effort to articulate the Conceptual Framework and seek feedback, department chairs shared the Conceptual Framework with faculty, school partners and candidates.

Because additional feedback was needed, all chairs were required to establish an advisory council to provide perceptions about their respective programs, preparation of candidates, and College policies, including the Conceptual Framework. In addition, the Dean of the College of Education hosted an All-College Meeting in spring 2002 to discuss the Conceptual Framework with members of the Colleges of Education and Arts and Sciences.

The Illinois State Board of Education established a panel of educators to review the conceptual frameworks for institutions scheduled for review in 2003. The panel was comprised of elementary and secondary school personnel, and representatives from private and public university staffs, who reviewed the Conceptual Framework and provided suggestions for improvement. Also, the Dean established a Unit Advisory Council (UAC), which is comprised of external school partners, e.g., supervising practitioners, principals, teacher alumni/ae, and student teachers. The UAC meets at least one time each semester. The recommendations provided through ongoing input of Council members are currently being used to help refine the Framework. As a result of the College's review of the different core themes of the Conceptual Framework in fall 2001, departments and support offices assessed each of the themes and implemented several new initiatives to address each.

## **FIVE STRUCTURAL ELEMENTS OF THE CONCEPTUAL FRAMEWORK**

### **I. Vision and Mission of the Institution and Unit**

#### **A. Conceptual Framework Articulates Institution's Vision and Mission**

##### **Chicago State University's Vision**

Chicago State University is a comprehensive, metropolitan, "communiversity" committed to its evolution as a center of academic excellence and aspires to be a doctoral granting institution of higher learning. The University is dedicated to maintaining a culturally diverse community of scholars engaged in the collaborative creation and dissemination of knowledge. Placing its students first, CSU prepares its graduates to meet the challenges of the 21<sup>st</sup> century (CSU Strategic Plan – Building On Tradition: Repositioning the University for Excellence in the New Century, 1999-2000, p. 6).

By the year 2010:

- All faculty and students will be actively engaged in research, scholarship and creative expression.
- The University community will measure its success by what its students learn or the educational value it adds to the lives of students.
- The University will be fiscally credible, responsible in all its operations, expand its revenue sources and enhance its endowment.
- The University will maintain and expand its physical facilities and infrastructure as well as technologies to support its teaching, learning and research goals.
- The University will engage actively its internal community and external constituencies in its economic development interests and community engagement projects.
- The University will use its athletic program as a means of achieving greater visibility and a positive image as well as enhancing recruitment and fundraising initiatives.
- The University's academic programs will emphasize majors in business, healthcare, education, scientific and technological areas while continuing to provide strong and rigorous programs in the liberal arts, humanities and the social sciences.

- All members of the University community will adhere to the CSU community Code of Excellence (Appendix IV).

### **Chicago State University's Mission**

Chicago State University's mission is to:

- provide access to higher education for residents of the region, the State and beyond, with an emphasis on meeting the educational needs of promising graduates from outstanding neighborhood and regional secondary schools;
- provide educational opportunities for students where academic and personal growth potential and promise may have been inhibited by a lack of economic, social or educational opportunity; and
- produce graduates who are responsible, discerning and informed global citizens with a commitment to lifelong learning and service (CSU Undergraduate Catalog, 2002-2004, p. 16).

### **B. Conceptual Framework Links to the Institution's Mission**

#### **College of Education's Alignment with the University Vision and Mission**

To align with the vision and mission of the University, the College prepares competent personnel for teaching, managerial, and technical positions in education, government, business and industry in an urban setting. This preparation of personnel is accomplished through carefully selected partnerships within the rich cultural context of the campus and its surrounding urban communities. As such, the College: 1) prepares personnel to serve in teaching and technical positions in educational settings; 2) prepares individuals for entry- and mid-level supervisory and managerial positions in education, business, industry and government; 3) develops and refines skills among education, administrative and technical personnel that equip them to engage in applied research and development activities and; 4) provides service to the community, University and professional groups in urban settings.

### **C. Conceptual Framework Articulates the Unit's Mission**

#### **College of Education's Mission**

The College of Education's mission is to serve as the unit with major responsibility for developing, implementing and administering the University's programs and activities related to professional education in the Colleges of Education and Arts and Sciences. Our programs prepare candidates to succeed in an urban setting. We believe that all children can learn and we prepare educational personnel (teachers and administrators) for classrooms in urban or "hard-to-place" schools and other educational settings to help all children learn. We also believe that all candidates are lifelong learners and can be prepared as knowledgeable and competent teachers who will succeed. We have identified five core themes that best demonstrate their effectiveness. Success is ensured through five core themes that serve as the philosophical foundation for our Conceptual Framework. These: 1) incorporate *partnerships* 2) utilize *comprehensive*

*assessments, 3) are contextualized, 4) integrate technology in the curriculum and delivery of instruction, and 5) are standards driven.*

#### **D. Conceptual Framework Defines Unit's Desired Future Vision/Theme**

##### **College of Education's Vision for the Future**

The College of Education's vision for the future is to continue to embrace its mission and to continue to embrace the earlier research of Brophy and Good (1986), Shulman (1986, 1987, 1992), Good (1990), and Darling-Hammond (1995, 1997, 1999) [College of Education NCATE/ISBE Conceptual Framework, 1998] while drawing on the current "reculturing" research of (Illinois Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Teachers, 1996; Fullan, Galluzzo, Morris & Watson, 1998) in the pursuit of quality teaching and educational change. In doing this, we support and promote the following strategies for our programs and candidates:

- Use data analysis to become more selective in securing student teaching sites and school partnerships
- Ensure a diverse and high quality approach to teacher preparation that involves solid K-12/postsecondary partnerships, strong field experiences and good support for new teachers;
- Ensure that candidate recruitment and retention policies as well as support mechanisms target the areas of greatest need and the candidates most likely to staff them successfully in the long run;
- Develop assessments that will provide for continuous feedback;
- Ensure that all candidates are able to participate in high quality professional development so they can improve their practice and enhance student learning;
- Redesign our candidate accountability system so all candidates possess the skills, knowledge and dispositions they need to improve student learning; and
- Develop and support strong school and district leadership, locally and regionally as well as statewide, which focuses on enhancing the quality of student learning and instruction.

The College's Conceptual Framework will continue to guide the shared vision for the College's future direction and its Long-Range Plan (Long-Range Planning: Integrating Planning, Assessment and Budgeting, 2002-2003) over the next several years. It is essential that planning be tied to assessment and results from the collection of College assessment data be tied to the budgeting process. Plans are already in place for the continued enhancement of the undergraduate and graduate programs through the use of our "pacts" core themes that include partnerships, comprehensive assessments, contextualization, technology and high performance-based standards. This is extremely important in difficult budget times when operating costs must be continually justified.

As these core themes influence programmatic policy, we will continue to assess their effectiveness through the Unit Assessment System (UAS) with attention to ongoing revision of the College curricula, instruction, field experiences and clinical practice for compliance with professional, State and institutional standards. The Conceptual Framework will continue to serve as the institutional standards, undergirding philosophical principles and driving force to move the

College toward the following: 1) ongoing alignment with required standards and plans to develop general education assessment strategies; 2) further contextualizing the teacher education program by securing funding to expand and support extended and more diverse student teaching and internship experiences in all programs; 3) continuing partnerships with greater depth for those partners committed to our urban mission; 4) comprehensively assessing the program for improvement by centralizing survey data from program completers and employers, e.g. data warehouse, and 5) developing a comprehensive technology plan (Catalise Report, 2002) and expanding technology opportunities so more College courses can be delivered through distance learning while faculty are provided with training opportunities to have more flexibility and latitude in delivering instruction.

## **II. Unit's Philosophy, Purpose and Goals**

### **A. College of Education's Philosophy**

The College philosophy reflects a commitment to the preparation of teachers and other educational personnel who are knowledgeable and competent practitioners in urban settings; dedicated to serving the educational needs of students with a wide variety of abilities and backgrounds; and who are responsible participants in the quest for the improvement of the nation's urban schools and the teaching profession. We prepare all candidates to succeed by preparing them in the context in which they will be working. In addition, we believe that the College of Education's "pacts" themes are the keys to the success of the College's Conceptual Framework for developing, improving and evaluating our candidates and programs.

The model for achieving the College's mission and which characterizes and undergirds the Conceptual Framework is based on five interconnected core themes. We believe that candidates should be knowledgeable and proficient in the five themes and that this awareness, knowledge and proficiency will help them to succeed. The themes apply to both the College's programs and its candidates. Therefore, the following themes facilitate this preparation to ensure candidates' success in helping all urban children learn through:

- 1) Partnerships;
- 2) Assessment;
- 3) Contextualized experiences;
- 4) Technology;
- 5) Standards.

### **B. College of Education's Purpose/s (Candidate Preparation and Projected Outcomes)**

The mission of the College includes the following broad purposes that were initially set forth in our previous Conceptual Framework and have been enhanced to prepare education personnel:

- to teach and serve in educational organizations and related public and private agencies and institutions;
- to use transformative pedagogical practices in urban schools;
- to engage in applied research and developmental activities to improve teaching and learning; and

- to provide service to the community, University, and professional groups in urban settings (College of Education NCATE/ISBE Conceptual Framework, 1998).

Its primary purpose is to provide initial and advanced teacher and school personnel programs. Programs are designed to reflect the College's philosophy of preparing teachers and other educational personnel who are knowledgeable and competent practitioners imbued with our five core themes (CSU Undergraduate Catalog, 2002-2004, p.161).

What makes a Chicago State University candidate unique is that these core themes are validated at several developmental levels in multiple contexts, and they direct the knowledge, skills and dispositions candidates must demonstrate to complete the program and receive their certification (Table 1, pp. 1-3). Our curriculum and its connected performance-based assessment system give faculty, students, cooperating teachers, and principals a common language for talking about teaching, learning and communicating clear expectations (Zeichner, 1999).

### **C. Goals with Regard to Teaching and Learning**

A key goal of CSU's Conceptual Framework is that knowledgeable and competent practitioners use their knowledge, skills and dispositions in context-specific ways (core theme 3). Our earlier Conceptual Framework emphasized the importance of strong general education, content-area and pedagogical skill and disposition development (1998). The latest version builds on that research while emphasizing and extending candidates' context-specific experiences. Context specific implies that teaching and learning are authentic and meaningful and not managed in isolation. For candidates to gain authentic and meaningful experiences, they must have access to realistic teaching. Preparing knowledgeable candidates, who are competent practitioners, comes about by maximizing realistic teaching exposure, beginning with classroom observations and progressing to more interactive experiences, including small group tutoring, internships, and the capstone experience of student teaching in an urban setting.

Contextualizing candidate learning draws attention away from teaching at the center to learning at the center (Lieberman & Miller, 2000). In other words, the focus shifts to the needs of the urban learner and should be embedded within the process of teaching and learning. Mounting evidence indicates that stable teams of teachers working together over time, often for multiple years with the same youngsters, and teaching fewer concepts in a deeper manner are predictors of student success in school (Darling-Hammond, 1996). The CSU knowledge base is built upon the premise that knowledgeable and competent practitioners are: 1) cognizant of and responsive to urban students and how they learn; 2) knowledgeable about content disciplines and the relationships among content elements; 3) knowledgeable about curriculum and instruction and instructional persistence; and 4) day-to-day decision-makers and problem solvers (Tomlinson, 1999; Darling-Hammond, Wise, & Klein, 1995). Extended interaction with students enables our candidates to focus on the process of constructing pedagogical knowledge integrated with their knowledge of content in a contextualized setting and in a transformational way (Jones & Vesilind, 1996).

#### **D. Commitment to Diversity**

The College ensures the integration of knowledge, skills and dispositions related to diversity through courses and the field experiences and assessments related to them. The courses include: SED 301-Characteristics of Exceptional Children (Field-15 Clock Hours); ELCF 152-Introduction to Teaching (Field-10 Clock Hours); ELCF 200-History and Philosophy of American Public Education (Field-10 Clock Hours); ED PSYCH 210-Educational Psychology for Secondary Schools (30 Clock Hours); ED PSYCH 218-Educational Psychology for Elementary School Teachers (30 Clock Hours). This is evidenced in that the College values differences among groups of people and individuals based on gender, race, ethnicity, sexual orientation, socioeconomic status, exceptionalities, language, religion, and geographic area. In its commitment to diversity and recognizing the benefits that a diverse student body engenders, Chicago State University recruits and enrolls one-third of all African-Americans who attend public institutions of higher education in the State of Illinois. The University ranks first in Illinois, and eleventh nationally in the number of undergraduate degrees conferred to African Americans (*Black Issues in Higher Education*; June, 2000). Furthermore, CSU leads all universities in Illinois in the number of African-American students enrolled in Master's degree programs and ranks ninth nationally in the number of Master's degrees awarded to African Americans.

As studies of teacher education or learning to teach have clearly indicated, uninformed and unexamined practice, especially in challenging school contexts, can lead to a woefully inadequate and highly misleading teacher (DeMarrais, 1996; Zeichner, Melnick & Gomez, 1996). What makes a Chicago State University candidate unique is that they have multiple experiences in settings where differences are celebrated and encouraged. This is evident not only in their field, pre-clinical and student teaching experiences but also in their CSU classrooms where fellow candidates, faculty and administrators are diverse and represent numerous cultural and experiential backgrounds. Multicultural education is infused throughout our program as candidates examine the socio-cultural contexts of schools and communities, child development, curriculum and pedagogy. Thus the College and its departments continually value and assess the extent to which we incorporate diversity (ISBE/NCATE Standard 4) in our programs.

For example, the College designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. In an effort to ensure diversity in the placement of interns and student teachers in the field, the Office of Field Placement began tracking the school sites used for clinical placements. In addition, a pictorial graph illustrating the percentage of public and private schools and their locations in Chicago or suburban areas was developed (Appendix V). Because candidates expressed concerns about the lack of experiences in using technology in their instructional delivery, the Office began identifying student teaching school sites with technology enhancements. Other areas have been identified in the site evaluations or feedback assessment, which allows staff to determine if the site provides resources that support diverse instructional deliveries.

Thus, this unique blend of experiences ensures that our faculty and curriculum are current, relevant and mirror realistic, urban educational settings. Field experiences take place in a wide range of site-based school environments, e.g., urban, suburban, public, private, low-, middle- and high socioeconomic as well as ethnically diverse.

#### **E. Commitment to Preparing Candidates to Use Educational Technology to Help All Students Learn**

The College ensures the integration of knowledge, skills, and dispositions related to educational and information technology throughout courses, experiences and assessments in a number of ways. One of the many goals of technology integration (core theme 4) in the College is to ensure that the use of technology as an instructional tool becomes an integral part of the teaching and learning process. This is true in every setting that supports our teacher preparation so that our candidates use educational technology to help all students learn. Technology integration in the College meets 10 essential conditions to support the use of technology for learning that were set forth in the year 2000 by the International Society for Technology in Education. They are as follows: 1) shared vision, 2) access, 3) skilled educators, 4) professional development, 5) technical assistance, 6) content standards and curriculum resources, 7) student-centered teaching, 8) assessment, 9) community support, and 10) support policies (Bitter & Pierson, 2002; (<http://www.iste.org>, accessed 9/3/02).

