



[VIEW TITLE II REPORTS](#)

[SUBMIT REPORTS](#)

[About Title II](#) | [Contacts](#)

[Login](#)

[Webinars](#)

[Technical Assistance](#)

[User Manuals](#)

Illinois State University
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Illinois State University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: Campus Box 5440

 Normal, IL, 61790

Contact Name: Mr. Troy Hinkel
Phone: (309) 438 - 5056
Email: thinkel@ilstu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture	No
Blind or Visually Impaired	No
Business, Marketing and Computer Education	No
Communication Studies	No
Dance	No
Deaf or Hard of Hearing	No
Drama/Theatre Arts	No
Early Childhood Education	No
Elementary Education	No
English Language Arts	No

Family and Consumer Science	No
Foreign Language - French	No
Foreign Language - German	No
Foreign Language - Spanish	No
Health	No
Learning Behavior Specialist I	No
Mathematics	No
Middle Level Education	No
Music	No
Physical Education K-12	No
Science - Biology	No
Science - Chemistry	No
Science - Earth and Space	No
Science - Physics	No
Social Science - Geography	No
Social Science - History	No
Technology	No
Visual Arts	No
Total number of teacher preparation programs: 28	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other When all Gateway I: Admission to Professional Studies requirements have been met.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

http://education.illinoisstate.edu/teacher_education/gateway1/

Please provide any additional comments about or exceptions to the admissions information provided above:

Students may be informally admitted to a teacher education major at the time the student is initially admitted to Illinois State University. At that time students' applications, transcripts (from high schools and other colleges), ACT and/or SAT scores, and personal essays or statements are considered before a student would be admitted to a teacher education major. Additional admission information may be found at the Admission Office's web site:

<http://admissions.illinoisstate.edu/counselors/hs/requirements.php>

When all requirements for Gateway I: Admission to Professional Studies are met, students are formally admitted into the initial teacher certification program. This usually occurs near the end of the sophomore year or during the junior year.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes

Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.45

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.51

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	2839
Unduplicated number of males enrolled in 2015-16:	653
Unduplicated number of females enrolled in 2015-16:	2186

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	305
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	54
Black or African American:	74
Native Hawaiian or Other Pacific Islander:	1
White:	2296
Two or more races:	59

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	358
Average number of clock hours required for student teaching	545
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	121.99
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	944
Number of students in supervised clinical experience during this academic year	2768

Please provide any additional information about or descriptions of the supervised clinical experiences:

There were 137 University Supervisors of student teachers and 944 PreK-12 Teachers involved in supervising student teachers.

There were 762 student teachers and 2006 additional pre-student teachers engaged in supervised clinical experiences. As state licensure expectations have increased our programs have increased the number of clinical hours and full time faculty managing clinical observations.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	161
Teacher Education - Early Childhood Education	61
Teacher Education - Elementary Education	244
Teacher Education - Junior High/Intermediate/Middle School Education	50
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	8
Teacher Education - Art	15
Teacher Education - Business	10
Teacher Education - English/Language Arts	32
Teacher Education - Foreign Language	
Teacher Education - Health	8
Teacher Education - Family and Consumer Sciences/Home Economics	11
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	21
Teacher Education - Music	34
Teacher Education - Physical Education and Coaching	25

Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	12
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	46
Teacher Education - Physics	5
Teacher Education - Spanish	8
Teacher Education - Speech	4
Teacher Education - Geography	6
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	24
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	161
Teacher Education - Early Childhood Education	61
Teacher Education - Elementary Education	244
Teacher Education - Junior High/Intermediate/Middle School Education	50
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	24
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	6
Political Science and Government	
Sociology	
Visual and Performing Arts	61
History	45
Foreign Languages	10
Family and Consumer Sciences/Human Sciences	11
English Language/Literature	32
Philosophy and Religious Studies	
Agriculture	8
Communication or Journalism	4
Engineering	
Biology	11
Mathematics and Statistics	21
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	3
Physics	5
Business/Business Administration/Accounting	10
Computer and Information Sciences	
Other Specify: Health Science, Technology, Physical Education	36

