

REALIZING THE DEMOCRATIC IDEAL: TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY

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INTRODUCTION

Democracy, in its deepest sense, is an educational undertaking. Those aspects of democracy that are considered to be important within a democracy are important to the institutions of education as well. Generations of thinkers—from Jefferson to Adler—have looked upon education as essential to the functioning and very existence of democracy with the belief that democratic principles and a commitment to them are nurtured through education. Therefore, teaching in a democratic society must take the role of developing democracy and democratic-minded citizens (Peters, 1966).

The human endeavor of teaching in a democratic society is profoundly and gloriously ambivalent. This ambivalence springs from its dual allegiances: to the intellectual and to the moral. Teachers are uniquely obliged to both of these ideals and the best teachers are those who find a kind of harmony between them. The overall enterprise might be characterized, then, as having to accomplish a dual mission, wherein the same mixed signals that often generate frustration, ambiguity and unease also make teaching one of the richest, most satisfying and valuable professions an individual could choose.

First is the intellectual ideal. Teachers must know "the what" that they teach. As much as to anything else, teachers are devoted to the truth—inquiring into how the world is and has been—and to spreading that truth along with the passion for pursuing it and the tools for inquiring into it as far and as widely as possible. Often this involves a fascinated (and, correspondingly, fascinating) competence in the relevant subject matter that is to be taught, whatever it may be: art, writing, chemistry, athletics, music, history, business, mathematics, or any other discipline. In this sense the teacher is first and foremost an inquirer into the truth, a process—perhaps a set of dispositions—which is not generated out of the clear blue sky or solely a random matter of "talents," but is the result of a careful, sustained and rigorous discipline, in both senses of that term: a submission to rules of conduct (in this case to the best knowledge-yielding methodologies as they are currently understood) and also a competence, a certain "at home-ness" in a particular sphere of inquiry. In ascending order of importance, teachers know their subject matter, know how to inquire further into it, and care perpetually to keep on doing so.

The second great obligation of teaching is a moral one. The social development of learners is considered an essential goal of schooling in the Western world. Accordingly, preparing students to enter larger society is an important concern. This process of socialization into a larger society involves instructing students in the norms and values of the society in which they live. Because of the increasing rate of change in the American family structure, school systems are now required to take on this role more seriously than before. This raises the question of what values and norms should be passed on through the school system. Proponents of various theories of democratic education, while differing slightly in their views, nevertheless agree upon the importance of teaching democratic principles as part of the educational process (See Dewey, 1916; Peters, 1966; Benn & Peters, 1958; Howe, 1993). The moral dimension of teaching in a democratic society is connected with citizenship education and learners' civic responsibility.

A second dimension to the moral obligation of teaching relates to the teacher's role in developing the human potential of diverse learners. American society has undergone drastic changes in the last few decades, most notably in the family structure, demographics and the economy. Each of these changes has drastically altered the social structure of American society into one of the most diverse constitutional democracies in the world. This change in the character of society has profound ethical implications that impact both schools and teachers. Since education is a basic right of every human being, it superimposes the need to develop the full human potential of every student, with the school administration and teachers needing to pay special attention to making the attainment of this goal possible. Ethical issues of fairness and justice in instruction have emerged as critical issues in providing a meaningful education to diverse student populations throughout the country. As Brophy and Good (1986) have pointed out, teachers will blunder when they encounter pupils who are unknown and unfamiliar to them. School systems and the teachers they employ, therefore, need to be sensitive to whether they are providing equal educational opportunity for all learners.

Teaching in a democratic society is made up of both the intellectual and the moral. It is the harmonizing of these two ideals that makes teaching distinctive. A further distinction of teaching is its symbiotic relationship to learning. Teaching cannot be done in a vacuum. When teaching, the teacher also learns.

The teaching-learning relationship is the motto of Illinois State University: "Gladly Learn and Gladly Teach." This motto implies that graduates of Illinois State University embrace both teaching and learning. Through teaching, knowledge structures of both the teacher and the learner are changed. Teaching, therefore, will always be intertwined with learning. The French verb *apprendre* applies to both teaching and learning. At Illinois State University, students are taught the meaning behind

apprendre: everyone teaches and everyone learns. The title Project *Apprendre* has been used to define curriculum reform within the professional education unit.