In each phase of the teacher preparation process, the College relies on the 10 conditions as frames of reference for promoting and supporting technology for student learning and professional growth and development among faculty. Specifically, shared vision (Condition 1), is accomplished by strict adherence to the University mission for preparing technologically literate students. Access (Condition 2), is accomplished through the provision of diverse technologies, both within on-campus learning settings and settings beyond the campus. A full-time College instructional technology coordinator facilitates the development of skilled educators (Condition 3) in the College. Through the Center for Integrating Technology [CITE], the College offers professional development (Condition 4) activities on a continuous and recurring basis.

In addition, the University's Faculty Development Unit conducts periodic workshops and technical assistance (Condition 5) designed to develop technology and other skills among faculty and staff. Initial and advanced teacher preparation programs require candidates to complete one or more courses that prepare candidates to use technology in the classroom. Technology courses and other courses completed by candidates are aligned with the Technology Core Standards for All Teachers (Condition 6) set forth by the Illinois State Board of Education (ISBE/NCATE Standard 6).

*Curriculum resources* (Condition 6) used to address the standards are technology based. Included are technology tools that facilitate Web-based instruction, productivity (effectiveness and efficiency) in teaching and Internet-based communication. Student-centered teaching (Condition 7) is accomplished when faculty model the use of technology, while simultaneously engaging candidates in classroom, laboratory and field-based activities. Assessment (Condition

8) in the College includes an examination of the extent to which technology is used to facilitate the development of basic, content and instructional delivery skills.

On-campus and field-based partnership arrangements allow candidates to engage in partnership activities that embrace support from the community (Condition 9). Support for the College's activities come through inter- and intra-College arrangements that define University planning and budgeting for technology.

Support policies (Condition 10), have allowed for the acquisition of hardware, software and human resources for instructional technology support. For example, since 1998, the College has expanded its technology infrastructure by equipping five networked computer labs with approximately 80 workstations, ceiling-mounted light-emitting diode projectors and Smart Boards. Funds have been secured for a Smart Classroom, which is currently being constructed and equipped. This aforementioned technology equipment, in addition to that made available by the Learning Resources Division, is available for use by the College's faculty, staff and students in the Colleges of Education and Arts and Sciences as well as by internal and external partners. Finally, institutional support has allowed each faculty member's office to be equipped with a computer, printer, and some offices have related peripheral devices (scanners, fax machines, digital cameras etc.).

#### **F. Dispositions Candidates Must Demonstrate**

The College's professional commitments and dispositions for gaining knowledge, teaching competence, and student learning are demonstrated in numerous ways. Desirable teacher dispositions are critical goals to teacher effectiveness and are continuously reinforced through ongoing assessment techniques. Students who enter teacher preparation programs in the College must be able to demonstrate these traits and show a commitment to displaying desirable teacher dispositions. Dispositions are strong tendencies of how a person would act in certain specific ways even in unknown future situations (Arnstine, 1990). Those tendencies have the capacity to mold one's actions to suit different and new situations, and have a predictive nature. Our candidates' dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The candidate's acquisition of desirable teacher dispositions enables the College to conclude that effective teaching will ensue as a result of student engagement with the College's enumerated dispositions (ISBE/NCATE Standard 1).

A College Dispositions Committee was established to: (1) identify and discuss those desirable teacher dispositions which candidates should exhibit, and (2) develop instructional and assessment plans for ensuring that our candidates complete the program having the dispositions necessary to help all students learn (Appendix II). The Committee met frequently each month during the previous year. It was composed of College of Education faculty, secondary education faculty from the College of Arts and Sciences, department chairs and supervising teacher practitioners. To ensure that students were assisted in completing program requirements, the Dispositions Committee developed a general letter, Dispositions Referral Form (see Appendix II), and a plan that includes the appropriate standards of conduct to be modeled as well as the ethical behavior to be practiced as a professional teacher (see below). These materials are available for faculty and advisory councils (Appendix II).

Materials were made available for students enrolled in the Introduction to Teaching (ELCF 152) course, beginning spring 2003. In addition, the Committee developed performance indicators to guide inclusion of dispositions into curricula and teaching (see below). Discussion regarding the dispositions materials continues. The Unit Advisory Council will provide recommendations for revision fall 2003. These recommendations were presented at the January 2003 All-College Meeting for consideration, prior to distribution to students. This stemmed from our continuous effort to use our data for program improvement. The COE desirable teacher dispositions are as follows:

**Standard 1:** The candidate respects and advocates personal integrity and other related values, including caring, fairness, honesty, responsibility, and social justice, and is guided by those in all educational activities.

**Standard 2:** The candidate is engaged in a continuous process of seeking new knowledge, understands the nature and the dynamics of knowledge, shares the value of such knowledge with students, and enlightens them with a positive approach to knowledge.

**Standard 3:** The candidate understands, respects, and appreciates diverse patterns of learning, and effectively accommodates such diversity within a broad system of instructional activities.

**Standard 4:** The candidate understands and employs the most effective pedagogical methods available in the field, and delivers knowledge using effective instructional strategies.

**Standard 5:** The candidate is engaged in a process of continuous appraisal of the effects of his/her instructional actions on students and the larger society.

**Standard 6:** The candidate is actively present in the immediate and the larger systems of education around him/her by relating to and collaborating with colleagues, parents, and the community at large.

For example, in Standard 1 the disposition performance indicators are:

- a. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- b. The candidate is a thoughtful and responsive listener.
- c. The candidate respects the privacy of students and confidentiality of information.
- d. The candidate engages in open and honest communication with students and colleagues.
- e. The candidate makes students feel valued for their potential as people, and helps them learn to value each other.

f. The candidate has developed healthy coping mechanisms for dealing with frustration.

g. The candidate values and cultivates civil humane exchanges of ideas.

In the event that a candidate has not developed the appropriate characteristics of a caring and knowledgeable teacher, the Dispositions Referral Form will alert the department, College and Field Placement Office that additional strategies may be necessary to assist the candidate to develop the necessary dispositional qualities. Possible actions include remediation, re-taking assessments, and/or denial of program advancement. This system of assessment serves as a feedback loop and is an integral part of the Conceptual Framework as it relates to the Unit Assessment System and the continuous evaluation of our candidates.

### **III. Knowledge Bases, Including Theories, Research, the Wisdom of Practice, and Educational Policies:**

#### **A. Based on Theories of Teaching and Learning**

Based on the work of Howey (2000) and Feiman-Nemser (2001), we believe that our programs and practices at each stage in the “learning-to-teach-continuum” promote standards-based teaching and enable candidates to become active participants in school reform. More than rhetoric, the beliefs that make up the program’s mission and Conceptual Framework inform the design and sequencing of courses and preservice experiences. They get translated into specific themes (College’s five core themes) or core abilities. These themes shape curriculum, culture, pedagogy, and assessment practices (Feiman-Nemser, 2001).

In addition, Bliming & Whitt (1999) developed several principles that guide the contextualization (core theme 3) of knowledge and have been accepted as important by faculty, candidates, and administrators alike. Their approach is grounded in the concept of holistic development of students and they believe that out-of-class learning experiences are also central to liberal education rather than ancillary. Based on this thinking, the College has created several initiatives to reflect these principles and enhance the contextualized learning experiences in the educational preparation program. Some of them are: professionally engaging in tasks such as systematic reflection, journal writing, and portfolio development; opportunities for specializing in some subject areas in the field of secondary education; hands-on experiences in the field of educational technology provided through five computer labs in the College; and facilities including practice tests and review workshops to prepare candidates for the certification tests such as tests of Basic Skills and Subject Matter.

#### **B. Based on Research Including Current Teacher/Professional Literature**

Faculty are highly qualified and model best professional practices in scholarship, service, and teaching including the assessment of their own effectiveness as it relates to candidate performance. Evidence of the professional practices can be found in the annual portfolios. These are submitted each year by all faculty, including those who are tenured, and those who are

seeking retention, promotion, or tenure. Faculty also collaborate with colleagues in their disciplines and the schools (ISBE/NCATE - Standard V). We believe that teachers who are committed to student learning are thus committed to their own continuous professional development, as individual and as collective members of a school culture and a profession (Rising to the Challenge: The Future of Illinois Teachers, 1996).

The College expects and ensures that the faculty remain current in their teaching strategies and that they continue to model best practices which prepare all candidates to succeed and all students learn. The College has recently piloted a Site Feedback Assessment tool to evaluate the school sites in which our candidates do their pre-clinical and clinical experiences. Also forthcoming is a Field-Supervision Feedback Form to evaluate our site-based and campus-based teachers. This data should prove invaluable in assessing our sites and the programming that we offer as well as the proficiency of our practitioners in the field.

In addition, the College systematically evaluates faculty performance and facilitates professional development as a number of new policies and initiatives have been developed including: (1) Educational degree requirement for tenure for all faculty hires for the College. In order to enhance this effort, we have revised the hiring requirements in many of the Department Application Criteria or DACs. Faculty must possess a doctorate degree in a related field; thereby, eliminating the Masters degree plus 30 credit hours requirement. (2) Department committees revised bylaws or Department Application of Criteria (DAC). (3) Department Chairs, Deans and Provost continue to evaluate faculty to ensure continuing professional development in addition to compliance with the DACs for retention, promotion and tenure, University policies and collective bargaining provisions. (4) To meet requirements for retention, promotion and tenure, faculty continues to engage in applied teaching, research and service activities. (5) Several faculty members have taught across disciplines and participated in team-teaching opportunities, e.g., Institutional Research Office Faculty Database, Banner Workload Module.

### **C. Reflects Best Practice Based on Theory and Current Research**

The contextualized (core theme 3) nature of teacher preparation demands strong partnerships (core theme 1) with local schools and school districts. Responding to the ideas presented by the Holmes Group (1986, 1990, 1995), the National Network for Education Renewal, the American Federation of Teachers and the National Education Association (Clark, 1999), Howey (2000) and Feiman-Nemser (2001), the College strengthened its candidate preparation programs by developing stronger partnerships that offered a more systematic and connected clinical experience.

The degree of collaboration in these partnerships range from a program's site-based methods course offered at a partner school, to a professional development school model where both partners take active roles as teachers and learners in each other's partnering institutions. Partnerships have been developed with local schools where the University and the school partners share the responsibility for candidate preparation, faculty development and student learning. In these partnerships teacher education candidates have opportunities for observation, hands-on involvement, and more extended teaching experiences with students. As Goodlad explained, these arrangements demand close collaboration between the schools and the

University and clearly delineated connections between course work and field experience (Clark, 1999).

#### **D. Influences Educational Policies and Practices**

Over the past ten years and in support of authentic and meaningful learning, contextualization (core theme 3) of candidates' experiences has led to an increased emphasis on site-based programs for preparing knowledgeable and competent practitioners to teach in urban settings for extended periods of time. This effort increases the retention probability of our candidates succeeding in their first few months and years of teaching. Fleener (1998) has provided evidence that those candidates who receive increased amounts of field experience in their teacher preparation programs remain in the profession at significantly higher rates than those prepared through traditional campus-based programs. These policies and practices tie site-based programs, which take the candidate and faculty to the school, directly to the CSU mission to teach students with varied and diverse backgrounds in a contextualized setting. This emphasis has also evolved into an extended field experience, which is reflected in a required internship. Both site-based courses and the internships provide structured and extended experiences in the field, such as those previously discussed.

Exemplary preservice programs support continuity in preservice candidates' learning by providing a dynamic culture and coherent curriculum, by monitoring candidates personal responses to new ideas and experiences, and by offering an appropriate mix of support and challenge in response to candidates' changing knowledge, skills and beliefs (Feiman-Nemser, 2001). These experiences are tied directly to the curriculum and provide opportunities for candidates to draw upon their sources of teaching knowledge in order to analyze situations and offer solutions to real problems encountered in the classroom. The link between theory and practice is provided for candidates throughout the teacher preparation program. This link illustrates theory and practical application connections while enhancing candidate learning and pedagogical implementation of the knowledge they have acquired.

The College and its school partners have designed, implemented and evaluated our field experiences and clinical practices so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn (ISBE/NCATE Standard 3). New and ongoing initiatives were developed over the past year to improve field experiences and clinical practices. They were as follows: (1) Initiated steps to identify candidates for student teaching earlier in the program. (2) Developed new student teaching application procedures. (3) Developed criteria to identify student teaching sites to ensure diversity. (4) Involved departments in the site identification process. (5) Increased and rearranged clinical experience hours. (6) Initiated the use of internship sites for student teaching placement. (7) Initiated procedure wherein departments give final approval for student teaching. (8) Initiated the development of the following assessment instruments: student teacher evaluation of field-based supervisor, student teacher evaluation of campus supervisor; student teacher self-evaluation and evaluation of clinical sites. (9) Continued developing new site-supervisor evaluation of student teacher forms, which was revised to align with the Illinois Professional Teaching Standards. (10) Revised the student teaching evaluation form to be aligned with the Illinois Professional Teaching Standards.

The College also continues to increase its number of school partnerships. Some examples of new partnerships developed by departments include: (1) an alternative pathway partnership with a certification program designed to certify personnel separating from the military. Two military cohorts matriculated in two programs: elementary education and general administration. Candidates enrolled in courses fall 2002 while maintaining the status of resident teacher in their schools. (2) There was a continuation of the CAST (Creating a Special Teacher) Program. These teacher aides are employed with the Chicago Public Schools; they are scheduled to graduate as fully certified special education teachers by the end of spring 2003. (3) Teachers for ChicagoLand Program – 2.5 year Master’s degree intern program for change of career post-baccalaureate candidates seeking teacher certification in elementary or secondary education. Candidates are paid as full-time resident teachers in south suburban schools while completing their teacher preparation program at the Master’s level. School districts cover costs of tuition and candidates agree to teach in the district a minimum of four years after receiving full certification.

In addition, the first cohort of Project CASES (Culturally Appropriate Services for Exceptional Students) graduated in spring 2002; the second cohort will graduate fall 2002. A third cohort started their program in the spring 2002 and the fourth cohort of CASES began in fall 2002. (3) The CSU ATLAS Program is fully implemented; it allows our students to provide reading and math tutorial for 8<sup>th</sup> and 9<sup>th</sup> grade students. (4) The number of partnerships with Chicago community colleges increased as a result of the proposed middle school certificate program. Prior to this, there was little collaboration between CSU and community college faculty and students. (5) In addition, the Department of Technology and Education established curriculum articulation agreements with one Chicago-area community college and one community college located in downstate Illinois. (6) The Office of Field Placement has established partnerships with more than 50 new school sites for clinical experiences in an effort to provide candidates with a more diversified teaching experience. The Office charts where the schools are located and determines if they are public, private, Chicago public or suburban. (7) Tracking where we place our candidates each semester began fall 2001 and continues. (8) Advanced programs – we have established partnerships to: provide service to intern students, develop practicums, and locate selected professionals to serve on advisory boards. We have existing partnerships with the following Chicago community colleges: Kennedy King, Olive Harvey, Harold Washington and Malcolm X. We also have a certification program with the Chicago Public Schools for military personnel at the JROTC Military Academy in Bronzeville. In addition, we have cohort groups at Washington H.S. graduating in spring 2003 and at Marquette Elementary cohort finishing fall 2003. (9) Recreation programs continue to partner with outstanding parks, clinical therapeutic recreation facilities and fitness management agencies to offer state-of-the-art fieldwork experiences for Recreation majors. This data helps us determine the diversity of our clinical experiences and the students our candidates serve.