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 781

2014-15: 818

2013-14: 814

Section II Annual Goals - Mathematics

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**\$205(a)(1)(A)(ii)**, **\$206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

50

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The Mathematics Department continues to strategize how to recruit more majors during this downward trend in teacher education. We are working to improve materials available for recruiting, and we want to expand on the summer experiences currently funded through the NSF-funded REU of past years.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

50

Provide any additional comments, exceptions and explanations below:

We continue to strategize how to recruit more majors during this downward trend in teacher education. We are working to improve materials available for recruiting, and we want to expand on the summer experiences currently funded through the NSF-funded REU to expose more students to ISU and its programs.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

50

Provide any additional comments, exceptions and explanations below:

The Mathematics Department continues to strategize how to recruit and retain majors during this downward trend in teacher education. Over the past three years we have graduated 27, 22, and 27 secondary mathematics teachers respectively—which has been the lowest numbers in many years. For the decade prior to these three years this number has generally averaged around 40 secondary mathematics graduates per year. We are encouraged by the increase in the number of applications for the upcoming school year, but have become aware of our need to focus on recruitment and retention. There are several areas that we have begun working on in this area. First, we have worked on improving the on-campus visit experience of our prospective students. We have developed a power-point presentation for our prospective students and included more of our secondary mathematics professors in this process. However, a current challenge is getting more of our prospective students to arrange visits with the mathematics department during their campus visits. Second, we have begun developing fliers and posters to advertise our program

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**\$205(a)(1)(A)(ii)**, **\$206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

30

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Departments will continue to build relationships to build numbers in a climate where teacher education numbers are decreasing at the secondary level.

Provide any additional comments, exceptions and explanations below:

Although projections were met for 2014 - 2016, the teacher education programs have experienced a decline in new teacher candidates as reflected in national trend: We will continue in our efforts to recruit more science majors, but we feel we had to modify our projections for next year.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

30

Provide any additional comments, exceptions and explanations below:

The programs will continue to work science fairs and school events to increase their profile to future students.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

30

Provide any additional comments, exceptions and explanations below:

Multiple science programs separately lead towards licensure entitlement at ISU. Each department is anticipating adding 8-12 students to give our University an estimated 30 additional prospective teachers. Licensure changes at the state level will no longer allow for secondary path to add middle level licensure. This may lead to a few students choosing a direct middle level math vs. secondary. The departments continue to focus on Open House activities and community outreach to build numbers. Chemistry hosts the high school ACS exam and participates in a high school research symposium to strengthen relationships. Biology is hopeful that the NOYCE scholarship will attract community college transfers to teacher education.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (S205(a)(1)(A)(ii), S206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

225

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are increasing our emphasis on innovative recruitment strategies, and are also working to attract more people to the field of special education. Our yield rate is very high, but the number of students applying to the field of special education is decreasing.

Provide any additional comments, exceptions and explanations below:

This is a slight decrease in our target number; we hope to meet and exceed this new goal. In the context of higher education and teacher education in Illinois, it is difficult to continue to grow an already large program. The number of high school graduates in IL is declining annually. Most public universities in Illinois are anticipating smaller incoming classes.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

225

Provide any additional comments, exceptions and explanations below:

This is a slight decrease in our target number; we hope to meet and exceed this new goal. In the context of higher education and teacher education in Illinois, it is difficult to continue to grow an already large program. The number of high school graduates in IL is declining annually. Most public universities in Illinois are anticipating smaller incoming classes.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

200

Provide any additional comments, exceptions and explanations below:

In the context of higher education and teacher education in Illinois, it is difficult to continue to grow an already large program. The number of high school graduates in IL is declining annually. Most public Universities in Illinois are anticipating smaller incoming classes.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

180

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We redesigned the elementary program to more easily facilitate the completion of an ESL endorsement. We also provide courses towards a bilingual major and minor.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The school of Teaching and Learning has now made it possible in all programs to add a bilingual endorsement if they are proficient in a second language.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

100

Provide any additional comments, exceptions and explanations below:

We currently have approximately 224 teacher candidates across 3 programs (Early childhood, elementary and middle level) completing an ESL endorsement. Our proposed revised early childhood program and the revised middle level program will also more easily facilitate the completion of an ESL endorsement track for their respective teacher candidates.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