Founded in 1857, Illinois State University is the oldest public institution of higher education in Illinois with a tradition of instruction, research and public service in support of business, industry, and government. The University enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multi-cultural undergraduate and graduate population. In addition to pursuing statewide goals and priorities Illinois State University:

- focuses on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs, with its highest priority on the provision of high quality undergraduate teaching and learning;
- maintains and develops liberal arts and professional programs and is distinguished as a leader in the art and science of education at all levels; and
- provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, develops and delivers programs tailored to meet them. (IBHE, Focus and Priority Statements of Illinois Public Universities, September 7, 1994)

THE VIRTUES

The underlying concept of teacher education at Illinois State University is "Realizing the Democratic Ideal." Through the emphasis on intellectual and moral virtues, students at Illinois State University are prepared to take leadership roles as teachers in our democratic society.

Through the knowledge that "those who dare to teach must never cease to learn," the graduates of Illinois State University are ready to take part in the continual refinement of our democratic society.

1. **Illinois State University teacher candidates will possess the intellectual virtue of "a wide general knowledge." Illinois State University teacher candidates will possess the moral virtue of "a reverence for learning."**

Illinois State University, as acknowledged in the Focus Statement, has long been a proponent of a strong undergraduate initiative. In March 1991, the Academic Senate approved a Philosophy of University Studies, a document that has been the driving force of the reorganization of the general areas of knowledge, serving as a foundation for more specialized or professional studies. That philosophy is:

The University Studies Program provides a common foundation for the baccalaureate degree at Illinois State University. The common foundation is **liberal** in its view of knowledge, focusing on the development of the person, is **interdisciplinary** in its educational approach, and is **global** in its educational perspective. The University Studies Program at Illinois State University takes as its common foundation a **liberal** view of knowledge. General education is compatible with specialization and is a necessary complement to it (Gaff, 63). The emphasis of general education at Illinois State University is on the unity and interconnectedness of all knowledge rather than on what one knows, however expert that knowledge, in isolation from all other concerns and forms of knowledge. The common foundation of knowledge and abilities developed in the University Studies Program consists of a "true core" of courses required of all students graduating from the University contained within a looser but still focused selection of courses designed to develop students' knowledge and abilities in specified intellectual and academic directions. The key challenge of the University is to build the dialogue between general education and the major into the structure of the undergraduate curriculum so that they complement rather than compete with one another.

Because of the generic, humanizing intent of liberal learning, general education assumes an indispensable role in any professional program conducted by a university. Since the achievement of liberal forms of knowledge is keyed to a thorough self-development, liberal knowledge must equip the individual with those habits of mind which are essential for lifelong learning: "In its broadest terms, general education requires the mastery of the linguistic, analytic, critical, and computational skills necessary for lifelong learning." (Gaff, 1983, pp. 7-8) A liberal education qualifies individuals to assume responsibility for all of their acts. Knowledge then prepares individuals to make choices.

The liberal perspective on knowledge also emphasizes human forms of communication. "An educated person must be able to think and write clearly and effectively and must be able to communicate with precision, cogency, and force." (Rosovsky 1990) The liberal perspective develops a critical and active appreciation of life and the liberal perspective on knowledge nurtures the essential competencies for life.

The educational approach of the General Education Program at Illinois State University is **interdisciplinary**. The Illinois State University Academic Planning Statement (1990) places priority on increasing the number of interdisciplinary offerings at the undergraduate level but also on promoting "teaching/learning methods which integrate knowledge, reinforce baccalaureate

skills, and synthesize learning experiences." The interdisciplinarity of the University Studies Program becomes a means through which faculty are encouraged to think about their own teaching and research in broader terms. As the breadth of intellectual possibilities is articulated and the interconnectedness of knowledge developed in all disciplines unfolds, faculty themselves generate a true scholarly community. Within the curriculum, the integration of knowledge with broader historical and social concerns is not only the mark of the "truly educated person" but also the true measure of the "outcomes of a college education." (Boyer, 1987)

The **global** education perspective of the University Studies Program engenders an understanding and a critical appreciation of democratic values and institutions. This perspective addresses cultural similarities and differences as well as issues of race, class, and gender. The global educational perspective stresses the social nature of knowledge and learning. In addition, it develops environmentally knowledgeable individuals.

In short, the Philosophy of University Studies and the Teacher Education Unit Conceptual Framework are consistent and compatible, emphasizing mutually beneficial components. At Illinois State University, all students have a wide general knowledge and teachers, in particular, use that knowledge in preparing tomorrow's leaders.

According to the Illinois State University Philosophy of University Studies, "Liberal arts education is about knowledge and information that the teacher does not teach directly and may not ever teach, yet it is knowledge that is presumed to influence teaching and other human endeavors in several important ways." (p. 160)

2. Illinois State University teacher candidates will possess the intellectual virtue of "a deep knowledge of the content to be taught." Illinois State University teacher candidates will possess the moral virtue of "a reverence for learning."

