Title II
Higher Education Act

SUBMIT REPORTS

University of Illinois at Springfield

Traditional Program

2009-10

Print Report Card

Program Information

Name of Institution: University of Illinois at Springfield

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Illinois

Address: One University Plaza MS BRK 330

Brookens 319

Springfield, IL, 62703

Contact Name: Dr. Allan Cook

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	Yes	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA

Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify:)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

http://www.uis.edu/teachereducation

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year   Completion of prerequisites

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	194
Unduplicated number of males enrolled in 2009-10:	138

Unduplicated number of females enrolled in 2009-10:	56

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	1
Asian:	5
Black or African American:	14
Native Hawaiian or Other Pacific Islander:	0
White:	111
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	40

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	2
Cert Only	12
Chemistry	2
English	8
History	4
Mathematics	14
Political Science	2
Psychology	5
TOTAL	49

Subject area	Number prepared
Elementary	20
English Language Arts	7
Mathematics	13
Science: Biology	2
Science: Chemistry	2
Social Science: History	3
Social Science: Political Science	2
TOTAL	49

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 48

2008-09: 47

2007-08: 51

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2009-10 **Goal:** 100% pass rate **Goal met?** No **Description of strategies used to achieve goal:** Modification of syllabus and goals for Math methods. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Increased review of content required for sub tests in the Math Content Area test. Instruction in test taking strategies.

Science	**Academic year:** 2009-10 **Goal:** increased enrollment **Goal met?** No **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Improved recruitment at Career Fairs and Preview Days, with particular attention to our feeder schools.
Special education	**Academic year:** 2009-10 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2009-10 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
NA	**Academic year:** 2009-10 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Our Council on Professional Education contains faculty, staff, students, and community members (practitioners, all of whom have input into the needs of local schools and new teachers.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	271	11	100	97	266
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	7				96	265
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2009-10	28	268	28	100	100	267
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2008-09	21	269	21	100	100	267
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2007-08	20	268	20	100	100	267

104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				95	261
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				97	264
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	10	264	10	100	95	264
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2009-10	20	270	20	100	100	267
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2008-09	26	267	26	100	100	266
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2007-08	31	268	31	100	100	267
096 -BASIC SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	20	272	20	100	99	264
096 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	105	266	103	98	98	265
096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2009-10	42	269	42	100	100	265
096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2008-09	36	272	36	100	100	265
096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2007-08	46	269	46	100	100	264
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8				98	263
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	18	258	16	89	94	262
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2009-10	20	268	20	100	100	265

110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2008-09	26	267	26	100	100	264
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2007-08	31	266	31	100	100	264
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				99	266
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1				95	265
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2009-10	7				100	267
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	268
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2007-08	1				100	267
115 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				98	266
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	12	256	12	100	100	267
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	9				100	265
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	13	259	13	100	100	265
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				93	253
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	2				100	261
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2008-09	2				100	261
105 -Science: Biology Evaluation Systems group of Pearson	3				100	262

All program completers, 2007-08						
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1				87	256
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	2				96	261
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				99	261
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	7				95	261
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	3				100	262
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2008-09	8				100	261
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2007-08	3				100	260
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	2				100	261

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	48	48	100	99
All program completers, 2008-09	47	47	100	100
All program completers, 2007-08	51	51	100	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State

Is your teacher preparation program currently under a designation as "low-performing" by

the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All candidates are required to take a course in "Teaching With Technology" In addition, all candidates take coursework in Curriculum, and Assessment. All core courses have an online Blackboard component available for use by the instructor. Methods Courses require the use of technology in projects, and all candidates are required to prepare an online Candidate Work Sample as a capstone project..

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates are required to take a course in the Exceptional Child where bullets 1 and 2 are addressed. Bullet 3 is addressed in all required methods courses.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

  NA

- **participate as a member of individualized education program teams**

  NA

- **teach students who are limited English proficient effectively**

  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act_, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

All candidates complete or have completed a degree in a major content area. They then complete a minor in either elementary or secondary education. Candidates who are certification only complete the same coursework required for degree-seeking candidates in the minor.

Supporting Files

<div align="center">

University of Illinois at Springfield

Traditional Program

2009-10

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