

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Illinois State University

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Illinois

Address: Campus Box 5440

Normal, IL, 61790

Contact Name: Mrs. Troy Hinkel

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: Illinois State University

Project name: Teacher Ed. and Assessment Continuum for High-need Educators and Resources + Principal leadership in

Grant number: U336S090145

List partner districts/LEAs:

Chicago Public School District 299

List other partners:

LISC/Chicago

Enlace-Chicago

Greater Auburn Gresham Development Corporation

North River Commission

UNITE

Chicago New Teacher Center

Golden Apple Foundaton

State Farm Insurance Company Foundation

Project Type: Pre-baccalaureate

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture	Yes
Blind or Visually Impaired	Yes
Business, Marketing and Computer Education	Yes
Communication Studies	Yes

Dance	Yes
Deaf or Hard of Hearing	Yes
Drama/Theatre Arts	Yes
Early Childhood Education	Yes
Elementary Education	Yes
English Language Arts	Yes
Family and Consumer Science	Yes
Foreign Language - French	No
Foreign Language - German	No
Foreign Language - Spanish	Yes
Health	Yes
Learning Behavior Specialist I	Yes
Mathematics	Yes
Middle Level Education	Yes
Music	Yes

Physical Education K-12	Yes
Science - Biology	Yes
Science - Chemistry	Yes
Science - Earth and Space	Yes
Science - Physics	Yes
Social Science - Geography	Yes
Social Science - History	Yes
Technology	Yes
Visual Arts	Yes
Total number of teacher preparation programs: 28	

Section I.b Admissions

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

Other When all Gateway I: Admission to Professional Studies requirements have been met.

Does your initial teacher certification program conditionally admit students?

No

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

http://education.illinoisstate.edu/teacher_education//gateway1/

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

Students may be admitted to a teacher education major at the time the student is initially admitted to Illinois State University. At that time students' applications, transcripts (from high schools and other colleges), ACT and/or SAT scores, and personal essays or statements are considered before a student would be admitted to a teacher education major.

Additional admission information may be found at the Admission Office's web site:

<http://admissions.illinoisstate.edu/counselors/hs/requirements.php>

When all requirements for Gateway I: Admission to Professional Studies are met, students are formally admitted into the initial teacher certification program. This usually occurs near the end of the sophomore year or during the junior year.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (Â§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.43

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.53

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (Â§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
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Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	3119
Unduplicated number of males enrolled in 2014-15:	800
Unduplicated number of females enrolled in 2014-15:	2319

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	348
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	60

Black or African American:	96
Native Hawaiian or Other Pacific Islander:	1
White:	2533
Two or more races:	62

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	353
Average number of clock hours required for student teaching	537
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	86.95
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1061
Number of students in supervised clinical experience during this academic year	2916

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

There were 156 University Supervisors of student teachers and 1061 PreK-12 Teachers involved in supervising student teachers.

There were 844 student teachers and 2072 additional pre-student teachers engaged in supervised clinical experiences.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	174
Teacher Education - Early Childhood Education	59
Teacher Education - Elementary Education	223
Teacher Education - Junior High/Intermediate/Middle School Education	56
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	2
Teacher Education - Art	14
Teacher Education - Business	9
Teacher Education - English/Language Arts	45
Teacher Education - Foreign Language	
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	9

Teacher Education - Technology Teacher Education/Industrial Arts	7
Teacher Education - Mathematics	29
Teacher Education - Music	29
Teacher Education - Physical Education and Coaching	40
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	15
Teacher Education - Chemistry	7
Teacher Education - Drama and Dance	9
Teacher Education - French	2
Teacher Education - German	0

Teacher Education - History	42
Teacher Education - Physics	10
Teacher Education - Spanish	9
Teacher Education - Speech	2
Teacher Education - Geography	3
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§205(b)(1)(H))

Academic Major	Number Prepared
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Education - General	
Teacher Education - Special Education	174
Teacher Education - Early Childhood Education	59
Teacher Education - Elementary Education	223
Teacher Education - Junior High/Intermediate/Middle School Education	56
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	

Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	

Geography and Cartography	3
Political Science and Government	
Sociology	
Visual and Performing Arts	52
History	42
Foreign Languages	11
Family and Consumer Sciences/Human Sciences	9
English Language/Literature	45
Philosophy and Religious Studies	
Agriculture	2
Communication or Journalism	2
Engineering	
Biology	15
Mathematics and Statistics	29
Physical Sciences	

Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	7
Geological and Earth Sciences/Geosciences	3
Physics	10
Business/Business Administration/Accounting	9
Computer and Information Sciences	
Other Specify: Health Science, Technology, Physical Education	53

Section I.f Program Completers

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

2014-15: 818

2013-14: 814

2012-13: 1010

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

70

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

We had a presence at open houses, we update our Departmental Showcase during open houses, we updated our website and tried to make more information available, we held discussions to strategize further. We have incorporated a high school experience into our NSF-funded Mathematics Research Experiences for Undergraduates held each summer.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

While we are working on increasing our enrollments in our mathematics teacher preparation program, we seem to be fighting national trends as well as trends in the State of Illinois. Based on the data from the past two years and the preliminary fall data, this seems like a realistic goal. We are working on a recruiting poster to send out to high schools and we are trying to reach out to student accepted to our programs so they may find ISU more attractive.