Those preparing to teach are expected to possess an understanding of their academic fields and must be able to select from them what is most critical to teach, seeing the relationships between central elements within them and other fields of inquiry and between those central elements and the world. (Perrone & Traver, 1996). This level of understanding undergirds, in part, what Shulman (1986, 1987) has characterized as pedagogical content knowledge. The implication for those preparing for teaching is not only considerable course work in the various teaching areas, but also a strong epistemic view of subject matter, with a strong knowledge of the philosophy, the limits, characteristic questions, and competing theories of the discipline. (The Holmes Group, 1986). The Association of American Colleges (AAC) (1985) offered a working definition of a larger knowledge base that might be useful to teacher educators:

Study in depth requires multiple dimensions, it cannot be reached merely by cumulative exposure to more and more of a specified subject matter. For instance, the study of literature is not requisitely deep if at the end the student has merely taken six or eight or ten courses in a literature department; there is not depth if the students have not brought into focus and appreciated in the interrelations a refined degree of literacy, an understanding of literature as cultural history, and knowledge of the theory of how language and literature create meaning, and of the problems of rendering aesthetic judgments. (p. 29)

Sizer (1989), however, suggests that questions about the teachers' academic background are rooted in larger concerns about purpose, not just about course work. According to Goodlad (1990), one encouraging direction is that teacher education programs are starting to make connections with the need for change in the schools. These programs are drawing on a renewed sense of idealism among young people and are beneficiaries of mid-career movement toward teaching.

In September 1996, the National Commission on Teaching and America's Future published its report, *What Matters Most: Teaching for America's Future*. The commission began its work from three simple premises: teacher knowledge, recruitment and retention of good teachers, and school reform. Regarding teacher knowledge, the commission stated: "What teachers know and can do is the most important influence on what students learn. Teachers must know their subject matter so thoroughly that they can present it in a challenging, clear, and compelling way. Research confirms that teacher knowledge of subject matter, student learning, and teaching methods are all important elements of teacher effectiveness" (p. 6). Further, the Commission found that nearly one-fourth of all secondary teachers do not even have a college minor in their main teaching field, and among teachers who teach a second subject, 36% are unlicensed in the field and 50% lack a minor (p.15). Even more distressing, in schools with the highest minority enrollments, students have less than a 50% chance of getting a science or mathematics teacher who holds a license and a degree in that field (p. 16). Clearly, knowledge of the subject matter one teaches is a critical requisite for licensing beginning teachers and inducting them into the profession.

First and foremost, the commission recommends that, by the year 2006: "All children will be taught by teachers who have the knowledge, skills, and commitments to teach children well" (p. 63). The Commission recommends a "professional continuum for teacher development," including recruitment into a teacher education based on academic background and ability to work with children, preservice preparation in an NCATE-accredited (National Council for the Accreditation of Teacher Education) school of education, and an initial intern license based on INTASC (Interstate New Teacher Assessment and Support Consortium) tests of subject matter and teaching knowledge, followed by new teacher induction of one to three years and a continuing license based on INTASC performance assessments. Experienced teachers would then have the opportunity for advanced certification based on National Board for Professional Teaching Standards (NBPTS) performance assessments and examinations.

The continuing question for theorists and researchers is how teachers move from wide general knowledge to deep content knowledge appropriate for particular students. Teachers need to find ways of connecting academic content to the experience and prior understandings of their many students (Perrone & Traver, 1996). The implication is that those preparing for teaching have not only considerable course work in the various teaching areas, but also need to possess a strong epistemic view of subject matter, with a strong knowledge of the philosophy, the limits, characteristic question, and competing theories. It is out of this base that strong connections to other fields of inquiry can emerge.

Approaches to content knowledge vary, including a traditional academic major, an interdisciplinary major, a philosophy and structure of the subject matter major, a text major, a cognitive psychology major, a genetic epistemology major, or a pedagogical content knowledge minor.

"The teacher inevitably transforms the subject matter into something else: a teachable subject that has its own structure and logic that will help the student make sense of the subject matter" (Murray and Porter, 1996, 161). Pedagogical Content Knowledge is fundamentally about those structures that confer some appropriate level of understanding, and it is ultimately about those structures that actually advance our understanding.

