Teacher Education Vision
The preparation of excellent teachers is the primary mission of the department of teacher education. Candidates are expected to become human resource specialists, and the College believes that the productive educator must be an educational leader and informed decision-maker.

Best Practices
- Practicum experiences in the schools begin the freshman year and continue each year of the program, increasing in responsibility.
- Each candidate will have clinical experiences in the full range of his/her certification and in a multiculturally diverse setting.
- The University has Professional Development School partners at each level from early childhood through high school.

Notable Features and Accomplishments
- Placement of graduates has been 99% in recent years.
- An alumnus was named “First-Year Teacher of the Year” in the state of Georgia in 1997.
- In 4 of the last 6 years a student teacher has been named one of ten “PDK Outstanding Student Teachers” in the nation.
- A teacher education professor has received the NBPTS (National Board for Professional Teaching Standards) certificate.
**Teacher Preparation Programs**

Six colleges and two schools of the University of Illinois at Urbana-Champaign offer 27 programs at the graduate and undergraduate levels leading to certification of teachers, educational leaders, and school service personnel.

**Student Characteristics**

During the reporting year, of the more than 27,900 undergraduate students, most are of traditional college age; 26.1% are minority students (7% African American, 2% American Indian/Alaskan Native, 13.2% Asian/Pacific Islander, and 5.7% Latino); 2.3% are international students; 48% are female; and 90% are Illinois residents. Seventy-eight percent of the Fall, 2000 freshmen were in the top 20% of their graduating class, and the average ACT score for all entering freshmen was 27.1. Of the 418 students recommended for certification, most were of traditional college age; 16.8% were minority students (4.8% African American, 7.9% Asian/Pacific Islander, and 4.1% Latino); and 75% were female.

**Admission Requirements**

**Admission to Teacher Education:** For most programs, undergraduate candidates are admitted at the beginning of their junior year. Candidates must have a minimum UIUC and cumulative GPA of 2.5 (A=4.0), or higher if required by the program. In addition, candidates must meet all other requirements as defined by the program. The majority of admitted undergraduate students have GPAs significantly above the minimum. Transfer candidates must meet the competitive requirements as defined by the program. Candidates enrolled in graduate-level certification programs must meet all requirements of the Graduate College as well as the desired teacher education program. **Admission to Student Teaching:** Students must have completed all professional education coursework, have completed 100 hours of early field experience, have UIUC and cumulative GPAs of 2.5 (A=4.0) or higher, have the minimum grade point average required for the program, and have received a recommendation for placement in student teaching from the appropriate faculty committee. The average GPA for undergraduate students completing teacher education programs is 3.4 (A=4.0). For more specific information about teacher education programs, please see the Council on Teacher Education web site at: http://www.ed.uiuc.edu/cte/

**Accreditation**

The University of Illinois at Urbana-Champaign is accredited by the North Central Association of Colleges and Schools. All of the University's teacher preparation programs are approved by the State Teacher Certification Board/Illinois State Board of Education.

**Contextual Information**

**Teacher Education Vision**

- To prepare the very best teachers, educational leaders, and school service personnel who can knowledgeably and compassionately serve the needs of our increasingly diverse society.
- To develop innovative models for the preparation of educators which emphasize strong academic content, including knowledge of emerging technologies.
- To guide the development of inquiring and reflective minds.
- To prepare teachers to participate in research and translate current research findings into effective practice.
- To work together as a community to develop and sustain a vision of education that embraces diversity and is founded on the premise of social justice and a passion for helping all children to learn.
- To cultivate professional development through a commitment to life-long learning.
- To foster a commitment to service that is directed to the citizens of Illinois, as well as to other states and the nation.

**Best Practices**

- Teacher education candidates have the opportunity to study with faculty who are internationally recognized scholars and practitioners.
- Teacher education candidates are prepared to collaborate while serving students with special needs in general education settings.
- Teacher education candidates are prepared to assess the educational needs of students with diverse learning abilities, obtain necessary resources and support, adapt instruction, and effectively implement each individual educational program.
- Teacher education candidates are prepared to apply their understanding of culturally and linguistically diverse students to effectively plan for instruction and assessment.
- Teacher education candidates are prepared to use and implement current and emerging technologies as effective educational tools.
- Secondary teacher education candidates complete academic majors.
- Elementary education majors participate in a culminating professional year that integrates theory and practice through coursework and three clinical placements.

**Notable Features and Accomplishments**

- The University is ranked among the top 10 national public universities, as is the College of Education and many of the departments participating in teacher education (US News and World Report).
- The University Library is the largest public university collection in the world, with a children's collection second only to that of the Library of Congress.
- The Novice Teacher Support Project created by the University and local regional offices of education provides mentoring for beginning teachers in Illinois.
- The University has a long-term commitment to prepare excellent educators to teach in underserved school districts.
- The University is the first major university to provide comprehensive access and programs for persons who are physically disabled, setting a standard for accessibility worldwide.