To sum, the learning community represented in these partnerships extends beyond the College. It includes also Arts and Sciences faculty who are key partners in the content and clinical preparation of candidates, the P-12 faculty and the quality of learning for the P-12 students in those local schools.

#### **IV. Candidate Proficiencies Aligned with the Expectations in Professional, State, and Institutional Standards:**

Assessments reflect the College's stated candidate outcomes and State and professional standards in many ways and at many decision or transition points (Table 1-Appendix III).

##### **A. Alignment With Professional State and Institutional Standards**

A guiding principle of CSU's Conceptual Framework is that students will not be able to achieve high standards of learning unless their teachers achieve high standards of teaching; and high standards of teaching, in turn, require high program standards (core theme 5) in their preparation. Three levels of standards are incorporated in the Framework: 1) *program standards* for the preparation of teacher programs, 2) *performance standards* for beginning teachers, and 3) *academic standards* for their students.

1) *Program standards* in the College are aligned with national standards established by NCATE, NCATE-approved professional organizations, and other nationally recognized professional associations. The NCATE approved standards with which we align include: Standard 1-Candidate Knowledge, Skills and Dispositions; Standard 2-Assessment System and Unit Evaluation; Standard 3-Field Experiences and Clinical Practices; Standard 4-Diversity; Standard 5-Faculty Qualifications, Performance, and Development; and Standard 6-Unit Governance and Resources. Our College has been NCATE-accredited since 1954. It received accreditation again in 1992 under NCATE's re-design and continuing accreditation as recently as 1998; 16 programs in the College applied for and received national recognition through NCATE's portfolio review in 1998. All programs in the College are aligned to meet guidelines established by their professional organizations or Specialty Professional Associations (SPAs). Program standards serve as the foundation for addressing the knowledge, skills and dispositions (Desirable Teacher Dispositions Chart-Appendix II) the College has identified as critical in developing knowledgeable and competent practitioners. In addition, the Illinois Core Standards (Technology, Language Arts, and Special Education), and Illinois Content Area Standards (2000) are assessed. At our advanced levels, the Illinois Content Area Standards for Principals (2000) are also assessed.

2) *Performance standards* initially developed for beginning teachers by the Interstate New Teacher Assessment and Support Consortium (INTASC) were adopted and later modified as the Illinois Professional Teaching Standards. Each program's curriculum is aligned with the Illinois Professional Teaching Standards (IPTS-2002) (core theme 5).

In addition, the graduate programs in the College that meet the NCATE-approved guidelines of their specialty organizations include: Physical Education (American Association of Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education-AAHPERD/NASPE); Library Science/Communications Media (American Library Association/American Association of School Librarians (ALA/AASL)); Special Education (Council for Exceptional Children-CEC); School Administration (Educational Leadership Constituent Council-ELCC); Reading (International Reading Association-IRA); and Early

Childhood (National Association for the Education of Young Children-NAEYC). Their standards are addressed and incorporated into our programs at these advanced levels.

Certifying agencies other than those with NCATE-approved guidelines are the: Illinois Professional School Leader Standards (IPSLs); Interstate School Leader Licensure Consortium (ISLLC); Association for Childhood Education International (ACEI); and American Association of Higher Education (AAHE).

3) *Academic standards* including the Illinois Academic Learning Standards (IALS-1997) for all students in Illinois and the Chicago Academic Standards and Framework (1997) for Chicago public school students are utilized in the curricula of the College's teacher education programs. The inclusion of academic standards signifies the belief that candidates need to relate student performance to standards rather than norms. Candidates need to demonstrate their proficiency in designing, developing, and delivering instruction according to the standards. As a result, the improvement of student learning is evaluated through standards-based assessment in a contextualized setting (Reeves, 2001).

## **B. College Ensures Candidates Meet Content-Area Standards**

Following the issuance of *A Nation at Risk* in 1983, there was resurgence of interest in how America's teachers were trained. The Holmes Group made up of Deans of Colleges of Education from research institutions, issued important reports between 1985 and 1995. Baring some of the hostile rhetoric toward Colleges of Education, these reports called for strengthening the content-area preparation and having more thorough integration of liberal arts and sciences into the preservice training of teachers (Labaree, 1995).

Consequently, many of CSU's College initiatives have been developed to enhance subsequent candidates' performance, including the following: (1) expanding initiatives to provide academic support for students by increasing faculty utilization of technologies such as the University's database system for academic advisement purposes; (2) providing financial support to faculty, graduate assistants and partnering field teachers to assist students who were unsuccessful in their attempts to pass the State Certification Subject-Matter test; (3) continuing certification review course offerings, which are designed to assist students in successfully passing the State Certification Subject-Matter test; (4) adopting technology core course (ED 210 or other comparable course{s}) designed to meet State and national standards; (5) integrating a foreign language requirement of six credit hours into the curricula for all programs. Thus, the College has provided the time and resources for piloting of assessments, developing of benchmarks (Table 1), ratings assessments (Portfolio Rubric-Appendix III), and is currently analyzing the extent to which assessments were successful in measuring the targeted candidate knowledge, skills and dispositions (Desirable Teacher Dispositions Chart-Appendix II).

In addition, the College was responsible for: (6) eliminating programs that do not reflect the Conceptual Framework and redirecting students enrolled in recently eliminated non-teaching programs (Fashion Merchandising and Industrial Technology) into teaching programs (Industrial Technology Education and Business Education); (7) enforcing a new College policy that requires candidates to successfully complete their respective Subject-Matter tests in order to

graduate and complete the teacher preparation program; (8) developing a new College policy that requires all Advanced Program candidates to pass the Illinois Basic Skills Test for program admission and the Subject-Matter test as a prerequisite for program completion, effective fall 2003; (9) continuing dissemination of information regarding the new state mandate that all candidates will be required to pass the State Subject-Matter test prior to student teaching, effective fall 2003; (10) making the Basic Skills Test tutorial available online to students; (11) developing a new special education course to meet the State standards, which is required in every teacher education program; and (12) accommodating the students' need for flexible scheduling by offering more courses on the weekends and providing additional academic support from the Teachers' Writing Center and open computer labs.

## **V. System by Which Candidate Performance is Regularly Assessed:**

### **A. UAS Description Including Performance Expectations**

We have implemented an assessment system, with the assistance of our professional community, which reflects the Conceptual Framework and incorporates our candidate proficiencies enumerated in our professional and State standards. The fundamental purpose of assessment (core theme 2) in the College is to learn as much as possible about factors that influence the development of talents among our candidates. This purpose allows those in the College to make determinations about how to structure or restructure the learning environment to maximize talent development (ISBE/NCATE Standard 2). *Assessment* is defined in the College as the:

systematic collection, analyses and evaluation of data from both internal and external environments about the quality and quantity of education programs and the use of that data in a way that maximizes the development of talents among candidates (Astin, 2002).

Assessment in the College is an ongoing, cyclical process aimed at understanding and improving learning. "When embedded effectively within the larger institutional systems," notes Astin, "ongoing cyclical assessment advances the educational mission of colleges and universities" (Astin, 2002, p.4). Assessment in the College essentially involves setting appropriate criteria and high standards for learning quality; making expectations explicit and public; systematically gathering, analyzing, and interpreting performance data, determining how well performances match expectations and standards; and using the resulting information to document, explain, and improve candidate performance and program operations. New assessment instruments have been developed to allow candidates to provide greater feedback about office support services, school-partner site selection, supervision provided by campus/field supervisors and their perceptions about the clinical experiences (Site Feedback Assessment Form; Field-Based Supervisor Form; - Appendix III).

The Unit's Assessment System (UAS) is comprehensive in that it obtains information about traits the candidate brings to the learning environment; experiences encountered as he or she interfaces with faculty, staff and peers; and knowledge, skills and dispositions the candidate

possesses when he or she exits the learning environment (UAS-Appendix III). Such traits and experiences can be determined, according to Palomba and Banta (1999), through transcript analysis, retention analysis, and instructor activities and expectations as defined through curriculum goals and objectives. Traits and experiences also include, according to Chickering and as noted in the College's UAS; knowledge, skills and personal dispositions the candidate develops during the matriculation process and those ultimately possessed when he or she exits the learning environment (Chickering, 1999; Table 1-Appendix III).

In addition to the College assessment procedures mentioned above, we also compile data related to: 1) faculty workload, i.e., Banner Faculty Module, and 2) faculty demographics, i.e., Institutional Research Office, including sex, race/ethnicity, age, etc. for the purposes of ensuring the best possible undergraduate and graduate education for our candidates.

The ISBE/NCATE Assessment System Transition Plan includes the following six guidelines to be addressed:

- 1) identifies transition points at the unit and/or program level;
- 2) identifies the major assessments to be used at the stated transition points;
- 3) identifies a timeline for the development and implementation of the major assessments;
- 4) identifies the design for the collection, analysis, summarization, and use of data;
- 5) identifies aspects of the system that addresses unit operations; and
- 6) identifies how information technology will be used in the maintenance of the assessment system (2001, Assessment Systems: An Explanation of the NCATE Transition Plan).

*The College has: 1) identified assessment decision or transition points at the unit and/or program level.* The ISBE/NCATE standards also require four transition points within the first guideline: 1) upon entry into the teacher education program, 2) prior to the clinical practice, 3) prior to exiting the clinical practice, and 4) upon program completion. Our College utilizes five decision or transition points for initial programs from entry to program completion. They are: 1) admission to CSU, 2) admission to the College of Education, 3) admission to the internship, 4) admission to student teaching, and 5) program completion (Table 1-Appendix III). Prevalent among the assessment techniques that the College employs upon entry into the program are: analyses during the admission process of the candidate's ability to achieve; consideration of the candidate's performance on University placement tests; consideration of the candidate's performance on the Illinois Certification Enhanced Basic Skills test; grade (GPA) monitoring; and admission to the College of Education, and consideration of feedback from student analyses of courses and curricula. Since fall 2002, performance on the Illinois Subject-Matter Knowledge teacher certification tests prior to entering clinical practice, is required. Prior to exiting clinical practice, a grade of B or better must be achieved in student teaching. Upon program completion, consideration of feedback from alumni/ae, and employer and advisory committee analyses are utilized.

The College's transition points differ for initial and advanced programs. Advanced programs have four decision points: 1) entering CSU as a graduate-at-large; 2) admission to the program;

3) practicum; and 4) program completion (Table 2-Appendix III). Assessment loops are interspersed throughout the system to insure that components of the plan interrelate, complement and support each other.

In addition, the College has also: 2) *identified the major assessments to be used at the stated decision or transition points, and 3) identified a timeline for the development and implementation of the major assessments* (Plan and Timeline for the Development and Implementation of the UAS-Appendix III).

## **B. Conceptual Framework's Continuous Evaluation**

4) *The College has identified the design for collection, analysis, summarization and analysis in the UAS.* The unit continues to be involved in the collection, analyses, and use of data for assessment of candidates and faculty. Recently, department chairpersons submitted program self-studies in preparation for the North Central Accreditation visit, scheduled for April 2003. In addition, program reviews were submitted to the national specialty professional associations (SPAs) and the Illinois State Board of Education.

The College of Arts and Sciences has appointed a coordinator for secondary education to assist in the coordination of NCATE activities and to serve as a conduit for communicating information related to teacher preparation.

The Council of Teacher Education, which is comprised of College of Education and College of Arts and Sciences faculty, meet each semester to discuss policy, changes in teacher certification and other related accreditation matters.

Our key Conceptual Framework themes (PACTS) are posted throughout the COE building, in classrooms, and in the individual departments. Discussion centers on the Conceptual Framework themes in introductory coursework as well as required reading from the COE Student Handbook. In addition, knowledge of the Conceptual Framework will be assessed beginning in spring 2003 through faculty and candidate surveys asking them to reflect on and rate their knowledge gained while in ELCF 152, ELCF 200 and other introductory methods courses.

Although most programs have required portfolios since our last review, the design of the portfolios is becoming more systematized. Therefore, after review of our Conceptual Framework and our content-area standards, the Portfolio Committee developed and standardized the portfolio content for all programs to consider for implementation, spring 2003 (Portfolio Rubric-Appendix III). This was done to better reflect what urban school personnel should know and be able to do. It made its recommendations, which were approved by the Dean's Council. Steps have been taken to ensure the portfolio is both performance-based and standards-based. Performance indicators have been developed and aligned with the national and Illinois Professional Teaching Standards. The performance-scoring rubric has been developed to maintain the reliability between evaluators. Programs have the flexibility of modifying it to better reflect their programs. The portfolio is introduced in the Introduction to Teaching course (ELCF 152), which infuses the use of technology into the course. The integration of LiveText®

software into instruction provides a technology-based assessment element for developing the portfolio for the duration of matriculation in the program.

*5) The College has identified aspects of the UAS system that address unit operations.* Faculty evaluations, surveys of graduates, and surveys of employers are all ongoing. In addition, extensive monitoring of Department Assessment Plans took place over the 2001-2002 year to ensure continued progress toward shared responsibility by candidates and faculty for assessment.

Data from candidates, (Student Assessment Meetings and Reflection Assignments), graduates (Graduate Surveys), faculty (Department Assessment Meetings), and other members of the professional community (UAC), are based on multiple assessments from both internal and external sources. Over 35 programs in the Colleges of Education and Arts and Sciences provided documentation of their department assessment efforts while routinely linking their assessment findings to decision making and instructional and program improvement. Specifically, (1) faculty advertised meetings where 90% of candidates were invited to review and give input to the assessment plans in their individual programs, (2) plans were executed in 100% of the programs and updated in approximately 25%, (4) letters to candidates informing them of their assessment responsibilities, checklists for completion of assessment requirements, State Certification Subject-Matter Review Course Test results were updated and final reports were turned in for 100% of the programs.

Discussions are ongoing to support the identification of additional critical transition points to assess candidates. These discussions suggest the need for all programs to require two oral interviews: one prior to the required internship for education students or embedded in the secondary education methods field course and a second oral interview during and/or before the conclusion of student teaching.

*6) The College has identified how information technology will be used in the maintenance of the assessment system.* Technology consultants for the Catalise Technology Project at Western Illinois University extended an invitation to evaluate the use of technology for the College of Education. The evaluators generated a detailed report (Technology Planning System - Detailed Site Analysis) and made several recommendations. As a result of one of the recommendations, a Technology Committee has been established for the College. There was and still is representation across departments. The College Technology Coordinator has incorporated some of the recommendations detailed in the report regarding equipment purchases and student use. Other recommendations regarding assessment collection, analysis and summarization are currently under consideration.

The College has conducted studies to establish fairness, accuracy, and consistency of its performance assessment procedures. We also make changes in our practices consistent with the results of our studies. An extensive graduate evaluation survey was developed and mailed to recent graduates to obtain feedback on our teacher education programs. An external evaluation firm, OER Associates, has analyzed the responses and provided a very detailed report summarizing the results and recommendations. An employers' survey is scheduled for mailing spring 2003. OER will continue their services and provide an analysis of the perceptions of employers (principals and superintendents) regarding the performance of our graduates.

