

CONTEXTUAL INFORMATION

Mission:

The University of Illinois at Chicago is an urban, land-grant university with the three-fold mission of teaching, research, and service. It ranks in the top 100 research universities in the U.S. Its nearly 25,000 students reflect the racial and ethnic diversity of the Chicago metropolitan area. The teacher preparation programs at UIC seek to prepare individuals to become outstanding elementary and secondary teachers. Based on the belief that the need for outstanding teachers is greatest in our cities, UIC places a special emphasis on preparing teachers for urban schools.

Teacher Preparation Programs:

UIC offers baccalaureate programs leading to state certification in elementary education and 9 fields in secondary education. Students seeking a secondary teaching certificate major in an arts and science discipline, while all others earn a degree in education. At the graduate level, students can earn certification in early childhood, special education, elementary education, and several fields in secondary education.

Student Characteristics:

The 25,000 students who study at UIC come from Chicago and its suburbs and from 48 states and 82 countries. According to *US News and World Report*, UIC is one of the most diverse and affordable universities in the country. Minority enrollments comprise 50 percent of the total enrollment. Although primarily a commuter campus, UIC has housing facilities for approximately 2500 students and is currently expanding student housing. Admission to UIC is competitive. The median ACT composite score for entering freshmen is 23.

Admissions Requirements:

Undergraduate Candidates for admission to teacher education programs must have completed 45-60 hours with at least a 2.5/4.0 overall GPA and a minimum grade of "C" in all general education courses. In the secondary education programs, students must also meet minimum GPA requirements in their teaching majors of 2.5 or higher. Education students must pass the Illinois Basic Skills test for program admission and demonstrate written and oral language proficiencies through submission of a writing sample and participation in an interview with education faculty. Prior to student teaching, candidates must also pass the Content Test in their field. Once admitted, progress toward the education degree is continuously monitored to ensure successful completion of both course work and field experiences in classrooms.

Accreditation:

UIC is accredited by the Commission on Institutions of Higher Education of the North Central Association of College and Schools. The programs for the preparation of elementary and secondary teachers have been approved by the Illinois Board of Higher Education, the North Central Association of College and Schools, and the Illinois State Board of Education.

Teacher Education Vision:

The graduates of UIC teacher preparation programs possess knowledge of the content areas they will teach, as well as knowledge of ways to teach that actively engage students in learning that content. They possess an understanding of the needs and interests of children and adolescents and of the nature and purposes of schools in a democratic society. UIC graduates have multiple experiences in urban schools with highly diverse student populations. They believe that all students, regardless of gender, race, ethnicity, or social class, can learn at high levels. They view themselves as professionals who must be lifelong learners if they are to keep abreast of changing knowledge in the field. In short, UIC graduates know what to teach and how to teach it, and they believe that all students have the right to a high quality education.

Best Practices:

- All of the educator preparation programs have been newly revised to meet the Illinois Professional Teaching Standards and the Illinois Content Area Standards for Educators.
- All elementary and secondary education students participate in extensive supervised field experiences in Chicago area schools prior to their placement in student teaching.
- All secondary education students major in the arts and science content area in which they are seeking certification.
- Elementary education students spend two semesters in the same urban classroom. In their pre-student teaching semester, they spend 3 full days each week for 9 weeks and during student teaching, they spend all day for 15 weeks.

Notable Features and Accomplishments:

- The ST2 project, funded by a \$5.5 million Teacher Quality Enhancement Grant, provides mentoring to student teachers and new teachers in hard-to-staff schools.
- A number of funded projects address issues of teaching and learning. *Special Teachers and Exceptional Pupils + Urban Promise (Marie Tejero Hughes and Michelle Parker Katz)* is a federally funded evening program that offers a Master's Degree program in special education. *Step-Up* offers free tuition for those accepted in the program. *Partnership Read (Taffy Raphael)* works with teachers in CPS to implement the Standards-Based Change Process. *Cemela (Lena Khisty, Pam Quiroz, and Rico Gutstein)* is a project that conducts research on the interactions of language, culture and mathematics. *Adolescent Literacy in the Disciplines (Cynthia and Timothy Shanahan)* is a project to create discipline-based literacy strategies for history, mathematics, and chemistry.
- Kimberly Lawless was awarded a grant from IES for a study entitled, "Assessing Readers Struggling to Comprehend Multiple Sources of Information."
- Gerald Graff has been elected as incoming president of the Modern Language Association.
- Three faculty members, Marie Tejero Hughes, David Maryrowetz, and Terri Thorkildson received a 2005 Teaching Recognition Program Award sponsored by the UIC Council for Excellence in Teaching and Learning.
- Bill Watkins edited a new volume, *Black Thought and Education*. Chris Pappas published the fourth edition of *An Integrated Language Perspective in the Elementary School: An Action Approach*. Rico Gutstein is co-author of *Rethinking Mathematics: Teaching Social Justice by the Numbers*.

**Program Information for University of Illinois at Chicago
2004-2005**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	1408
S.2 Number of candidates in supervised student teaching in academic year 2004-2005	311
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	59
➤ S.3B Part-time faculty in professional education but full-time in the institution	25
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	40
S.4 Total faculty student teaching supervisors	34
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	9
S.6A The average number of student teaching hours per week	30
S.6B The total number of weeks of supervised student teaching required	15
S.7 Average total number of hours required	450