

CONTEXTUAL INFORMATION

University Mission:

Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing unique opportunities with its distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view. It affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society. As the University pursues this ideal for all its students, it helps students to follow a wide range of career and life paths, offering diverse curricula in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and off-campus learning. The University through its policies, programs and practices is committed to diversity, social justice and environmental sustainability. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development.

Teacher Education Programs:

The Educational Studies Department at Illinois Wesleyan University is the unit responsible for the education of teachers, in coordination with the School of Music and the departments of History, English, Biology, Chemistry, Physics, Mathematics, French and Hispanic Studies. State approved undergraduate certification programs include elementary (grades K-9), secondary (grades 6-12), and foreign language and music (K-12) education. Secondary certification candidates elect a teaching concentration (major) in one of the disciplines listed above. Elementary and secondary teacher certification candidates also may earn a middle school endorsement (grades 5-8) in particular content areas.

Student Characteristics:

Student enrollment at IWU during the 2006-2007 academic year was 2,137. Women (1231) outnumbered men (906). Minority students included African Americans (100), Asian Americans (77), Hispanic Americans (70), and American Indians (8). Forty seven students were non-resident aliens. Forty six percent of the entering class ranked in the top 10 percent of their high school class. The average composite SAT was 1261, and the average ACT composite was 28.2. Forty two students completed the Teacher Education Program in 2006-2007, of which 14 were Elementary Education, 14 Secondary Education, 3 Foreign Language, and 11 Music Education.

Admission Requirements:

Prospective candidates must be enrolled at IWU and considered in good standing (gpa of 2.0 or higher). Attendance at one Teacher Education Information meeting is required. All candidates must demonstrate professional dispositions and sound physical, psychological and emotional health, and be free of specified felony convictions. Admission to the program and upper level coursework in Teacher Education requires demonstrated professionalism in the field, a passing score on the ISBE Basic Skills Exam, a 2.75 cumulative, major, and professional education grade point average. Admission to student teaching requires cumulative, major, and professional education grade point averages of 3.0, recommendation from one's major advisor, and a passing score on the State Content Area Exam.

Accreditation:

Each of the IWU teacher preparation programs has been approved by the Illinois State Board of Education (ISBE).

Teacher Education Vision: Teacher Scholars for Social Justice:

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society. In particular, our mission is to educate candidates who are scholars committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds. Thus, we strive to prepare teacher-scholars who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of race, class, culture, language, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of *all* students, teachers who will inspire among their students a passion for learning and acting in the world, and in so doing, who will transform the educational landscape. This is our vision of the teacher-scholar committed to social justice.

Best Practices:

- Reflection, Resourcefulness and Responsiveness are stressed throughout the program.
- Course and field work are grounded in the historical, political, philosophical and social foundations of educational thought and practice, as well as knowledge of child and adolescent development and learning, with a particular concern for educational diversity and equity.
- Educational pedagogies such as problem-based, collaborative, and inquiry learning, co-constructed curriculum, instructional technologies and authentic assessment are emphasized.
- Candidates have extensive clinical experience in local schools concurrent with their coursework, fostering connections between theory, research, and practice.
- Well-defined expectations for teaching performance guide course and field expectations and assessment of candidates.

Notable Features and Accomplishments:

- Small class sizes
- 16 week fall semester student teaching
- Chicago urban student teaching option
- Faculty supervision of student teachers
- Senior research seminar and portfolio

Program Information for Illinois Wesleyan University 2006-2007	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	77
S.2 Number of candidates in supervised student teaching in academic year 2006-2007	42
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	6
➤ 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	7
S.4 Total faculty student teaching supervisors	10
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	4.2:1
S.6A The average number of student teaching hours per week	35
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	560