



Complete Report Card

AY 2015-16

Institution Information

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

Address: 1333 S. Halsted St, Suite 205
MC134
Chicago, IL, 60607

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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>)

Yes

If yes, provide the following:

Award year: 2010

Grantee name: Department of Education

Project name: Chicago Teacher Partnership Program

Grant number: USDOE: 201000381

List partner districts/LEAs:
Chicago Public Schools

List other partners:

Project Type: Both Residency and Pre-baccalaureate

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?
Early Childhood Education	No
Elementary Education	No
Secondary Science - Chemistry	No
Secondary Science - Physics	No
Secondary Science -Biology	No
Secondary Science: Earth and Space Science	No
Secondary Science: Environmental Science	No
Special Education	No
Teaching of English	No
Teaching of French	No

Teaching of German	No
Teaching of History	No
Teaching of Mathematics	No
Teaching of Spanish	No
Total number of teacher preparation programs: 14	

Section I.b Admissions

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

Other various

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://cte.uic.edu>

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

The undergraduate and some graduate programs offer conditional admission if GPA or TAP or ACT is lower than required but other application requirements are desirable. If conditionally admitted, students in some programs can be allowed to take education coursework for one semester (with one semester extension) before being admitted to candidacy. If they have not yet passed the TAP or received a score on the ACT that is 22 or above the students are given an action plan prepared and overseen by the program coordinator.

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	Yes	Yes
Fingerprint check	No	No
Background check	No	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	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Teacher Performance Assessment; Dispositions Assessment, Exit Survey Student Teaching Evaluation	No	Yes

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

3.39

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

3.5

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Section I.B Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**S205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the postgraduate 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 Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	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	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Teacher Performance Assessment, Exit Survey, Student Teacher Evaluation	No	Yes

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

3

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

3.4

What is the minimum GPA required for completing the program?

3

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

3.7

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:	244
Unduplicated number of males enrolled in 2015-16:	61
Unduplicated number of females enrolled in 2015-16:	183

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	64
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	19
Black or African American:	26

Native Hawaiian or Other Pacific Islander:	12
White:	110
Two or more races:	1

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	125
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	165

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

The undergraduate elementary ed program has three semesters of supervised field experience before student teaching. Other programs have one semester of supervised field before student teaching. (271 ST, 367 EFE)

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	12
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	74
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	16
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	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
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	16
Teacher Education - Chemistry	7
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1

Teacher Education - Spanish	5
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	
Education - Other Specify: Teacher Education - Environmental Science	1

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	9
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	64
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	16
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	5
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	15
Teacher Education - Chemistry	7
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	15
Teacher Education - Physics	
Teacher Education - Spanish	5
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	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	
Sociology	2
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	
Philosophy and Religious Studies	2
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other Specify: Teacher Education: Environmental Science	1

Section I.f Program Completers

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

2015-16: 158

2014-15: 132

2013-14: 195

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?

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

Yes

Description of strategies used to achieve goal, if applicable:

Increasing the recruitment efforts to attract candidates to the program.

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

Our program is currently exploring various opportunities to increase the number of undergraduate teaching of mathematics majors at UIC.

Provide any additional comments, exceptions and explanations below:

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?

4

Provide any additional comments, exceptions and explanations below:

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?

14

Provide any additional comments, exceptions and explanations below:

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?

28

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

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting at UIC and other local universities. Fellowships provided by NSF-funded Project SEEEEC (Science Education for Excellence and Equity in Chicago).

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

Improve performance: We are exploring ways to increase the number of undergraduate science majors at UIC who matriculate into our MEd program. Lessons Learned It is a difficult political environment in which to recruit teachers. The near constant budget cuts and political attacks on teachers unions, along with the recent history of school closings make teaching a less attractive profession, especially in Illinois and Chicago.

Provide any additional comments, exceptions and explanations below:

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?

Provide any additional comments, exceptions and explanations below:

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?

20

Provide any additional comments, exceptions and explanations below:

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. (**§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 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?

37

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

Yes

Description of strategies used to achieve goal, if applicable:

Addition of program-specific recruitment materials (e.g., our own fliers) and program specific emails to the recruitment database with coordinator's name.

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

Program faculty have produced increasing amounts of materials aimed at particular groups (e.g., second career persons, those with general education licensure, those seeking advanced licensure). We have learned to target recruitment with what matters - what will appeal to potential students.

Provide any additional comments, exceptions and explanations below:

We are advising every single student to see how they might transition to the new program and lessen time to degree. We have a new partnership with a district to prepare teachers on site for an advance endorsement.

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?

12

Provide any additional comments, exceptions and explanations below:

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?

15

Provide any additional comments, exceptions and explanations below:

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. (§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 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?

No

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

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

NA

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:

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

No

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

Provide any additional comments, exceptions and explanations below:

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:

Every program requires special ed course and field work. Lesson plan formats require candidates to consider ELL, students with special needs, and other types of diversity and to adapt lessons to meet those needs. All students take coursework emphasizing the needs of ELL learners and students with other special needs. Candidates have field settings in urban, under-served neighborhood schools. They take coursework that provides information about urban contexts of schooling and the necessity to provide underserved schools the very best education.