100

Provide any additional comments, exceptions and explanations below:

We would expect to maintain our current number of ESL endorsement candidates for the upcoming academic year. We believe this number to be a realist number to maintain in light of additional endorsement track offerings that our candidates may choose across all three programs.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Topics listed above are infused in the teacher education curriculum, so that they are addressed both didactically in multiple courses and reinforced with associated clinical experiences. Teacher candidates must complete at least 50 hours of clinical experiences working in settings with diverse populations (racial/ethnic minorities; low SED, ELLs, students with special needs)and far exceed that minimum. Illinois State University's location provides convenient access to both rural and urban schools. Furthermore, Illinois State University operates 17 Professional Development School (PDS) sites across the state of Illinois, including both urban and rural settings.

All these requirements are included in the Illinois Professional Teaching Standards and all programs have identified coursework where students will meet these expectations.

Teacher education programs use assessment results and input gathered from practitioner advisory boards, follow-up surveys of graduates, surveys of supervisors, and surveys of superintendents to monitor our efforts in meeting these assurances.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
170-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
170-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			

TP100-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
170-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
170-AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	4			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	214	259	207	97
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	600	257	600	100
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	35	269	35	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	218	266	218	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	290	264	290	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	267	269	267	100
TP102-BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP102-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
171-BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson Other enrolled students	3			
171-BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2015-16	7			
171-BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2014-15	9			
171-BUSINESS MARKETING AND COMPUTER ED Evaluation Systems group of Pearson All program completers, 2013-14	6			
140-DANCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
140-DANCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
141-DRAMA/THEATRE ARTS	6			

Evaluation Systems group of Pearson All program completers, 2015-16				
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	7			
141-DRAMA/THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	4			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	51	43	51	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	262	24	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	40	259	40	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	61	257	61	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	59	257	59	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	35	259	35	100
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	174	47	174	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	74	262	74	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	232	263	230	99
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	283	264	283	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	296	263	296	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	268	264	268	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	262	10	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	26	260	26	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	28	267	28	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	46	265	46	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	65	267	65	100

172-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
172-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	3			
TP117-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	10	42	10	100
172-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	10	265	10	100
172-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	9			
172-FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	8			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	2			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	2			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	2			
128-FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2013-14	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	6			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	7			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	9			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	16	263	16	100
142-HEALTH EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP119-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
142-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
142-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			
142-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	9			
TP021-K-12 PERFORMING ARTS	38	51	38	100

Evaluation Systems group of Pearson All program completers, 2015-16				
TP011-K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	16	44	16	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	272	52	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	96	271	96	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	130	272	130	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	146	271	146	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	148	271	148	100
115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	29	260	27	93
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	19	266	19	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	29	261	29	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	41	267	41	100
TP018-MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	7			
TP019-MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP016-MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	46	12	100
TP017-MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	7			
143-MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	271	13	100
143-MUSIC Evaluation Systems group of Pearson Other enrolled students	8			
143-MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	31	269	31	100
143-MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	30	273	30	100
143-MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	31	270	31	100
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			

144-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	27	259	27	100
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	41	259	41	100
144-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	48	264	48	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	16	259	16	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	15	256	15	100
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	4			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	2			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	6			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	4			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	8			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	3			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	10	257	10	100
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	7			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	16	47	16	100
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	43	47	43	100
TP005-SECONDARY MATHEMATICS	2			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	19	43	19	100
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	17	47	17	100
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	3			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	6			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	2			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2013-14	5			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	34	264	34	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	44	259	44	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	42	265	42	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	47	260	47	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	57	258	57	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	165	256	158	96
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	155	257	155	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	166	257	166	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	148	260	148	100
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	78	47	78	100
150-TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
150-TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson Other enrolled students	3			

150-TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2015-16	5			
150-TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2014-15	5			
150-TEACHER OF STUDENTS/BLIND V IMPAIR Evaluation Systems group of Pearson All program completers, 2013-14	5			
151-TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
151-TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson Other enrolled students	10	266	10	100
151-TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2015-16	23	264	23	100
151-TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2014-15	17	261	17	100
151-TEACHER OF STUDENTS/DEAF H.O.H Evaluation Systems group of Pearson All program completers, 2013-14	17	259	17	100
TP143-TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
174-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
174-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
174-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
174-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
174-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
145-VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
145-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	14	264	14	100
TP015-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	12	51	12	100
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	13	268	13	100
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	17	261	17	100
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	8			

