# Title II
## Higher Education Act

SUBMIT REPORTS

University of Illinois at Springfield

Traditional Program

2008-09

## Print Report Card

## Program Information

**Name of Institution:** University of Illinois at Springfield

**Institution/Program Type:** Traditional

**Academic Year:** 2008-09

**State:** Illinois

**Address:** One University Plaza MS BRK 330

Brookens 323

Springfield, IL, 62703

**Contact Name:** Dr. Allan Cook

**Phone:** 2172067007

**Email:** acook1@uis.edu

**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 |
| 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 2008-09: | 207 |
| Unduplicated number of males enrolled in 2008-09: | 71 |

| Unduplicated number of females enrolled in 2008-09: | 136 |
|---|---|

| 2008-09 | Number enrolled |
|---|---|
| *Ethnicity* | |
| Hispanic/Latino of any race: | 4 |
| *Race* | |
| American Indian or Alaska Native: | 0 |
| Asian: | 6 |
| Black or African American: | 24 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 166 |
| Two or more races: | 0 |

## Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2008-09.**

| | |
|---|---|
| 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 | 4 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 101 |
| Number of students in supervised clinical experience during this academic year | 139 |

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

Every methods course has a field experience requirement attached. Student teaching lasts 12 weeks and is taken in conjunction with a student teaching seminar.

## Section I.d Certified Licensed

**Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.**

| Teaching subject/area | Number certified/ licensed 2008-09 | Number certified/ licensed 2007-08 | Number certified/ licensed 2006-07 |
|---|---|---|---|
| TOTAL (all areas/subjects) | 49 | 51 | 50 |
| Elementary | 27 | 31 | 26 |
| English/Lang Arts | 2 | 1 | 3 |
| Mathematics | 10 | 13 | 14 |
| History | 8 | 3 | 7 |

| | | | |
|---|---|---|---|
| Biology | 2 | 3 | 0 |

## Section I.e Program Completers

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

**2008-09: 49**

**2007-08: 50**

**2006-07: 62**

## 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:** 2008-09<br><br>**Goal:**<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |
| Science | **Academic year:** 2008-09<br><br>**Goal:**<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |
| Special education | **Academic year:**<br><br>**Goal:** NA<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**Description of steps to improve performance in meeting goal** |

| | or lessons learned in meeting goal: |
|---|---|
| Instruction of limited English proficient students | **Academic year:**<br><br>**Goal:** NA<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |
| Other (NA) | **Academic year:**<br><br>**Goal:** NA<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**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<br>Test Company<br>Group | Number taking test | Avg. scaled score | Number passing test | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|---|---|---|---|---|---|
| 103 -APT: Grades 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 21 | | 21 | 100 | | |
| 103 -APT: Grades 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 20 | | 20 | 100 | | |
| 102 -APT: Grades K-9<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 25 | | 25 | 100 | | |
| 102 -APT: Grades K-9<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 31 | | 31 | 100 | | |
| 96 -Basic Skills<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 36 | | 36 | 100 | | |
| 96 -Basic Skills<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 46 | | 46 | 100 | | |
| 110 -Elementary/Middle Grades<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 26 | | 26 | 100 | | |
| 110 -Elementary/Middle Grades<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 31 | | 31 | 100 | | |
| 111 -English Language Art<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | | |
| 111 -English Language Art<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | | |
| 115 -Mathematics<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 9 | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 115 -Mathematics<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 13 | | 13 | 100 | | |
| 105 -Science: Biology<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | | |
| 105 -Science: Biology<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | | |
| 114 -Social Science: History<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 8 | | | | | |
| 114 -Social Science: History<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | | |

## Section III. Summary Rates

| Academic Year | Number taking one or more required tests | Number passing all tests taken | Pass Rate (%) | Statewide average pass rate (%) |
|---|---|---|---|---|
| All program completers, 2008-09 | 47 | 47 | 100 | |
| All program completers, 2007-08 | 51 | 51 | 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. Methods Courses require the use of technology in projects, and all candidates are required to keep a Professional Online Portfolio.

## 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.

### Supporting Files

Summary Pass Rate

Assessment Pass Rate

University of Illinois at Springfield
Traditional Program
2008-09

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)