Section III Assessment Pass Rates

SECTION III ASSESSMENT TEST RULES

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	2			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	2			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	108	261	107	99
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	5			
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	59	268	59	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	20	268	20	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	73	273	73	100
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	278	11	100
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
152-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	56	47	56	100
TP002-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	48	15	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	260	50	96
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	1			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	73	259	73	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	16	266	16	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	74	266	74	100
111-ENGLISH LANGUAGE ARTS	18	267	18	100

111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	207	10	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	16	271	16	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	15	268	15	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	23	264	23	100
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
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	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	5			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	7			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	277	20	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	7			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	12	276	12	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	5			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	10	276	10	100
115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	5			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	13	266	13	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			

105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	16	264	16	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	2			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	9			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	9			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
112-SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
112-SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	16	50	16	100
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	14	50	14	100
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	25	48	25	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	268	19	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	14	269	14	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	7			
114-SOCIAL SCIENCE: HISTORY	14	266	14	100

Evaluation Systems group of Pearson All program completers, 2013-14				
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	270	19	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	7			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	12	266	12	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	5			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	10	262	10	100
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	158	158	100
All program completers, 2014-15	117	116	99
All program completers, 2013-14	157	157	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

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.

Integrate Technology into Instruction: Programs either have a technology class or integrate technology instruction into subject matter and education methods coursework (or both). Candidates learn not only electronic applications such as presentation programs and excel but about academic uses of different social networking, communication and writing tools, and student-friendly websites. They learn to teach students search strategies and critical evaluation of web-based information. In addition, candidates learn to use technology to assess student learning and make changes to their lessons and classroom based on the data gathered.

Collect, manage, and analyze data to improve teaching and learning: Many candidates take an assessment course that focuses on collecting and using appropriate data to increase effective teaching and student learning. Other programs integrate this information in various courses. For example, all candidates design and implement lesson plans and assessments that are aligned to 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**
No
- **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 candidates take at least one course with a field experience in special education. Instruction for ELL is provided in coursework and is a part of subject area and general methods courses. Also, lesson plans require that students make accommodations for students with special needs and who are ELL. Although candidates aren't required to participate in an IEP team, they do fieldwork and student teaching in classes with special education students and have access to IEPs. They are required to implement IEPs in their student teaching experiences. They do participate in IEP meetings if they are given consent to do so by the school and parents.

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 order to prepare special educators to teach students with a wide range of disabilities in effective ways, four major principles (listed below) are threaded throughout the LBS1 program.

The following are the principles infused into our program curriculum through coursework and field experiences.

1. Learning about teaching is embedded in scholarly understandings and activities. It requires the ability to think about teaching and students' learning through multiple lenses with particular attention to (a) behaviorism; (b) information processing; (c) socio-cultural perspectives; and (d) development.
2. Central to learning about teaching is learning about effective instruction for students with disabilities with an understanding of the interactive influences of culture, language, gender, and ability. The student is viewed as the center of the teacher's thinking and decision-making regarding teaching and learning.
3. Learning to teach requires active learning – the construction of meaningful understandings – not only about the educational needs of students and how to advance students' learning, but also about the moral and ethical dilemmas that often confront special educators in their role as teacher. Learning to teach requires analysis, examination, a reflective stance, and a commitment to life-long learning.
4. Learning about teaching is learning to work collaboratively with families and professionals in the school and community for the dual purpose of (1) designing and offering programs that meet the needs of the students and (2) advocating for the student's rights to receive appropriate services.

Providing a mix of foundational ideas with goals for best practices, the principles are infused into all coursework and clinical experiences. Secondly, clinical experiences are included in 80% of courses and culminate in an internship placement (that is taught and supervised by department faculty) and student teaching in a Chicago public school that is in partnership with the Department. Department faculty place, supervise and meet regularly with candidates. Thirdly, the program aligns with ISBE standards (IPTS and Special Education content) as well as CEC national standards of practice. Fourthly, assessment is ongoing through coursework, discussion of student progress monthly at department meetings, and intervention action plans as needed. Evidence of candidate quality upon program completion comes in part from evidence that all students in the last two years who have sought employment have been hired, and well over 95% are hired in Chicago public schools. Given our partnerships for teacher training and research, we regularly see past graduates and often place interns and/or student teachers with them due to

their use of best practices.

All students receive training in several ways to participate as a member of individualized education program teams as defined in IDEA 2004. In the initial program course, students are exposed to the purposes, legalities and history of IEPs. They also learn about the RTI process and the work and roles that special educators should play. Students take two courses about assessment, one in which they learn ways to do diagnostic and classroom-practice assessments in which they also learn how to interpret assessment data and use it to make instructional decisions. Assessment knowledge and practices are then infused into content-related coursework (e.g., in literacy and in mathematics) All students also participate in an assessment internship in which they work in peer pairs to assess (under supervision) a youth from the community and complete a report to the family about findings from a battery of assessment tools they used. In subsequent courses, students study how to write goals and the range of ways to collaborate with students, families and related personnel throughout the IEP process and subsequent evaluations. They are trained, also, in doing functional behavior analyses and writing individualized student plans related to behavior and socio-emotional well-being. Within student teaching, all students participate in goal-writing with mentors and attend IEP meetings with mentors and other school officials.

All students learn to effectively teach students with limited English proficiency who also have disabilities. In the initial program course and in subsequent courses about development of cognition, social emotional well-being and language, attention is given to knowledge about linguistic and cultural difference and how that can effect making instructional choices, writing IEP goals and making revisions. In content-related coursework, that is broadened to include sensitivity to linguistic differences as candidates shape their teaching practices. In internship and student teaching, candidates study how language and content must be integrated by learning evidence-based strategies and the SIOP guide for planning.

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.

The elementary education program has undergone a redesign which was implemented in the 2015-2016 year. This redesign requires students to maintain a 3.0 GPA in core concentration courses and to be fully immersed in science, math, and literacy coursework with more integrated and intensive field experiences. In addition, all programs are currently in the process of redesign in response to the new Illinois Professional Teaching Standards, content area standards and grade band changes. This redesign is ongoing because of the shifting ISBE schedules.

Supporting Files

Complete Report Card

AY 2015-16