## CONCLUSION

Our Conceptual Framework reflects a shared vision, set forth coherently, with attention to candidates' professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our candidate proficiencies are aligned with professional and state standards. The Conceptual Framework applies to both the College's graduate and undergraduate programs and its candidates while it serves as the model for how the College of Education Prepares All Candidates To Succeed in helping all urban children learn.

Most importantly, this model is characterized and distinguished by five core themes (PACTS) ensuring the: 1) establishment of appropriate **partnerships**; 2) consistent and frequent **assessment** of teaching and learning; 3) teaching experiences that are **contextualized**; 4) curriculum and instructional delivery integrates **technology** in teaching and learning; and 5) teaching and learning are **standards** driven.

The College identity is characterized by the continuous search for better perspectives and methodologies to enhance candidates' capacities for intellectual development and to equip them with necessary knowledge, skills, and dispositions to become competent and knowledgeable professionals in education. Their identity is unique in higher education, as the College plays a significant role within a large urban, social environment that has a significant cultural context for the region.

Our College programs are designed to develop true connections between the diverse groups of student learners and the complex goals of higher education by creating and managing a contextualized system of knowledge; by making both conceptualization and operationalization of services standards-driven; by reaching out to the external world through different partnerships both in knowledge production and knowledge use, by revitalizing all activities through judicious use of assessment information and, by facilitating all College services through appropriate technology and resources.

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# **APPENDIX I**

## **COLLEGE OF EDUCATION**

### **PACTS**

#### **ACRONYM AND TEACHING AID**

# PACTS

We prepare all candidates to succeed in helping urban children to learn by promoting....

**P**artnerships that prepare candidates to become knowledgeable and competent practitioners. Through partnering, we collaborate to develop and monitor comprehensive

**A**ssessments for candidates' learning, teaching and dispositions to ensure their success. These experiences are

**C**ontextualized or observed and supervised in real urban schools. Candidates teach and learn curricula that incorporate

**T**echnology and impact students' learning. Teaching and learning are

**S**tandards driven to maximize the preparedness of candidates and to maintain the effectiveness of the Unit.

# PACTS

# P



Partnerships

# A



Assessments

# C



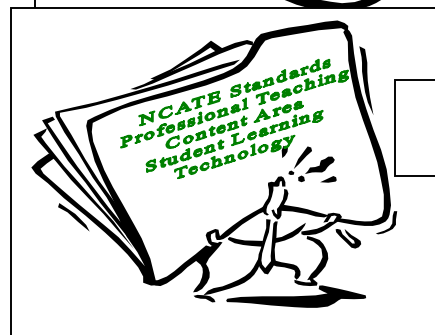
Contextualized Experiences

# T



Technology

# S



Standards Driven

**APPENDIX II**

**COLLEGE OF EDUCATION**

**DESIRABLE TEACHER DISPOSITIONS CHART,**

**AND**

**DISPOSITIONS REFERRAL FORM**

## Desirable Teacher Dispositions

Students who enter teacher preparation programs in the College of Education at Chicago State University must show a commitment to displaying desirable teacher dispositions. Dispositions are strong tendencies of how one would act in certain specific ways even in unknown future situations (Arnstine, 1990). Those tendencies have the capacity to mold one's actions to suit different and new situations, and have a predictive nature. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The acquisition of desirable teacher dispositions enables the institution to conclude that effective teaching will ensue as a result of student engagement of the following dispositions, which have been aligned to the Illinois Teaching Standards.

Personal Integrity	Content Knowledge	Diverse Learners	Educational Advocacy
<p><b>Standard 1:</b> The candidate respects and advocates <u>personal integrity</u> and other related values, including caring, fairness, honesty, responsibility, and social justice, and is guided by those in all educational activities.</p>	<p><b>Standard 2:</b> The candidate is engaged in a continuous process of seeking new <u>knowledge</u>, understands the nature and the dynamics of knowledge, shares the value of such knowledge with students, and enlightens them with a positive approach to knowledge.</p>	<p><b>Standard 3:</b> The candidate understands, respects, and appreciates <u>diverse patterns of learning</u>, and effectively accommodates such diversity within a broad system of instructional activities.</p>	<p><b>Standard 6:</b> The candidate is actively present in the immediate and the larger <u>systems of education</u> around him/her by relating to and collaborating with colleagues, parents, and the community at large.</p>
<p>a. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."</p> <p>b. The candidate is a thoughtful and responsive listener.</p> <p>c. The candidate respects the privacy of students and confidentiality of information.</p> <p>d. The candidate engages in open and honest communication with students and colleagues.</p> <p>e. The candidate makes students feel valued for their potential as people, and helps them learn to value each other.</p> <p>f. The candidate has developed healthy coping mechanisms for dealing with frustration.</p>	<p>a. The candidate understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.</p> <p>b. The candidate is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline.</p> <p>c. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.</p> <p>d. The candidate appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.</p> <p>e. The candidate has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.</p>	<p>a. The candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.</p> <p>b. The candidate recognizes the power of language for fostering self-expression, identity development, and learning.</p> <p>c. The candidate values many ways in which people seek to communicate and encourages many modes of communication in the classroom.</p> <p>d. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.</p> <p>e. The candidate is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to</p>	<p>a. The candidate values planning as a collegial activity.</p> <p>b. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.</p> <p>c. The candidate is willing to consult with other adults regarding the education and well-being of his/her students.</p> <p>d. The candidate is willing to work with other professionals to improve the overall learning environment for students.</p> <p>e. The candidate adheres to institutional protocol and maintains professional standards of behavior.</p> <p>f. The candidate values the role of students in promoting each</p>

<p>g. The candidate values and cultivates civil humane exchanges of ideas.</p>	<p>f. The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.</p> <p>g. The candidate recognizes the value of intrinsic motivation to students' life-long growth and learning.</p>	<p>learning opportunities.</p> <p>f. The candidate believes that all students can learn at high levels and persists in helping all students achieve success.</p> <p>g. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</p> <p>h. The candidate is sensitive to community and cultural norms.</p> <p>i. The candidate values and appreciates the importance of all aspects of a student's experience, is concerned about all aspects of a student's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.</p>	<p>other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>g. The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.</p>
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Pedagogy	Reflective Appraisal
<p><b>Standard 4:</b> The candidate understands and employs the most effective <u>pedagogical methods</u> available in the field, and delivers knowledge using effective instructional strategies.</p>	<p><b>Standard 5:</b> The candidate is engaged in a process of <u>continuous appraisal</u> of the effects of his/her instructional actions on students and the larger society.</p>
<p>a. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.</p> <p>b. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.</p> <p>c. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.</p> <p>d. The candidate values both long term and short term planning.</p> <p>e. The candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.</p>	<p>a. The candidate values critical thinking and self-directed learning as habits of mind.</p> <p>b. The candidate is committed to reflection, assessment, and learning as an ongoing process.</p> <p>c. The candidate is willing to give and receive help.</p> <p>d. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.</p> <p>e. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.</p>

# P A C T S

## Disposition Referral Form

Disposition concerns are very important for candidates as disposition becomes increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible. All candidates will be evaluated on the following disposition indicators, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported.

### Disposition Indicators

**Personal Integrity:** The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness.

**Reverence for Learning and Acquiring Content Knowledge:** Ability to demonstrate respect and seriousness of intent to acquire knowledge.

**Respect for Diversity:** The ability to honor, value, and demonstrate consideration and regard for oneself and others.

**Reverence for Employing Pedagogical Methods:** The willingness to accept and adapt to change; the ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings; the ability to use effective instructional strategies to maintain positive classroom climate.

**Reflective Appraisal:** The ability to review, analyze and evaluate the success of past decisions in an effort to make better decisions in the future.

**Educational Advocacy and Collaboration:** The ability to work together, especially in a joint intellectual effort; to act responsibly and independently, demonstrating accountability, reliability, and sound judgment. The ability to maintain professional standards of behavior.

\_\_\_\_\_  
*Student's Name (Please print)*

\_\_\_\_\_  
*Social Security Number*

\_\_\_\_\_  
*Faculty/Staff Making the Referral*

**Explanation of Concern(s):**

\_\_\_\_\_  
*Date*

**Send original report to**  
Office of Field Placement, ED 322

\_\_\_\_\_  
This concern has been discussed with the teacher candidate. My signature verifies that I am aware of the document's contents and existence. Further, I agree to comply with the conditions outlined by the Department Chairperson.

\_\_\_\_\_  
**Faculty/Staff Advisor's Signature**

\_\_\_\_\_  
**Candidate's Signature**

\_\_\_\_\_  
**Department Chair's Signature**

**Resolution Reached:**

\_\_\_\_\_  
\_\_\_\_\_  
*Signature*      *Department*      *Chair's*

\_\_\_\_\_  
*Department Name*      *Date*

## ***PACTS Disposition Referral RUBRIC***

Dispositions are strong tendencies of how a teacher would act in certain specific ways even in unknown future situations (Arnstine, 1990). Those tendencies have the capacity to mold a teacher’s actions to suit new or different situations. They are predictive of how a candidate might act under certain conditions in the future. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Chicago State University is committed to developing Teacher Dispositions as stated in professional teacher standards.

<b>Indicator</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>
Candidate has appropriate disposition to work with children and to help them learn.	Candidate has shown a pattern of behavior through three unresolved referrals and candidate’s department has not notified OFP that the issues have been resolved.	Candidate has no referrals or no referrals that have not been resolved by his/her major department (Candidate’s department chairperson has notified OFP of resolution(s)).

### **General Procedures**

- Candidate must meet expectations for **Admission to the College for Professional Studies, Admission to the Internship *and* for Admission to and Completion of Student Teaching.**
- Faculty/Staff will report disposition concerns after discussing the concerns with the teacher candidate. The faculty/staff member will complete the PACTS Disposition Referral form and return the form to the Office of Field Placement (OFP), ED 322.
- The Office of Field Placement will send a copy of the PACTS Disposition Referral form to the candidate’s department chairperson. It is the responsibility of the department chairperson to investigate and resolve disposition concerns with the candidate. Department chairpersons will notify the Office of Field Placement when specific concerns have been satisfactorily resolved. The lower portion of the Disposition Referral form will be completed, signed and returned by the department chairperson to the Office of Field Placement. The department chairperson’s signature confirms that the candidate has fulfilled the conditions stated in the resolution statement.
- When a student has a record of three disposition concerns in the Office of Field Placement that have not been resolved by the candidate’s major department, the student will have a “NO” for meeting this disposition assessment and will not be admitted to the College for Professional Studies, the Internship, and/or Student Teaching (whichever is applicable). Further, if the concerns have not been satisfactorily resolved 30 days prior to the last day of late registration, and the start of classes, the candidate will register for the appropriate class the following semester or when the class is offered. The Office of Field Placement will contact the candidate’s department chairperson to verify that three disposition concerns have not been resolved before inserting a negative disposition assessment in the candidate’s file. Once these are confirmed, the Office of Field Placement will notify the Office of Teacher Certification of the negative assessment so that the candidate is informed.

# **APPENDIX III**

## **COLLEGE OF EDUCATION**

### **UNIT ASSESSMENT SYSTEM (UAS)**

#### **NCATE (TO DO LIST) - TIMELINE AND RESPONSIBILITIES LIST**

#### **TABLE 1-BENCHMARKS FOR CANDIDATES' KNOWLEDGE, SKILLS AND DISPOSITIONS ASSESSED FROM PROGRAM ENTRY TO PROGRAM COMPLETION**

#### **PORTFOLIO RUBRIC**

#### **SITE FEEDBACK ASSESSMENT FORM AND FIELD-BASED AND CAMPUS-BASED SUPERVISOR ASSESSMENT FORMS**

## Essential Elements for the Portfolio: A Guide for Candidates

### Definition

A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in teaching. Although it is a collection of documents or artifacts, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional. What's more, artifacts in the portfolio are self-selected, reflecting your individuality and autonomy.

### Essential Elements

The portfolio will include artifacts that address the eleven Illinois Professional Teaching Standards. It is compiled for the expressed purpose of giving others an effective and easy-to-read portrait of your professional competence.

1. Each portfolio will contain artifacts preceded by a narrative statement that describes, explains and/or reflects the importance and relevance of the artifacts to the professional teaching standard. This will help the reviewers understand the context of your work.
2. Documentation and/or evidence of participation in professional development activities at the local, state, regional or national levels
3. Reflection paper(s) related to teacher dispositions
4. Professional philosophy about teaching, curriculum, learning, etc.
5. Evidence of candidate's teaching impact on P-12 student learning  
[Include a paragraph that describes this when discussing each instructional lesson.]
6. Other program documentation that may be required

## **Portfolio Organization**

1. Title Page
2. Introduction: Write a brief introduction about how you perceive your portfolio, its sections, and the purpose of the reflections.
3. Table of Contents
4. Professional Philosophy
5. Section for each of the following *Illinois Professional Teaching Standards*
  - 5.1 Knowledge of Subject Matter/Content Knowledge
  - 5.2 Knowledge of Human Development and Learning
  - 5.3 Adapting Instruction for Individual Needs (Diversity)
  - 5.4 Planning for Instruction
  - 5.5 Learning Environment
  - 5.6 Instructional Delivery (Instructional Strategies)
  - 5.7 Communication Skills
  - 5.8 Assessment of Student Learning
  - 5.9 Collaborative Relationships/Partnerships
  - 5.10 Reflection and Professional Growth
  - 5.11 Professional Conduct
6. Other required program documentation.

## **Portfolio Construction**

Portfolio materials are arranged professionally. Your portfolio should be a well-organized, attractive presentation of professional material.

### Ú Notebook

Use a 2 - 4 inch three ring binder, color is not important; neatness is. (One note of caution: Use a binder (not too big or too small) that adequately houses your material.

### Ú Dividers

Clearly number your pages and make sure the dividers identify sections with clearly typed labels or tabs. Tabs should be visible beyond the pages when you open the binder. Plastic dividers are better than paper dividers for organization, neatness, and durability.

### Ú Plastic Sleeves

Use plastic sleeves that allow papers to be inserted and removed easily are highly recommended, especially for pictures.

## **Portfolio Presentation**

### Key questions to ask before submitting your portfolio.....

- Ú Are spelling and grammar correct? Do not rely completely on spell check!
- Ú Is all work typed? All cover sheets, tabs and documents that you create for the portfolio should be typed, preferably on a word processor. Make sure your printer ribbon or laser printer produces clear, dark print. Remember that your prospective employer will notice your ability to type as well as your proficiency with computer word processing.  
**Exceptions: artifacts such as journal reflections, P-12 student's papers, or artifacts not originally typed.**
- Ú Is everything about your overall presentation consistent? Are lines on your cover sheets either single spaced or doubled spaced consistently throughout? Are headings consistent?
- Ú Is your work neat? Avoid use of whiteout or erasers.
- Ú Is your organization easy to follow? Do you have a table of contents that clearly identifies all parts of the portfolio?
- Ú Does your work display creativity? Add pertinent artwork, photographs, cartoons, or famous quotations. Your cover pages for each of the artifacts would be good places for these. Remember, each artifact is preceded by narrative statement relative to a professional teaching standard. Be creative with the cover of your portfolio.
- Ú Is your teaching competence the focus of your portfolio? Whatever you do, keep the artwork, cartoons, and photographs in the portfolio simple. You do not want to detract from the work you are trying to showcase, nor do you want to appear as if you are trying to hide incompetence.

