July 2003 – June 2004

Reporting Year

The University of Illinois at Urbana-Champaign is accredited by the North Central Association of Colleges and Schools. All of the University's teacher preparation graduates were Earth Science, German, Latin, and Russian.

If no students completed a program during this reporting year, the program is not included in the chart above. For 2003-2004, the programs with no completers in 2003-2004.

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

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The length of student teaching varies by program.

The title II report card, titled "Illinois II Title Report Card," includes a chart titled "University of Illinois Certification Test Results: July 2003 – June 2004." The chart details the number of program completers and test pass rates for various categories, including Basic Skills, Professional Knowledge/Pedagogy, Professional Content Areas, and Teaching Special Populations. Specific totals and pass rates are listed for each category.
Teacher Education Vision

To prepare the very best teachers, educational leaders, and school service personnel who can knowledgeably and compassionately serve the needs of our increasingly diverse society.

To develop innovative models for the preparation of educators which emphasize strong academic content, which includes knowledge of emerging technologies.

To guide the development of inquiring and reflective minds.

To prepare teachers to participate in research and translate current research findings into effective practice.

To work together as a community to develop and sustain a vision of education that embraces diversity and is founded on the premises of social justice and a passion for helping all children to learn.

To cultivate professional development through a commitment to life-long learning.

To foster a commitment to service that is directed to the citizens of Illinois, as well as to other states and the nation.

Best Practices

Teacher education candidates have the opportunity to study with faculty who are internationally recognized scholars and practitioners.

Teacher education candidates are prepared to collaborate while serving students with special needs in general education settings.

Teacher education candidates are prepared to assess the educational needs of students with diverse learning abilities, obtain necessary resources and support, adapt instruction, and effectively implement each individual educational program.

Teacher education candidates are prepared to apply their understanding of culturally and linguistically diverse students to effectively plan for instruction and assessment.

Teacher education candidates are prepared to use and implement current and emerging technologies as effective educational tools.

Secondary teacher education candidates complete academic majors.

Elementary education majors participate in a culminating professional year that integrates theory and practice through course work and three clinical placements.

Notable Features and Accomplishments

The University is ranked among the top 10 public national universities that grant doctoral degrees. (U.S. News and World Report).

The graduate program in the College of Education ranks 27th in the nation with Elementary Education and Special Education ranking 5th and other special areas participating in the ranking in the top twelve nationally. (U.S. News and World Report).

The University houses the largest public university library in the world.

The University is a leader in supercomputing design and applications and is home to the National Center for Supercomputing Applications.

The Novice Teacher Support Project created by the University and local regional offices of education provides mentoring for beginning teachers in Illinois.

The University has a long-term commitment to prepare excellent educators to teach in underserved school districts.

The University of Illinois was the first major university to provide comprehensive access and educational programs for persons who are physically disabled, setting a standard for accessibility worldwide.

Professional Education Programs

The University of Illinois Urbana-Champaign offers programs at the graduate and undergraduate levels leading to teacher, school leader, and school service positions.

Agricultural Education

Located in the College of Agricultural, Consumer, and Environmental Sciences, offers undergraduate and graduate level certification programs. Candidates are prepared to teach agriculture in grades 9-12. Additional course work is available to prepare candidates to teach in the middle grades.

Elementary Education

Located in the College of Education, offers undergraduate and graduate level certification programs. Candidates are prepared to teach children from birth through third grade. Early childhood programs include coursework that prepares candidates to obtain an early childhood specialty education approval.

Secondary Education

Located in the College of Education, offers graduate level certification programs for school leadership. A year-long internship prepares graduates for positions as school principals or superintendents.

Foreign Language

Offers undergraduate level certification programs in five departments. Undergraduates complete a major in the teaching of French, German, Latin, Russian, or Spanish in the College of Liberal Arts and Sciences and complete professional education courses in the Colleges of Liberal Arts and Sciences and Education. Candidates are prepared to teach foreign language in grades K-12. A graduate level certification program is available in Spanish. Graduate students in French, German, Latin, and Russian may complete requirements of the undergraduate certification programs while pursuing a master’s degree.

Library Information Specialist

Located in the Graduate School of Library and Information Science, offers a graduate level certification program that prepares candidates to serve as school library information specialists in grades K-12.

