

Institution: Illinois State University 1999-2000

Mission: Founded in 1857 to prepare teachers, Illinois State University is the state's first public university. Illinois State is unique among public universities in that it "provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, in developing and delivering programs tailored to meet them." (Illinois Board of Higher Education 1994 Focus Statement)

Teacher Preparation Programs:

- 34 B.A./B.S. programs leading to state teacher certification
- 12 graduate-level certification programs
- Alternative Route to secondary teacher certification for degree holders/courses delivered via the Internet
- Ed.D. and/or Ph.D. in education in six programs

Student Characteristics: (1999-2000)

- Graduated 73 minority teachers
- Graduated 1,188 teachers with bachelor's degrees
- Granted graduate degrees to 159 teachers or administrators
- 1999 Teachers of the Year in Idaho, Wisconsin, and Illinois were Illinois State University graduates

Admission Requirements:

- Must pass national proficiency test in basic skills
- Admission and retention requirements for teacher education programs substantially higher than those for graduation from the University, i.e., graduation from a teacher education program requires higher standards than from the University in general
- Must maintain at least a 2.5 GPA in all teacher education programs; some programs require a higher GPA for admission to/retention in teacher education

Accreditation:

- Accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA-CIHE) since 1913
- Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954
- All programs fully approved by the State Board of Education and nationally accredited by learned specialty associations

CONTEXTUAL INFORMATION

Teacher Education Vision:

Illinois State University's goal is to prepare teachers who have a strong sense of themselves and their mission as teachers and who, through caring and knowing, help their students realize the democratic ideal.

Best Practices

- Secondary education teachers earn a major in the discipline
- Elementary teachers complete an 18-hour specialty in an academic area
- University/school partnerships: year-long Professional Development School (PDS) experiences in Wheeling, Pekin, Chicago, Peoria, Two Rivers, and Bloomington-Normal
- All teacher candidates complete early experiences at the University Laboratory K-12 school, one of only 98 laboratory schools in the nation
- 80% of Illinois State supported candidates obtained National Board Certification as compared with 47% nationally (1998-2000)

Notable Features and Accomplishments

- AACTE Best Practice Award for Global and International Teacher Education in 1997
- Ranked No. 3 nationally in the number of African-American students receiving doctoral degrees in education in 1999
- Home of professional organizations, including: Illinois Principals Association, Illinois Association of School Administrators, Illinois Association of Teachers of English, Illinois Women Administrators; state home of Illinois Special Olympics
- Faculty scholars and creative artists of repute in their disciplines
- Pedagogical specialists in disciplines which offer teacher certification programs
- The scholarship of pedagogy by faculty rewarded by University
- One in seven teachers in Illinois public schools graduated from Illinois State, the largest producer of teachers in the state and the 6th largest producer in the nation (1999 AACTE data)
- Twenty percent of all state Teachers of the Year are Illinois State graduates
- The lead university in Illinois administering a federal Teacher Quality grant
- Member of the prestigious Holmes Partnership, University Council for Education Administration, and John Goodlad's Initiative for Educational Inquiry leadership project

**Institutional Report Card
March 2001**

**Institution Illinois State University
1999-2000**

**Required
Program/Supplementary
Material
(See reporting instructions)**

Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 1999-2000

Testing Period: Number of Program Completers:

Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Academic Content Areas					
Early Childhood					
Elementary					
History					
English					
Spanish					
Biological Science					
Mathematics					
Chemistry					
Physical Education (K-12)					
Art (6-12)					
Music (6-12)					
Physical Education (6-12)					
Other Content Areas					
Industrial Technology Education					
Business/Marketing/Management					
Teaching Special Populations					
Educable Mentally Handicapped					
Learning Disabilities					
Deaf and Hard of Hearing					
Blind and Partially Sighted					
English as a Second Language					
Summary of Individual Assessments					

**Previously Received
Material**

S.1 Total number of students in your teacher preparation program, all specializations in academic year 1999-2000.(Important: See reporting instructions for guidelines.)	3552
S.2 Number of students in supervised student teaching in academic year 1999-2000	1126
Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	26
➤ S.3B Part-time faculty in professional education but full-time in the institution	22
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	69
S.4 Total faculty student teaching supervisors (Sum of S.3A, S.3B, S.3C)	117
S.5 Student teacher/faculty ratio	16:1
S.6A. The average number of student teaching hours per week required (Please see reporting instructions)	36
S.6B The total number of weeks of supervised student teaching required*	15
S.7 Average total number of hours required (Multiply "S.6A" by "S.6B")	540

**Student teaching varies by program, with a range from ten weeks to a full semester.*

Data required by the Statutory Provisions of Title II, Section 207 (Accountability for Programs that Prepare Teachers) of the Higher Education Act (HEA)

Institutional Report Card
March 2001

**Previously Received
Material**

Data required by the Statutory Provisions of Title II, Section 207 (Accountability for Programs that Prepare Teachers) of the Higher Education Act (HEA)