## **SAMPLE artifacts that address the Illinois Professional Teaching Standards...**

### **1 Knowledge of Subject Matter/Content Knowledge**

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

- Ú Subject area mid-term and final examinations for secondary education majors; methods courses for other education majors
- Ú Illinois Certification Test Results that indicate passing the subject matter and basic skills

- Ú Lesson plans that have been developed and graded indicate knowledge of subject, and/or ability to develop assessments and related instructional materials
- Ú Transcripts which detail completed course work
- Ú Student teaching evaluation summaries
- Ú Internship evaluation summaries

## **2 Knowledge of Human Development and Learning**

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

- Ú Case studies
- Ú Journal entries that allow candidates to reflect and tell how they feel about a lesson they taught, tell how to improve a lesson previously taught or describe the behavior of a disruptive student, etc.
- Ú Comparative lesson plans that demonstrate instructional delivery to primary grade level students versus upper grade levels
- Ú Educational Psychology papers on human development
- Ú Analyses of group instruction versus individualized instruction
- Ú Papers on cooperative learning
- Ú Papers that discuss the levels of complexity of teaching a lesson over time
- Ú Lesson plans that illustrates adaptive teaching/learning

## **3 Adapting Instruction for Individual Needs (Diversity)**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Ú Copies of lesson plans, materials and/or strategies developed to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc.
- Ú Copies of lesson plans that have been modified to address the different learning modalities and multiple intelligence (visual, auditory and kinesthetic learners)
- Ú Documentation of tutorial activities that were developed to provide additional assistance for students having difficulty with the instructional lessons

## **4 Planning for Instruction**

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.

- Ú Detailed lesson plans
- Ú Thematic units
- Ú Curriculum units
- Ú Resource units
- Ú Assessments, goals, and objectives for the lesson, etc.
- Ú Designs for instructional delivery using technology
- Ú Classroom management strategies and materials that were developed to maintain

- effective learning, order and discipline (class rules)
- Ú Letters to parents involving them in the teaching/learning process with their children

## **5 Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

- Ú Evidence of incorporating cooperative learning or using cooperative groups in the instructional classroom delivery
- Ú Pictures of thematic, conceptual or skill-based posters used in the classroom
- Ú Development of seating charts with explanation/rationale
- Ú Development of learning centers
- Ú Development of audio centers
- Ú Development of reading/literature centers
- Ú Development of motivation center
- Ú Development of skill centers, language, motor, etc.
- Ú Development of peer tutorials, peer coaches, etc.
- Ú Development of interactive bulletin boards
- Ú Development of classroom rules, procedures, schedules, or positive and negative consequences for behavior

## **6 Instructional Delivery (Instructional Strategies)**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Ú Lesson plans
- Ú Teaching strategies used
- Ú Critical thinking and problem solving strategies and sample questions you would ask during your instructional delivery
- Ú Varied instructional strategies used in lesson plans, thematic units, etc.,
- Ú Evaluations from site and field supervisors
- Ú Peer evaluations

## **7 Communication Skills**

The teacher uses knowledge of effective written, verbal, nonverbal and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Ú CSU WAC papers
- Ú Essays
- Ú Videotapes of mini-lesson
- Ú Supervisors' evaluations
- Ú Phone calls documented to parents
- Ú Letters to parents

- Ú Interactive journals (candidate and student responses)
- Ú Newsletters
- Ú Field trip permission slips to parents

## **8 Assessment of Student Learning**

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

- Ú Case studies
- Ú IEPs
- Ú Copies of tests and quizzes
- Ú Copies of rubrics
- Ú Grading Systems used
- Ú Graded samples of students' work
- Ú Parent conference notations
- Ú Study-guides
- Ú Documents reporting aggregate assessment information
- Ú Copies of anecdotal records

## **9 Collaborative Relationships/Partnerships**

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

- Ú Packets of material developed for parent-teacher conferences
- Ú Homework study guides
- Ú Student pen-pal letter writing samples
- Ú On-line chats with other student teachers/ teachers/ interns/ and supervisors
- Ú Invitations to library for students to obtain library cards, books, resource materials, etc.
- Ú Team meeting notes
- Ú Documentation that supports participation in curricular activities and field trips
- Ú Participation in organizing and coordinating assembly programs, science fair, team debates, etc.,

## **10. Reflection and Professional Growth**

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- Ú Reflection papers for teacher dispositions
- Ú Reflection: Self-evaluations
- Ú Documentation that supports attendance and participation at workshops, institutes, conferences, etc.,
- Ú Membership in professional association related to major discipline

- Ú Lesson reflection statements
- Ú Reflection journals

11. **Professional Conduct**

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

- Ú Student teacher evaluations from site and campus-based supervisors
- Ú Final evaluations from supervisor for internship
- Ú Photos of self -- dressed in professional attire
- Ú Evidence of understanding of legal actions relative school codes, policies, etc.,
- Ú Documentation that supports candidate held office in student professional association related to major discipline

## PROFESSIONAL PORTFOLIO SCORING FORM

Date: \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Program/Course:** \_\_\_\_\_

**Evaluator(s):** \_\_\_\_\_  
 \_\_\_\_\_

Section to be Evaluated	Evidence	Does Not Meet	Meets	Exceeds	Comments
<b>Section 1: Title Page</b>					
<b>Section 2: Introduction</b>					
<b>Section 3: Table of Contents</b>					
<b>Section 4: Philosophy</b>					
<b>Section 5: Illinois Professional Teaching Standards</b>					
<b>Section 5:1 Subject Matter/Content Knowledge</b>					
<b>Section 5.2 Human Development and Learning</b>					
<b>Section 5:3 Adapting Instruction</b>					
<b>Section 5:4 Planning for Instruction</b>					

Section to be Evaluated	Evidence	Does Not Meet	Meets	Exceeds	Comments
Section 5:5 Learning Environment					
Section 5:6 Instructional Delivery					
Section 5:7 Communication Skills					
Section 5:8 Assessment of Student Learning					
Section 5:9 Collaborative Relationships /Partnerships					
Section 5:10 Reflection and Professional Growth (Teacher Dispositions)					
Section 5:11 Professional Conduct					
Other Required Program Documentation					

Additional Comments From Student

\_\_\_\_\_ Exceeds  
 \_\_\_\_\_ Meets  
 \_\_\_\_\_ Does Not Meet

**Overall Findings:**

## Holistic Scoring Guide for Portfolios

As a result of committee review of the portfolio, the evidence in each section displays the following qualities:

<b>Does Not Meet</b>	<b><u>Meets</u></b>	<b>Exceeds</b>
<p><b>Overall Quality</b></p> <ul style="list-style-type: none"> <li>- Lacks components or does not follow format</li> <li>- Paper, print quality, tabbing or organization detracts from candidate’s message</li> <li>- Errors in written standard English detract from candidate’s message</li> </ul>	<p><b>Overall Quality</b></p> <ul style="list-style-type: none"> <li>-Complete and follows format.</li> <li>-Paper, print quality, tabbing and organization are neat.</li> <li>-Minimal errors in written standard English.</li> </ul>	<p><b>Overall Quality</b></p> <ul style="list-style-type: none"> <li>-Complete, follows components and information enhances quality.</li> <li>-Paper, print quality, tabbing and organization are neat and attractive.</li> <li>-Written standard English helps to convey candidate’s message</li> </ul>
<p><b>Narrative Quality</b></p> <ul style="list-style-type: none"> <li>-Inappropriately interprets standard.</li> <li>-Inappropriately selects evidence.</li> <li>-Inappropriately connects standard to evidence.</li> <li>-Inappropriately addresses future learning goals.</li> <li>-Inappropriately uses professional terminology.</li> </ul>	<p><b>Narrative Quality</b></p> <ul style="list-style-type: none"> <li>-Appropriately interprets standard.</li> <li>-Appropriately selects evidence.</li> <li>-Appropriately connects standard to evidence.</li> <li>-Appropriately addresses future learning goals.</li> <li>-Appropriately uses professional terminology.</li> </ul>	<p><b>Narrative Quality</b></p> <ul style="list-style-type: none"> <li>-Insightfully interprets standard.</li> <li>-Excellent selection of evidence.</li> <li>-Masterfully connects standard to evidence.</li> <li>-Insightfully addresses future learning goals.</li> <li>-Masterfully uses professional terminology.</li> </ul>
<p><b>Evidence Quality</b></p> <ul style="list-style-type: none"> <li>-Entries have received a letter grade of “C” or less.</li> </ul>	<p><b>Evidence Quality</b></p> <ul style="list-style-type: none"> <li>-Entries have received a letter grade of “B” or better.</li> </ul>	<p><b>Evidence Quality</b></p> <ul style="list-style-type: none"> <li>-Entries have received a letter grade of “A”.</li> </ul>

# **APPENDIX IV**

**CHICAGO STATE UNIVERSITY'S**

**CODE OF EXCELLENCE**

# **APPENDIX V**

## **COLLEGE OF EDUCATION STUDENT TEACHING SCHOOL PARTNERSHIP DIRECTORY**

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Addams (Jane) School	Ms. Noemi Esquivel	6 (CPS)	802	10810 S. Avenue H Chicago, IL 60617 (773) 535-6210	88% Hispanic 10% White
Amundsen High School	Dr. Pauline Tarvardian	1 (CPS)	1,531	5110 N. Damen Chicago, Illinois 60625 (773) 534-2320	30% White 48% Hispanic 10% Black
Angelou (Maya) School	Mr. Dwayne Bell	152	401	158 <sup>th</sup> & Page Harvey, IL 60426 (708) 333-0740	0.5% White 99.3% Black 0.2% Hispanic
Anderson Academy	Ms. Helen Johnson	4 (CPS)	684	6315 S. Claremont Chicago, IL 60636 (773) 535-7090	98% Black 1% Hispanic 1% White
Anthony School	JoAnne Gray	6 (CPS)	130	9800 S. Torrence Chicago, IL 60617 (773) 535-6526	99% Black 1% Hispanic
Arbor Park Middle School	Thomas Savick	145	523	15900 S. Oak Park Ave. Oak Forest, IL 60452 (708) 687-5330	81.6% White 5.0% Black 8.2% Hispanic 5.2% Asian, Pacific Islander
Ashe (Arthur) School	Mr. Eugene Mason	6(CPS)	758	8505 S. Ingleside Chicago, IL 60619 (773) 535-3550	99% Black 1.0% Hispanic
Argo High School	Dr. Frank Stout	217	1,640	7329 West 63 <sup>rd</sup> Street Summit, IL 60501 (708) 728-3200	60.1% White 12.6% Black 26.8% Hispanic 0.5% Asian/Pacific Islander

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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AERO (Special Ed. Site)		Cohort Special Ed. Site	Info. Not Available	10425 S. Kolmar Ave. Oak Lawn, IL 60453 (708) 422-1800	Data Not Available
Banneker School	Celia Lawton	5 (CPS)	563	6656 S. Normal Chicago, IL 60621 (773) 535-3020	98% Black 1% Hispanic 1% Asian/Pacific Islander
Barbara Vick ECH	Cathy Lawton	6 (CPS)	206	2554 W. 113 <sup>th</sup> St. Chicago, IL 60643 (773) 535- 2671	65% White 30% Black 5% Hispanic
Barnard School	Alan Molesky	6 (CPS)	390	10354 S. Charles Chicago, IL 60643 (773) 535-2625	92% Black 5% White 3.2 Hispanic
Bannes School	Mary Jo Werbiansky	140	425	16835 S. Odell Avenue Tinley Park, IL 60477 (708) 532-6466	96.9% White 1.4% Hispanic 1.6% Asian/Pacific Islander
Barton School	Constance Means	5 (CPS)	944	7650 S. Wolcott Chicago, IL 60620 (773) 535-3260	99% Black 1.0% Hispanic
Bass School	Dr. Kathy Kemp	5 (CPS)	789	1140 W. 66 <sup>th</sup> Chicago, IL 60621 (773) 535-3275	99% Black 1% Hispanic
Beasley Academic Center	Philistine Tweedle	4 (CPS)	1,456	5255 S. State Street Chicago, IL 60609 (773)535 - 1230	91% Black 4.3 White 2.2 Hispanic
Bell Elementary School	Robert Guercio	1 (CPS)	750	3730 N. Oakley Chicago, IL 60618	Data Not Available