Grossman, Wilson and Shulman (1988) suggest that there are four overlapping dimensions of subject matter knowledge that are relevant to teaching: content knowledge, substantive knowledge, syntactic knowledge, and beliefs about subject matter (p. 24). There may be fundamental differences between the subject matter knowledge necessary for teaching and subject matter knowledge *per se*. This difference was first noted by Dewey (1983) when he claimed: "Every study or subject thus has two aspects: one for the scientist as a scientist; the other for the teacher as teacher. These two aspects are in no sense opposed or conflicting. But neither are they immediately identical." (Shulman, p. 285-286). While some of what teachers need to know about their subjects overlaps with the knowledge of scholars of the discipline, teachers also need to understand their subject matter in ways that promote learning. (p. 24) Knowledge of subject matter encompasses more than what is typically measured in standardized multiple choice tests, and certainly more than is reflected in the number of classes that someone has taken (p. 25) There does not appear to be a simple one-to-one correspondence between how much the teacher knows and how much the student learns. (p. 25) Teaching involves the translation of subject matter knowledge *per se* into subject matter knowledge for teaching. Teachers interweave their prior knowledge of subjects with immediate knowledge of classroom realities to produce "action-relevant" knowledge. Teachers tailor their knowledge of the content to the context in which they are currently teaching. The concept of "pedagogical thinking" is "grounded in knowledge of self, children, and subject matter," pedagogic interpretations of subject matter, interpretations which rest on teachers' knowledge of students beliefs about the subject matter. Depth of knowledge, while elusive in its definition and measurements, appears to be one of the features of subject matter which affects instruction (Wilson, 1988). There is some evidence that deeper knowledge of the subject results in more emphasis on conceptual explanations. Organization of knowledge also emerges as important. Teachers who understand the larger map of their subject matter, who understand the relationship of individual topics or skills to more general topics in their fields, also may be more effective in teaching their subjects. Teachers' subject matter knowledge *per se* undergoes a transformation as novices prepare and begin to teach, and as their initial knowledge of content is enriched by knowledge of students, curriculum, and teaching context.

Content knowledge refers to the "stuff" of the discipline: factual information, organizing principles, central concepts. Prospective teachers must understand the centrality of content knowledge for teaching and the consequences of a lack of knowledge. Prospective teachers need to learn about the central concepts and organizing principles of their subject matter. They must develop the ability to acquire new knowledge.

The substantive structure of a discipline includes the explanatory frameworks or paradigms that are used both to guide inquiry in the field and to make sense of the data. Teachers' knowledge of the substantive structure of a discipline has important implications for how and what teachers choose to teach. Teacher education and liberal arts faculty need to develop courses that deal directly with the underlying structures of a discipline.

The syntactic structure of a discipline includes the canons of evidence that are used by members of the disciplinary community to guide inquiry in the field. They are the means by which new knowledge is introduced and accepted into that community. Teacher educators and departments of arts and sciences must work together to ensure that prospective teachers receive an adequate foundation in the syntax of their disciplines.

Finally, teachers' beliefs about teaching and learning are related to how they think about teaching, how they learn from their experiences, and how they conduct themselves in classrooms. Beliefs rely heavily on affective and personal evaluations. Beliefs are more disputable than knowledge. One type of belief that novice teachers hold is related to the content that they teach. A second type of belief is an "orientation" toward the subject matter, their conceptions of what is important and how one knows. Teachers' beliefs about subject matter are as powerful and influential as their beliefs about teaching and learning. Prospective teachers must identify and examine each of their beliefs.

The ability to transform subject matter knowledge requires more than knowledge of the substance and syntax of one's disciplines; it requires knowledge of learner and learning, of curricula and context, of aims and objectives of pedagogy. It also requires a subject specific knowledge of pedagogy. By drawing upon a number of different types of knowledge and skill, teachers translate their knowledge of subject matter into instructional representation.

3. **Illinois State University teacher candidates will possess the intellectual virtue of "*a knowledge and appreciation of the diversity among learners.*" Illinois State University teacher candidates will possess the moral virtue of "*a sensitivity toward the varieties of individual and cultural diversity.*"**

"The history of the great universities is largely the story of an ever widening inclusion, however slow, of different groups and views, based in part on inclusion as a value in its own right. More important, the core values of the academy are enhanced by the inclusion of more groups, both among the students and the faculty, in the quest for a more coherent account of things" (Murray and Porter, 1996, 164). Illinois State University's College of Education has adopted the following definition for "diversity":

Diversity education is a structured process designed to develop a cultural diversity knowledge base, and to foster understanding, acceptance and constructive relationships among all peoples. It encompasses all aspects of diversity: ethnicity, race, linguistic differences, social, economic and geographic differences, age, gender, religion, lifestyle, and differences related to exceptionally and ability.

