

**CONTEXTUAL INFORMATION**

***Mission:***

To develop highly qualified secondary teachers of science and mathematics, within a context of disciplinary-specific pedagogy and technology rich environments

***Teacher Preparation Programs:***

Middle level and Secondary Mathematics  
Middle level and Secondary Science (biology, chemistry, physics)

***Student Characteristics:***

Undergraduate and Graduate students with (or pursuing) a BS in science, mathematics or closely related field

***Admissions Requirements:***

**Admission to Teacher Education Program:**

- Must possess a BS degree in science, mathematics, or closely related field. Students may also be currently enrolled in a subject matter degree program.
- A GPA of 3.0 or higher overall and in subject matter area.
- Three letters of reference from individuals who can speak about subject matter proficiency.
- Statement of career goals.
- Successful completion of first two introductory courses.

**Admission to Student Teaching:**

- Successful completion of all of the teachers preparation courses
- Passing ISBE Basic Skills Test
- Passing Content Test

***Accreditation:***

Middle and Secondary Mathematics (Illinois State Board of Education)  
Middle and Secondary Science (biology, chemistry, physics) – Illinois State Board of Education

***Teacher Education Vision:***

Educating future teachers in a program with a conceptual framework of pedagogical content knowledge. Developing future leaders and innovators in mathematics and science teaching who possess in-depth backgrounds in subject matter, technology, and subject-specific pedagogy.

***Best Practices:***

- Research-based courses (literature on teaching and learning)
- Authentic and performance-based assessments
- Standards-based instruction
- Technology integration
- Attention to diverse students and their needs

***Notable Features and Accomplishments:***

- Informal education practicum
- Practicum in science/mathematics research
- Field-based courses throughout program
- Portfolio assessment
- Action research and reflective assignments in foundational knowledge domains
- All faculty have previous experience as classroom teachers
- 100% placement rate for graduates

|   |  |
|---|--|
| <b>Program Information for Illinois Institute of Technology<br/>2005-2006</b> |  |
|---|--|

|  |            |
|--|------------|
| <b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005 | <b>16</b>  |
| <b>S.2</b> Number of candidates in supervised student teaching in academic year 2004-2005                              | <b>2</b>   |
| <b>S.3</b> Number of faculty members who supervised student teachers:  |            |
| ➤ <b>S.3A</b> Full-time faculty in professional education  | <b>0</b>   |
| ➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution                             | <b>0</b>   |
| ➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution                   | <b>1</b>   |
| <b>S.4</b> Total faculty student teaching supervisors  | <b>1</b>   |
| <b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)                        | <b>2</b>   |
| <b>S.6A</b> The average number of student teaching hours per week  | <b>35</b>  |
| <b>S.6B</b> The total number of weeks of supervised student teaching required  | <b>15</b>  |
| <b>S.7</b> Average total number of hours required  | <b>525</b> |