



## *TEACHER EDUCATION VISION*

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- I** To prepare the very best teachers, educational leaders, and school service personnel who can knowledgeable and compassionately serve the needs of our increasingly diverse society.
- I** To develop innovative models for the preparation of educators which emphasize strong academic content, which includes knowledge of emerging technologies.
- I** To guide the development of inquiring and reflective minds.
- I** To prepare teachers to participate in research and translate current research findings into effective practice.
- I** 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.
- I** To cultivate professional development through a commitment to life-long learning.
- I** 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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- I** Teacher education candidates have the opportunity to study with faculty who are internationally recognized scholars and practitioners.
- I** Teacher education candidates are prepared to serve students with special needs in general education settings.
- I** 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.
- I** Teacher education candidates are prepared to apply their understanding of culturally and linguistically diverse students to effectively plan for instruction and assessment.
- I** Teacher education candidates are prepared to use and implement current and emerging technologies as effective educational tools.
- I** Secondary teacher education candidates complete academic majors.
- I** 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*

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- The University is ranked among the top 10 public national universities that grant doctoral degrees. (*US News and World Report*).
- The graduate program in the College of Education ranks 24<sup>th</sup> in the nation with several specialty areas in teacher education ranking in the top ten nationally. (*U.S. News and World Report*).
- The University houses the largest public university library in the world.
- The University is a world leader in supercomputing design and applications and is home to the National Center for Supercomputing Applications.
- The University has a long-term commitment to prepare excellent educators to teach in underserved school districts.
- The University houses the Illinois New Teacher Collaborative which is a consortium of universities, professional associations, regional offices of education, businesses, foundations and others to create a statewide network of support for new teachers and their mentors.
- The University of Illinois was the first major university to provide comprehensive access and programs for persons who are physically disabled, setting a standard for accessibility worldwide.

## *PROFESSIONAL EDUCATION PROGRAMS*

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

**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.

**EARLY CHILDHOOD 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 special education approval.

**EDUCATIONAL ORGANIZATION AND LEADERSHIP**, 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.

**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 foreign language in grades K-12. Graduate level certification programs are available in Latin and Spanish. Graduate students in French, German, 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/KINESIOLOGY**, 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. An alternative certification program for mathematics and sciences is available at the graduate level for qualified candidates. 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 and graduate level programs leading to the Learning Behavior Specialist II certificate in four categories. 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.

For more specific information about teacher education programs, please see the Council on Teacher Education web site at: <http://www.ed.uiuc.edu/cte/>

## **STUDENT CHARACTERISTICS**

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During the reporting year, of the 29,226 undergraduate students, 87% are of traditional college age; 26.3% are from underrepresented groups (6.8% African American, .2% American Indian/Alaskan Native, 12.9% Asian/Pacific Islander, and 6.4% Latino/a); 4.4% are international students; 47% are female; and 88% are Illinois residents. Eighty-six percent of the Fall, 2004 freshmen were in the top 25% of their graduating class, and the average ACT score for all entering freshmen was 27.5. Of the 431 students recommended for certification, 15.5% were from underrepresented groups (3% African American, 8.8 % Asian/Pacific Islander, and 3.7% Latino/a); and 81% were female.

## **ADMISSION REQUIREMENTS 2004- 2005**

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**Admission to Teacher Education:** For most programs, undergraduate candidates are admitted at the beginning of their junior year. Candidates must have a minimum UIUC 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 admitted undergraduate students have GPAs significantly above the minimum. Transfer candidates must meet the competitive requirements as defined by the program. Candidates enrolled in graduate-level certification programs must meet all requirements of the Graduate College as well as the desired teacher education program. Some 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://www.ed.uiuc.edu/cte/caps>. For more specific information about teacher education programs, please see the Council on Teacher Education web site at <http://www.ed.uiuc.edu/cte>.

## INFORMATION ABOUT CLINICAL EXPERIENCES

Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	1136
Number of students in supervised student teaching in academic year 2004-2005.	434
Number of faculty members who supervised student teachers:	
➤ Full-time faculty in professional education	6
➤ Part-time faculty in professional education but full-time in the institution	0
➤ Part-time faculty in professional education, not otherwise employed by the institution	45
Total faculty student teaching supervisors	51
Student teacher/faculty ratio	8.5:1
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

*The length of student teaching varies by program.*

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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.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

**UIUC ILLINOIS CERTIFICATION TEST RESULTS**  
**JULY 2004 – JUNE 2005**

**Number of program completers: 433**

Test Field/Category	University of Illinois at Urbana-Champaign			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
Basic Skills Test	432	432	100%	100%
<b>Aggregate</b>	<b>432</b>	<b>432</b>	<b>100%</b>	<b>100%</b>
<b>Professional knowledge/Pedagogy</b>				
101 APT: Birth to Grade 3	32	32	100%	100%
102 APT: Grades K-9	143	143	100%	99%
103 APT: Grades 6-12	124	124	100%	99%
104 APT: Grades K-12	132	130	98%	98%
<b>Aggregate</b>	<b>431</b>	<b>429</b>	<b>100%</b>	<b>99%</b>
<b>Academic Content Areas</b>				
02 Early Childhood	10	10	100%	99%
03 Elementary/Middle Grade (K-9)	30	30	100%	100%
24 Social Science	5	--	--	100%
25 English	9	--	--	100%
26 Spanish	5	--	--	100%
27 French	2	--	--	100%
35 Biological Science	6	--	--	100%
36 Mathematics	2	--	--	100%
37 Chemistry	5	--	--	100%
41 Physics	1	--	--	100%
48 Art (K-12)	16	16	100%	100%
49 Music (K-12)	22	22	100%	100%
50 Physical Education (K-12)	21	21	100%	100%
107 Early Childhood Education	21	21	100%	99%
108 Science: Earth and Space Science	1	--	--	100%
110 Elementary/Middle Grades	115	115	100%	100%
111 English Language Art	38	38	100%	100%
114 Social Science: History	20	20	100%	100%
115 Mathematics	21	21	100%	94%
116 Science: Physics	2	--	--	91%
135 Foreign Language: Spanish	7	--	--	98%
143 Music	14	14	100%	100%
144 Physical Education	6	--	--	98%
145 Visual Arts	3	--	--	98%
<b>Aggregate</b>	<b>382</b>	<b>382</b>	<b>100%</b>	<b>100%</b>
<b>Other Content Areas</b>				
012 Media	3	--	--	100%
46 Agriculture	9	--	--	100%
170 Agricultural Education	5	--	--	100%
175 Library Information Specialist	1	--	--	100%
<b>Aggregate</b>	<b>18</b>	<b>18</b>	<b>100%</b>	<b>100%</b>
<b>Teaching Special Populations</b>				
152 Early Childhood Special Education	1	--	--	100%
155 Learning Behavior Specialist	30	30	100%	100%
<b>Aggregate</b>	<b>31</b>	<b>31</b>	<b>100%</b>	<b>100%</b>
<b>Summary Totals and Pass Rate</b>	<b>433</b>	<b>431</b>	<b>100%</b>	<b>99%</b>

Percentage pass rates are not calculated for programs with less than ten completers in 2004-2005. If no students completed a program during this reporting year, the program is not included in the chart above. For 2004-2005, the programs with no graduates were German, Latin, and Russian.