Diversity education permeates a school's conceptualization of the nature of teaching and learning through the curriculum and instructional strategies, as well as the interactions among teachers, students, families, and all members of the community. Emphasis is placed on experiential learning in the classroom and other settings, as an application of a cultural diversity knowledge base. (1997)

Ramirez (1990) notes that it is critical that competencies, philosophical positions, and programmatic changes related to culturally and linguistically diverse students become an integral component of these programs. One of the essential, yet often overlooked, components of a strong diversity education program is the parent/family component. 'While professionals can offer the expertise of their discipline and knowledge gained from working with a number of children, parents are the only ones who can contribute information on their particular child in all settings (Johnson, p. 2-3). From *Goals 2000*, in fact, comes the mandate that by the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. P.L. 94-142 and P.L. 101-476 mandate that schools should conduct parent training workshops and provide service in order to enhance parent involvement. If schools and teacher preparation programs are serious about a family-focused philosophy, then "families are not just recipients of services; rather, they are instrumental in identifying priorities for the child." To this end, the Illinois State University College of Education has commissioned a white paper outlining the competencies expected of a graduate from teacher education programs relative to the parent/family component.

Currently, the effects of implementation of Public Law 105-17 (105th Congress, June 4, 1997) are an issue for study by the Curriculum Committee of the Council for Teacher Education. According to the findings of Congress:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. . . . Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by (a) having high expectation for such children and ensuring their access in the general curriculum to the maximum extent possible.... (111 STAT.38-39)

4. **Illinois State University teacher candidates will possess the intellectual virtue of "*an understanding of what affects learning and of appropriate teaching strategies.*" Illinois State University teacher candidates will possess the moral virtue of "*a respect for learners of all ages and a special regard for childhood and adolescence.*"**

Effective teachers must have a deep understanding of their students. Teachers and students become involved in a particular kind of personal relationship that imposes moral responsibilities upon its participants (Bull, 1993). That responsibility takes the shape of recognizing the diversity which makes up society at large, understanding how children develop and learn, and making wise decisions about instruction.

In contemporary American society, the overall composition of the student population has become very diverse. Today one in three students is a student of color, and the traditional household with a father, mother and two children makes up a mere six percent of all existing family configurations. Other factors are adding to the diversity among the student population. According to recent statistics, 26% of school age children live in poverty, and one third of preschool age children are considered to be at risk of school failure because of poverty, sickness, neglect and abuse. It is the role of teachers today to provide equality of educational experience among all students in their classes. Although educational equality was previously thought of as interconnected with equality of opportunity or equality of access, it is now understood to be a much more complex issue. Educational equality involves not merely access, but also actions within the school that influence the various learning processes and those conditions connected with them. Students at Illinois State University understand the diversity of school population and learn how to tailor instruction to meet the needs of all students.

Students also learn how children learn and develop in order to make wise instructional decisions. People grow and change in many ways throughout their lives. While physical changes are perhaps the most obvious, intellectual, mental, emotional, and

moral changes are in many ways more important for educators to understand. The teacher education program at Illinois State University strives to prepare educators who have a strong knowledge base regarding how children grow and change and what capabilities children typically display at certain ages. Such knowledge is essential to: a) designing curriculum and instructional strategies based on what students can understand and benefit from, b) setting thoughtful instructional goals for students that promote growth and learning, and c) identifying students who are not displaying adequate developmental progress and taking measures to assist them. A select number of key concepts are stressed in course work at ISU regarding the areas of cognitive, linguistic, social, personal, and moral development.

Contemporary cognitive theories of learning are constructivist in nature, positing active learners who makes sense of the world through relating novel information to what they already know. Understanding and learning is facilitated and guided through interaction with knowledgeable peers and adults (Bruning, Schraw, & Ronning, 1995). From a cognitive theoretical perspective, an additional realization that teachers must gain is that learning is a developmental phenomenon. Children and adolescents learn and think in distinct and unique ways, and undergo significant changes in their thinking throughout the school years. Current cognitive theories relevant to the school-aged population differ in whether or not such changes in thinking and learning occur in an incremental or stage-like fashion, and whether learning occurs as the result of maturation or experience. However, theories share in common the tenet that children and adolescents approach and act on their environments in unique ways that must be accommodated by developmentally appropriate instruction.