Provide any additional comments, exceptions and explanations below:

While we are working on increasing our enrollments in our mathematics teacher preparation program, we seem to be fighting national trends. Based on the data from the past two years and the preliminary fall data, this seems like a realistic goal.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

50

Provide any additional comments, exceptions and explanations below:

The Mathematics Department continues to strategize how to recruit more majors during this downward trend in teacher education. We are working to improve materials available for recruiting, and we want to expand on the summer experiences currently funded through the NSF-funded REU of past years.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

50

Provide any additional comments, exceptions and explanations below:

We continue to strategize how to recruit more majors during this downward trend in teacher education. We are working to improve materials available for recruiting, and we want to expand on the summer experiences currently funded through the NSF-funded REU to expose more students to ISU and its programs.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

40

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Biology advisors attend open hours at community colleges and are working to increase communications with high schools in the area. The Chemistry department used open house activities, presentation, research lab tours, and updated informational materials, to boost new student joining the program. They also increased outreach projects to participate in local community and school activities. Examples of these included local science fairs, hosting campus visits and hosting the CeMaST a science research symposium for high school students in Illinois.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

Addition of new teacher candidates happen across several different science department.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

30

Provide any additional comments, exceptions and explanations below:

Although projections were met for 2014 - 2016, the teacher education programs have experienced a decline in new teacher candidates as reflected in national trends. We will continue in our efforts to recruit more science majors, but we feel we had to modify our projections for next year.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

30

Provide any additional comments, exceptions and explanations below:

The programs will continue to work science fairs and school events to increase their profile to future students.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

245

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Department of Special Education increased recruitment presence at high schools, educated prospective students about shortage areas, and had advisors work closely with community colleges and with the freshman general advisors. In addition, the Department increased personalized recruiting that included a mailing of a promotional item and phone calls from a student in the major. We have also begun meeting personally with prospective transfer students and their families. We also admitted more internal transfer students.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

Our special education department continues to develop strong bonds without our community partners and are known for having a strong teacher preparation program.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

225

Provide any additional comments, exceptions and explanations below:

This is a slight decrease in our target number; we hope to meet and exceed this new goal. In the context of higher education and teacher education in Illinois, it is difficult to continue to grow an already large program. The number of high school graduates in IL is declining annually. Most public universities in Illinois are anticipating smaller incoming classes.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

225

Provide any additional comments, exceptions and explanations below:

This is a slight decrease in our target number; we hope to meet and exceed this new goal. In the context of higher education and teacher education in Illinois, it is difficult to continue to grow an already large program. The number of high school graduates in IL is declining annually. Most public universities in Illinois are anticipating smaller incoming classes.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (Â§205(a)(1)(A)(ii), Â§206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

100

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Strategies used to achieve this goal include two federal grants specifically designed to recruit bilingual paraprofessionals for bilingual certification and the continued offering of the ESL endorsement for each of our program majors.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

Our revised elementary program and middle level programs that will provide more training for all teacher candidates in working with the English Language Learners in the schools.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

180

Provide any additional comments, exceptions and explanations below:

The current grants will be concluding this year and we may not see as many students in our elementary bilingual program. The School of Teaching and Learning has now made it possible for teacher candidates in all programs to add a bilingual endorsement if they are proficient in a second language. The new elementary education program that begins in Fall 2015 is expecting 50% of their new students (150) to have a teaching specialization in teaching English Language Learner.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

100

Provide any additional comments, exceptions and explanations below:

Our revised elementary program and middle level programs that will provide more training for all teacher candidates in working with the English Language Learners in the schools.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (Â§205(a)(1)(A)(iii), Â§206(b))
Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

Topics listed above are infused in the teacher education curriculum, so that they are addressed both didactically in multiple courses and reinforced with associated clinical experiences. Teacher candidates must complete at least 50 hours of clinical experiences working in settings with diverse populations (racial/ethnic minorities, low SED, ELLs, students with special needs). Illinois State University's location provides convenient access to both rural and urban schools. Furthermore, Illinois State University operates 17 Professional Development School (PDS) sites across the state of Illinois, including both urban and rural settings.

All these requirements are included in the Illinois Professional Teaching Standards and all programs have identified coursework where students will meet these expectations.