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773)534 - 5150	
Bennett/Shedd School	Dr. Barbara Ellis	6 (CPS)	852	10115 S. Prairie Chicago, IL 60628 (773) 535-5460	95% Black 3.0 White 2% Hispanic
Bloom High School	Mr. Robert Kruger	206	1,357	101 West 10 <sup>th</sup> St. Chicago Heights, IL 60411 (708) 755-1122	16.1% White 49.8% Black 32.2% Hispanic 0.4% Asian/Pacific Islander 1.5% Native American
Black School	Thomas Little	6 (CPS)	460	9101 S. Euclid Chicago, IL 60617 (773) 535-6391	96% Black 3.2 Hispanic
Bloom Trail High School	Dr. Lynn Manning	206	1,417	Sauk Trail & Cottage Grove Chicago Heights, IL 60411 (708) 755-7010	46.5% White 42.8% Black 9.4% Hispanic 0.2% Asian/Pacific Islander 1.1% Native American
Bogan High School	Robert C. Miller	5 (CPS)	2,053	3939 W. 79 <sup>th</sup> St. Chicago, IL 60652 (773) 535-2180	63.7 Black 24.7 Hispanic 9.1 White
Bond Elementary School	Karen Kerr	5 (CPS)	696	7050 S. May Chicago, IL 60621 (773) 535-3480	94% Black 5.5 Hispanic
Bouchet Academy	Robert Lewis	6 (CPS)	1,575	7355 S. Jeffrey Chicago, IL 60649 (773) 535-0501	99.7 Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Bowen High School	Fausto Lopez	6 (CPS)	1,012	2710 East 89 <sup>th</sup> St. Chicago, IL 60617 (773) 535-6000	59% Black 40% Hispanic
Bradwell School	Hulon Johnson	6 (CPS)	1,333	7736 S. Burnham Chicago, IL 60649 (773) 535-6600	99.8% Black
Bremen Community H.S.	Dr. Macia Mendenhall	228	1,042	15203 Pulaski Rd Midlothian, IL 60445 (708) 371-3600	67.5% White 20.6% Black 11.2 % Hispanic 0.5% Asian/Pacific Islander 0.2% Native American
Bright Elementary School	Millicent Roberson	6 (CPS)	630	10740 S. Calhoun Chicago, IL 60617 (773) 535 - 6215	47.1% Black 50.3% Hispanic 1.9% White
Brooks Jr. High School	Marcia Mendenhall	152	683	14741 Wallace Harvey, IL 60426 (708) 333-6390	0.3% White 90.3% Black 0.2% Hispanic
Brooks College Prep H.S.	Linda Layne	6 (CPS)	647	250 East 111 <sup>th</sup> St. Chicago, IL 60628 (773) 535-9930	80.8% Black 1.7% White 17.2% Hispanic
Buckingham (Special Ed site)	Roscoe Beach, Jr.	6 (CPS) Special Ed. Site	45	9207 S. Phillips Chicago, IL 60617 (773) 535-6422	99.4% Black .4% White .2% Hispanic
Bunche Elementary School	Annie Greenlee	4 (CPS)	643	6515 S. Ashland Chicago, IL 60652 (773) 535-9060	99.8% Black .2% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Burnside Elementary School	Rayna Murphy	6 (CPS)	833	650 East 91 <sup>st</sup> St. Chicago, IL 60619 (773) 535-3300	99% Black 1% Hispanic
Burnham School	JoAnne Gray	6 (CPS)	413	1903 East 96 <sup>th</sup> St. Chicago, IL 60617 (773) 535-6530	97.3% Black 2.7% Hispanic
Burke School	Stephanie Dunn	2 (CPS)	362	5356 S. King Drive Chicago, IL 60615 (773) 535-1325	100% Black
Burr Oak Elementary School	Mr. Pilla	132	438	1440 West 125 <sup>th</sup> St. Calumet Park, IL 60827 (708) 388-8010	1.1% White 86.3% Black 12.6% Hispanic
Caldwell School	Lucille White	6 (CPS)	644	8546 S. Creigier Chicago, IL 60617 (773) 535-6300	100% Black
Calumet High School	Daya Locke	5 (CPS)	999	8131 S. May Chicago, IL 60620 (773) 535-3500	100% Black
Carroll (Rosenwald) School	Angelena Smith	6 (CPS)	1,022	2541 W. 80 <sup>th</sup> Street Chicago, IL 60652 (773) 535-9355	98.3% Black 1.6% Hispanic
Carver Primary	Linda Randolph	6 (CPS)	559	901 East 133 <sup>rd</sup> St. Chicago, IL 60628 (773) 535-5694	99.6% Black .4% Hispanic
Cassell Elementary School	Mary Zeronas	6 (CPS)	304	11314 S. Spaulding Chicago, IL 60655	78.9% White 16.1% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773) 535-2640	4.3% Hispanic
Central Jr. High	Margaret Longo	124	516	9400 S. Sawyer Evergreen Park, IL 60642 (708) 424-0148	75.4% White 12.2% Black 8.7% Hispanic 3.7% Asian/Pacific Islander
Central Middle School	Larry Anderson	146	816	17248 S. 67 <sup>th</sup> Avenue Tinley Park, IL (708) 614- 4510	87.9% White 3.2% Black 5.9% Hispanic 3.0% Asian/Pacific Islander
Chateaux Elementary School	Susan Murphy-Jania	144	394	3600 Chambord Lane Hazel Crest, IL 60429 (708) 335-9776	1.0% White 98.0% Black 1.0% Hispanic
Chavez School	Sandra Traback	4 (CPS)	948	4747 S. Marshfield Chicago, IL 60609 (773) 535-4600	91.8% Hispanic 4.9% Black 3.3% White
Chicago High School for Agricultural Science	David Gilligan	6 (CPS)	589	3807 W. 111 <sup>th</sup> St. Chicago, IL 60655 (773) 535-2500	61.1% Black 15.2% Hispanic 22.1% White
Chicago Military Academy	Phyllis Goodson	4 (CPS)	371	3519 S. Giles Chicago, IL 60653 (773) 535-9750	73.9% Black 22.1% Hispanic 3.2% White
Chicago Vocational Career Academy	Ronald Beavers	6 (CPS)	2,164	2100 East 87 <sup>th</sup> St. Chicago, IL 60617 (773) 535-6100	99.9% Black 0.1% Asian/Pacific Islander
Clark School	Sandy Anast	1 (CPS)	401	1045 S. Monitor Chicago, IL 60644	57.6% Black 36.7% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773) 535-6225	4.5% White
Clark Middle School	Annette Gurley	3 (CPS)	836	5101 W. Harrison Chicago, IL 60644 (773) 535-6250	99.9% Black .1% White
Clemente High School	Irene DaMota	2 (CPS)	2,005	1147 N. Western Ave. Chicago, IL 60622 (773) 534--4000	81.5% Hispanic 15.0% Black 2.4 % White
Clissold Elementary School	Suzanne Velasquez	6 (CPS)	711	2350 W. 110 <sup>th</sup> Place Chicago, IL 60643 (773) 535-2560	43.2% Black 50.5% Hispanic 2.4% White
Coles School	Dr. Shirley Dukes	6 (CPS)	984	8441 S. Yates Chicago, IL 60617 (773) 535-6550	98.4% Black 1.5% Hispanic
Cook County Department of Corrections Alternative H.S.	Valerie Jackson	4 (CPS)	600	2700 S. California Chicago, IL 60608 (773) 535-7021	75% Black 20% Hispanic 5Othre
Corliss High School	Anthony Spivey	6 (CPS)	1,066	821 East 103 <sup>rd</sup> St. Chicago, IL 60628 (773) 535-5115	99.9% Black
Crete Monee High School	Dr. Jan Paron	201U	1,386	760 W. Exchange Crete, IL 60417 (708) 672-2800	47.7% White 46.5% Black 4.8% Hispanic 1.1% Asian/Pacific Islander
Crete Monee Middle School	Christian Rivara	201U	712	1500 Sangamon Crete, IL 60417	41/7% White 54.6% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				(708) 672-2700	3.2% Hispanic 0.4% Asian/Pacific Islander
Cuffe Elementary School	Lonnie Ball	6 (CPS)	407	1540 W. 84 <sup>th</sup> St. Chicago, IL 60620 (773) 535-2660	99.8% Black
Cullen School	Carolyn Draper	6 (CPS)	451	10650 S. Eberhart Chicago, IL 60628 (773) 535-5375	100% Black
Curie High School	Jerryelyn Jones	4 (CPS)	3,068	4959 S. Archer Avenue Chicago, IL 60632 (773) 535-2100	53.4 %Hispanic 28.2% Black 13.8% White
Curtis Elementary School	Dushon Brown	6 (CPS)	763	32 East 115 <sup>th</sup> Street Chicago, IL 60628 (773) 535-5050	98.3% Black 1.7% Hispanic
Dawes Elementary School	Margaret Lalley	5 (CPS)	1,034	3810 W. 81 <sup>st</sup> Street Chicago, IL 60652 (773)535- 2350	45.7% Black 40.4% Hispanic 13.3% White
Dixon Elementary School	Joan Crisler	6 (CPS)	795	8306 S. St. Lawrence Chicago, IL 60619 (773) 535-3834	99.9% Black
DuBois School	Andrea Phifer	6 (CPS)	449	330 East 133 <sup>rd</sup> Street Chicago, IL 60627 (773) 535-5582	94.9% Black 5.1% Hispanic
Dulles School	Donna Clayton	5 (CPS)	804	6311 S. Calumet Chicago, IL 60637 (773) 535-0690	99.9% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Dunbar High School	Barbara Hall	4 (CPS)	1,710	3000 S. King Drive Chicago, IL 60616 (773) 534- 9000	99.8% Black
Dunne Elementary School	Betty Richardson	6 (CPS)	531	10845 S. Union Chicago, IL 60628 (773) 535-5517	100% Black
DuSable High School	Dr. Gloria Archbold	4 (CPS)	757	4934 S. Wabash Chicago, IL 60615 (773) 535-1100	100% Black
Earhart School	Patricia Walsh	6 (CPS)	278	1710 East 93 <sup>rd</sup> St. Chicago, IL 60617 (773) 535-6416	99.3% Black 0.7% Hispanic
Earle Elementary School	Queen Brown	4 (CPS)	732	6121 S. Hermitage Chicago, IL 60636 (773) 535-9130	98.5% Black 1.1% Hispanic
ECHO (McArthur) Spec. ED.	Greg Harris	Cohort Special Ed. Site	230	350 W. 154 <sup>th</sup> St South Holland, IL 60473 (708) 596-3200	96% Black 3% White 1% Hispanic
Edwards Elementary School	Bernita Dinwiddie	5 (CPS)	1,278	4815 S. Karlov Chicago, IL 60632 (773) 535-4875	74.4% Hispanic 24.9% White
Eisenhower High School	Joseph Fowler	218	1,534	12700 S. Sacramento Blue Island, IL 60406 (708) 597-6300	29.6% White 33.6% Black 35.8% Hispanic 1.1% Asian/Pacific Islander
	Dr. Jacqueline			5500 W. Madison	

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Emmet School	Robinson	1 (CPS)	683	Chicago, IL 60644 (773) 534-6050	100% Black
Englewood High School	Ms. Diane Jackson	5 (CPS)	974	6201 S. Stewart Chicago, IL 60621 (773) 535-3600	99.9% Black
Esmond Elementary School	Shirley Chapman	6 (CPS)	579	1865 W. Montvale Chicago, IL 60643 (773) 535-2650	98.6% Black 1.2% Hispanic
Evergreen Park High School	Dr. Beth Hart	231	837	9901 S. Kedzie Ave. Evergreen Park, IL 60805 (708) 424-7400	76.9% White 11.2% Black 8.8 % Hispanic 3.0% Asian/Pacific Islander
Evers Elementary School	Kathleen Singleton	6 (CPS)	318	9811 S. Lowe Chicago, IL 60628 (773)535-2565	100% Black
Evanston Township H.S.	Denise Martin	202	3,050	1600 Dodge Avenue Evanston, IL 60204 (847) 492-3800	50.6% White 40.2% Black 6.7% Hispanic 2.5% Asian/Pacific Islander
Fenger High School	Janice Ollarvia	6 (CPS)	1,037	11220 S. Wallace Chicago, IL 60628 (773) 535-5430	99.3% Black
Fernwood School	Deborah Heath	6 (CPS)	438	10041 S. Union Chicago, IL 60628 (773) 535-2700	100% Black
Flossmoor Hills School	Bill Stelter	161	309	3721 Beach Street	6.8% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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	(Interim)			Flossmoor, IL 60422 (708) 206-2737	88.7% Black 2.6% Hispanic 1.9% Asian/Pacific Islander
Flowers High School	Dorothy J. Williams	3 (CPS)	338	3445 W. Fulton Ave. Chicago, IL 60624 (773) 534-6755	100% Black
Fort Dearborn School	Arey DeSadler	6 (CPS)	961	9025 S. Throop Chicago, IL 60620 (773) 535-2681	99.9% Black
Foster Park School	Joronda Crawford	6 (CPS)	838	8530 S. Wood Chicago, IL 60620 (773) 535-2725	99.9% Black
Foundations (Creigier)	Richard Grey	3 (CPS)	192	2040 W. Adams Chicago, IL 60612 (773) 534-7490	100% Black
Franklin Elementary School	Dr. Ruby Robeson	148	347	14701 Chicago Road Dolton, IL 60419 (708) 201-2083	2.6% White 40.2% Black 6.7% Hispanic 2.5% Asian/Pacific Islander
Fremd (William) High School	Dr. Shirley Mertz	211	2,714	1000 S. Quentin Rd. Palatine, IL 60067 (847) 755-2600	81.0% White 2.2% Black 3.9% Hispanic 13.0% Asian/Pacific Islander
Fulton Elementary School	Michael Winston	4 (CPS)	905	5300 S. Hermitage Chicago, IL 60609 (773) 535-9000	90.9% Black 8.8% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Gage Park High School	Katherine Smith	5 (CPS)	1,528	5630 S. Rockwell Chicago, IL 60629 (773) 535-9230	53.1% Hispanic 45.8% Black 1.2 % White
Galileo School	Alfonso Valtierra	3 (CPS)	905	820 S. Carpenter Chicago, IL 60607 (773) 534-7070	90.9% Black 8.8.% Hispanic
Garvey Elementary School	Patricia Taylor	6 (CPS)	624	10309 S. Morgan Chicago, IL 60643 (773) 535-2763	100% Black
Gillespie School	Beverly Slater	6 (CPS)	861	9301 S. State St. Chicago, IL 60619 (773) 535-5065	99.9% Black
Gladstone School	Gary Moriello	3 (CPS)	564	1231 S. Damen Chicago, IL 60608 (773) 534-7266	50.2% Black 49.1% Hispanic
Glenbard North High School	Prentiss Lea	87	2,774	990 Kuhn Road Carol Stream, IL 60137 (630) 653-7000	68.1% White 3.0% Black 9.6% Hispanic 0.3% Native American
Goodlow Magnet School	Patricia Lewis	4 (CPS)	670	2040 W. 62 <sup>nd</sup> St. Chicago, IL 60636 (773) 535-9365	99.6% Black
Grand Prairie School	Joseph Simpkins	157C	488	10482 Nebraska Frankfort, IL 60423 (815) 469-3366	94.9% White 1.6% Black 3.1% Hispanic 0.4% Asian/Pacific Islander