Music Education

Located in the College of Fine and Applied Arts, offers undergraduate and graduate level certification programs. Candidates are prepared to teach music in grades K-12.

Physical Education/Health Science

Located in the College of Applied Life Studies, offers an undergraduate certification program. Candidates are prepared to teach physical education in grades K-12. Graduate students may complete certification requirements while pursuing a master’s degree.

Secondary Education

Offers undergraduate and graduate level certification programs. Undergraduate candidates complete a major (biology, chemistry, geology/earth science, English, history, mathematics, or physics) in the College of Liberal Arts and Sciences and complete professional education courses through the Teacher Education Minor in Secondary School Teaching in the College of Education. Graduate students who desire certification in these subjects complete a master’s program in the Department of Curriculum & Instruction. Candidates are prepared to teach content areas in grades 6-12.

School Social Work

Located in the School of Social Work, offers a graduate level certification program. A year-long internship prepares candidates to serve as social workers in public schools.

Special Education

Located in the College of Education, offers undergraduate and graduate level certification programs leading to the Learning Behavior Specialist I certificate. Candidates are prepared to teach persons from kindergarten through age 21.

Speech & Hearing

Located in the College of Applied Life Studies, offers a graduate level non-teaching certification program. Candidates are prepared to serve as speech/language pathologists in school settings with individuals from birth through age 21.

Visual Arts Education

Located in the College of Fine and Applied Arts, offers an undergraduate certification program. The curriculum prepares candidates for positions as teachers of art in the public schools, grades K-12. Graduate students may complete certification requirements while pursuing a master’s degree.

Student Characteristics

During the reporting year, of the 28,589 undergraduate students, most were of traditional college age; 26.8% were minority students (7.5% African American, 3% American Indian/Alaskan Native, 12.6% Asian/Pacific Islander, and 6.4% Latino/a); 3.6% were international students; 47% were female; and 90% were Illinois residents. Eighteen percent were first-generation students. Men were in the top 25% of their graduating class, and the average ACT score for all entering freshmen was 27.6. Of the 439 students recommended for certification, most were of traditional college age; 16.2% were minority students (3% African American, 2% American Indian/Alaskan Native, 8% Asian/Pacific Islander, and 5% Latino/a); and 79% were female.

Admission Requirements 2003 - 2004

Admission to Teacher Education: For most programs, undergraduate candidates are admitted at the beginning of their junior year. Candidates must have a minimum U/R and cumulative GPA of 2.5 (A=4.0), or higher if required by the program. In addition, candidates must pass the ICTS test of Basic Skills and meet all other requirements as defined by the program. The majority of all graduate students in Teacher Education meet all requirements of the Graduate College as well as the desired teacher education program. Most graduate programs also require a passing score on the appropriate ICTS content test.

Admission to Student Teaching: Students must have met all requirements of the appropriate common assessment plan (CAP). The CAP is available at http://cap.eecs.umn.edu. For more specific information about teacher education programs, please see the Council on Teacher Education website at http://www.ed.asuic.edu/cta/
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- To guide the development of inquiring and reflective minds.
- To prepare teachers to participate in research and translate current research findings into effective practice.
- To work together as a community to develop and sustain a vision of education that embraces diversity and is founded on the premises of social justice and a passion for helping all children to learn.
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- To foster a commitment to service that is directed to the citizens of Illinois, as well as to other states and the nation.

Best Practices

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Early Childhood Education

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Educational Organization and Leadership

Located in the College of Education, offers graduate level certification programs. A year-long internship prepares graduates for positions as school principals or superintendents.

Elementary Education

Located in the College of Education, offers undergraduate and graduate level certification programs. Candidates are prepared to teach in self-contained classrooms in grades K-9. Additional course work is available to prepare candidates to teach departmentalized subjects in the middle grades.

Foreign Language

Offers undergraduate level certification programs in five departments: Undergraduates complete a major in the teaching of French, German, Latin, Russian, or Spanish in the College of Liberal Arts and Sciences and complete professional education courses in the Colleges of Liberal Arts and Sciences and Education. Candidates are prepared to teach the foreign language in grades K-12. A graduate level certification program is available in Spanish. Graduate students in French, German, Latin, and Russian may complete requirements of the undergraduate certification programs while pursuing a master’s degree.