School is not just a place where children learn academic skills. It is a place where students learn how to get along with people (social development), develop concepts of self (personal development), and gain perspectives on what is right and what is wrong (moral development). Students take out and bring in social skills, personal esteem, and moral values to the classroom. While it is not the teachers' role to indoctrinate or instill values in children, it is the teachers' responsibility to create a climate for social, personal, and moral growth.

The development of social skills in childhood is critical to success in adult life. While families and peers certainly have a considerable influence on social skill development, there is much that teachers can do to promote prosocial behavior. It is especially important to encourage students to learn and display behaviors related to long-term success in school, such as obeying school rules, following instructions, and working independently (Hess & Holloway, 1984). Additionally, teachers should provide opportunities for cooperation, sharing, and reciprocity among students and in some situations be willing to let students work out their own interpersonal conflicts (Hess & McDevitt, 1989).

As with social development, many factors outside of the school influence children's self-concept (one's beliefs about oneself; such as, characteristics, strengths, and weaknesses) and self-esteem (the extent to which one believes oneself to be a capable and worthy individual). From studying Harter's (1982) work on perceptions of cognitive, social, and physical competence, Illinois State University graduates understand that students make distinctions regarding the different aspects of themselves; therefore, self-concept and self-esteem may have several dimensions. Additionally, self-concept and self-esteem of most individuals fluctuates to some extent over time, with early elementary and early adolescents being difficult periods for many (Harter, 1990). Teachers need to be sensitive to fluctuations in student self-esteem and self-concept and take special measures to provide support to students in settings and situations which may be especially challenging (Nottleman, 1987).

From studying Kohlberg's work on moral reasoning, Selman's research on perspective taking, and Eisenberg's work on prosocial behavior, Illinois State University graduates can promote the development of morality and prosocial behavior in the students they teach.

Kohlberg (1986) posited a six-stage theory of moral development. Kohlberg's stages were invariant, meaning that a person had to pass through each lower stage in order to progress to a higher stage. Stages were formulated from research based on peoples' responses to a series of moral dilemmas. Through studying Kohlberg's stages, Illinois State University graduates have insight into the logic and reasoning their students might apply to interpreting events and situations. For instance, to promote the movement of junior high and high school students from the conventional morality stage to the postconventional morality stage, it would be useful for a social studies teacher to identify situations where the laws of a society are counterproductive.

Selman (1980) contends that in order to make moral decisions and behave in morally appropriate ways, children must learn to look at situations from another person's perspective. He proposed a five-level theory of perspective taking that specified behaviors of children at different age levels. From studying Selman's theory Illinois State University graduates know to present perspective taking one level above that of their students and create opportunities for students to hear the perspectives of persons from a variety of cultures, religions, and political belief systems.

Prosocial behaviors are behaviors that promote the well being of other individuals, such as sharing, helping, cooperating, and comforting. Nancy Eisenberg (1982) identified five levels of reasoning about prosocial behavior that help predict how children at different ages are likely to behave. Implications from her work for classroom teachers include acknowledging and rewarding prosocial behavior when it occurs and pointing out situations to students in which other people's needs are far greater than their own (Ormrod, 1995).

Teachers who understand their students are able to make informed decisions about instructional strategies. One method of learning about students comes from the individual rather than theories about learning and development. At Illinois State University, students are encouraged to use performance assessment to inform their own instructional decisions.

Learning is a search for viable solutions to problematic situations. To learn is to understand the process of constructing knowledge (This is especially true for prospective teachers). This constructivist notion of learning underscores the successful implementation of performance assessment. Briefly, constructivism asserts that students personally construct knowledge and that learning occurs as meaning is given to experiences in light of existing knowledge. Viewing knowledge in this manner leads to an environment where students are actively involved in building meanings. At Illinois State University, we want our students to understand and to accept responsibility for their own learning. Accordingly, our assessment techniques allow students to express their personal understanding of concepts in a way that is uniquely theirs.

With constructivism in mind, we have begun to move "beyond the bubble" in assessment practices. Although performance assessment is certainly the aim of many classroom teachers and teacher education programs, traditional testing is still valid, reliable and efficient in many instances; traditional "test" results are also useful in explaining student progress to many parents who understand a system similar to one they knew as students themselves. While traditional multiple choice testing is still used, there is a recognition that such traditional testing can have negative consequences: they tend to narrow the curriculum; encourage teaching of disconnected, low-level facts; frustrate teachers and students; confuse the public; and undermine improvement efforts. If we truly want to make effective reforms in our programs, and through modeling of best practices, we must discover what students actually know, how well they can think, and what they can do (Comfort, 1992).