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Green (Wendell) School	Vera Green	6 (CPS)	334	1150 W. 96 <sup>th</sup> St. Chicago, IL 60643 (773) 535-2572	99.7% Black
Gresham School	Alford Bridges	6 (CPS)	735	8524 S. Green Chicago, IL 60620 (773) 535-3350	100% Black
Gregory School	Donnella Carter	3 (CPS)	646	3715 W. Polk St. Chicago, IL 60616 (773) 534-6820	100% Black
Hale Elementary School	Linda McCarthy	5 (CPS)	769	6140 S. Melvina Chicago, IL 60638 (773) 535-2265	58.8% White 36.8% Hispanic 2.5% Black
Haines School	Gandy Heaston	3 (CPS)	755	247 W. 23 <sup>rd</sup> Place Chicago, IL 60616 (773) 534-9200	75.4% Asian/Pac. Islander 23.3% Black 1.2% Hispanic
Haley (Alex) School	Frank Blair, Jr.	6 (CPS)	926	11411 S. Eggleston Chicago, IL 60628 (773) 535-5340	99.7% Black
Harlan High School	Patricia Grissett	6 (CPS)	777	9652 S. Michigan Ave. Chicago, IL 60628 (773) 535-5400	100% Black
Harper High School	Kent Nolan	5 (CPS)	1,365	6520 S. Wood St. Chicago, IL 60636 (773) 535-9150	99.7% Black
Harte School	Michael Keno	5 (CPS)	463	1556 East 56 <sup>th</sup> St. Chicago, IL 60637	96.1% Black 2.2% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773) 535-0870	1.7% Hispanic
Hartigan School	Betty Greer	4 (CPS)	690	8 West Root St. Chicago, IL 60639 (773) 535-1460	100% Black
Hart Junior High School	Mr. Clancey	153	852	18211 Aberdeen Homewood, IL 60430 (708) 799-5544	73.2% White 21.6% Black 3.5% Hispanic 1.5% Asian/Pacific Islander
Harvard School	Carl Woodruff	5 (CPS)	673	7525 S. Harvard Chicago, IL 60620 (773) 535-3045	100% Black
Healy School	Analila Chico	3 (CPS)	1,337	3010 S. Parnell Chicago, IL 60616 (773) 535-9190	20.5% White 22.3% Hispanic 54.6% Asian/Pac. Islander 2.5% Black
Hendricks School	Carol Gearing	4 (CPS)	381	4316 S. Princeton Chicago, IL 60609 (773) 535-1696	96.3% Black 1.0% White 2.6% Hispanic
Heroes Academy	Gloria Stratton	6 (CPS)	891	8344 S. Commercial Chicago, IL 60617 (773) 535-6694	75.4% Black 23.9% Hispanic
Highlands Elementary School	Michael Moore	144	435	3420 Laurel Lane Hazel Crest, IL 60429 (708) 335-9773	1.4% White 96.1% Black 2.5% Hispanic
Hillcrest High School	Patricia Welch	228	1,135	175 <sup>th</sup> & Pulaski Road Country Club Hills, IL	0.9% White 97.7% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				60478 (708) 799-7000	1.4% Hispanic
Hirsch High School	Melverlene Parker	5 (CPS)	605	7740 S. Ingleside Chicago, IL 60619 (773) 535-3100	99.7% Black 0.3% Hispanic
Holden Elementary School	Terri Katsulis	3 (CPS)	768	1104 W. 31 <sup>st</sup> St. Chicago, IL 60608 (773) 535-7200	22.7% White 66.5% Hispanic 10.2% Asian/Pac. Islander
Holmes School	Barbara Martin	4 (CPS)	808	955 W. Garfield Chicago, IL 60621 (773) 535-9025	99.6% Black 0.4% Hispanic
Hometown Elementary School	Mrs. L. Jacques	123	388	8870 Duffy Avenue Hometown, IL 60456 (708) 423-7360	93.3% White 1.3% Black 5.2% Hispanic
Homewood-Flossmoor H. S.	Sandy Martin	233	2,624	999 Kedzie Avenue Flossmoor, IL 60422 (708) 799-3000	59.8% White 34.5% Black 3.3% Hispanic 2.4% Asian/Pacific Islander
Hope College Prep	Mahalia Hines	5 (CPS)	899	5515 S. Lowe Chicago, IL 60621 (773) 535-3160	93% Black 7% Hispanic
Hoyne Elementary School	Yvonne Calhoun	6 (CPS)	343	8905 S Crandon Chicago, IL 60617 (773) 535-6425	99.2% Black 0.8% Hispanic
Hubbard High School	Andrew Manno	5 (CPS)	1,641	6200 S. Hamlin Chicago, IL 60629	19.6% White 15.1% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				(773) 535-2200	58.6% Hispanic 6.2% Asian Pac. Islander
Hughes (L) School	Earl Ware	6 (CPS)	545	226 W. 104 <sup>th</sup> St. Chicago, IL 60628 (773) 535-5075	99.1% Black 0.9% Hispanic
Hyde Park Career Academy	Sandra Smith	5 (CPS)	1,813	6220 S. Stony Island Chicago, IL 60637 (773) 535-0880	99.8% Black 0.2% Hispanic
Independence High School	Sharon Herman	128	252	6610 Highland Dr. Palos Heights, IL 60462 (708) 448-0737	93.3% White 1.3% Black 5.2% Hispanic
Inter-American School	Eva Helwing	2 (CPS)	646	919 W. Barry Chicago, IL 60657 (773) 534-5490	14.6% White 12.7% Black 70.9% Hispanic 1.7% Asian Pac. Islander
Irving Elementary School	Ms. Karen Petties	89	595	805 S. 17 <sup>th</sup> Avenue Maywood, IL 60153 (708) 450-2015	99.0% Black 1.0% Hispanic
Independence High School	Paige McNulty	161	63	800 Governors Highway Flossmoor, IL 60422 (708) 957-8200	Data Not Available
Jackson Language Academy	Dr. Mary Zeltmann	3 (CPS)	547	1340 W. Harrison Chicago, IL 60607 (773) 534-7000	28.2% White 25.8% Black 26.1% Hispanic 19.4% Asian Pac. Islander
Jackson (Mahalia)	Doris Spivey-	6 (CPS)	477	917 W. 88 <sup>th</sup> St.	99.6% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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School	Tompkins			Chicago, IL 60620 (773) 535-3341	0.4% Hispanic
Jewish Children's Bureau	Henry Ross	Private	73	6014 N. California Chicago, IL 60659 (773) 761-8366	Data Not Available
Jones Magnet H.S.	Dr. Donald Friend	3 (CPS)	741	606 S State St. Chicago, IL 60606 (773) 534-8600	10.7% White 40.8% Black 40.4% Hispanic 7.7% Asian Pac. Islander
Joplin School	Roland Jasper	5 (CPS)	749	7931 S. Honore Chicago, IL 60620 (773) 535-3425	99.7% Black
Jefferson (Nancy) Alt. School	Judith Adams	Special Ed. Site	Daily Variations	1100 S. Hamilton Chicago, IL 60612 (312)433-7110	Data Not Available
Julian High School	William Harris	6 (CPS)	1,550	10330 S. Elizabeth Chicago, IL 60643 (773) 535- 5170	99.9% Black 1.% Hispanic
Keller School	Adrian Willis	6 (CPS)	244	3020 W. 108 <sup>th</sup> Chicago, IL 60655 (773) 535-2636	34.4% White 51.6% Black 12.7% Hispanic
Kellogg Elementary School	Maureen Connolly	6 (CPS)	277	9241 S. Leavitt Chicago, IL 60620 (773) 535-2590	23.1% White 73.3% Black 1.8% Hispanic 1.1% Asian Pac. Islander
Kelly High School	Allgrid Pretkelis	2 (CPS)	2,538	4136 S. California	4.2% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				Chicago, IL 60632 (773) 535-4900	2.4% Black 88.4% Hispanic 5.0% Asian Pac. Islander
Kenwood High School	Careda Taylor	4 (CPS)	1,826	5015 S. Blackstone Chicago, IL 60615 (773) 535-1350	4.0% White 90.6% Black 2.7% Hispanic 2.5% Asian Pac. Islander
Kershaw School	Patricia Johnson	5 (CPS)	447	6450 S. Lowe Chicago, IL 60621 (773) 535-3050	99.8% Black 0.2% Hispanic
Kich Elementary School		152	178	155 <sup>th</sup> Place & Hoyne Harvey, IL 60426 (708) 225-2205	0.6% White 98.3% Black 1.1% Hispanic
King High School	Dr. Linda Coles	4 (CPS)	96	4445 S. Drexel Chicago, IL 60653 (773) 535-1180	100% Black
Kohn Elementary School	Cecelia Smith	6 (CPS)	758	10414 S. State Street Chicago, IL 60628 (773) 535-5496	100% Black
Kolmar Avenue School	Mrs. Arlen Ronshansen	123	446	10425 S. Kolmar Ave. Oak Lawn, IL 60453 (708) 422-1800	87.9% White 1.8% Black 7.8% Hispanic 2.4% Asian/Pacific Islander
Kolmar School	Sandra Ward	143	610	4500 W. 143 <sup>rd</sup> St. Crestwood, IL 60445 (708) 385-6747	63.1% White 27.0% Black 7.4% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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					2.5% Asian/Pacific Islander
Kinzie School	Mary Palermo	5 (CPS)	643	5625 S. Mobile Chicago, IL 60638 (773) 535-2425	60.2% White 11.5% Black 27.5% Hispanic
Las Casas High School	Lawrence McElherne	6 (CPS)	150	8401 S. Saginaw Chicago, IL 60617 (773) 535-6050	98.8% Black .3 % White .9% Hispanic
Lavizzo School	Millicent Russell	6 (CPS)	882	137 W. 108 <sup>th</sup> Place Chicago, IL 60628 (773) 535-5300	100% Black
Lawndale School	Mary Neely	3 (CPS)	738	3500 W. Douglas Chicago, IL 60623 (773) 535-1635	100% Black
Lawrence School	Charles Davis	6 (CPS)	635	9928 S. Crandon Chicago, IL 60617 (773) 535- 6320	99.7% Black 0.3% Hispanic
Lakeview High School	Scott Feaman	1 (CPS)	1,131	4015 N. Ashland Chicago, IL 60613 (773) 534-5440	12.7% White 21.2% Black 60% Hispanic 5.4% Asian Pac. Islander
Lane Tech High School	Keith Foley	1 (CPS)	4,235	2501 W. Addison Chicago, IL 60618 (773) 534-5400	29.3% White 14.0% Black 40.6% Hispanic 15.5% Asian Pac. Islander
LeMoyne Elementary School	Jill Marie Machina	1 (CPS)	423	851 West Waveland Chicago, IL 60613	14.7% White 33.1% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				(773) 534- 5736	45.6% Hispanic 6.1% Asian Pac. Islander
Lexington Elementary School	Frank Tobola	89	524	415 Lexington Maywood, IL 60153 (708)	0.2% White 98.7% Black 1.1% Hispanic
Lincoln Elementary School	Bruce Wisowaty	156	445	410 157 <sup>th</sup> St. Calumet City, 60409 (708) 862-6620	0.7% White 86.1% Black 13.3% Hispanic
Lincoln Elementary School	Abbey Phillips	147	287	141 <sup>st</sup> & Honore Dixmoor, IL 60426 (708) 597-4160	7.3% White 50.9% Black 41.8% Hispanic
Lincoln Elementary School	Jane Purcell	148	510	14151 Lincoln Ave. Dolton, IL 60419 (708) 201-2075	1.2% White 94.9% Black 3.9% Hispanic
Lincoln Jr. High	(Vacant)	148	299	14151 Lincoln Ave. Dolton, IL 60419 (708) 849-1318	1.0% White 95.7% Black 3.3% Hispanic
Lindbloom High School	Fulton Nolen, Jr.	5 (CPS)	523	6130 S. Wolcott Chicago, IL 60636 (773) 535-9300	99.2% Black 0.8% Hispanic
Mann (Horrance) School	Lawrence Turner	6 (CPS)	1,039	8050 S. Chappel Chicago, IL 60617 (773) 535-6640	99.4% Black 0.6% Hispanic
Marian Catholic H.S.	Sr. Mary McCaughey	Catholic		700 Ashland Chicago Heights, IL 60411 (708) 755-7565	

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Marist High School	Larry Tucker	Catholic	1,394	4200 W. 115 <sup>th</sup> St. Chicago, IL 60655 (773) 881-5300	Information Not Available
McCorkle School	Janet House	4 (CPS)	298	4421 S. State St. Chicago, IL 60609 (773) 535-1793	100% Black
McCormick School	Virginia Rivera	4 (CPS)	996	2712 S. Sawyer Chicago, IL 60623 (773) 535-7252	99.6% Hispanic 0.4% Black
McCosh School	Mary Rodgers	5 (CPS)	1,116	6543 S. Champlain Chicago, IL 60637 (773) 535-0570	100% Black
McDade School	Shirley Miggins	6 (CPS)	188	8806 S. Indiana Chicago, IL 60619 (773) 535-3669	1.6% White 96.8% Black 1.1% Hispanic
McDowell School	Dr. Jodi Easterling-Hood	6 (CPS)	220	1419 East 89 <sup>th</sup> St. Chicago, IL 60619 (773) 535-6404	100% Black
McGugan Jr. High	Jan Wittleder	123	592	105 <sup>th</sup> & Lockwood Oak Lawn, IL 60453 (708) 499-6400	88.2% White 1.5% Black 7.9% Hispanic 2.4% Asian/Pacific Islander
McKinley East High School	Barbara J. Woods	Special Ed. Site	80	2647 East 88 <sup>th</sup> St. Chicago, IL 60617 (773) 375-1999	100% Black
				12339 S. Normal	99.8% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Metcalfe School	Michele Barton	6 (CPS)	1,004	Chicago, IL 60628 (773) 535-5590	0.2% Hispanic
Mireles (Arnold) Academy	Martha Silva- Vera	6 (CPS)	1,555	9000 S. Exchange Chicago, IL 60617 (773) 535-6360	1.6% White 49.5% Black 49.4% Hispanic
Montefiore Special Ed. School	Dr. Mary Ann Pollett	3(CPS)S p Ed. Site	150	1310 S. Ashland Ave. Chicago, IL 60608 (773) 534-7825	85% Black 12% Hispanic 3% White
Morgan (Garrett) Elementary	Linda Ross- Hutchinson	6 (CPS)	576	8407 S. Kerfoot Chicago, IL 60620 (773) 535-3366	99.8% Black 0.2% Hispanic
Morgan Park Academy	J. William Adams	Private		2153 W. 111 <sup>th</sup> St. Chicago, IL 60643 (773) 881-6700	
Morgan Park High School	Charles Alexander	6 (CPS)	2,116	1744 W. Pryor Chicago, IL 60643 (773) 535-2550	7.8% White 87.0% Black 4.4% Hispanic
Morton East High School	Manuel Isquierdo	201	3,797	2423 S. Austin Blvd. Cicero, IL 60804 (708) 222-5751	6.2% White 0.3% Black 92.9% Hispanic 0.6% Asian/Pacific Islander
Morton West High School	Stanley Fields	201	3,107	2400 Home Avenue Berwyn, IL 60402 (708) 656-2300	48.9% White 1.2% Black 47.8% Hispanic 1.8% Asian/Pacific Islander 0.4% Native American