Section III Summary Pass Rates

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	748	740	99
All program completers, 2014-15	815	815	100
All program completers, 2013-14	811	811	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Illinois State University prepares teacher candidates to use technology effectively for areas listed above and have identified those courses where students will meet the Illinois Professional Teaching Standards related to the use of technology as educators.

All teacher education programs at Illinois State University have identified those courses where teacher candidates will be prepared to meet the technology standards included in the current Illinois Professional Teaching Standards.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher candidates (general and special education): Serving students with disabilities and ELLs is infused in general and specialized methodology coursework. All teacher education programs have identified courses where specific Illinois Professional Teaching Standards and indicators addressing expectations of working with students with disabilities and ELLs are part of the curriculum. Also, the College of Education maintains a Special Education Assistive Technology Center for the use of all teacher education candidates and faculty. Illinois State systematically assesses teacher candidates' ability and disposition to serve all students, including those with disabilities effectively via the Performance Based Assessment System that establishes key gateways for admission to professional studies, admission to student

teaching, and exit from student teaching. These include the competency assessment the Institution's Student Teaching Assessment, ed PR, the national edTPA

assessment, and a unit-wide Disposition Assessment.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In addition to the measures described above (which apply to all teacher candidates, including those preparing for special education), special education teacher candidates observe IEP meetings and write a reflective analysis of the experience. They also review IEPs and write hypothetical IEPs multiple times through the program. Coursework includes instruction regarding effective strategies for students who have limited English proficiencies. Candidates complete an online module from the IRIS center over this topic. A new course in our curriculum includes specific readings and application activities related to effective assessment and instruction for students who are limited English proficient.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Founded in 1857 to prepare teachers, Illinois State University is the state's first public university. Illinois State is unique among public universities in that it provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, in developing and delivering program tailored to meet them. Illinois State University's goal is to prepare teachers who have a strong sense of themselves and their mission as teachers and who, through caring and knowing, help their students realize the democratic ideal defined in conceptual framework for teacher education. The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA-CIHE) since 1913 and the National Council for the Accreditation of Teacher Education (NCATE) since 1954 have accredited ISU. All programs are fully approved by the Illinois State Board of Education (ISBE) and most are nationally recognized by specialized professional associations. The most recent NCATE review took place in April 2012. The report recommended continuing accreditation with all standards met and four standards recognized as meeting target expectations. Illinois State University participated in an Illinois State Board of Education pilot study of the edTPA during the 2012 – 2013 school year. All Illinois State University teacher candidates were expected to complete the edTPA assessment during the 2013 -2015 years. Data results were used by all programs to make curricular changes as warranted by individual student and program result in preparation for the implementation of the edTPA in fall 2015. Since implementation, programs continue to use data to help shape curricular changes and improvements. Every year all educator preparation programs at Illinois State University submit annual program reports to the Illinois State Board of Education for continue program approval. Programs submit teacher candidate information, faculty information, state testing results and data from local assessments relating to content knowledge, ability to plan instruction, clinical practice, ability to impact student learning, and dispositions. All program reports were approved by the State Educator Preparation and Licensure Board. In reviewing data of passage rate and percentages for CAEP information I came across omitted scores for a singular content test year on this year's Title II report. After a couple of hours reviewing title II data, Pearson's test results PDF and then the data collection sheet, I found that 11 ISU completers were incorrectly identified as SEC-BISC (biological Science-ML) instead of the correct SEC-SCIB- Science-Biology. This led to them not be included in the passage rate data for the 105- biology test for 2015-16. The Title II report still reviews and includes their edTPA test and the ISBE annual reports and ELIS accounts has the verified information. The only impact is one singular line of Title II data will be missing from the 15-16 report for Bio 105- of 11 takers, 11 passage with 100% passing rate.

Supporting Files

Complete Report Card

AY 2015-16