

ILLINOIS COLLEGE

Jacksonville, Illinois

2003-2004 Title II Report

Mission:

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students' qualities of mind and character needed for fulfilling lives of leadership and service. In keeping with the mission of the college, the Teacher Preparation Unit is committed to the highest standards of scholarship and integrity in the liberal arts for preparing teachers to teach every child. The program develops competent and caring teachers qualified for fulfilling lives of service and leadership as educators in the P-12 schools.

Teacher Preparation Programs:

Illinois College offers 12 baccalaureate programs leading to state teacher certification: early childhood, elementary, secondary, and K-12 teaching. Early Childhood, Elementary, and Physical Education candidates major in Education while other secondary and K-12 candidates select a major in one of the approved areas and complete additional education courses to meet certification requirements. The approved programs for secondary certification include Biology, English, Mathematics, Physical Education, and Social Science. Approved programs for certification in K-12 teaching include Art, Music, French, German, and Spanish.

Student Characteristics:

Student characteristics of undergraduates: 97.5% are of traditional college age; 92.7% are from Illinois, and 6.5% are minorities. Over 98.5% attend full-time. The average ACT score for entering Freshmen is 23.54.

Admission Requirements:

Admission to the Teacher Preparation Program: Requirements: completion of English 121, Communication 101, IC 102, Library Research, EDUC 101, Introduction to Teaching, EDUC 203, Multicultural Issues in Education, EDUC 222, Service Learning, and the appropriate psychology course with a "C" or better; an Illinois College GPA of 2.500; a passing score on the Illinois Certification Testing System (ICTS) Basic Skills test; an acceptable score on the rubric assessing the Transition I Teacher Competency Portfolio focusing on the required Illinois College Dispositions, passing score on the Technology Test based on the Core Technology Standards for All Teachers, and successful completion of the Admission to the Program Interview.

Admission to Student Teaching: Requires passing score on the ICTS Content Area Test; satisfactory completion of all major, area of concentration, professional education, and general education requirements; satisfactory completion of the Junior/Methods Block sequence; Completion of acceptable Transition II Teacher Competency Portfolio focusing on content knowledge, and continued disposition assessment.

Accreditation:

Illinois College, a Phi Beta Kappa institution, is a charter member of and accredited by the North Central Association of Colleges and Secondary Schools. All Illinois College teacher preparation programs are approved by the Illinois State Board of Education.

CONTEXTUAL INFORMATION

Teacher Education Vision:

The Illinois College teacher preparation programs will foster an academic and social environment marked by a pervasive sense of concern for the intellectual, moral, social, and spiritual development of candidates enrolled in programs preparing them to become teachers. Drawing upon Illinois College's heritage of educating leaders for public life, Illinois College teacher candidates will be distinctive for their skills in written and oral communication and for their commitment to furthering the public good as educators who are willing to accept responsibilities for equipping young people to be capable, productive citizens.

Best Practices:

- All candidates complete intensive field placement (Junior/Methods Block) associated with the appropriate methods courses.
- Candidates complete "Teacher Work Sample" assessment projects at various stages in their program, culminating with a work sample completed during the professional semester.
- All students complete a service project in conjunction with learning about the methodology of service learning.

Notable Features and Accomplishments:

- A 2004 alum received a Fullbright Teaching Fellow for the 2005-2006 school year.
- A Golden Apple College, there are currently two Golden Apple Scholars and two Golden Apple Supplemental Scholars enrolled.
- Semester abroad is required for all foreign language teacher candidates.
- Methods class in teaching Spanish as a foreign language is taken in Madrid, Spain at Tandem, Escuela Internacional.
- The college financially supports opportunities for national and international travel for candidates and other students.
- Early Childhood and Elementary candidates are placed in an intensive pre-student teaching field block for five mornings a week over the entire semester putting in over 200 classroom hours.
- K-8 community student tutoring program initiated and offered free of charge by candidates.
- Opportunities for international student teaching available to candidates.
- Over 50 teacher candidates per semester are involved in service to the community.

**Program Information for Illinois College
2002-2003**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	36
S.2 Number of students in supervised student teaching in academic year 2003-2004	51
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	4
➤ S.3B Part-time faculty in professional education but full-time in the institution	0
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	5
S.4 Total faculty student teaching supervisors	9
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	5.7:1
S.6A The average number of student teaching hours per week	35
S.6B The total number of weeks of supervised student teaching required	12
S.7 Average total number of hours required	420