In order to find out what students know, we use varied performance assessments in the teacher education program. To promote reflective thinking and to ascertain how students are processing information many courses rely on journal writing as a component of course evaluation. Video analysis of microteaching and student field experiences is used, not only to evaluate particular teaching skills, but also to evaluate students abilities to reflect on the incorporation of theory into practice and to develop skills for becoming a researcher in their own classrooms. Group assignments are used frequently, in part, to teach and evaluate students' ability to collaborate in a professional manner in the development of curriculum. Students are also evaluated through technology (e.g., the development of web pages and Power Point presentations).

The performance assessment used to the greatest degree, and often includes other performance assessments, is portfolio assessment. Portfolios as used in teacher preparation at Illinois State University fit the definition provided by Paulson, Paulson, and Meyer (1991).

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. (p. 60)

Portfolios are a powerful classroom tool. Portfolios have the potential to reveal a lot about the students who created it. Portfolios can be tools for students to become actively engaged in their own learning and take ownership in ways few other approaches allow. Portfolios offer students the opportunity for self-reflection; it is something done by students, not to them; and portfolios can have multiple purposes -individual courses and programmatic purposes; and it is an assessment that takes place in a context of learning and instruction.

Teachers need to be wise decision-makers in a democratic society. As they realize the democratic ideal by knowing their students and searching for methods to instruct them, teachers need to have a firm understanding of their constitutional rights and the rights of their students.

At Illinois State University, students are encouraged to learn about the governance structures of education; constitutional rights pertaining to expression, religion, discipline, and equal protection; academic freedom issues; liability; and laws respecting the rights of individuals with disabilities. Through knowledge about the place of schools in the legal system, teacher education students at Illinois State University can learn to steer their decisions to be consistent with democratic thinking and thus make informed, wise decisions about their students.

5. Illinois State University teacher candidates will possess the intellectual virtue of "an interest in and an ability to seek out informational, technology, and collegial resources." Illinois State University teacher candidates will possess the moral virtue of "a disposition and ability to collaborate ethically and effectively with others."

Teaching in a democratic society means adding to the societal dialogue, the teacher's own voice and the voices of others. Societal dialogue is enriched by informed voices from those who are interested and able to learn from multiple sources. In order for the teachers who graduate from Illinois State University to join the conversations of public and professional communities, they must first learn to become reflective teachers, then understand how to add to their reflections through inquiry, technology, and collaboration with others.

At Illinois State University, preservice teachers are encouraged to learn to be reflective. As they reflect on teaching, they learn to search for additional information through self-motivated inquiry using the scientific method.

The unifying concept for undertaking inquiry is the scientific method. Many ways of obtaining information exist. One can consult experts, review books or articles, examine one's own experience, or exchange views with others. But the knowledge gained through these approaches is not always reliable. The scientific method, on the other hand, provides a means of obtaining knowledge where what is learned can be examined and challenged. Essentially, it involves the testing of ideas in the public arena. Public evidence as opposed to private experience is the criterion for belief.

Typically teachers try various instructional approaches or classroom control methods and through experience determine which ones work. The basis for making such judgments rests mostly on informal observation and feedback (private experience). Under the scientific method claims of the effectiveness of various instructional methods would be put to a rigorous test to see if they hold up under controlled conditions. Further, all aspects of the investigation would be described in sufficient detail that the study could be replicated by qualified professionals who question the results (public evidence).

Ross (1992) viewed the process of learning to teach as being influenced by multiple and complex variables, including "entering perspectives, personal learning history, theoretical knowledge base, faculty mentors, cooperating teachers, peers, university supervisors, children within the classrooms, student teaching experiences, image itself, and perception of efficacy" (p. 34).

Using the scientific method, teacher candidates can learn to be reflective. Incorporating reflective practice into a teacher education program is a complex, multifaceted process. There are multiple definitions, methods and perspectives associated with reflective practice. Calderhead (1992) reported that current programs in education differ greatly in how reflective practice is defined, what students reflect about and how they are taught to become reflective.

The goal of teachers being reflective was first posited by Dewey (1902, 1938); however, it was Schon's (1983) landmark work, *The Reflective Practitioner*, that has served as the impetus for the current interest in reflective practice. Although Schon's work was not directed specifically at the profession of teaching, his concerns are very germane to education. He noted that the traditional ways in which professionals were trained were no longer appropriate for solving today's problems. Schon described the problems faced by practitioners as differing in complexity, intensity, ambiguity, and immediacy than in the past.