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
National Teachers Academy	Linda Ford	3 (CPS)	600	55 West Cermak Rd. Chicago, IL 60616 (773) 534-9970	99% Black 1% Asian/Pacific Islander
Neil Elementary School	Peter D. Smith	6 (CPS)	2,116	8555 S. Michigan Chicago, IL 60619 (773) 535-3000	7.8% White 87.0% Black 4.6% Hispanic
Ninos Heroes School	Gloria Stratton	6 (CPS)	891	8344 S Commercial Chicago, IL 60617 (773) 535-6694	0.6% White 75.4% Black 23.9% Hispanic
Oak Forest High School	Dr. David Wilson	228	1,451	151 <sup>st</sup> & Central Oak Forest, IL 60452 (708) 687-0500	87% White 3.7% Black 5.1% Hispanic 3.7% Asian/Pacific Islander
Oak Lawn High School	Catherine Fromzcak	229	1,598	9400 Southwest Highway Oak Lawn, IL 60453 (708) 424-5200	88.4% White .3% Black 8.3% Hispanic 2.0% Asian/Pacific Islander .8% Native American
Oglesby School	Jo Marie Cooper	5 (CPS)	790	7646 S Green St. Chicago, IL 60620 (773) 535-3060	100% Black
O'Keeffe School	Carolyn Townes	6 (CPS)	786	6940 S. Merrill Chicago, IL 60649 (773) 535-0600	100% Black
O'Toole School	Audrey Johnson	4 (CPS)	883	6550 S. Seeley Chicago, IL 60636	100% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773) 535-9040	
Owens Community Academy	Samuel Jordan	6 (CPS)	469	12450 S. State Street Chicago, IL 60628 (773) 535-5661	99.8% Black
Park Manor School	Armirita Rodgers	5 (CPS)	581	7037 S. Rhodes Chicago, IL 60637 (773) 535-3070	100% Black
Rosa Parks Middle School	William Colbert	147	445	14700 Robey Street Dixmoor, IL 60426 (708) 371-9575	0.7% White 86.1% Black 13.3% Hispanic
Phillips High School	Bertha Buchanan	4 (CPS)	717	244 East Pershing Road Chicago, IL 60653 (773) 535-1603	95.1% Black 3.5% Native American 0.7% Hispanic 0.7% Asian Pac. Islander
Poe Classical School	Deborah Hammond	6 (CPS)	172	10538 S. Langley Chicago, IL 60628 (773) 535-5525	7.0% White 91.9% Black 0.6% Hispanic 0.6% Asian Pac. Islander
Price Elementary School	Dr. Carl Lawson, Sr.	5 (CPS)	549	4351 S. Drexel Blvd. Chicago, IL 60653 (773) 535-1300	99.8% Black 0.2% Hispanic
Pride Alternative School	Mary Meehan	Cohort Special Ed. Site	134	81 <sup>st</sup> & Mansfield Burbank, IL 60459 (708) 499-0150	75% White 25% Black
Proviso West High	Mr. Richard	209	2,535	4701 Harrison St.	7.4% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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School	Stelter			Hillside, IL 60162 (708) 449-6400	5.7% Black 3.2% Hispanic 2.4% Asian/Pacific Islander
Proviso East High School	Dr. Joyce Baker	209	2,156	807 S. 1 <sup>st</sup> Avenue Maywood, IL 60153 (708) 344-7000	2.8% White 79.4% Black 17.0% Hispanic 0.8% Asian/Pacific Islander
Pirie School	Senalda R. Grady	6 (CPS)	574	650 East 85 <sup>th</sup> St. Chicago, IL 60619 (773) 535-3435	100% Black
Pullman School	Mary E. Harris	6 (CPS)	602	11311 S. Forrestville Chicago, IL 60628 (773) 535-5395	0.5% White 77.2% Black 22.3% Hispanic
Powell School	Frances Williams	6 (CPS)	592	7530 South Shore Avenue Chicago, IL 60649 (773) 535-6650	99.3% Black 0.7% Hispanic
Prescott School	Avelino Martinez	2 (CPS)	316	1632 W. Wrightwood Ave. Chicago, IL 60614 (773) 534-5505	7.9% White 14.9% Black 75.0% Hispanic 2.2% Asian Pac. Islander
Randolph School	Joan Forte	4 (CPS)	929	7316 S. Hoyne Chicago, IL 60636 (773) 535-9015	99.8% Black 0.2% White
Ray School	Cydney Fields	5 (CPS)	881	5631 S. Kimbark Chicago, IL 60637 (773) 535-0970	19.4% White 58.3% Black 5.9% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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					16.2% Asian Pac. Islander
Raymond School	Louis Hall, Jr.	5 (CPS)	496	3663 S. Wabash Chicago, IL 60653 (773) 535-1745	98.8% Black 0.8% Hispanic 0.4% Asian Pac. Islander
Reed School	Bonnie Marshall	5 (CPS)	543	6350 S. Stewart Chicago, IL 60621 (773) 535-3075	99.8% Black 0.2% White
Reavis Elementary School	Sherman Chambers	5 (CPS)	708	834 East 50 <sup>th</sup> Street Chicago, IL 60615 (773) 535-1060	99.9% Black
Reavis High School	Dr. Bonita Simon	220	1,582	6034 W. 77 <sup>th</sup> St. Burbank, IL 60459 (708) 599-7200	82.0% White 15.1% Black 2.9% Asian/Pacific Islander
Richards High School	Mr. Ross Pucio	218	1,540	10601 S. Central Avenue Oak Lawn, IL 60453 (708) 499-2550	68.4% White 22.3% Black 6.3% Hispanic 2.6% Asian/Pacific Islander
Rich Central High School	Dr. Selma McDonald	227	1,106	3600 W. 203 <sup>rd</sup> St. Olympia Fields, IL 60461 (708) 679-5600	14.3% White 82.4% Black 1.9% Hispanic 1.5% Asian/Pacific Islander
Rich South High School	Mr. Thomas Donausky	227	1,111	5000 Sauk Trail Rd. Richton Park, IL 60471 (708) 747-5500	14.3% White 82.3% Black 2.0% Hispanic 1.5% Asian/Pacific Islander
Robeson High School	James	5 (CPS)	1,006	6835 S. Normal	100% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
	Breashears			Chicago, IL 60621 (773) 535-3800	
Roosevelt School	Ms. Dot Weathersby	148	438	146 <sup>th</sup> & LaSalle Dolton, IL 60419 (708) 201-2070	0.9% White 98.4% Black 0.7% Hispanic
Ross (Betsy) School	Freddie McGee	4 (CPS)	676	6059 S. Wabash Chicago, IL 60637 (773) 535-0649	99.4% Black 0.6% White
Ruggles Elementary School	Pamela Strain	5 (CPS)	689	7831 S. Prairie Chicago, IL 60619 (773) 535-3085	100% Black
Ryder Elementary School	Janice Preston	6 (CPS)	539	8716 S. Wallace Chicago, IL 60620 (773) 535-3843	99.8% Black 0.2% Hispanic
Sandburg High School	Mike Mecozzi	230	3,269	133 <sup>rd</sup> & LaGrange Road Orland Park, IL 60462 (708) 349-5760	91.4% White 1.4% Black 3.0% Hispanic 4.2% Asian/Pacific Islander
Schmid School	Delores Rease	6 (CPS)	331	9755 S. Greenwood Chicago, IL 60628 (773) 535-6235	100% Black
Senn High School	Judith Hernandez	1 (CPS)	1,816	5900 N. Glenwood Chicago, IL 60660 (773) 534-2365	8.1% White 36.5% Black 36.7% Hispanic 18.6% Asian Pac. Islander
Shepard High School	Mrs. Eileen	218	1,728	10349 S. Ridgeland	71.4% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
	Korhonen			Palos Heights, IL 60463 (708) 424-2000	21.1% Black 6.1% Hispanic 1.4% Asian/Pacific Islander
Sherwood Elementary School	Charles McGhee	4 (CPS)	530	245 W. 57 <sup>th</sup> St. Chicago, IL 60621 (773) 535-0829	100% Black
Shoop Elementary School	Judy Adams	6 (CPS)	760	1460 W. 112 <sup>th</sup> St. Chicago, IL 60643 (773) 535-2716	100% Black
Shields Elementary School	Rita C. Gardner	4 (CPS)	1,996	4250 S. Rockwell Chicago, IL 60632 (773) 535-7285	95.8% Hispanic 3.8% White 0.2% Black 0.2% Asian Pac. Islander
Simeon High School	John Everett	5 (CPS)	1,535	8235 S. Vincennes Chicago, IL 60620 (773) 535-3200	100% Black
Smith (Wendell) School	Antoinette Patton	6 (CPS)	592	744 East 103 <sup>rd</sup> St. Chicago, IL 60628 (773) 535-5690	98.8% Black 0.5% White 0.7% Hispanic
South Shore High School	Larry Thomas	5 (CPS)	1,232	7529 S. Constance Chicago, IL 60649 (773) 535-6180	100% Black
South Central Community H. S. Service Organization	Geneva Reynolds	Special Ed. Site	67	7550 S. Phillips Chicago, IL 60649 (773) 374-2223	99% Black 1.0% Hispanic
Spencer School	Sharon Bryant	1 (CPS)	1,323	214 N. Lavergne	100% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				Chicago, IL 60644 (773) 534-6150	
Stagg High School	Jeff Leach	230	2,157	111 <sup>th</sup> & Roberts Road Palos Heights, IL 60465 (708) 974-7400	88.1% White 2.4% Black 6.2% Hispanic 3.3% Asian/Pacific Islander
Stagg Elementary School	Sherry Gage- West	5 (CPS)	731	7424 S. Morgan Chicago, IL 60621 (773) 535-3565	100% Black
St. Clotilde School	Mr. Shelly Dehsadies	Catholic	200	321 East 84 <sup>th</sup> St. Chicago, IL 60619 (773) 488-4214	100% Black
St. John de LaSalle School	Ms. Linda Bond	Catholic	280	10212 S. Vernon Chicago, IL 60628 (773) 785-2022	99% Black 1% Hispanic
St. Leo Elementary School	Info. Not available	Catholic	Info. Not Available	7746 S. Emerald Chicago, IL 60620 (773) 483-2335	Data Not Available
St. Sabina School	Ms. Helen Dumas	Catholic	570	7801 S. Throop Chicago, IL 60620 (773) 483-5620	100% Black
Stevenson Elementary School	Paul G. Ramirez	5 (CPS)	1,093	8010 S. Kostner Chicago, IL 60652 (773) 535-2280	36.7% White 14.6% Black 47.8% Hispanic 0.9% Asian Pac. Islander
Sullivan School	Robert Esenberg	6 (CPS)	1,212	8331 S. Mackinaw	8.2% White

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
				Chicago, IL 60617 (773) 535-	50.4% Black 32.4% Hispanic 8.4% Asian Pac. Islander
Thornridge High School	Turnnita Rayburn	205	1,685	Sibley Blvd. & Cottage Grove Dolton, IL 60419 (708) 841-5180	1.7% White 98.1% Black 1.7% Hispanic 0.3% Asian/Pacific Islander
Thornton High School	William O'Neal	205	2,334	151 <sup>st</sup> Broadway Harvey, IL 60426 (708) 596-1000	0.8% White 94.6% Black 4.6% Hispanic
Thornton Fractional South High School	Steven C. Thomas	215	1,513	18500 Burnham Ave. Lansing, IL 60438 (708) 418-1920	65.7% White 26.2% Black 6.9% Hispanic 0.6% Asian/Pacific Islander 0.6% Native American
Thornton Fractional North High School	Effie Kanellakes	215	1,234	755 Pulaski Road Calumet City, IL 60409 (708)585-1001	24.4% White 54.8% Black 18.8% Hispanic 1.1% Asian/Pacific Islander 1.0% Native American
Thornwood High School	Gary Lester	205	2,572	17101 South Park Avenue South Holland, IL 60473 (708) 339-7800	8.6% White 87.1% Black 3.9% Hispanic 0.3% Asian/Pacific Islander
Thorp (J) School	Charles Travino	6 (CPS)	675	8914 S. Buffalo Chicago, IL 60617 (773) 535-6250	78.2% Black 21.7% Hispanic

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Tilden High School	Phyllis Hammond	4 (CPS)	1,254	4747 S. Union Chicago, IL 60609 (773) 535-1625	8.5% White 55.7% Black 32.8% Hispanic 1.4% Asian Pac. Islander 1.8% Native American
Tinley Park High School	Dr. John McGraw	228	1,032	6111 W. 175 <sup>th</sup> St. Tinley Park, IL 60477 (708) 532-1900	69.7% White 21.0% Black 5.7% Hispanic 3.0% Asian/Pacific Islander 0.6% Native American
Turner Elementary School	Telia Chilton	143 ½	301	135 <sup>th</sup> & Hamlin Robbins, IL 60472 (708) 388-7205	5.3% White 62.8% Black 31.9% Hispanic
Trumbull School	Robert Wilkin	1 (CPS)	560	5200 N. Ashland Ave. Chicago, IL 60640 (773) 534-2430	15.5% White 12.3% Black 58.2% Hispanic 13.8% Asian Pac. Islander
Turner-Drew Language Academy	Sabrina Jackson	6 (CPS)	378	9300 S. Princeton Chicago, IL 60620 (773) 535-5720	2.4% White 96.3% Black 0.5% Hispanic 0.8% Asian Pac. Islander
Talala Elementary School	Mrs. Kathy Colbert	201U	279	430 Talala St. Park Forest, IL 60466 (708) 672-2659	31.5% White 61.6% Black 5.0% Hispanic 1.8% Asian/Pacific Islander
Tesla High School	Marva Whaley-Anobah	5 (CPS)	Data Not Available	6657 S. Kimbark Chicago, IL 60637	Data Not Available

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(773) 535-0780	
Vanderpoel School	Dr. Karen Saffold	6 (CPS)	312	9510 S. Prospect Chicago, IL 60643 (773) 535-2690	99% Black 1.0% Hispanic
Volta Elementary School	Nancy Wallace	2 (CPS)	933	4950 N. Avers Chicago, IL 60655 (773) 534-5080	18.9% White 3.0% Black 53.6% Hispanic 24.5% Asian Pac. Islander
Wacker School	Valerie Bratton	6 (CPS)	281	9736 S. Morgan Chicago, IL 60643 (773) 535-2821	100% Black
Wadsworth School	Milton Albritton	5 (CPS)	611	6420 S. University Chicago, IL 60637 (773) 535-0730	99.5% Black 0.5% Hispanic
Warren School	Christine O'Gilvie	6 (CPS)	409	9239 S. Jeffrey Chicago, IL 60617 (773) 535-6625	98.5% Black 0.2% White 0.2% Hispanic 0.1% Asian Pac. Islander
Washington High School	Juana Rivera- Vidal	6 (CPS)	1,544	3535 East 114 <sup>th</sup> St. Chicago, IL 60617 (773) 535-5725	11.3% White 21.3% Black 66.5% Hispanic 0.9% Asian Pac. Islander
Washington Elementary School	Craig Ergang	6 (CPS)	705	3611 East 114 <sup>th</sup> St. Chicago, IL 60617 (773) 535-5010	17.9% White 0.6% Black 80.9% Hispanic 0.7% Asian Pac. Islander

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
Wells High School	Carmen Martinez	2 (CPS)	1,196	936 N. Ashland Ave. Chicago, IL 60622 (773) 534-7010	6.2% White 18.6% Black 74.7% Hispanic 0.5% Asian Pac. Islander
Whistler School	Cora Diggs	6 (CPS)	632	11533 S. Ada Chicago, IL 60643 (773) 535-5560	98.9% Black 0.2% White 0.9% Hispanic
White Elementary School	Dr. Lynn Garner	6 (CPS)	243	1136 W. 122 <sup>nd</sup> St. Chicago, IL 60643 (773) 535-5672	99.2% Black 0.8% Hispanic
Whitney Elementary School	Miguel A. Valazequez	4 (CPS)	1,207	2815 S. Komensky Chicago, IL 60623 (773) 535-1560	99.7 % Hispanic 0.3% Black
Whitney Young High School	Joyce Kenner	3 (CPS)	2,144	211 S. Laflin Chicago, IL 60607 (773) 534-7500	23.3% White 38.9% Black 19.3% Hispanic 17.8% Asian Pac. Islander 0.7% Native American
Woodrow Wilson Elementary School	Dr. Dzlalo Jallo	155	375	560 Wentworth Avenue Calumet City, IL 60409 (708) 862-5166	6.9% White 67.7% Black 25.3% Hispanic
Woodgate Elementary School	Mr. Otis Watkins	159	324	101 Central Avenue Matteson, IL 60443 (708) 720-1107	98.8% Black 1.2% Asian/Pacific Islander
Yates Elementary School	Mrs. Adams-Johnson	159	390	6131 Allemong Dr. Matteson, IL 60443	2.6% White 95.6% Black

School Name	Principal	Region/ District	Enrollment	School Address Telephone Number	Ethnicity of Students
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				(708) 720- 1800	1.8% Hispanci
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<b>School Name</b>	<b>Principal</b>	<b>Region/ District</b>	<b>Enrollment</b>	<b>School Address Telephone Number</b>	<b>Ethnicity of Students</b>
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Indicates High School

<b>School Name</b>	<b>Principal</b>	<b>Region/ District</b>	<b>Enrollment</b>	<b>School Address Telephone Number</b>	<b>Ethnicity of Students</b>
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