

Eastern Illinois University

Mission: Founded in 1895 with the express purpose of preparing teachers to serve in the schools of Illinois, Eastern Illinois University offers superior yet accessible undergraduate and graduate education. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world.

Teacher Preparation Programs: Eastern Illinois University offers 22 fully accredited, state approved, baccalaureate degree programs leading to state teacher certification. These programs can also be completed by individuals who already hold a baccalaureate degree and desire teacher certification. In addition, the University offers five graduate-level certification programs and a Masters degree aligned with the National Board for Professional Teaching Standards (NBPTS) for practicing teachers.

Student Characteristics: Eastern Illinois University serves over 10,000 students from throughout Illinois and the world on a compact, safe campus. Undergraduate students are primarily full-time, residential and of traditional college age with an average ACT score of 22. Nine percent of all students are minorities. Forty percent of undergraduates enter Eastern as transfer students.

Admission Requirements: Admission to teacher education is a multi-stage, selective process. Selection for the program is based on a student's academic qualifications (including passage of the Illinois Basic Skills Test) after completing at least 29 semester hours. Students must maintain a minimum of a 2.65 GPA; complete general education classes in written communication, oral communication, and mathematics with a grade of "C" or better; and demonstrate in practical field experiences the knowledge, skills and dispositions of one preparing to enter the teaching profession. To be eligible to student teach, students must demonstrate content, professional, and pedagogical competency.

Accreditation: Eastern Illinois University's teacher preparation program has been continuously accredited by the National Council for the Accreditation of Teacher Education since 1957 and has full approval by the Illinois State Board of Education. Eastern Illinois University is accredited by the North Central Association of Colleges and Schools.

CONTEXTUAL INFORMATION

Teacher Education Vision: A shared vision for teacher preparation ensures coherence of curriculum, instruction, field-based experiences, and assessment across a future teacher's University program. All educators must have the knowledge bases to be able to effectively plan and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which schools function are essential. Practice-based programs are vital to success. Clinical experiences are designed to ensure that future teachers progress from observation to small and large group instruction and culminate in a full semester of student teaching.

Best Practices

- Emphasis on partnerships between future teachers, the University, and the public schools.
- Sequenced, supervised, and evaluated field experiences
- Experienced faculty who are teacher-scholars and who model effective teaching
- Standards-based curricula with continuous assessment of student performance
- Instructional technologies integrated across all teacher preparation programs

Notable Features and Accomplishments

- One of the largest producer of teachers in Illinois
- Small classes taught by diverse, full-time faculty with doctorates or other terminal degrees
- Consistent, fair, and high standards for admission, retention, and graduation
- Off-campus, non-traditional professional preparation programs in high demand fields and under-served areas
- Education Scholars program for academically talented high school students
- Minority Teacher Identification and Enrichment Program/Minority Teacher Education Association
- Re-designed Special Education program leading to the Learning Behavior Specialist I Unlimited Certification
- Unique Middle Level Education program explicitly preparing teachers to meet the needs of middle school learners
- P-16 Beginning Teacher Induction Program creating a seamless transition from high school through the first years of teaching in order to attract and retain teachers for Illinois.

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Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2000-2001

Testing Period: Number of Program Completers: 570

Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	96	553	550	99%	100%
Academic Content Areas					
Early Childhood	02	40	39	98%	97%
Elementary	03	256	253	99%	98%
History	23	18	17	94%	95%
Social Science	24	14	14	100%	96%
English	25	28	27	96%	99%
Spanish	26	5	--	--	100%
French	27	1	--	--	86%
Speech	34	4	--	--	92%
Biological Science	35	14	13	93%	98%
Mathematics	36	12	11	92%	100%
Chemistry	37	2	--	--	93%
Health	42	8	--	--	100%
Art (K-12)	48	6	--	--	98%
Music (K-12)	49	11	11	100%	96%
Physical Education (K-12)	50	22	22	100%	99%
Physical Education (6-12)	53	33	33	100%	99%
Theatre Arts	54	1	--	--	100%
Aggregate		475	466	98%	98%
Other Content Areas					
Family and Consumer Sciences	44	7	--	--	100%
Industrial Technology Education	45	5	--	--	91%
Business/Marketing/Management	47	19	19	100%	99%
Aggregate		31	30	97%	98%
Teaching Special Populations					
Educable Mentally Handicapped	04	17	17	100%	97%
Learning Disabilities	06	84	80	95%	92%
Social/Emotional Disorders	07	37	36	97%	99%
Speech and Language Impaired	09	22	22	100%	100%
Aggregate		160	155	97%	96%
Summary of Individual Assessments					
		557	545	98%	98%

-- Not Reported. The reporting guidelines do not allow for reporting of number passed or pass rates when the number taking the assessment is less than 10.

Required Program/Supplementary Material

teacher preparation program, all specializations in academic year 1999-2000.(Important: See reporting instructions for guidelines.)	1527
S.2 Number of students in supervised student teaching in academic year 1999-2000	579
Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	12
➤ 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	8
S.4 Total faculty student teaching supervisors (Sum of S.3A, S.3B, S.3C)	20
S.5 Student teacher/faculty ratio	14.5:1
S.6A. The average number of student teaching hours per week required (Please see reporting instructions)	36
S.6B The total number of weeks of supervised student teaching required	15
S.7 Average total number of hours required (Multiply "S.6A" by "S.6B")	540