Sparkes-Langer and Colton (1991) succinctly reaffirmed Schon's concern about the traditional ways in which teachers are trained to respond reflectively to problems in the classroom. They candidly stated, "University course work and unstructured student teaching experiences are inadequate" (p. 43).

Dewey (1933) defined reflective teaching as "the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration" (pg. 3). It is "an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9).

Regarding reflective practice in education, teachers who regularly reflect upon and analyze their teaching behavior are not only more perceptive and influential teachers but also enhance their ability to respond to and solve problems. Three components of the reflective process include problem setting, testing, and personal responsibility. Dewey defined reflective teaching (1933) as "the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration." (p. 3) It is an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). Clift et al (1992) found that teachers should look at teaching in a wider context and from the educational values within the community through the reflective process. Teacher preparation programs should seriously consider developing specific strategies for the success of their newly minted reflective thinkers as they assume positions in the schools. Those veteran teachers who supervise student teachers need to model reflective practices. College of education should consider providing staff development to the schools to work with veteran cooperating teachers. Among the strategies for developing reflective practice are cognitive coaching, case methods, logs and journals, field experiences, professional development schools, think-aloud practice protocols, microteaching, and action research.

Using Schon (1983) as a basis, Bartelhiem and Evans (1933) defined reflective practice as a decision-making process that provides the practitioner with the "ability to integrate professional experience with theory and research to formulate solutions to problem situations" (p. 338). They identified three components of the reflective process: problem setting, testing, and personal responsibility.

Sparkes-Langer and Colton (1991) provided a definition of reflection that identified an important qualitative element—being critical. A teacher who reflects critically considers "the moral and ethical aspects of social compassion and justice along with the means and the ends" (p. 39).

As teachers engage in inquiry, they access information from collaborative groups and from technological sources. Students are encouraged to work with all full time and part time faculty and staff members at Illinois State University to learn about topics of interest. In addition, the College of Education has identified essential competencies related to instructional technology that it believes all teacher education students should possess upon graduation. Since technology changes rapidly, the focus at ISU is on the development of the technologically competent teacher who is able to use technology tools rather than upon the utilization of software that may rapidly become obsolete.

The Council for Teacher Education is currently studying feasible measures to implement the National Council for Accreditation of Teacher Education's newly adopted International Society for Technology in Education (ISTE) standards for technology. "Graduates of teacher education programs must be prepared to make productive use of technology in their professional lives and use technology to help students learn more effectively" (NCATE, 22). The Illinois State University teacher education unit fully endorses the importance of technology and works to ensure the highest standards and knowledge levels for candidates.

Teachers in the teacher education program at ISU are instructed in the ways to access knowledge through using all of the resources available. Through accessing resources and using those resources to answer their own educational questions, students at Illinois State University can join the professional community and become an informed voice in public dialogues.

6. Illinois State University teacher candidates will possess the intellectual virtue of "a seriousness of personal, professional, and public purpose. Illinois State University teacher candidates will possess the moral virtue of "a contagious intellectual enthusiasm and courage enough to be creative."

One of the goals of a democratic society is to achieve a robust and inclusive public conversation. Teachers have a special responsibility to enter the conversation themselves and to encourage others to do so. Teachers must possess the intellectual enthusiasm and the courage to use their own understanding and knowledge for personal, professional, and public purposes. Teachers cannot become complacent and abnegate for themselves or for others the exacting responsibility of searching for truth. They must continually think for themselves and use their knowledge about human motivation to create situations where others will think. In the words of Immanuel Kant (1724 - 1804), who chose *sapere aude* motto for the moral and intellectual journal of enlightenment, teachers must "Dare to be wise"! Daunting or not, a democratic teacher holds as a sacred obligation to dare him or herself and to dare others to be wise.

Teacher education at Illinois State is steeped in and oriented by its enlightenment-democratic conception of the foundations of education. It is reflected in the curricula of the various degree and certification programs, the research and service done by the faculty, the interests and activities of the students themselves and by the general ethos of the place. Consistent with its provenance as a normal university—the first public university in Illinois—Illinois State’s programs in teacher education are geared toward serving the citizens of the state as a whole. Unlike some who serve mainly just those who can afford it, this University takes on the special challenge of serving Illinois in all of its socio-economic, racial, cultural and geographical diversity. As in teaching, generally, this aspect of our mission is simultaneously our greatest challenge and our highest triumph. Throughout our programs, we consciously encourage intellectual vitality and expect all of our students to take their place as a voice in our democratic society.

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