Teacher education programs use assessment results and input gathered from practitioner advisory boards, follow-up surveys of graduates, surveys of supervisors, and surveys of superintendents to monitor our efforts in meeting these assurances.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
170 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
170 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
170 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	4			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	132	252	105	80
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	57	257	48	84

188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	600	257	600	100
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	35	269	35	100
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13	60	268	60	100
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	218	266	218	100
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	289	266	289	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	289	264	289	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	351	264	351	100
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	267	269	267	100
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2012-13	303	268	303	100

171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson Other enrolled students	5			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2014-15	9			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2013-14	6			
171 -BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2012-13	21	251	21	100
140 -DANCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
140 -DANCE Evaluation Systems group of Pearson All program completers, 2012-13	3			

141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	7			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	4			
141 -DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	6			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	255	19	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	32	254	29	91
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	59	257	59	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	35	259	35	100

107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	60	257	60	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	57	261	57	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	132	264	131	99
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	296	263	296	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	268	264	268	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2012-13	306	264	306	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	260	18	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	17	263	17	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	46	265	46	100

111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	65	267	65	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	78	265	78	100
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	7			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	9			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	8			
172 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2012-13	14	260	14	100
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	2			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	2			

127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2012-13	2			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2013-14	1			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	6			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	9			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	16	263	16	100
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	14	263	14	100
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			

142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	9			
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	14	265	14	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	43	269	43	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	39	274	39	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	146	271	146	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	148	271	148	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2012-13	183	271	183	100
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	29	261	29	100

115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	41	267	41	100
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	45	262	45	100
143 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	269	16	100
143 -MUSIC Evaluation Systems group of Pearson Other enrolled students	5			
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	30	273	30	100
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	31	270	31	100
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	32	273	32	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	261	15	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			

144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	41	259	41	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	48	264	48	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	56	260	56	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	16	259	16	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	15	256	15	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	20	264	20	100
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			

106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	6			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	4			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	7			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	8			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	8			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	3			

116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	10	257	10	100
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	6			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	1			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	2			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2013-14	5			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13	11	247	11	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	262	15	100

114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	29	256	27	93
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	42	265	42	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	47	260	47	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	69	260	69	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	254	47	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	94	258	91	97
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	166	257	166	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	148	260	148	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2012-13	183	257	183	100

150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson Other enrolled students	4			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2014-15	5			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2013-14	5			
150 -TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2012-13	7			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson Other enrolled students	14	264	14	100
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2014-15	17	261	17	100
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2013-14	16	259	16	100
151 -TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2012-13	16	262	16	100

174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
174 -TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	12	255	12	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	263	12	100
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	2			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	13	268	13	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	17	261	17	100

145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	14	269	14	100
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Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	815	815	100
All program completers, 2013-14	810	810	100
All program completers, 2012-13	1006	1006	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
NCATE

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Illinois State University prepares teacher candidates to use technology effectively for areas listed above and have identified those courses where students will meet the Illinois Professional Teaching Standards related to the use of technology as educators.

All teacher education programs at Illinois State University have identified those courses where teacher candidates will be prepared to meet the technology standards included in the current Illinois Professional Teaching Standards.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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.

All teacher candidates (general and special education): Serving students with disabilities and ELLs is infused in general and specialized methodology coursework. All teacher education programs have identified courses where specific Illinois Professional Teaching Standards and indicators addressing expectations of working with students with disabilities and ELLs are part of the curriculum. Also, the College of Education maintains a Special Education Assistive Technology Center for the use of all teacher education candidates and faculty. Illinois State systematically assesses teacher candidates' ability and disposition to serve all students, including those with disabilities effectively via the Performance Based Assessment System that establishes key gateways for admission to professional studies, admission to student teaching, and exit from student teaching. These include the competency assessment the Institution's Student Teaching Assessment, ed PR, the national edTPA assessment, and a unit-wide Disposition Assessment.

Does your program prepare special 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 the evidence your program uses to show that it 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.

In addition to the measures described above (which apply to all teacher candidates, including those preparing for special education), special education teacher candidates observe IEP meetings and write a reflective analysis of the experience. They also review IEPs and write hypothetical IEPs multiple times through the program. Coursework includes instruction regarding effective strategies for students who have limited English proficiencies. Candidates complete an online module from the IRIS center over this topic. A new course in our curriculum includes specific readings and application activities related to effective assessment and instruction for students who are limited English proficient.

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.

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 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 defined in conceptual framework for teacher education. The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA-CIHE) since 1913 and the National Council for the Accreditation of Teacher Education (NCATE) since 1954 have accredited ISU. All programs are fully approved by the Illinois State Board of Education (ISBE) and most are nationally recognized by specialized professional associations. The most recent NCATE review took place in April 2012. The report recommended continuing accreditation with all standards met and four standards recognized as meeting target expectations. Illinois State University participated in an Illinois State Board of Education pilot study of the edTPA during the 2012 -2013 school year. All Illinois State University teacher candidates were expected to complete the edTPA assessment during the 2013 -2015 years. Data results were used by all programs to make curricular changes as warranted by individual student and program result in preparation for the implementation of the edTPA. Every year all educator preparation programs at Illinois State University submit annual program reports to the Illinois State Board of Education for continue program approval. Programs submit teacher candidate information, faculty information, state testing results and data from local assessments relating to content knowledge, ability to plan instruction, clinical practice, ability to impact student learning, and dispositions. All program reports were approved by the State Educator Preparation and Licensure Board.

Supporting Files

Complete Report Card