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Physical Education/Kinesiology

Located in the College of Applied Life Studies, offers undergraduate and graduate level certification programs. Candidates are prepared to teach physical education in grades K-12. Graduate students may complete certification requirements while pursuing a master’s degree.

Secondary Education

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**Educational Organization and Leadership** located in the College of Education, offers graduate and undergraduate level certification programs. A year-long internship prepares graduates for positions as school principals or superintendents.

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### Title II Report Card

#### July 2003 – June 2004

**Teaching and Learning in a Diverse Society**

**Founded in 1867 as a state-supported, land-grant institution, the University of Illinois at Urbana-Champaign (UIUC) is a community of scholars who are committed to serving the state of Illinois and the nation through our research, teaching, and public service.**

**Our professional teacher preparation programs at the UIUC are designed to shape the knowledge, skills, and dispositions that our graduates need to serve children and adolescents in a diverse society.**

#### Council on Teacher Education

505 East Green Street
Suite 203
Champaign, IL 61820
(217) 333-2804
http://www.cete.uiuc.edu

**Reporting Year**

July 2003 – June 2004

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**Information about Clinical Experiences**

- Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004: 1204
- Number of students in supervised student teaching in academic year 2003-2004: 434
- Number of faculty members who supervised student teachers:
  - Full-time faculty in professional education: 15
  - Part-time faculty in professional education but full-time in the institution: 28
- Total number of students admitted into teacher preparation, all specializations: 58
- Student teacher/faculty ratio: 7.5:1
- The average number of student teaching hours per week required: 36
- The total number of weeks of supervised student teaching required: 15
- Average total number of hours required: 540

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**UIUC Illinois Certification Test Results**

**Number of program completers: 458**

<table>
<thead>
<tr>
<th>Test Field/Category</th>
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</tr>
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<tr>
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<tr>
<td>Basic Skills Test</td>
<td>454</td>
<td>455</td>
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<tr>
<td>Aggregate</td>
<td>458</td>
<td>459</td>
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<tr>
<td>Professional Knowledge/Pedagogy</td>
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<tr>
<td>101 APT: Birth to Grade 3</td>
<td>20</td>
<td>20</td>
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<tr>
<td>102 APT: Grades K-9</td>
<td>122</td>
<td>122</td>
</tr>
<tr>
<td>103 APT: Grades 6-12</td>
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<td>104 APT: Grades K-12</td>
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<td>Academic Content Areas</td>
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<td>02 Early Childhood</td>
<td>26</td>
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<tr>
<td>03 Elementary Middle Grades (K-9)</td>
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<tr>
<td>24 Social Science</td>
<td>43</td>
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<tr>
<td>25 English</td>
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<tr>
<td>35 Biological Science</td>
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<td>36 Mathematics</td>
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<td>50 Physical Education (K-12)</td>
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<td>Other Content Areas</td>
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<tr>
<td>12 Media</td>
<td>7</td>
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<tr>
<td>46 Agriculture</td>
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<tr>
<td>05 Traumatic Mentally Handicapped</td>
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<td>Summary Totals and Pass Rate</td>
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Percentage pass rates are not calculated for programs with less than ten completers in 2003-2004.

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Professional Knowledge/Pedagogy

101 APT: Birth to Grade 3
02 Early Childhood                     26             26 100% 100%
03 Elementary Middle Grades (K-9)      148            147 99% 99%
24 Social Science                      43             43 100% 100%
25 English                             52             52 100% 100%
26 Spanish                             10             10 100% 100%
27 French                              1              1 100% 100%
35 Biological Science                  14             14 100% 100%
36 Mathematics                         19             19 100% 100%
37 Chemistry                           8              8  100% 100%
41 Physics                             2              2  100% 100%
48 Art (K-12)                          24             24 100% 100%
49 Music (K-12)                        33             33 100% 100%
50 Physical Education (K-12)          16             16 100% 100%
Aggregate                              398            398 99% 99%

Other Content Areas

12 Media                               7              7  100% 100%
46 Agriculture                         17             17 100% 100%
Aggregate                              24             24 100% 100%

Teaching Special Populations

03 Traumatic Mentality Handicapped     3              --        --        98%
09 Speech Language                     3              --        --        100%
155 Learning Behavior Impaired         10             10 100% 100%
Aggregate                              16             16 100% 96%

Summary Totals and Pass Rate

455                                      455 100% 98%

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